

Faculty Senate Minutes for April 1, 2011

The meeting was called to order by President Beverly Boals Gilbert at 3:00 p.m.

Senators Rich Burns and Bill Humphrey (M/S) the approval of the minutes. Without objection the minutes were approved.

NEW BUSINESS

Graduate Student Council President LaDesta McCann and Internal Vice President Tom Henry gave a report on the GSC activities.

See Appendix A.

Interactive Teaching-Technology Center (ITTC) Director Henry Torres and Professor Amany Saleh gave a report from the Internal Senate Quality Committee.

See Appendix B.

President Elect Jack Zibluk gave the report from the nominating committee for secretary/treasurer of the Faculty Association. Professors Farhad Moeeni from the College of Business and Tracy Farmer from the Library have been nominated for the position.

The election will be held at 1 p.m. on April 12 in the Mockingbird Room of the Student Union.

OLD BUSINESS

Discussion of the letter regarding budget priorities other than faculty salaries recommended by the Senate Finance Committee report was tabled until the April 15 Senate meeting.

Senator Lynn Howerton presented the following letter supporting the faculty salary recommendations from the Senate Finance Committee report.

April 1, 2011

Dr. Glen Jones

Interim Vice Chancellor for Academic Affairs and Research

Arkansas State University-Jonesboro (ASU-J)

PO Box 179

State University, AR 72467

Dear Dr. Jones:

As noted in the current ASU Faculty Handbook of Policies and Procedures the ASU-J Faculty Senate Finance Committee is charged with monitoring faculty financial status both within the university and relative to other universities in the state, region and nation. This committee recently completed a thorough examination of the 2009-2010 ASU-J budget as it pertains to the charge. The findings of the committee are presented in the enclosed report entitled Arkansas State University-Jonesboro (ASU-J) Faculty Senate Finance Committee Report dated March 4, 2011.

These findings paint a most distressing and dismal picture specific to ASU-J faculty salaries when compared to our peer institutions. Specifically, average ASU-J faculty salaries at all ranks (i.e., Professor, Associate Professor, Assistant Professor, and Instructor) for 2009-2010 rank well below the averages of faculty salaries at both the University of Central Arkansas (UCA) and the University of Arkansas at Little Rock (UALR). Across all ranks our faculty earns an average of \$2,375 less than UCA faculty and \$6,275 less than UALR faculty. At the Associate Professor rank ASU-J faculty earn an average of \$2,900 less than UCA faculty and \$7,800 less than UALR faculty. At the Professor rank ASU-J faculty earn an average of \$700 less than UCA faculty and \$10,900 less than UALR faculty. Furthermore, when one compares the average 2009-2010 ASU-J faculty salary to the average 2009-2010 SREB faculty salary the average ASU-J faculty salary at all ranks is \$6,975 less than the SREB average. The discrepancy appears to be especially significant at the higher ranks where the average ASU-J Professor salary is \$9,000 less than the SREB average for Professors and where the average ASU-J Associate Professor salary is \$7,900 less than the SREB average for Associate Professors. To make matters worse the gap between ASU-J faculty salaries and average SREB faculty salaries at all ranks over the past 10 years shows a widening trend. Due to inadequate salaries in recent years faculty perceive their professional worth is not being compensated adequately. We are doing "more-and -more" with "less-and -less." This influences faculty morale. Many of our faculty are currently experiencing significant financial difficulty in terms of meeting cost-of-living expenses. Indeed, the outlook looks bleak.

Priority 7 of the ASU-J Strategic Plan draft dated March 7, 2011 is to "Continually improve our institutional efficacy and alignment of resources with our priorities" including enhanced recruitment and retention initiatives of faculty. To retain and attract faculty ASU-J needs to make significant efforts addressing the salary gap. Faculty continue to "factor in" salary when contemplating staying at ASU-J. Salaries are not high enough to retain faculty. More problematic is the perception that faculty do not anticipate any meaningful relief. How can ASU-J possibly attract, reward and retain quality faculty when they are not adequately financially compensated for their teaching, scholarship/research, and professional service? What detrimental effect does this continual practice have on our academic programs and on our students? Why would the second largest institution of higher education in the State of Arkansas pay their faculty considerably less than their smaller peer institutions (i.e., UCA and

UALR)? Given that the most vital part of any university is the faculty what message is the institution conveying?

Priority 1 of the ASU-J Strategic Plan draft is to “Refine ASU’s mission and identity as an emerging global research institution.” How can this top priority ever be accomplished when the faculty, who are clearly the leaders in such endeavors, are so grossly undercompensated when compared to their peers? It is important to note that while some faculty, especially those in the sciences may be in a position to enhance their annual salaries through

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external grant funding this is not the case for many who are in other professional fields where such opportunities are limited. Furthermore, faculty whose primary role is directed towards educating future teachers and other practitioners may also be restricted in acquiring this type of support.

The current ASU-J administration has acknowledged the existence of inadequate salaries and expressed a willingness to address these inadequacies. The Faculty Senate is hopeful that these issues will be placed as high priorities and addressed immediately.

On behalf of the ASU Faculty Association and ASU Faculty Senate we urge the ASU-J administration, system, and Board of Trustees to carefully examine the committee’s current report and especially the longitudinal data which clearly shows a significant problematic pattern of inadequate faculty salaries. We also request for you address the Faculty Senate Finance Committee’s Recommendation on Budget Priorities Pertaining to Faculty Compensation for Fiscal 2012 (revised January 20, 2011) which is attached to the report. The latter document outlines both key short-term and long-term priorities. Short-term priorities include: (a) the establishment of a funding process where faculty salary adjustments “come off the top” of the annual university planning budget, (b) completing the equity adjustment process by compensating approved salary increases initiated in Fiscal 2011 and adhering to the salary equity process as stated in the faculty handbook, and (c) for the upcoming year provide faculty salary increases to address cost of living adjustments before merit increases. Finally, the long-term priority calls for establishing a five-year plan to address average faculty salary to meet SREB averages for the current university classification.

In the best interest of academics and the future vitality of the university we strongly recommend that the above funding priorities pertaining to faculty salaries be adopted and implemented with integrity. Please feel free to contact me at your convince regarding these matters. The ASU Faculty Association and Faculty Senate stand ready to collaborate with all entities to bring our faculty salaries up to a level of financial compensation that is at least equal to our peers.

Sincerely yours,

Beverly Boals Gilbert, Ed.D.

Professor of Early Childhood Education

Chair of the ASU Faculty Senate

President of the ASU Faculty Association

Cc Dr. Daniel Howard, Interim Chancellor of Arkansas State University-Jonesboro

Dr. Charles Welch, President of Arkansas State University

Senators Mike McDaniel and Bill Humphrey (M/S) the approval of the letter.

The motion was passed unanimously by voice vote.

SGOC 11SP-11 was taken off the table for discussion.

The proposal reads:

“An ASU Jonesboro Proposal for Creation of Task Forces

From ASU Faculty Handbook Committee

Task Force Proposal: When a shared governance issue arises that the SGOC finds can best be addressed by a task force, the SGOC will appoint a task force for that purpose. The task force will have 21 working days to make a report, in writing, to the SGOC. The SGOC will forward the task force report to the Chancellor and if the request was initiated by a constituent, the requesting constituent. (1.c.2, as new second paragraph, pg 13)”

Senator McDaniel explained that it is the intent of the proposal to have a 21 working day deadline to create a written report for the SGOC when a task force is appointed for that purpose.

Senators McDaniel and Marika Kyriakos (M/S) the adoption of the proposal.

The motion passed unanimously by voice vote.

The Policy on Information Management, Security and Privacy that had been presented by Associate Vice President for Information and Technology Services Mark Hoeting at the March 18 meeting was taken off the table.

Senators Humphrey and McDaniel (M/S) adoption of the policy.

The motion was approved unanimously by voice vote.

SGOC 10FA 26-A A Revised Proposal for an ASU Jonesboro Policy for Admission by Exception was brought up for a final up or down vote.

The proposal reads as follows:

Revised 3/17/2011

Shared Governance Proposal

Intercollegiate Athletics Committee

Nonie Wiggins, Chair

Admission by Exception for Prospective Students with Exceptional Talent

Rationale:

Admissions standards for ASU-J may preclude the admission of prospective students who demonstrate exceptional talent, ability, accomplishment, or potential in athletics, leadership, and performance or similar contribution to the university community but do not meet the numerical requirements of GPA and/or ACT/SAT (or comparable exam) used in ASU-J's admissions standard. This proposal provides for the admission of such students who may be recruited for various performance-based activities or disciplines within the university.

Proposed Addition to the Undergraduate Admissions Standards:

Admission by Exception for Prospective Students with Exceptional Talent

Prospective students who demonstrate exceptional talent, ability, accomplishment, or potential in athletics, leadership, and performance or similar contribution to the university community may be granted admission by exception to Arkansas State University-Jonesboro. Admission by exception provides a means to identify students who do not meet the numerical requirements (GPA and/or ACT/SAT) for admission but who demonstrate exceptional potential to contribute to ASU. Prospective first-time students admitted by exception will be required to participate in the intensive Academic Success Institute (ASI). Successful completion of ASI will allow for continued enrollment at ASU. Prospective transfer students admitted by exception will be required to participate in the Restart@Astate program.

To be granted admission by exception, prospective first-time student-athletes must satisfy the National Collegiate Athletic Association initial eligibility standards under Division I guidelines and prospective transfer student-athletes must satisfy the National Collegiate Athletic Association transfer eligibility standards under Division I guidelines in order to be eligible to petition for admission via the **Undergraduate Admission Appeals Committee**. Colleges/Departments desiring to utilize "admission by exception" must provide documentation in support of the student's extraordinary talent, ability, accomplishment, or potential via petition to the **Undergraduate Admission Appeals Committee** for

consideration. Admission by exception will generally be reserved for students eligible for performance-based scholarships.

In addition, under extraordinary circumstances, prospective students may continue to be granted exceptional admission by the Chancellor as set forth in Article VI of the Bylaws of the Board of Trustees of Arkansas State University.

Contacts:

Daniel Feig, Athletic Compliance

Lynita Cooksey, Academic Affairs and Research

dfeig@astate.edu

lcooksey@astate.edu

Senators Kyriakos and McDaniel (M/S) the adoption of the proposal.

Several senators argued for alternate standards for admission by exception.

The motion failed on a show of hands vote with seven in favor, 12 opposed, and four abstentions.

SGOC 11S14 – Proposal for the Approval of the ASU-J Strategic Planning Institutional Priorities and Goals was brought up for discussion.

The proposal reads as follows:

**“Shared Governance Proposal for Approval of the
ASU-J Strategic Planning Institutional Priorities and Goals**

Submitted by: Strategic Planning Operational Committee

Contact: Lynita Cooksey, Academic Affairs and Research, lcooksey@astate.edu; ext. 2030

Submission Date: March 17, 2011

The Strategic Planning Operations Committee respectfully submits the **Strategic Planning Institutional Priorities and Goals** for an expedited review as recommended by the Executive Council. The Strategic Planning Institutional Priorities and Goals have been provided to the general campus community for review and comment. However, it is requested that the shared governance process be used for the approval for this step of the strategic planning process. Final approval rests with the ASU Board of Trustees.

These priorities and associated goals are based on the 100+ topics generated in October 2010 at the Open Space Technology Strategic Planning Retreat. The Strategic Planning Operations Committee evaluated the topics and grouped them into categories in an effort to develop strategic institutional priorities that would reflect and support the needs, concerns, and future direction of Arkansas State

University as expressed by the campus community during the Strategic Planning Retreat. Goals were established for each of the seven priorities that more specifically reflect the topics of the retreat.

The priorities and goals are intentionally broad and meant to provide a framework from which to develop more specific concepts. Approval of the proposed **Institutional Priorities and Goals** indicates that the concerns, ideas, and institutional challenges we need to address as a campus over the next few years are broadly captured and will be further defined in detail through action steps developed over the next several months (to conclude by October 1, 2011) by the various institutional units, including those groups from the Open Space Technology Retreat who wish to reconvene and contribute action steps independently. The comprehensive strategic plan will come about from completion of the action steps and their implementation over the next few years.

DRAFT 03-17-11

Arkansas State University

Strategic Planning Priorities

Institutional Priorities and Goals

Priority 1. Refine ASU's Mission and Identity as an Emerging Global Research Institution.

Goal 1A. Pursue Appropriate Carnegie Classification Based on Role and Scope

Goal 1B. Continue to Promote Teaching and Learning Endeavors That Are Integral to a Global Research Institution

Goal 1C. Continue to Promote the Transformation of ASU Into a Research-Intensive Institution

Goal 1D. Promote Outcome-Based Decision Making

Priority 2. Create a service and support culture that is focused on student learning, retention, and academic success.

Goal 2A. Support Student Learning as the First Priority to Establish Arkansas State University as a Premier Learning-Centered University

Goal 2B. Review Relevancy of General Education Program

Goal 2C. Continue to Develop a Culture of Assessment to Enhance Learning Outcomes

Goal 2D. Enhance Student Persistence and Academic Success

Goal 2E. Provide Opportunities to Better Understand Student Needs

Priority 3. Create learning experiences through student engagement, service to our region, and partnerships with our community.

Goal 3A. Increase Service-Learning and Community Engagement Opportunities

Goal 3B. Enhance Community Outreach

Goal 3C. Promote Environmental Responsibility and Stewardship

Priority 4. Create a collaborative decision-making environment that is based on effective shared governance, open communication, and mutual respect of all members of our teaching and learning community.

Goal 4A. Develop a Sense of Campus Community

Goal 4B. Create Transparency in Planning and Decision-Making

Priority 5. Adopt policies and models that continuously promote, grow and reward all modes of effective teaching and learning experiences.

Goal 5A. Support and Reward Multiple Modalities of Teaching and Learning

Goal 5B. Refocus on Excellence in Teaching and Learning

Priority 6. Increase our diversity and expand our globalization.

Goal 6A. Prepare Students for Global Citizenship

Goal 6B. Develop a Service Environment that Supports the Needs of a Diverse ASU Community

Goal 6C. Attract, Employ, Retain, and Advance Greater Numbers of University Faculty and Staff from Underrepresented Groups

Priority 7. Continually improve our institutional efficacy and alignment of resources with our priorities.

Goal 7A. Enhance Recruitment and Retention Initiatives of Faculty and Staff

Goal 7B. Maintain Current and Strategically Plan for Future Infrastructure Needs

Goal 7C. Expand Resources and Refine Budget Procedures”

Senators McDaniel and Jackie McBride (M/S) the adoption of the proposal.

The motion was passed unanimously by voice vote.

President Gilbert proposed that the rotation of former Faculty Association Presidents as mace bearers at graduation ceremonies begin with Professor Bob Bennett carrying the mace at the May, August, and December 2011 graduation ceremonies.

Senators Kyriakos and Burn (M/S) moved approval of the proposed rotation.

The motion was approved unanimously by voice vote.

President Gilbert announced that the deadline for faculty volunteers to fill committee vacancies has been moved forward one week to April 8, 2011. Senators should forward the names of volunteers to President Gilbert or other members of the Committee on Committees by that date so that the Senate can act on the appointments at the April 15 meeting.

Senator Saleh gave the report of the Status of the Profession Committee. She said that 250 responses had been received and that she was still working on the statistical analysis which she will present at the April 15 meeting.

The report as it currently stands is as follows:

ASU Faculty Job Satisfaction

April 1, 2011

A report prepared by Dr. Amany Saleh for the Faculty Senate

| # | Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Total |
|----|--|----------------|--------------|-------------|-------------------|-------|
| 1 | My work environment is collegial | 75 30.2% | 128 51.6% | 30 12.1% | 15 6.0% | 248 |
| 2 | ASU provides good health benefits | 60 24.9% | 141 58.5% | 31 12.9% | 9 3.7% | 241 |
| 3 | I feel a sense of loyalty to my department. | 107 43.3% | 110 44.5% | 17 6.9% | 13 5.3% | 247 |
| 4 | I am given the opportunity to participate in decision that affects me. | 46 18.5% | 124 50.0% | 54 21.8% | 24 9.7% | 248 |
| 5 | I am kept well informed of matters important to faculty. | 37 14.9% | 141 56.6% | 51 20.5% | 20 8.0% | 249 |
| 6 | The university facilitates my professional development. | 45 18.2% | 132 53.4% | 51 20.6% | 19 7.7% | 247 |
| 7 | ASU provides the equipment and materials needed to do my job well. | 38 15.4% | 137 55.5% | 53 21.5% | 19 7.7% | 247 |
| 8 | I am dedicated to my profession. | 188 75.5% | 58 23.3% | 3 1.2% | 0 0.0% | 249 |
| 9 | My office is adequate for my needs. | 79 32.2% | 117 47.8% | 29 11.8% | 20 8.2% | 245 |
| 10 | The classrooms where I typically teach are conducive to learning. | 49 20.0% | 122 49.8% | 58 23.7% | 16 6.5% | 245 |
| 11 | I feel appreciated by my department chair. | 111 45.3% | 88 35.9% | 26 10.6% | 20 8.2% | 245 |
| 12 | My dean facilitates the work and the development of my department. | 76 31.1% | 114 46.7% | 32 13.1% | 22 9.0% | 244 |
| 13 | I am satisfied with my pay. | 17 7.0% | 69 28.5% | 92 38.0% | 64 26.4% | 242 |
| 14 | I find that my values and ASU' are similar | 21 8.5% | 129 52.2% | 80 32.4% | 17 6.9% | 247 |
| 15 | The future of ASU is important to me. | 129 52.4% | 104 42.3% | 9 3.7% | 4 1.6% | 246 |
| 16 | I am happy with the leadership of this university. | 27 | 109 | 71 | 39 | 246 |

| | | | | | | |
|----|--|-------------|--------------|--------------|-------------|-----|
| | | 11.0% | 44.3% | 28.9% | 15.9% | |
| 17 | I don't hear much complaining from my colleagues about the university. | 6 2.4% | 68 27.5% | 119 48.2% | 54 21.9% | 247 |
| 18 | Our administration does all it can to meet the needs of my department. | 16 6.8% | 73 30.8% | 98 41.4% | 50 21.1% | 237 |
| 19 | I feel that the ASU administration values my opinion. | 12 5.2% | 80 34.3% | 85 36.5% | 56 24.0% | 233 |
| 20 | My job allows me to express my special talents. | 51 20.6% | 149 60.3% | 34 13.8% | 13 5.3% | 247 |
| 21 | ASU is responsive to the needs of my family. | 24 10.9% | 127 57.7% | 53 24.1% | 16 7.3% | 220 |
| 22 | ASU has family-friendly employee benefits. | 30 13.3% | 140 62.2% | 39 17.3% | 16 7.1% | 225 |
| 23 | ASU offers programs to help invest/manage my finances effectively. | 23 10.0% | 158 69.0% | 43 18.8% | 5 2.2% | 229 |
| 24 | I feel a sense of loyalty to ASU. | 80 32.5% | 129 52.4% | 30 12.2% | 7 2.8% | 246 |
| 25 | If I had it to do over again, I would not work for this university. | 66 27.4% | 125 51.9% | 25 10.4% | 25 10.4% | 241 |
| 26 | Morale among faculty is not a problem. | 11 4.6% | 63 26.3% | 111 46.3% | 55 22.9% | 240 |
| 27 | Overall, I am satisfied with my job. | 53 21.5% | 140 56.7% | 41 16.6% | 13 5.3% | 247 |

Senator Saleh drew particular attention to the results in nos. 13, 14, 17, 18, 19 and 26.

President Gilbert announced the winners of the CREATE – Research Awards.

President Gilbert announced that new senators should be elected in time for the May 6, 2011 meeting when the incoming Faculty Association officers will assume their new responsibilities.

President Gilbert announced that there is \$2449.03 left in the Faculty Senate account for fiscal year 2011 and presented two proposals to spend the money.

The first proposal reads as follows:

“Proposal for Allocation of Professional Development Funds for the Purpose of

As you will see from the attached budget, we will have approximately 2,449.03 cents remaining in our account. I anticipate a small number of office supplies and materials needed for the office and I would like to reserve approximately 250.00 for that purpose. I would like to propose that we allocate the remaining 2,250 this year, for the purpose of sending a member of the Executive Council or a Senator to

a conference/ meeting/ forum, etc. focusing on Shared Governance. If there is a conference available for 2011, prior to the end of the fiscal year, June 30, 2011, I would like for a person or persons to attend. We have until June 17 for invoices, so we could pay for the registration; and we could submit a TR1 to reimburse for travel, lodging, meals, etc. and we would have until June 31 for that.

I would like to suggest that this become a standard practice with the specific amount of funds each year to be determined by the Executive Council of that year. I recommend that Senators make an application or submit a proposal for the funds, and that a committee be appointed each year by the President of the Association and Chair of the Senate, inclusive of 3 EC members and 4 Senators from different colleges to award professional development funds to promote shared governance.

If approved, for this year, I would like to ask that Jack Zibluk, Myron Flugstad, Richard Grippo, the Association Secretary, Larry Sallinger, Marika Kyriakos, Bill Humphrey, and Bill Payne to serve for the remainder of this year should proposals be submitted. Should a Senator or EC member serving on this committee wish to submit a proposal, he or she will withdraw from service on this committee. In a typical year (starting July 1, 2011) proposals can be submitted at any time. The Shared Governance Professional Development Committee will grant awards based on criteria to be determined by the committee such as:

- Relevance of the Conference to Shared Governance
- Opportunity to use the information gained at the conference to facilitate and promote shared at ASU
- Participation in shared governance on campus through committee participation, SGOC membership, etc.
- Role and scope of the individual relative to Shared Governance on campus
- Active participation in the Senate and Senate internal committees
- Commitment to Shared Governance and Faculty Primacy”

The second proposal reads as follows:

“Proposed Shared Governance Campus and System Retreat

To most effectively utilize the resources remaining from this year's budget, the Senate Executive Committee proposes a Shared Governance Retreat with ASUJ and ASU System faculty and administrators to be held in Little Rock. Specifically suggested are: Dr. Welch, Dr. Howard, Dr. Jones, and with the university council, Lucinda McDaniel. The purpose is to perfect and endorse the process and commit to procedures for ensuring that shared governance will occur at ASU. Louella Moore, the 2007-2009 Senate Chair, the SGOV Senate or Faculty members who served with Beverly Gilbert as Senate Chair, 2009-2011 and the upcoming 2011-2013 Senate Chair Jack Zibluk and Senate SGOV Committee members. A list of individuals serving on SGOV can be made available and if alternates are needed, these can be identified. There is approximately \$2,250 to cover this cost. Additional funds are in the Foundation Account if needed, but not suggested for use. I am asking Jack Zibluk and Mike McDaniel to co-chair this group to make arrangements for a Campus and System Shared Governance Retreat. All details will be developed and worked out by Jack and Mike with input from the Senate as needed. The co-chairs will determine if a presenter/facilitator would be beneficial. The request will be made to the administration should the Senate endorse this proposal."

President Gilbert recommended the adoption of the second proposal and Senators Humphrey and James Bednarz (M/S) the adoption of the second proposal.

Senator Howerton then suggested that the Co-chairs Zibluk and McDaniel have the discretion to pick what they want from either proposal to promote shared governance. Without objection the Senate accepted this suggestion.

Senator McDaniel reported that SGOV Chair Julie Isaacson has met with Interim Provost Glen Jones and University Counsel Lucinda McDaniel to discuss the conflict of interest proposal for the Jonesboro campus.

He also reported that Nursing and Health Professions Senator Roy Aldridge is seriously ill.

Senator Burns announced that Delta Symposium XVII is slated for April 6-9.

Without objection the meeting was adjourned at 4:25 p.m. on the motion of Senator Alex Sydorenko.

Attendees:

Association officers:

President Beverly Boals Gilbert
President-Elect John B. Zibluk

Agriculture:

Bill Humphrey

Business:

Faye K. Cocchiara

Dan Marburger proxy for Richard Segall

J. K. Sinclair

Communication:

Pradeep Mishra

Education:

Lynn Howerton

Jackie McBride

Amany Saleh

Fine Arts:

Marika Kyriakos

Claire D. Garrard

Humanities and Social Sciences:

Warren Johnson

Richard Burns

Lawrence Salinger

Alex Sydorenko

Library:

Myron Flugstad

Nursing and Health Professions:

Bill Payne

Loretta Brewer

Deanna Barymon proxy for Roy Aldridge

Mike McDaniel

Science and Mathematics:

James Bednarz

University College:

Melissa Jackson proxy for Ronda K. Curbo

Dean's Council Representative:

Andrew J. Novobilski

Visitors:

Henry Torres

Glen Jones

Appendix A

Update Given by Tom Henry, Internal Vice President of the Graduate Student Council to the Faculty Senate on April 1, 2011.

1. We met with Interim Chancellor Howard and Vice Chancellor Rick Stripling on March 17th in the Chancellor's Conference Room.
 2. Chancellor Howard said that he had looked into our concerns and agree that there was a problem.
 3. He did not specifically say what the problem was, but began to lay out the specifics of his offer to the GSC.
 4. First, he took full credit for our receiving an office, though it was Ladesta's lobbying efforts away from the Student Union power structure that truly prevailed. They didn't even know the location prior to our telling them.
 5. Next he explained that they would provide the GSC with a computer, printer, desk and that the SGA would give us \$1,200. This was the first that we had heard about that.
 6. He then said that the 25.1% of graduate students to total enrollment was irrelevant because only 14% pay a student activity fee.
 7. He then told us that he would offer, not 14% of all our student activity fees, but rather 14% of just the Action fund portion of the SGA portion of the entire student activity fee allocation budget. In real dollars that means \$6,477.84 this year.
 8. He then told us that the 14% would be reevaluated each year, it can go up or go down depending on the 'student activity fee paying graduate student' percentage each year.
 9. We asked about operational funds. They mocked and asked, "What would you need operational funds for?"
 10. We spoke of expenses, salaries to man the office, phone, etc. We again were mocked that we didn't need any but that they would keep us in paper and toner.
 11. Tom told them the SGA has about \$25,000 in salaries currently for their 75% of the student body and they told us we might want to look into a second graduate assistant.
 12. They said budgets were locked elsewhere. I told them that none of the items were in any way graduate items.
 13. Once we began to counter their offer Interim Chancellor Howard almost immediately and abruptly left for 'another meeting'.
 14. We were told we weren't supposed to fix anything, but rather just send people to them.
 15. Vice Chancellor Stripling said, "We'll I guess this isn't going to work." And began to get up.
 16. All three of those last items occurred within two minutes of our not saying thank you for the 'bone' you've thrown us.
- Lastly, the Graduate Student Council will vote on whether or not to accept⁵ or reject this offer at its meeting on Wednesday April 6th at 11:30 pm.
 - Attached you will find a copy of 'student activity fee allocation budget' and the corresponding budgets for each line item. All of these can be found on the Student Affairs website.



GSC Meeting

March 30, 2011

Student Activity Fee Budget (Undergrad & Grad)

| | Student Activity Fee | |
|------------|--------------------------------|----------------|
| Fee Income | \$ | 344,000 |
| | Student Activities Board | \$ 172,000 |
| | Student Government Association | \$ 68,800 |
| | SGA Action Fund | \$ 41,280 |
| | Leadership Center Programming | \$ 61,920 |
| Total | \$ | <u>344,000</u> |

Student Activities Board Budget

Student Activity Fee Allocation
2010-2011
Student Activities Board

Student Activities Board 2010-2011

| | |
|------------------------------|---------------------|
| Programming Monies | |
| Homecoming | \$17,000.00 |
| Spring Fest | \$17,000.00 |
| Issues and Awareness Speaker | \$17,000.00 |
| Leadership Programs | \$10,000.00 |
| Multicultural Events | \$17,000.00 |
| Mardi Gras | \$17,000.00 |
| Welcome Weeks | \$17,000.00 |
| Fall Student Union Event | \$10,000.00 |
| Stipends | \$20,000.00 |
| Supplies | \$4,000.00 |
| Leadership Banquet | \$3,000.00 |
| NACA | \$5,000.00 |
| Spirit Squad Sponsorship | \$2,000.00 |
| Total | <u>\$156,000.00</u> |

Total Allocation from Student \$145,929.30
Overage Balance Reflects Co-Sponsorships with SGA

**Totals reflect expended and anticipated expenditures through fiscal year-end.



SGA Budget

Student Activity Fee Allocation
2010-2011
Student Government Association

Student Government Association 2010-2011

S

| | |
|----------------------------|--------------------|
| Salaries | \$24,750.00 |
| Supplies | \$3,750.00 |
| Operations | \$5,000.00 |
| Senate Appointed Positions | \$1,600.00 |
| Public Relations | \$7,230.00 |
| Activities | \$16,250.00 |
| Scholarships | \$1,500.00 |
| Elections | \$1,500.00 |
| Executive Fund | \$8,600.00 |
| Special Assistance | \$7,100.00 |
| Total | <u>\$77,280.00</u> |

Total Allocation from Fee \$88,981.30

Remaining Balance Reflects Co-Sponsorships with SAB

**Totals reflect expended and anticipated expenditures through fiscal year-end.



Action Fund Budget

Student Activity Fee Allocation
2010-2011
Action Fund

**Action Fund
2010-2011**

| | |
|--|--------------------|
| Action Fund Hearing | \$46,270.25 |
| Multicultural Programs | \$17,796.25 |
| Non-Traditional Student Programs | <u>\$10,677.75</u> |
| | <u>\$74,744.25</u> |
| Total Allocation from Student Activity Fee | \$74,744.25 |

**Totals reflect expended and anticipated expenditures through fiscal year-end.

Leadership Budget

Student Activity Fee Allocation
2010-2011
Leadership

Leadership

2010-2011

Global Student Leader Program

\$27,000.00

Total

\$27,000.00

Total Allocation from Student Activity Fee

\$28,474.00

**Totals reflect expended and anticipated expenditures through fiscal year-end



Graduate
Student
Council
Arkansas State University, Jonesboro

Spirit Club Budget

Student Activity Fee Allocation
2010-2011
Spirit Club

Spirit Club

2010-2011

| | |
|--|--------------------|
| Order of the Pack/Pride Day/Spirit Club | \$17,000.00 |
| Promotional Items | <u>\$796.00</u> |
| Total | <u>\$17,796.00</u> |
| Total Allocation from Student Activity Fee | \$17,796.25 |

**Totals reflect expended and anticipated expenditures through fiscal year-end.



GSC Budget

\$0.000

Appendix B

Quality Programming Committee, Arkansas State University

Recommendation to Faculty Senate

In accordance with ASU's vision of aspiring to be "an academic leader recognized for innovation and quality in teaching and learning," and with the intent to address issues/concerns of quality course development, the Quality Programming Committee (while respecting and fully supporting the principles of Academic Freedom) recommends the following:

- Appropriate shared-governance procedures (beginning with the faculty) be utilized to determine course changes such as online delivery methods, learning management software, and class size.
- The readiness of both students and faculty for online or web-assisted course delivery be considered before involvement in such courses. This can be accomplished by indicator software supported by the ITTC or by other methods deemed appropriate by faculty.
- The "Educational Quality Improvement Process" developed by ITTC be recommended and made available a tool for course development or platforms for course improvement, for innovations in teaching and learning, and for the professional development and preparation of new faculty, especially temporary instructors.
- Both faculty and temporary instructors receive adequate, appropriate professional development in online, web-assisted or CVN delivery methods before being assigned courses in such formats.
- Information (feedback) from ASU faculty expertise be compiled and disseminated by ITTC regarding effective and ineffective online programming in order to avoid practices that may diminish quality (such as cheating or enrolling too many students in a section). This compilation would assist in identifying best practices and may provide recommended guidelines without infringing upon faculty academic freedom.
- The Quality Programming Committee, in coordination with ITTC and response from constituents, review the above recommendations annually and oversee follow-up reports to the Faculty Senate.
- Online readiness factors or course development tools be voluntarily adopted by departments or academic units for providing constructive support for faculty and instructors rather than being used for faculty and instructor evaluations.

Draft presented to Faculty Senate, April 1, 2011

Please discuss with constituents

Vision

Arkansas State University aspires to be an academic leader recognized for innovation and quality in teaching and learning, international standing in strategic research areas, and commitment to outreach and service to the Delta and beyond.

CORE VALUES:

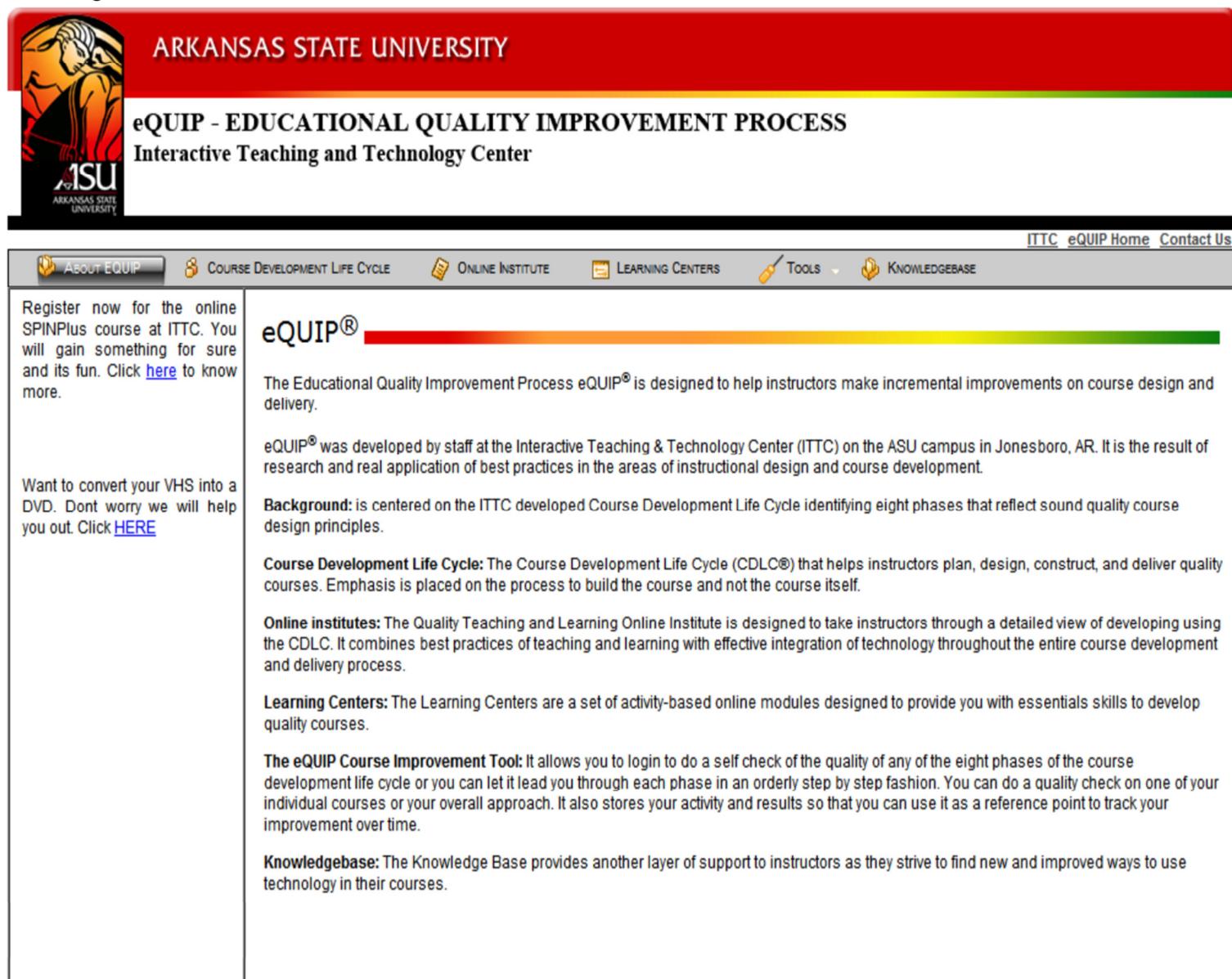
Learning-Centered: We nurture intellectual flexibility, knowledge and skills by integrating teaching, research, assessment and learning to promote continuous improvement of our scholarly community.

The Educational Quality Improvement Process – eQUIP

- Developed by the ITTC over the course of three years of working with faculty, conducting research on best practices of course development and delivery, and conducting professional development seminars.
- Benchmarked and comparable to quality initiative programs such as the Quality Matters Rubric, the CSU Chico Instructional Design Rubric, the Bb Exemplar Course Rubric, and the Illinois Online Network Rubric.
- The focus of eQUIP is on the “process”-- the process of how to develop courses that have quality elements built-in along the way of creating them.
- Can be used for traditional face to face courses, web assisted courses, and online courses.

Visit the website at: ittc-web.astate.edu/equip

Home Page:



ARKANSAS STATE UNIVERSITY

eQUIP - EDUCATIONAL QUALITY IMPROVEMENT PROCESS
Interactive Teaching and Technology Center

ITTC [eQUIP Home](#) [Contact Us](#)

[ABOUT EQUIP](#) [COURSE DEVELOPMENT LIFE CYCLE](#) [ONLINE INSTITUTE](#) [LEARNING CENTERS](#) [TOOLS](#) [KNOWLEDGEBASE](#)

Register now for the online SPINPlus course at ITTC. You will gain something for sure and its fun. Click [here](#) to know more.

Want to convert your VHS into a DVD. Dont worry we will help you out. Click [HERE](#)

eQUIP®

The Educational Quality Improvement Process eQUIP® is designed to help instructors make incremental improvements on course design and delivery.

eQUIP® was developed by staff at the Interactive Teaching & Technology Center (ITTC) on the ASU campus in Jonesboro, AR. It is the result of research and real application of best practices in the areas of instructional design and course development.

Background: is centered on the ITTC developed Course Development Life Cycle identifying eight phases that reflect sound quality course design principles.

Course Development Life Cycle: The Course Development Life Cycle (CDLC®) that helps instructors plan, design, construct, and deliver quality courses. Emphasis is placed on the process to build the course and not the course itself.

Online institutes: The Quality Teaching and Learning Online Institute is designed to take instructors through a detailed view of developing using the CDLC. It combines best practices of teaching and learning with effective integration of technology throughout the entire course development and delivery process.

Learning Centers: The Learning Centers are a set of activity-based online modules designed to provide you with essentials skills to develop quality courses.

The eQUIP Course Improvement Tool: It allows you to login to do a self check of the quality of any of the eight phases of the course development life cycle or you can let it lead you through each phase in an orderly step by step fashion. You can do a quality check on one of your individual courses or your overall approach. It also stores your activity and results so that you can use it as a reference point to track your improvement over time.

Knowledgebase: The Knowledge Base provides another layer of support to instructors as they strive to find new and improved ways to use technology in their courses.



Interactive Teaching & Technology Center  Website- <http://www2.astate.edu/ittc>
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- **The Course Development Life Cycle** – developed by the ITTC where the eight phases are paired with learning centers used during ITTC’s faculty professional development seminars.

CDLC Page:


ARKANSAS STATE UNIVERSITY

eQUIP - EDUCATIONAL QUALITY IMPROVEMENT PROCESS

Interactive Teaching and Technology Center

ITTC eQUIP Home Contact Us

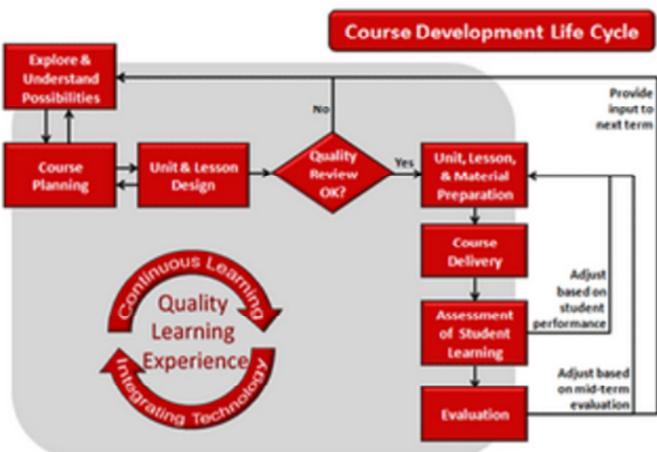
[About EQUIP](#) | [COURSE DEVELOPMENT LIFE CYCLES](#) | [ONLINE INSTITUTE](#) | [LEARNING CENTERS](#) | [TOOLS](#) | [KNOWLEDGEBASE](#)

Register now for the online SPINPlus course at ITTC. You will gain something for sure and its fun. Click [here](#) to know more.

Want to convert your VHS into a DVD. Dont worry we will help you out. Click [HERE](#)

Course Development Life Cycle

eQUIP® follows the eight phase university developed Course Development Life Cycle (CDLC®) that helps instructors plan, design, construct, and deliver quality courses. Emphasis is placed on the process to build the course and not the course itself. The eight phases are shown in the diagram and described below.



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The eight phases are

- Explore and Understand the Possibilities – explore your subject matter, your students, and seek to better understand the most current and relevant teaching and learning techniques available.
- Course Planning – determine the big ideas and learning outcomes for students.
- Unit and Lesson Design – incorporate learning activities into lessons and units that promote higher order thinking skills.
- Quality Review – seek to find ways to continually improve your course, i.e. self review or peer review.
- Unit, Lesson, and Material Preparation – prepare materials to fully engage and to connect with students.
- Course Delivery – facilitate the learning process through lectures, video, audio, and student interaction.
- Assessment of Student Learning – assess how well students are learning the course content.
- Evaluation – evaluate how well you are delivering the course content.

↔ Note that continuous learning and the integrating of technology is an iterative process, thus this is implied via the cyclical arrows shown in the diagram above.



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- **The Learning Centers** are designed to be completed in 1-2 hours and are offered as online self-directed courses and offered as ITTC professional development seminars.

Learning Centers Page:

Register now for the online SPINPlus course at ITTC. You will gain something for sure and its fun. Click [here](#) to know more.

Want to convert your VHS into a DVD. Dont worry we will help you out. Click [HERE](#)

eQUIP® Learning Center

Learning Centers are a set of activity-based online modules designed to provide you with essentials skills to develop quality courses. They are designed to be short in duration (1-2 hours) and to present the material in an interesting and engaging way. They are meant to provide an overview of the subject, but they also include resources that can be used to gain a deeper understanding or to serve as a reference.

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |

Additional Learning Centers are under development and will be added as they become available. The ones under development are listed below. If you have a topic that you feel should be developed into a learning center we'll consider do it, please email us at itclab@astate.edu.

- Engaging Students with Technology
- Connecting with Students of this Generation
- Working with Images
- Enhance Courses Using Course Capture Software [Tegrity]
- Making the Best Use of the Blackboard Grade Center
- Moodle Boot Camp



Interactive Teaching & Technology Center (ASU) Website- <http://www2.astate.edu/ittc>
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- **The Course Improvement Tool** is an online application where one can easily conduct a self review of quality elements that can assist in course development, design, and redesign incrementally.
- Each of the 8 phases of the CDLC are broken down into categories where one can focus quality improvement in small chunks using a checklist approach.
- Self reviews are stored and can be recalled for later comparison for improvement progress tracking.
- Results are graphically presented with best practice recommendations offered for focus on areas where improvement could occur. Results can be printed or downloaded on demand.
- The tool can be customized where quality elements and best practice recommendations can be University, College, or Department specific depending on your needs.
- Register a new account to use the Course Improvement Tool at: <http://itc-web.astate.edu/equip>
- **NOTE:** Best practices are still being added to the database – the tool is in beta and we welcome recommendations for improvement.

Course Improvement Tool Page:


ARKANSAS STATE UNIVERSITY

eQUIP - COURSE IMPROVEMENT TOOL
Interactive Teaching and Technology Center

[ITTC](#) [eQUIP Home](#) [Contact Us](#)

Login Page

User Name

Password

[Register](#)

[Forget Password](#)

eQUIP® Course Improvement Tool

The eQUIP® Course Improvement Tool is the result of research and real application of best practices in the areas of instructional design and course development. The software design is unique in that emphasis is on transferring research based knowledge to the process of developing a quality course that will result in the creation of a quality learning experience for students.

The underlying design is centered on a university developed Course Development Life Cycle (CDLC®) identifying eight phases that reflect sound quality course design principles. The tool is database driven and research supported to provide you with best practice solutions in every step of building and delivering sound quality courses. It allows you to login to do a quality check on any of the eight phases of the course development life cycle or you can let it lead you through each phase in an orderly step by step fashion. You can do a quality check on an individual course or your overall approach. It also stores your activity and results so that you can use it as a reference point to track your improvement over time.

The graphic reporting provides a clear indication and score of what quality level you fall in at each phase of the course development life cycle and it also gives you your overall score.

Snapshot view of the results report

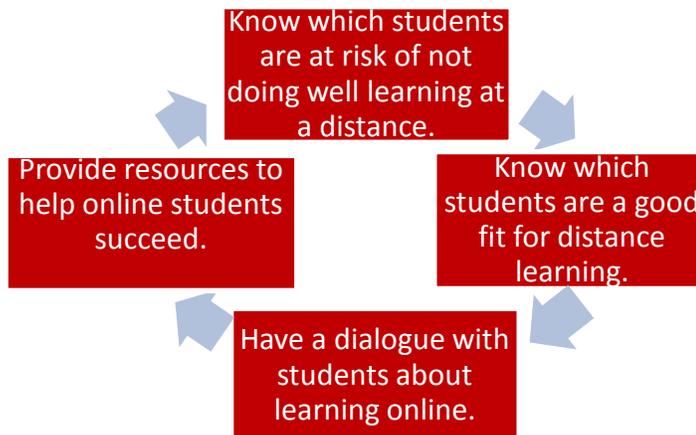
| Score by phase | Completion Status |
|---|---|
| Phase: Course Delivery  | 1 2 3 4 5 6 7 8 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Resources | |
| Name | Description |
| Blackboard Communication | Blackboard Communication is one of several courses taught by ITTC. This short course provides faculty with the tools to improve the quality and manage the quantity of communication with students. The course will explore the use of synchronous and asynchronous communication tools to meet with pedagogical goals. The course is also available as a Learning Center. http://astate-itc.org/scheduler/user_list_class.php |
| Working with Groups Online | http://www2.astate.edu/itc/docs/resources/WorkingwithGroupsOnline.pdf |

*Use the left pane of this page to register for an account or to login.



Smarter Measure Software – Online Learning Readiness Indicator

- Online survey/quiz type tool used to determine if online learning is a good fit for students.
- Assists in identifying levels of student readiness for online learning and/or learning in a technology rich environment.
- It is a diagnostic tool to identify students who are at-risk of not doing well in online and/or technology rich courses due to measured sets of traits, skills and knowledge.
- Can be used to assist in student retention



- Piloted in FYE courses during Fall 2010. Will be available for FYE continued use and for others to use after July 2011.
- Constructs Measured
 - Individual Attributes
 - Life Factors
 - Learning Styles
 - Technical Skills & Competency
 - On-Screen Reading Rate & Recall
 - Typing Speed & Accuracy
 - Coming Soon – Math & Writing Readiness
- Take a look:
 - Student view
 - www.Sample.SmarterMeasure.com
 - Administrator/Faculty view
 - <http://Admin.SmarterMeasure.com>
- Feel free to test drive it, use it and share it with your students.
The online assessment is available at: <http://astate.smartermeasure.com/>
- First-time users - dropdown username to select: Faculty or Student Use password: astate
- The assessment is available for both students and faculty. The faculty assessment is limited and remains more like a student version. The new Faculty directed questions will be released in August 2011.

- The readiness indicator was used as an assignment in the Fall 2010 FYE classes. It has been piloted with faculty enrolled in the Summer and Fall ITTC Institutes. 738 students and 69 faculty members have taken it although not everyone completes it. Once someone takes the assessment and receives their report, they are given a list of resources they can use to build their skills in the needed areas.

Example of Student Entry Screen:

Assessment Progress

- Personal Information
- Life Factors
- Personal Attributes
- Learning Styles
- Reading Rate & Recall
- Technical Competency
- Technical Knowledge
- Typing Speed & Accuracy
- Confirm Email Address
- Results

Personal Attributes

This section measures items such as time management, procrastination, persistence, academic attributes, locus of control, and willingness to ask for help. **There are no "right" or "wrong" answers. Indicate the answer choice which best describes how you really are, not how you may feel you should be or how you may feel the school would like for you to be.**

| | Not like me at all | Not much like me | Somewhat like me | Very much like me |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I usually get things done without having to be directed by others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Considering my personal and professional schedule, I can commit at least 7-10 hours per week to study for an online course. <i>Note: The amount of expected study time per course may vary significantly depending on the school and the specific course.</i> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I am likely to delay working on an assignment until it is almost due/near the deadline. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. When I have an assignment or chore I don't like I | | | | |

Example of One Report (many are available):

COMPARISON TO READI NATIONAL AVERAGES

| | Avg. | Percentile Bands |
|------------------------------|------|------------------|
| Overall Technical Competency | 76 | |
| -Computer Competency | 79 | |
| -Internet Competency | 73 | |
| Technical Knowledge | 56 | |
| Typing Speed (wpm) | 28 | |
| Typing Accuracy | 94 | |

Key

- READI National Average
- ★ Your Score

This table displays the national averages (mean) for the scores in each section of READI taken by all previous test takers at similar institution types such as secondary schools, higher education institutions or corporations. These national averages are automatically updated monthly.

ITTC Tutorial Introduction

2 of 2

4/01/11