President’s Report

Faculty Senate

August 25, 2014

* Welcome back—while we have already a week completed here, starting with a welcome back seems most appropriate. Many of our colleagues in the senate have been working on a variety of topics over the summer, and to each of you I say thanks. Work on developing approaches to changes in curriculum, to recommendations to approaches to campus violence, and processes in place to make our campus a safe place for learning was well done and much appreciated.
* Meetings with Departments and offices on campus—these visits are part of our annual efforts to visit with departments and programs, provide colleagues an opportunity to indicate issues of concern, as well as to help me maintain communication across campus—as often observed, we cannot communicate too much. I have been asking faculty and academic administrative groups for characteristics of a university provost. I understand that representatives of the search committee will be speaking with the Senate today.
* Open meeting on budget—as is usually the case in the Fall term, I will be hosting later in the term an open meeting on budget, as well as a meeting with the planning and budget advisory committee. The University built its budget on 7000 students—while our enrollments experienced some decline this fall over last, we should reach the final enrollment calculation above the 7000 level. While Dr. Daddona will provide us with a more nuanced description in the near future, briefly stated, we experienced a growth in dual enrollment students, a slight increase in graduate students, and a decline in transfer and first time full time freshmen. Financial need was repeatedly cited as a rationale for student decisions to stop out or to delay entrance to the University. This was in spite of significant increases in available scholarship funds this fall, resulting from on-going efforts of our office of external affairs.
* Advising—we have begun the process of rethinking the ways in which we advise students for success in academic programs. Whether through improvements in “early warning” systems for new courses, or using metrics to help determine courses that might predict later success, or metrics that guide paths for academic programs (many of our students earn more than 140 credit hours or more before completing graduation requirements), Georgia State’s successful use of analytics and advising centers provides us with some strategies to implement. The essential take away is that student success in retention and graduation is consistent with CSU’s tradition of academic standards and perceived support by students to help them achieve those standards.
* Thanks for helping us with another great start of the semester
* Questions?