

President's Report

Faculty Senate

August 19, 2013

- I extend my thanks to the members of the senate for their willingness to serve our institution. As often observed, there is much that can be accomplished by our institution beginning with a presumption of collaboration. While there will be occasions of disagreement, areas of agreement will far outnumber those occasions, and together will can enhance the learning of students, faculty, staff and community alike. What follows are areas of focus identified during the opening general faculty meeting. There will be other areas that will attract our attention during the year, but these have attracted some attention currently.
- **On-line learning**—There has been considerable discussion of moocs, massive on line open courses—and one area of discussion that I wish to continue will be the assumption of our faculty ability to assess the worthiness of on line offerings for academic credit, even if we provide few if any such offerings ourselves. Through the mechanisms of prior learning assessments, or credit by examination, we have an opportunity to expand our range of offerings, while continuing our responsibility to assess academic work for credit and degree program contribution.
- **Large data analysis**— Micheal Crow at Arizona State University correctly identifies effective use of data to guide an array of institutional decisions as a powerful strategic asset. We agree. The strategic benefit for an institution in helping us invest faculty and staff time and resources in ways the most benefit our students, is at the heart of many activities in Academic Affairs and University Institutional Research.
- **SACs compliance and the Quality Enhancement Plan.** This effort is being led by Dr. Jill Lane and Dr. Antoinette Miller. And through the demonstration with evidence of compliance with SACS principles of accreditation, as well as the development of a Quality Enhancement Plan the broadly supports learning objectives of the institution, we will have improved our ability to advance our core business of learning.
- **Enrollment management**— we have seen remarkable success, especially relative to other institutions over the last three years. It would appear at this point that our first to second year retention rate will be the highest we have ever experienced. These efforts have been led by Dr. Mark Daddona, (even as the campus community as a whole made these gains possible). These will serve as the foundation of greater success in the future. Our efforts must be increasingly more disaggregated. Letting dual enrollment students know how they can benefit significantly from our instructional opportunities likely requires approaches that differ from recruiting students with college credits, but without degrees (estimated for the near future as including some 21% of our population). We will need to be more discrete in our analysis, and more specific in the implementation of the projects in the multiple and diverse student population we serve so well—and connected well to the completion agenda.
- **Completion agenda**—very detailed and complex—and again, is the result of cross divisional work here—and highlighted already during earlier board of regents meeting of progress at our

institution. What is essential to remember is that success cannot come from a reduction of academic standards. But success can come from finding new ways to support students to find ways to meet those standards.

- **Diversity**—the composition of the future Georgia population and university student population will reflect the kind of diversity so much a characteristic of this institution—an exceptional range of similarities and differences from which we must draw strength as a state and as an institution.
- **Career development, liberal arts, and greater intentionality** our students seek us because they seek jobs and a better life—and in this environment, the often cited distinction between “trade school” and university education is but an outdated concept. On the contrary, we are obliged to help our students be able to articulate what they know, what they are able to do, and how those abilities can translate into activities someone will pay for—like knowledge of computers, like being able to express oneself in speaking and writing, like being able to draw careful inferences from evidenced researched by them. And with the fastest growing jobs being those that did not exist even ten years ago, our historic values as a lifelong learner will be more and not less important over time. Preparing students for both a career and a life is a university responsibility. Drs. Crafton and Manglitz will be leading a university effort to accomplish this during the coming academic year.
- **Again, I look forward to addressing any questions you may have.**