

Faculty Senate Minutes for March 4, 2011

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

Senators Roy Aldridge and Andy Mooneyhan (M/S) the approval of the minutes. The minutes were approved by voice vote.

NEW BUSINESS

Professor Louella Moore presented the annual Finance Committee Report:

See appendix A for the complete report.

See appendix B for PowerPoint presentation from Senate meeting.

Senator Mooneyhan and Richard Segall (M/S) that a strong supporting statement be written by an appointed committee to accompany the report when it is presented to the administration.

The motion passed unanimously by voice vote.

President Gilbert appointed Senators Mooneyhan, John D. Hall, and Richard Grippo to an ad hoc committee to craft the supporting statement. A draft copy of the statement will be sent out to senators for comment by next Friday, March 11, 2011.

President LaDesta "Didi" McCann of the Graduate Student Council gave the following report on the effort of the graduate students to have an organization with a separate and equal status to the Student Government Association.

See appendix C for report.

She also reported office space has been set aside in the library for a GSC office.

Senators Richard Burns and James Bednarz (M/S) moved that a sense of the senate resolution be passed supporting the GSC proposal in principle.

The motion passed unanimously by voice vote.

Project Architect Bill Hall gave the following report on the city Greenway Project.

See appendix D for PowerPoint presentation.

Dr. Lynita Cooksey reported on two bills that are being considered by the state legislature.

One bill would limit bachelor's degrees to 120 credit hours unless accreditation agencies specifically required more hours. The general education requirement would be reduced to a 35 credit hour core and a statewide common course numbering system would be implemented. The other bill provides for the gradual limitation of remedial instruction at four-year institutions in favor of two-year institutions taking on most remediation teaching. The point was made that some remediation particularly in mathematics would still have to be done at ASUJ.

Senators Mike McDaniel and Aldridge (M/S) that the Shared Governance Oversight Committee (SGOC) 11SG-07 Proposal to Review the General Education Mission, Goals, and Course Review Cycle be passed.

The motion passed by voice vote with one abstention.

Without objection the SGOC 11SP-05 Amendment to the Constitution and Bylaws History Committee proposal was moved to New Business.

Senator McDaniel and President-Elect Jack Zibluk (M/S) that this amendment be approved.

The motion passed unanimously by voice vote.

Henry Torres from the ITTC gave the following report:

See appendix E for report.

Senators Mooneyhan and Patty Murphy (M/S) the creation of the Globalization and Diversity Task Force with the following seven appointed members:

Jeanine Schroer (Humanities and Social Sciences)

Tom Fiala (Education)

Dick Freer (Nursing and Health Professions)

Shivan Haran(Engineering)

Faye Cocchiara (Business)

Larry Salinger (Humanities and Social Sciences)

Jack Zibluk (Communications)

The motion passed unanimously by voice vote.

Old Business:

President-Elect Zibluk and Senator Amany Saleh (M/S) the approval of the SGOC 10FA-28-R Faculty Primacy Proposal.

Concerns were raised that the proposal would weaken faculty primacy over the curriculum in that it gave primary responsibility but no authority for faculty over curriculum.

The motion failed unanimously by voice vote.

Senators Grippo and Burns (M/S) the approval of the SGO 11SP-06 Persona Non-Grata proposal.

Concerns were raised that the proposed policy didn't address the issues of capriciousness, no appeals process, and no due process raised in previous discussions of the policy.

The point was made that the Board of Trustees had passed this policy at their meeting this morning.

The motion failed unanimously by voice vote.

Due to the late hour Senators McDaniel and Bednarz (M/S) that the final three agenda items be tabled until the next meeting. These items were the College of Business motion on the role of the Faculty Senate president, the Pre-handbook Proposals, and the Technology Fee Update.

The motion passed unanimously by voice vote.

President Gilbert reported that the Executive Committee of the Faculty Senate has proposed a have a punch and cookies reception sponsored by the Faculty Association to honor retiring System President Robert Potts.

Senators Mooneyhan and Burns (M/S) this resolution.

The motion passed unanimously by voice vote.

Professor Ed Hammerand gave a report on the attempt to take the postmaster position away from the campus post office. Without a post master the post office would no longer be a standalone facility and could be closed without notice at any time. A survey is being distributed to post office boxes to see what support exists for maintaining the standalone status.

President-Elect Zibluk and Senator Mooneyhan (M/S) a sense of the senate resolution in support of the current standalone status of the post office.

The motion passed unanimously by voice vote.

Without objection President Gilbert adjourned the meeting at 4:58 p.m.

Attendees:

Association officers:

Beverly Boals Gilbert
John B. Zibluk
Richard S. Grippo

Business:

Faye K. Cocchiara
Richard Segall
Jollean K. Sinclair

Communications

Pradeep Mishra

Education:

Patty Murphy

Lynn Howerton

John D. Hall

Amany Saleh

Dixie Keyes

Fine Arts:

Marika Kyriakos

Humanities and Social Sciences:

Warren Johnson

Richard Burns

Alex Sydorenko

Library:

Myron Flugstad

Military Science:

Luke McCartney proxy for Jeffrey Helms

Nursing and Health Professions:

Bill Payne

Loretta Brewer

Roy Aldridge

Mike McDaniel

Stacy Troxel

Science and Mathematics:

Hung-chi Su

James Bednarz

University College:

Rhonda K. Curbo

Dean's Council Representative:

Andrew J. Novobilski

Visitors:

Tom Henry – GSC

Didi McCann – GSC

Lynita Cooksey

Glen Jones

Henry Torres

Bill Hall
Ed Hammerand

Appendix A

Faculty Senate Finance Committee Report

March 4, 2011

By: Louella Moore (Chair), Richard Burns, Lynn Howerton, Bill Humphrey,
Pradeep Mishra, Bill Rowe, Richard Segall

Introduction/Background

The Faculty Senate Finance Committee (FSFC) is appointed by the Faculty Senate Committee on Committees subject to approval by the full Faculty Senate. The charge of the committee is to study and report on relevant trends in the Arkansas State University (ASU) spending patterns with emphasis on the Jonesboro campus (ASUJ). The Faculty Senate Finance Committee receives no budgetary or clerical support, therefore it relies primarily upon information publicly available on ASU websites or related websites such as the Arkansas Department of Higher Education. Our report reviews key issues in state funding and reports on key areas of concern in terms of the institutional spending priorities.

Overview of the State of Higher Education Funding in Arkansas

The State of Arkansas is currently meeting to determine budget parameters which will impact the state appropriations for the various governmental entities of the state including ASUJ. The state of the economy is still precarious with funding from the legislature expected to be roughly level relative to the current year.

The Arkansas Department of Higher Education (ADHE) 'Financial Condition Report 2010' dated December 2010 notes key concerns of the ADHE in relation to funding equity for the various Colleges and Universities in the state. Some of these are summarized below:

1. In the light of the Lakeview funding equity case for public education, providing adequate funding to public education (primarily K-12) must be a priority. Recent reports from the Arkansas legislature express concerns about rising costs for prisons.
2. Act 1760 of 1985 requires that no two-year college may receive less funding than the prior year (even if enrollment has dropped).
3. While Arkansas has increased the numbers of students attending college, funding has not kept pace. The five year change in total university revenue available per Arkansas student declined by 7.7% from 2003-04 to 2008-09. Only Georgia had a larger decline of 9.2%; in contrast, Oklahoma and Louisiana per student funding increased by over 20% during this time period.
4. While the public perceives Lottery Scholarships as an increase in College Funding, yet they are really just a change in source that does not significantly increase the total funding coming to Colleges and Universities.
5. As tuition rises, institutions have increased scholarships. Unfortunately as more students receive institutional scholarships the net funding is less and tuition has to be raised even more. Academic scholarships for the various 4 year Arkansas universities are presented in Illustration 1 below. The level of scholarship 'wars' or the competitive

arms race for colleges to offer large numbers of scholarships has moderated with only ATU institutional scholarships near the mandated 30% maximum. Note these do not include private or lottery scholarships, so the total number of scholarships is greater than those depicted in Illustration 1. With the exception of Arkansas Tech, most universities are allocating more modest amounts to scholarships than a few years ago.

Illustration 1
Undergraduate Academic and Performance Scholarship Expenditures for Fiscal 2009-10

Institution	Number of Scholarships	% of Tuition and Fees
ASUJ	1569	9.7%
ATU	2365	29.2%
HSU	794	18.1%
UAF	2278	6.6%
UALR	2232	10.7%
UAPB	348	11.9%
UCA	3062	19.4%

6. Facilities at Colleges and Universities are aging with 53% of university facilities exceeding 30 years in age.

Changes in Spending Patterns over the Last Decade

Instructional Spending

Illustrations 2 and 3 below showing the percentage of the Expenditures allocated to Instruction and to Instruction plus Research for fiscal years 1999-2000 compared to 2009-2010. These tables show that for most Arkansas 4-year public institutions the relative spending for teaching and for teaching plus research has declined over the last decade. UALR is the only Arkansas institution that has increased relative spending on instruction. UALR and UAF have both directed their resources in such a way as to increase funding for the total of teaching and research. This shows that while most institutions in Arkansas have not given a priority to instructional spending, it is possible to do so.

Illustration 2
Changes in Spending Patterns Over a 10 Year Period for Instruction

	Instruction as % Total		
	1999-2000	2009-2010	Incr/Decr
ASUJ	45.4%	40.5%	Decr
ATU	46.8%	39.7%	Decr
HSU	52.8%	44.7%	Decr
UAF	44.3%	43.8%	Decr
UALR	37.1%	42.0%	Incr
UAPB	39.1%	30.5%	Decr
UCA	51.0%	47.2%	Decr

Illustration 3
Changes in Spending Patterns Over a 10 Year Period for Instruction & Research

	Instruction & Research as % Total		
	1999-2000	2009-2010	Incr/Decr
ASUJ	46.4%	42.7%	Decr
ATU	47.4%	40.9%	Decr
HSU	54.0%	45.3%	Decr
UAF	48.6%	48.9%	Incr
UALR	39.0%	45.8%	Incr
UAPB	39.8%	35.8%	Decr
UCA	52.4%	48.3%	Decr

After looking at Illustration 2 and 3, it begs the question if ASUJ has decreased its relative spending on instruction, what other areas have increased? Illustration 4 shows that relative spending has decreased for Instruction, Institutional Support and for Operations/Maintenance of Plant. Relative spending has increased for research, public service, academic support, student services, and scholarships.

Illustration 4
ASUJ Relative Spending by Functional Categories over a 10 Year Period

ASUJ	1999-2000	2009-2010	Incr/Decr
Instruction	45.4%	40.5%	Decr
Research	1.0%	2.2%	Incr
Public Service	2.4%	2.8%	Incr
Academic Support	12.3%	12.9%	Incr
Student Services	5.5%	7.1%	Incr
Institutional Support	13.1%	10.5%	Decr
Operations & Maintenance of Plant	11.1%	9.8%	Decr
Scholarships & Fellowships	9.5%	13.6%	Incr
Other	-0.2%	0.7%	Incr

Illustration 5 is a second look at changes in spending priorities based on functional expenditures per FTE adjusted for inflation.¹ This illustration shows that while adjusted for inflation, total

¹ The Expenditures per FTE were reported in ADHE *Arkansas Higher Education Comprehensive Annual Report: Financial Condition Report 2010*, December 2010, Table C-3, Expenditure Shifts 1999-00 to 2009-10 by Type of Institution, p. 60. The adjusted figures used a 1999 index of 172.2 and a 2010 Index of 218.056 as reported for the US CPI –U, US Department of Labor. Bureau of Labor Statistics.

resources per student have increased nearly \$1100 per student, funding per FTE for instruction has actually decreased by \$56/ student. While the parents and other members of the public often express concern that College Tuition and Fees are increasing faster than inflation, Illustration 5 shows that for ASUJ those increases are clearly not being caused by increases in Instructional salaries.

**Illustration 5
ASUJ Functional Spending Per FTE Adjusted for Inflation**

ASUJ Expenditures per FTE	1999-2000 Unadj	99-00 Infl Adj to 2009-2010	2009- 2010 Unadj	Adjusted Incr/Decr
Instruction	3681	4661	4605	-56
Research	81	103	250	147
Public Service	198	251	314	63
Academic Support	999	1265	1466	201
Student Services	443	561	802	241
Institutional Support	1062	1345	1190	-155
Operations & Maintenance of Plant	897	1136	1112	-24
Scholarships & Fellowships	773	979	1551	572
Other	-18	-23	81	N/Applicable
	8116	10277	11371	1094

Expendable Fund Balances

Carryovers of funds from prior year operations can be used by Colleges and Universities to help meet expenses and other obligations in lean years. Illustration 6 shows the ASUJ Fund Balances for the last three fiscal years both in total and as a percent of Current Fund Revenues. While the increase in the fund balance is a positive sign, the ADHE reports that after consideration of non-expendable Accounts Receivable and Inventory balances the actual expendable fund balance for 2009-10 is a very modest cushion of \$2.78 Million. This is relative to total ASUJ expenditures in 2009-10 of \$136 Million, or approximately 7.5 days operating reserves.

**Illustration 6
ASUJ Fund Balances over the Last Three Fiscal Years**

	2007-08	2008-09	2009-10
\$\$ Fund Balance	4,251,913	8,939,501	13,962,869
FB as % of Current Fund Revenues	3.5%	6.8%	9.9%

Athletic Spending Trends

The Faculty Senate Finance Committee has historically studied and reported on intercollegiate athletic spending as part of its annual report. Illustration 7 below shows the trends in intercollegiate athletics over the most recent five fiscal years for which data is available. This Illustration shows that the revenue from ticket sales have declined while game guarantee revenues have increased. Before balancing the budget from student fees and transfers either from the general or auxiliary revenues, the cost of athletics exceeded the generated revenue by nearly \$6.5 Million. This tentative deficit was covered by student athletic fees which are approaching \$3M, by more than \$1M from the educational and general (E&G) revenues, and by more than \$2.5Million from auxiliary profits. Reported athletic positions have not increased.

**Illustration 7
Five Year Trend in ASUJ Intercollegiate Athletic Funding**

	2005-06	2006-07	2007-08	2008-09	2009-10
Ticket Sales	1,406,620	943,097	958,619	995,035	890,948
Media/Game Guar/Concessions	219,083	632,914	1,320,966	1,421,920	1,768,631
Other Income	1,144,502	1,315,573	1,437,756	1,338,824	1,360,187
Foundation/Club/Private Gifts	502,438	539,127	398,116	557,718	586,760
Salaries/Fringe/Help	(3,553,144)	(3,474,418)	(3,663,648)	(3,651,482)	(3,797,724)
Athletic Schol. & Med	(2,738,923)	(2,804,234)	(2,913,843)	(3,031,658)	(3,164,462)
Travel	(1,464,216)	(1,546,229)	(1,371,170)	(1,605,412)	(1,618,826)
M&O Facilities Equip	(1,506,758)	(1,488,480)	(1,850,442)	(1,876,176)	(2,497,811)
Debt Service & Other	-	-	-	-	-
Transfers Out & Borrowing	-	-	-	-	-
Excess of Cost over Basic Revenues	(5,990,398)	(5,882,650)	(5,683,646)	(5,851,231)	(6,472,297)
ATHLETIC FINANCING:	2005-06	2006-07	2007-08	2008-09	2009-10
Student Athletic Fees	2,348,941	2,273,704	2,250,882	2,784,556	2,832,773
Transfers from E&G	1,027,282	1,057,166	1,078,234	1,124,400	1,124,720
Other Aux. Profits	2,614,175	2,551,780	2,354,530	1,942,275	2,514,804
Total Financing	5,990,398	5,882,650	5,683,646	5,851,231	6,472,297
Balance (deficit less financing)	-	-	-	-	-
Budgeted FTE Positions	68	69	67	67	62

Illustration 8 places ASUJ athletic spending within the context of athletic spending in other Arkansas 4 year public institutions. This table uses the Intercollegiate Athletic Expenditures and Funding FY2009-10 data provided by the Arkansas Department of Higher Education coupled with the FY08-09 Annual FTEs. FYE annual 08-09 FTEs are used because total FTEs for FY2009-10 are not yet readily available for all institutions through ADHE. Illustration 8 does not reflect the increase in athletic fees passed by the Board at its December meeting.

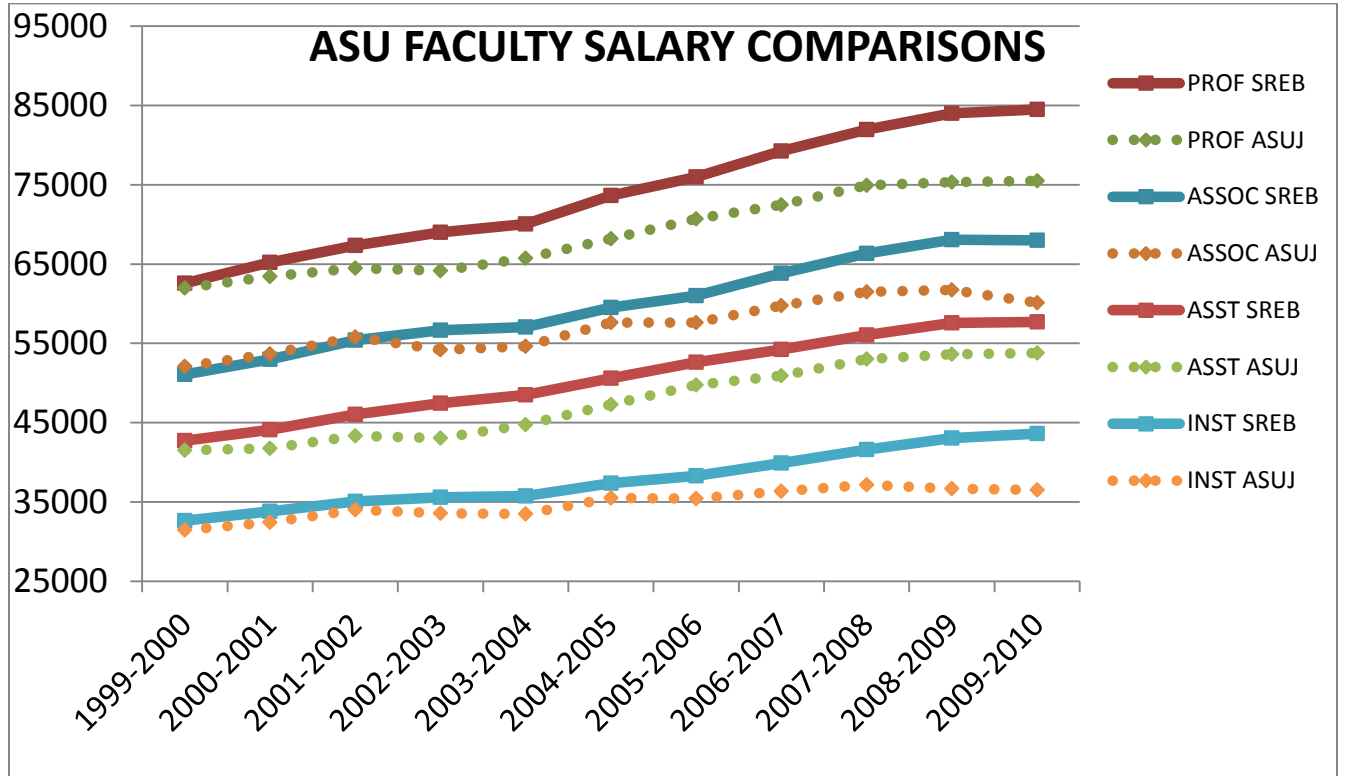
**Illustration 8
Total Intercollegiate Athletic Subsidies in Selected
Arkansas Public 4 Year Colleges**

	Fees	Auxiliary Profits	E&G Transfer	Total Subsidy	09 FTE's	Athletic Fees per FTE	Total Subsidy per FTE
ASUJ	2,832,773	2,514,804	1,124,720	6,472,297	9,873	287	656
UALR	3,627,665	17,210	1,124,720	4,769,595	9,215	394	518
UCA	3,896,835	1,702,750	1,124,720	6,724,305	11,394	342	590
UAPB	1,430,745	3,101,984	1,078,834	5,611,563	3,070	466	1,828
ATU	2,343,650	-	1,124,400	3,468,050	6,241	376	556
HSU	1,149,184	730,447	1,124,420	3,004,051	3,458	332	869
UAF	-	-	-	-	17,386	None	None

Faculty Salaries

As noted in the introduction, the Arkansas Department of Higher Education has expressed concern that Arkansas average salaries for 4 year institutions of higher education are in last place among SREB institutions. Illustration 9 and the more detailed Illustration 10 show the relationship between ASUJ salaries compared to other SREB peers. Illustration 8 shows a gap between ASUJ average salaries at all ranks compared to SREB institutions. The increasing size of the gaps is also quite apparent. Illustration 10 shows that 10 years ago the gap was in the neighborhood of \$800 to \$1200 at most ranks with Associates actually slightly above average. Over time the gaps between ASUJ Salaries and those in the SREB market place have grown to nearly \$4000 at the Assistant Rank but approximately \$7000 at the instructor level, \$8000 at the Associate level, and \$9000 at the Professor level. The Faculty Senate Finance Committee has previously reported on this problem to the Senate and we re-iterate the importance of both internal and external salary equity adjustments to address this critical issue. Illustration 11 shows that while Arkansas salaries as a whole lag those of other SREB institutions, ASUJ salaries lag behind even those of UALR and UCA within the state. Depending on rank, ASUJ salaries tend to be three to ten thousand dollars below average even among its closest peers.

Illustration 9
Graphic Comparison of ASUJ vs. SREB Salary Averages



Details for Illustration 9:

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
PROF SREB	\$62,594	\$65,195	\$67,349	\$69,013	\$70,050	\$73,656	\$75,961	\$79,238	\$81,951	\$84,026	\$84,500
PROF ASUJ	\$61,989	\$63,448	\$64,489	\$64,166	\$65,716	\$68,187	\$70,673	\$72,462	\$74,928	\$75,343	\$75,500
ASSOC SREB	\$51,093	\$52,995	\$55,392	\$56,658	\$57,050	\$59,509	\$61,023	\$63,848	\$66,330	\$68,057	\$68,000
ASSOC ASUJ	\$52,092	\$53,644	\$55,795	\$54,177	\$54,628	\$57,603	\$57,625	\$59,755	\$61,489	\$61,720	\$60,100
ASST SREB	\$42,725	\$44,091	\$46,020	\$47,439	\$48,496	\$50,583	\$52,620	\$54,222	\$56,024	\$57,588	\$57,700
ASST ASUJ	\$41,507	\$41,769	\$43,325	\$43,038	\$44,742	\$47,281	\$49,732	\$50,912	\$53,029	\$53,637	\$53,800
INST SREB	\$32,638	\$33,814	\$35,056	\$35,577	\$35,740	\$37,369	\$38,297	\$39,881	\$41,600	\$43,054	\$43,600
INST ASUJ	\$31,457	\$32,418	\$34,006	\$33,573	\$33,480	\$35,517	\$35,415	\$36,352	\$37,160	\$36,664	\$36,503

Illustration 10
How the Gaps Have Increased Over Time

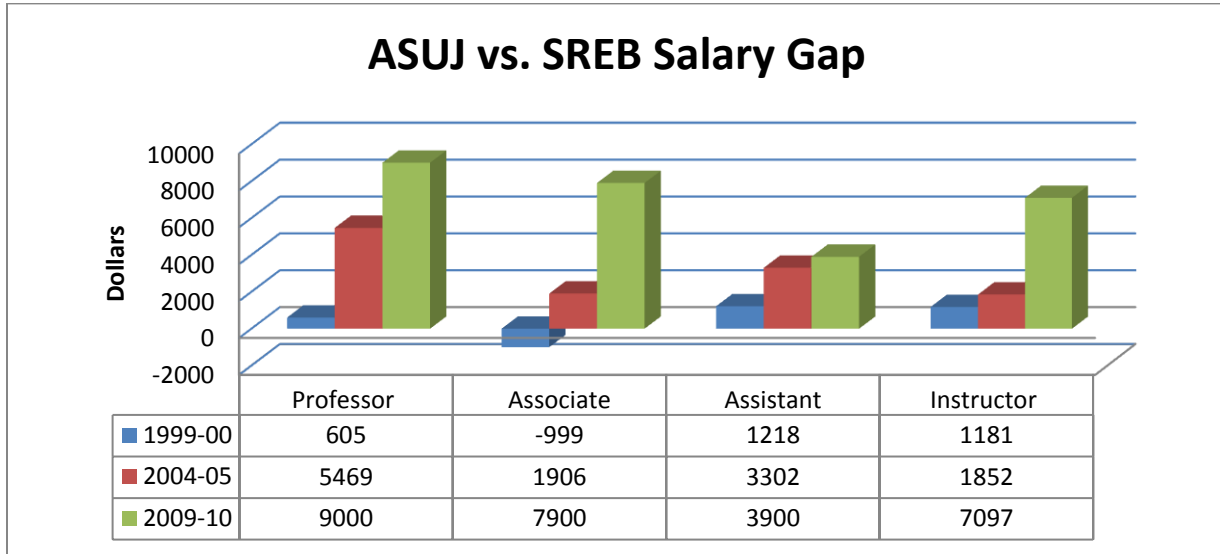
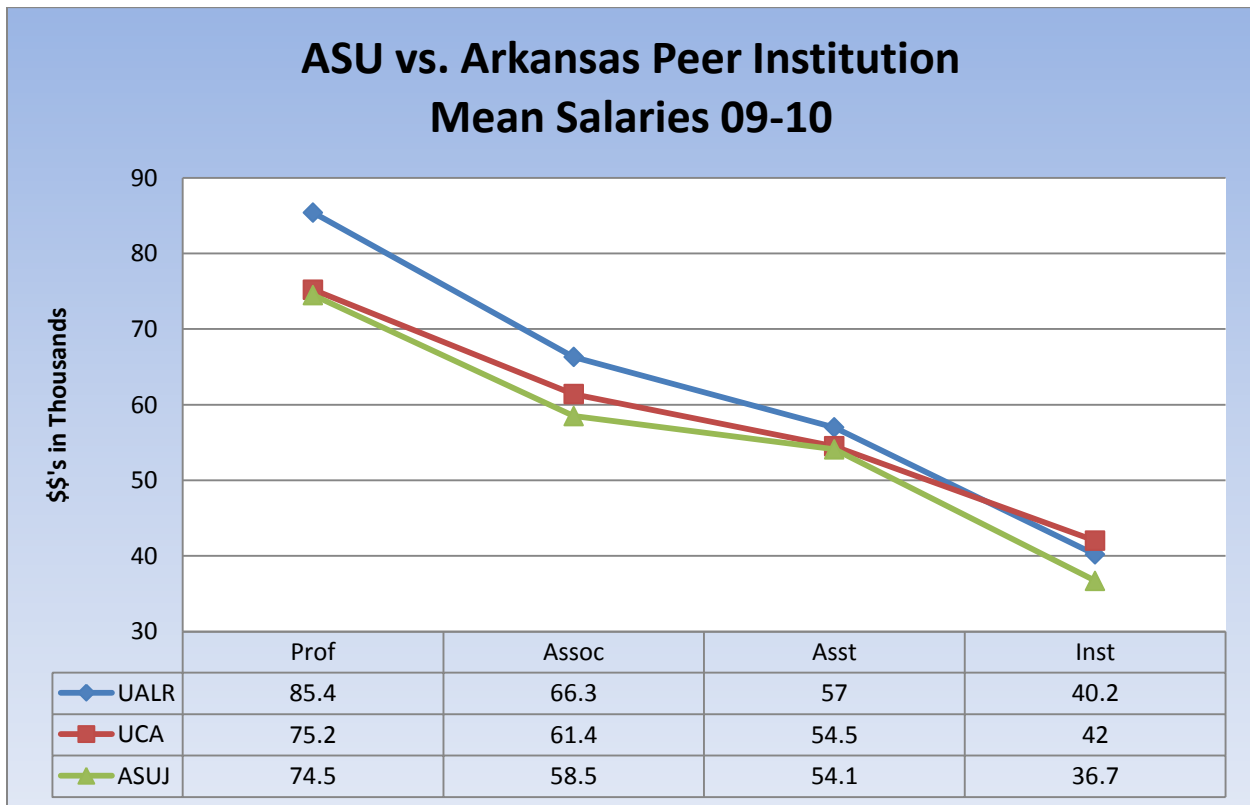


Illustration 11
Comparing ASUJ to UALR and UCA Mean Salaries



Summary

These are challenging times for higher education finance as highlighted in the Overview section of this report. Challenging times require a careful consideration of spending priorities and strong fiscal accountability to the public. While the financial statements of ASUJ suggest evidence of a careful budgeting process that will allow it to continue to pay its bills as they come due, finding the very best use of the resources available is a challenging value judgment. Members of the Faculty Senate Finance Committee are concerned that while Intramural Athletics, an increased focus on research, and higher levels of student support may be appropriate goals, expanded funding in these areas seems to be coming at the expense of support for faculty salaries and institutional maintenance priorities that are essential for maintaining a quality learning environment.

The Faculty Senate Finance Committee expresses concern that the public and perhaps even the Board of the ASU System Board seem to think that the key to financial success for the university is economizing on faculty resources. Yet the examination of the faculty salary picture suggests that the university has already been rather frugal on salaries even before the expansion into the economies of scale of privatized distance learning. The Faculty Senate Finance Committee expresses appreciation that the ASUJ finances have been managed in such a way that layoffs have been avoided so far in the economic recession as layoffs would further destabilize the Arkansas economy. While recognizing that increases in distance learning and international student enrollment have been key factors in the financial stability of the institution in the last two years, we also suggest that these must be monitored, kept to manageable proportions, and carefully overseen to ensure that educational quality continues to be a priority with academics and administration alike.

Prior year Finance Committee reports have shown faculty lines have grown much more slowly than additional staff positions, with the student faculty ratio being 19:1 but the student to staff ratio being 9:1. The Finance Committee does not feel it is within their purview to indicate what expanding roles might have been avoided in prior year budgeting procedures. Still, the Committee notes that while ASUJ is taking on more public/corporate ventures, the corporate model has historically been one of finding and using technology to capitalize on cash savings in non-core functions. Technology at the university has tended to add to institutional overhead rather than decrease the use of human capital. The primary focus for decreasing costs at the institution seems to be through economies of scale and low salaries for the teaching function. Distance learning is certainly in demand by students, but it is an open question whether these new economies produce the same quality of product as face to face instruction. New functions for the university beyond the traditional teaching mission can be appropriate, but must be closely monitored to assure they do not jeopardize the university's ability to pay fair salaries to existing faculty and staff within existing functional areas.

The Senate Finance Committee continues to monitor last Fall 2010 equity outcomes as an ongoing project in addition to the items included in this report. The Faculty Senate Finance Committee re-iterates the Budget priorities previously submitted to and approved by the Faculty Senate which include a priority for adjusting faculty salaries to market.

Appendix B



Arkansas State University Faculty Senate Finance Committee Report March 4, 2011

Members: Louella Moore (Chair), Richard Burns, Lynn Howerton, Bill Humphrey, Pradeep Mishra, Bill Rowe, Richard Segall



Organization of the Report

1. Overview of Higher Ed Funding Issues
2. Spending Patterns / Priorities
3. Expendable Fund Balances
4. Athletic Spending
5. ASUJ Faculty Salary Levels
6. Summary/Conclusions



Sources of Data

1. Prior Finance Committee Reports
2. Information from ASU Institutional Research
3. Ark Dept of Higher Ed (ADHE) Fact Book
4. Audited Financial Statements of ASU and other Arkansas public 4-yr Institutions
5. Southern Regional Education Board – SREB



1A. Overview of Higher Ed Issues

- 1) Legislative Priority for K-12 and prison funding
- 2) Act 1760 of 1985 says no 2-yr college can receive less money than prior year
- 3) Increasing numbers of colleges attendees, but funding per student down 7.7% in Arkansas
- 4) Lottery scholarships are not a net incr to colleges



1B. Overview of Higher Ed Issues Cont.

- 5) Competition through Institutional Scholarships drive additional tuition increases
- 6) Aging facilities – 53% over 30 yrs old

FUNDING FROM LEGISLATURE LIKELY TO BE
LEVEL

1C. Arkansas Scholarship Levels

Illustration 1

Undergraduate Academic and Performance Scholarship Expenditures for Fiscal 2009-10

Institution	Number of Scholarships	% of Tuition and Fees
ASUJ	1569	9.7%
ATU	2365	29.2%
HSU	794	18.1%
UAF	2278	6.6%
UALR	2232	10.7%
UAPB	348	11.9%
UCA	3062	19.4%

2A. Spending Patterns/Priorities – Teaching

Illustration 2
Changes in Spending Patterns Over a 10 Year Period for Instruction

	Instruction as % Total		
	1999-2000	2009-2010	Incr/Decr
ASUJ	45.4%	40.5%	Decr
ATU	46.8%	39.7%	Decr
HSU	52.8%	44.7%	Decr
UAF	44.3%	43.8%	Decr
UALR	37.1%	42.0%	Incr
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2B. Spending Patterns/Priorities – Teaching & Research

Illustration 3
Changes in Spending Patterns Over a 10 Year Period for Instruction & Research

	Instruction & Research as % Total		
	1999-2000	2009-2010	Incr/Decr
ASUJ	46.4%	42.7%	Decr
ATU	47.4%	40.9%	Decr
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UALR	39.0%	45.8%	Incr
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UCA	52.4%	48.3%	Decr

2C. Spending Patterns/Priorities – All Areas

Illustration 4

ASUJ Relative Spending by Functional Categories over a 10 Year Period

ASUJ	1999-2000	2009-2010	Incr/Decr
Instruction	45.4%	40.5%	Decr
Research	1.0%	2.2%	Incr
Public Service	2.4%	2.8%	Incr
Academic Support	12.3%	12.9%	Incr
Student Services	5.5%	7.1%	Incr
Institutional Support	13.1%	10.5%	Decr
Operations & Maintenance of Plant	11.1%	9.8%	Decr
Scholarships & Fellowships	9.5%	13.6%	Incr
Other	-0.2%	0.7%	Incr

2D. Spending Patterns/Priorities – All Areas per FTE Adjusted for Inflation

Illustration 5
ASUJ Functional Spending Per FTE Adjusted for Inflation

ASUJ Expenditures per FTE	1999-2000 Unadj	99-00 Infl Adj to 2009-2010	2009- 2010 Unadj	Adjusted Incr/Decr
Instruction	3681	4661	4605	-56
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Scholarships & Fellowships	773	979	1551	572
Other	-18	-23	81	N/Applicable
TOTAL	8116	10277	11371	1094

3. Expendable Fund Balances

Illustration 6

ASUJ Fund Balances over the Last Three Fiscal Years

	2007-08	2008-09	2009-10
\$\$ Fund Balance	4,251,913	8,939,501	13,962,869
FB as % of Current Fund Revenues	3.5%	6.8%	9.9%

However, ADHE estimates real expendable balance closer to \$2.8 Million or approximately 7.5 days reserves

4A. Athletic Spending ASUJ

Condensed from Illustration 7

Excess of Cost over Basic Revenues	(5,990,398)	(5,882,650)	(5,683,646)	(5,851,231)	(6,472,297)
ATHLETIC FINANCING:	2005-06	2006-07	2007-08	2008-09	2009-10
Student Athletic Fees	2,348,941	2,273,704	2,250,882	2,784,556	2,832,773
Transfers from E&G	1,027,282	1,057,166	1,078,234	1,124,400	1,124,720
Other Aux. Profits	2,614,175	2,551,780	2,354,530	1,942,275	2,514,804
Total Financing	5,990,398	5,882,650	5,683,646	5,851,231	6,472,297

4B. ASU Athletics funding vs. Others

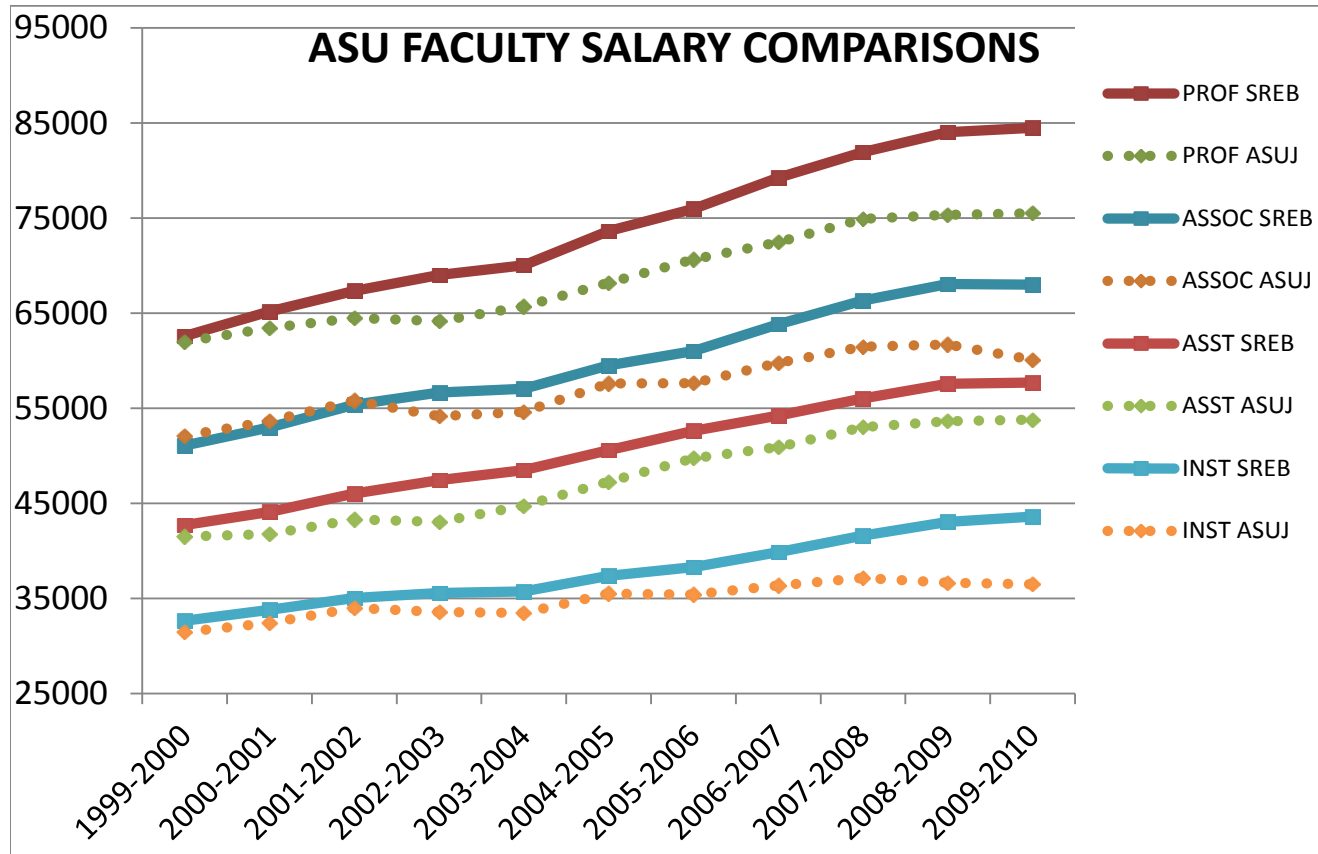
Illustration 8
Total Intercollegiate Athletic Subsidies in Selected
Arkansas Public 4 Year Colleges

	Fees	Auxiliary Profits	E&G Transfer	Total Subsidy	09 FTE's	Athletic Fees per FTE	Total Subsidy per FTE
ASUJ	2,832,773	2,514,804	1,124,720	6,472,297	9,873	287	656
UALR	3,627,665	17,210	1,124,720	4,769,595	9,215	394	518
UCA	3,896,835	1,702,750	1,124,720	6,724,305	11,394	342	590
UAPB	1,430,745	3,101,984	1,078,834	5,611,563	3,070	466	1,828
ATU	2,343,650	-	1,124,400	3,468,050	6,241	376	556
HSU	1,149,184	730,447	1,124,420	3,004,051	3,458	332	869
UAF	-	-	-	-	17,386	None	None

5A. ASU Salary Comparisons

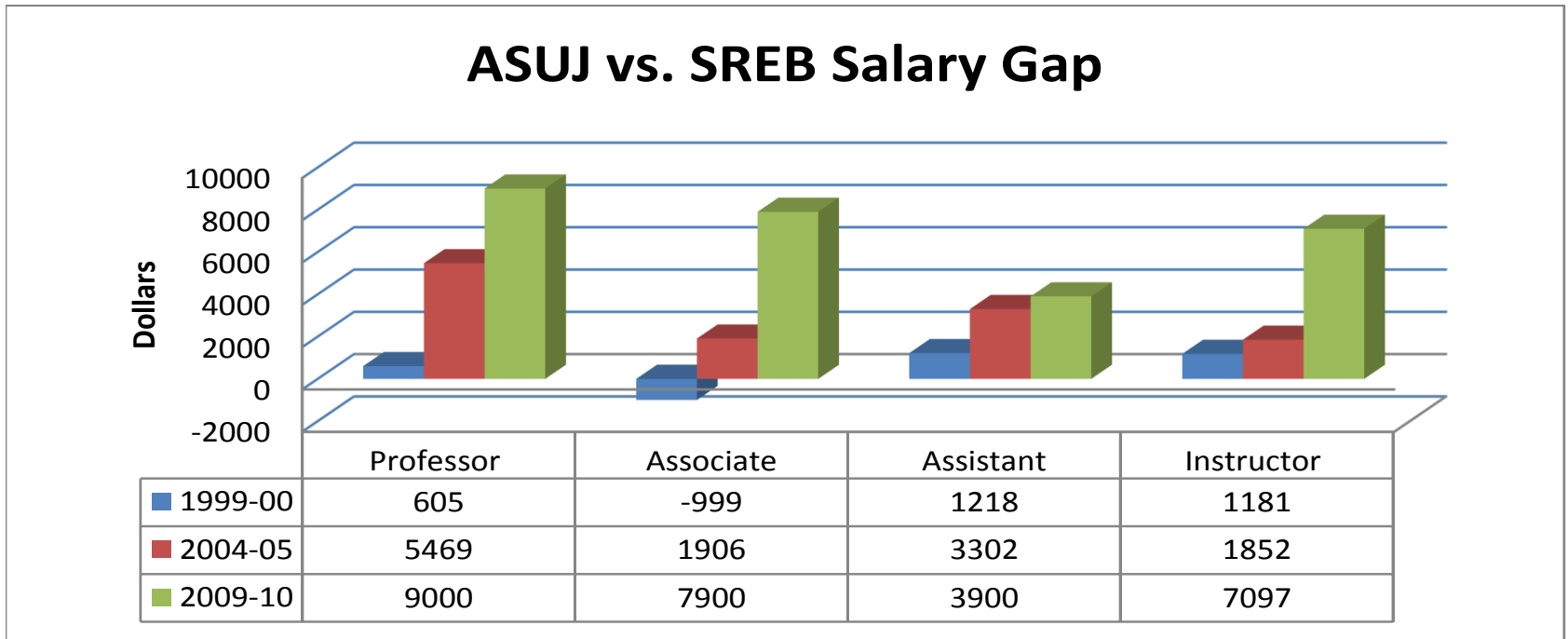
Illustration 9

Graphic Comparison of ASUJ vs. SREB Salary Averages



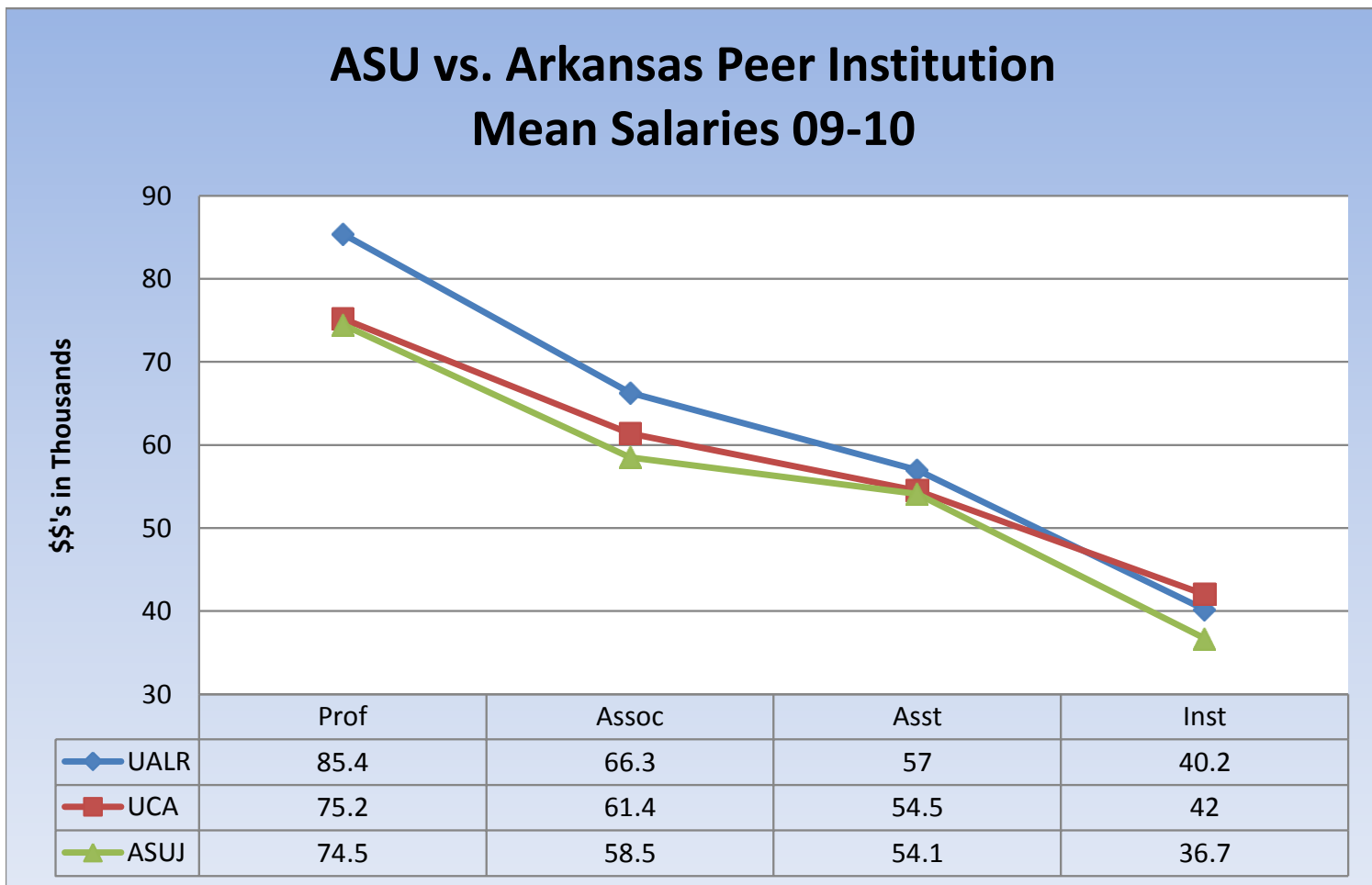
5B. ASU Salary Gaps

Illustration 10
How the Gaps Have Increased Over Time



5C. Comparison to UCA and UALR

Illustration 11
Comparing ASUJ to UALR and UCA Mean Salaries





6A. Concerns

- Increased funding for intramural athletics, research, and student support at expense of instruction/maintenance of shop
- Economizing of faculty with large section sizes and AP when effects on quality are unknown
- Will research status increase intro class sizes?

6B. Recommendations

- ADHE is concerned about overall Arkansas salaries – BUT ASUJ lowest among its peers, therefore

We recommend the Faculty Senate continue to emphasize the need for both:

1) Fully, funded internal equity adjustments and

2) A serious, written plan to adjust salaries to SREB averages over 5 years.



Questions or Comments?

Appendix C

Hello everyone my name is LaDesta McCann, I am the president of the Graduate Student Council, and I appreciate the opportunity to speak with you today. I also brought with me, Tom Henry the Internal Vice President who is spearheading the proposal; he is here to provide any specific details that you may require.

First, the GSC would like to thank the faculty for its hard work in creating educational programs and setting standards and providing excellent instruction that helps fulfill ASU's mission statement of: educating leaders, enhancing intellectual growth and enriching lives. We will be showcasing the results of your hard work at the end of this month with the first ever Create @ StAte: A Symposium of Research & Scholarship where students will have the opportunity to present and share their research, scholarship or creative work in a professional and supportive setting.

The Office of Research & Technology Transfer, Student Government Association, and Graduate Student Council, proving that we can work well together to benefit all students have combined our efforts to create one amazing campus wide event. Create @ StAte will be held on Tuesday, March 29, in the ASU Student Union. We are pleased to announce that we have over 130 entries with the majority of those entries being from graduate students. This event shows the faculty and administration at ASU that SGA and GSC **can** work together on joint ventures which benefit all students while being sister student governmental associations.

The Graduate Student Council recognizes the Student Government Association as a vital part of the undergraduate educational experience, the undergraduate student's connection and liaison to the university's faculty and administration, and that they serve the undergraduate students wants and needs at ASU. These are facts that are not disputed by GSC. According to ASU's faculty handbook however, the SGA is also recognized as the collective voice of the entire student body. **This** is a fact that the GSC will dispute.

Currently the GSC serves as the only active voice for all ASU graduate students, including those who take courses through on-line programs; representing graduate concerns to the faculty, administration, and our vision hopefully includes in the future with our legislative representatives. This is currently 25.1% of total enrollment at ASU-Jonesboro, with 3,364 students according to the most recent

Fact Book. With this population of the student body, we are larger than 417 cities and towns in Arkansas. Over the past two years, as a result of the past proposal being rejected, the graduate students have paid over 207 thousand dollars in student activity fees and was awarded only 661 dollars from the SGA's Action Fund - which is the GSC's only source of funding at this time. That was a return of only 3/10 of one penny per dollar.

Historically the Action Fund has awarded greater sums for events such as laser tag, movie and bowling nights and tailgate supplies which undergraduates enjoy. The Action Fund does not allow money to be awarded to such needs as travel costs, lodging, fundraising, office supplies, staff salaries or awards, all of which benefit the graduate student body.

The GSC as it is currently structured and funded is unable to assist ANY graduate students who are either not able to or less able to successfully:

1. Attend conferences and present papers,
2. Receive aid in thesis/dissertation preparation & publication
3. Host graduate or professionally relevant speakers on campus
4. Get published in journals
5. Travel to perform research
6. Host or attend professional development workshops
7. Host science cafes or public seminar

The GSC as it is currently structured and funded is unable to provide graduate students beneficial resources as:

1. Strengthen mentorships by awarding mentor awards
2. Building a graduate student community and network
3. Teaching assistant supplemental training
4. TA awards to advance excellence in teaching which would benefit the undergraduate students as well

5. A graduate equivalent of the Wilson Award
6. Offer graduate scholarships which are more needed due to our not being able to receive Pell Grants.
7. Pay for our own meeting, office needs, and memberships to national organizations

The GSC as it is currently structured and funded is unable to address concerns and issues with the same vigor and success as the SGA. Some of these issues are:

1. Tuition waivers
2. Graduate/Teaching assistantships
3. Core curriculum courses not being offered in cycle
4. Stipends
5. Disproportionate tuition increases
6. International graduate student insurance concerns

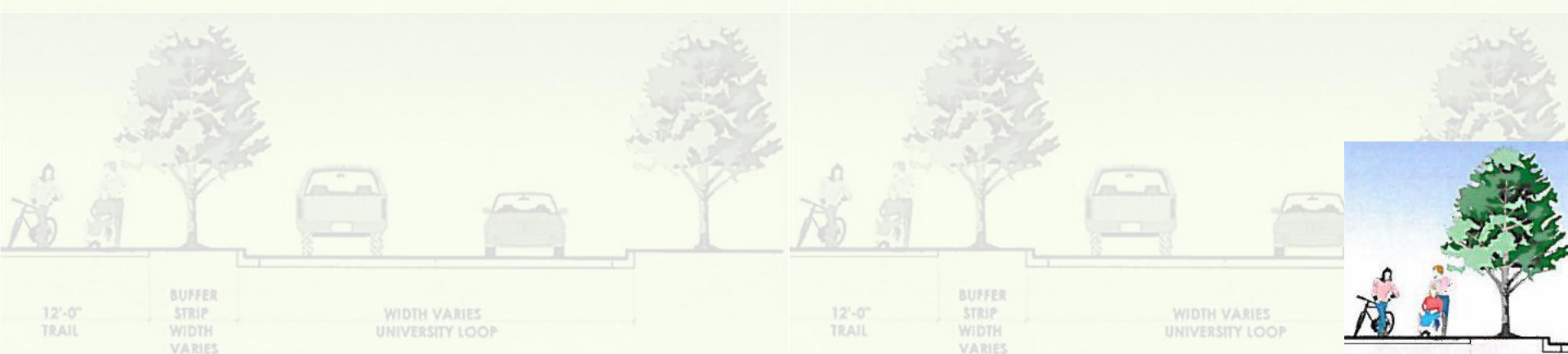
Currently through the GSC, graduate students are appointed to university shared governance committees which make important decisions that affect graduate students and therefore are already recognized as the active voice of graduate students. Yet the GSC is denied full representation on the SGA based upon unfair election guidelines; and on three shared governance committees, at least two of which GREATLY concern graduate students: Student Disciplinary, Parking and Intercollegiate Athletics. The handbook book would fix the shared governance committee problem.

The GSC is interested in all areas of ASU, which impact graduate students financially, academically, and socially. This is the reason that the GSC is once again seeking to be autonomous from the SGA and a change in the faculty handbook that would recognize SGA and GSC as sister student governments and the **collective** voices of the student body at Arkansas State University Jonesboro.

We recognize that historically, the Faculty Senate has given consistent support to the GSC. With the last proposal, the Faculty, Deans, Graduate Council, and Chairs

all approved of it. For that we say thank you. If you have any concerns, questions, comments, or suggestions for us; we would love to hear them. That is why we are here today, seeking your input BEFORE we submit our proposal. We have spoken with or are scheduled to speak with all constituency groups from last time, including the Chancellor and Vice Chancellor of Student Affairs. We believe that getting your input BEFORE the proposal is submitted will make it the best proposal possible. Again, thank you for letting us speak with you today.

Appendix D

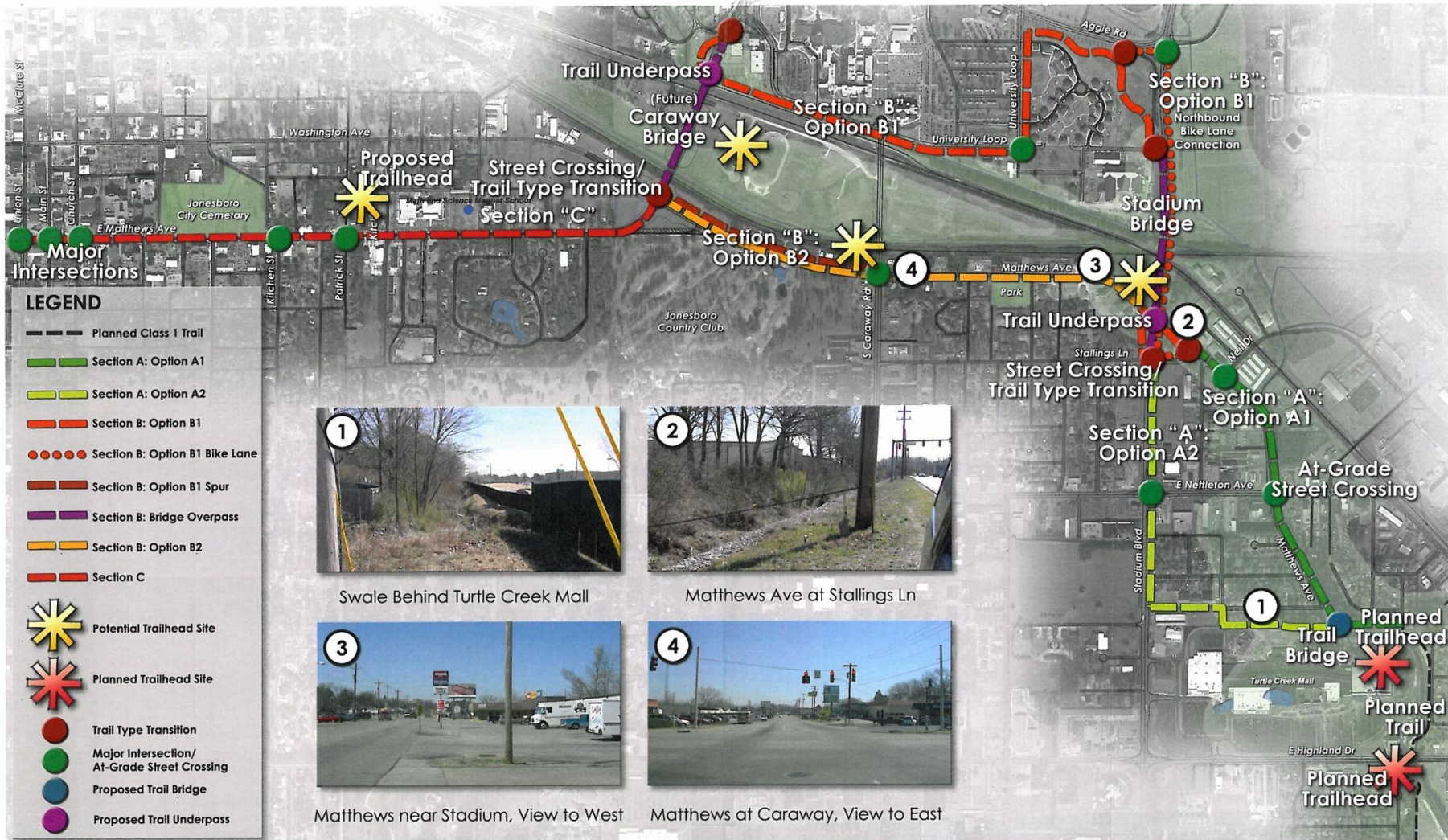




Project Overview

The goal of Part 2 of the
Phase I Turtle Creek Greenway
is to connect
Turtle Creek Mall and
Downtown Jonesboro





LEGEND

- Planned Class 1 Trail
- Section A: Option A1
- Section A: Option A2
- Section B: Option B1
- Section B: Option B1 Bike Lane
- Section B: Option B1 Spur
- Section B: Bridge Overpass
- Section B: Option B2
- Section C
- Potential Trailhead Site
- Planned Trailhead Site
- Trail Type Transition
- Major Intersection/ At-Grade Street Crossing
- Proposed Trail Bridge
- Proposed Trail Underpass



1 Swale Behind Turtle Creek Mall



2 Matthews Ave at Stallings Ln



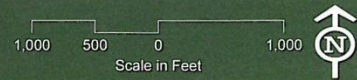
3 Matthews near Stadium, View to West



4 Matthews at Caraway, View to East



Turtle Creek Greenway Phase 1, Part 2
Jonesboro, Arkansas



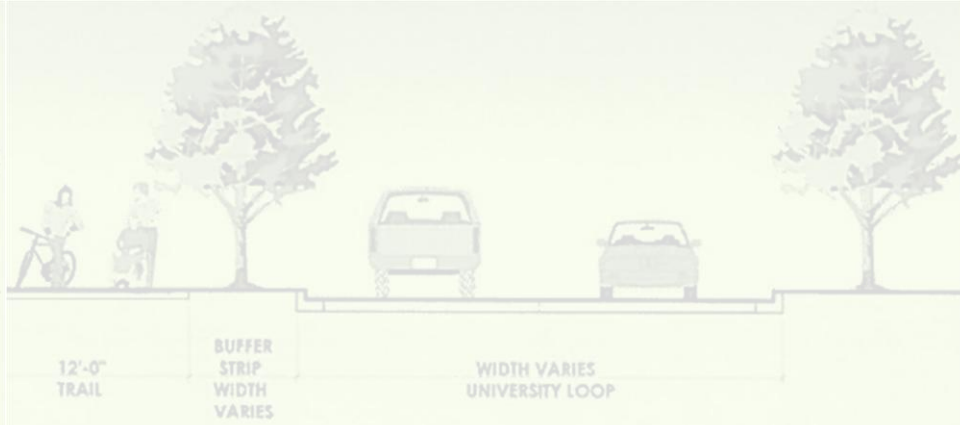


SECTION 'A'

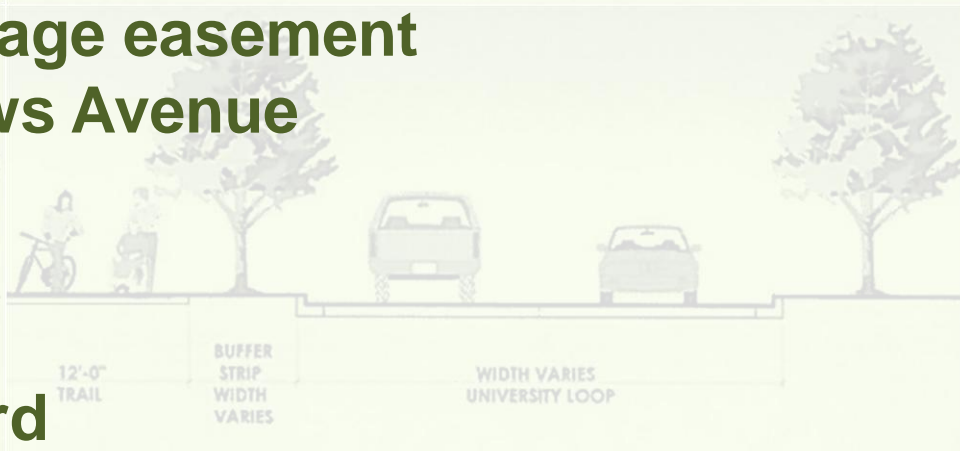
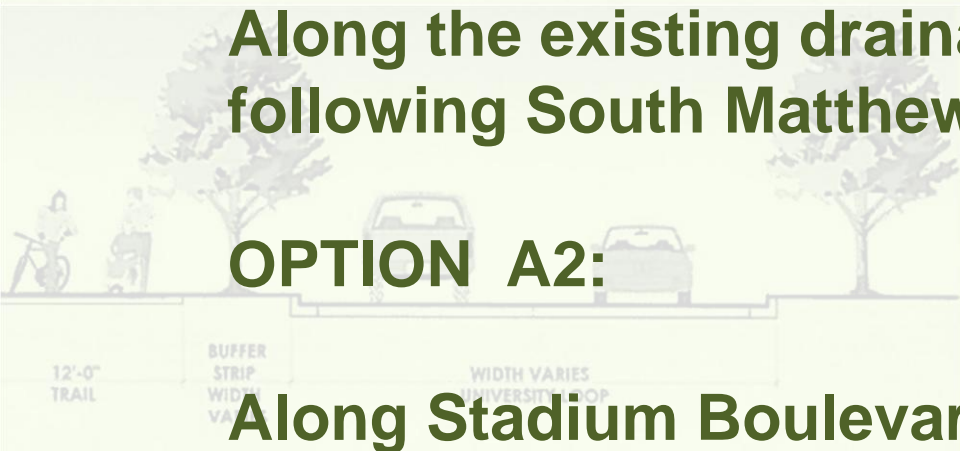
Turtle Creek Mall
to the

ASU Campus

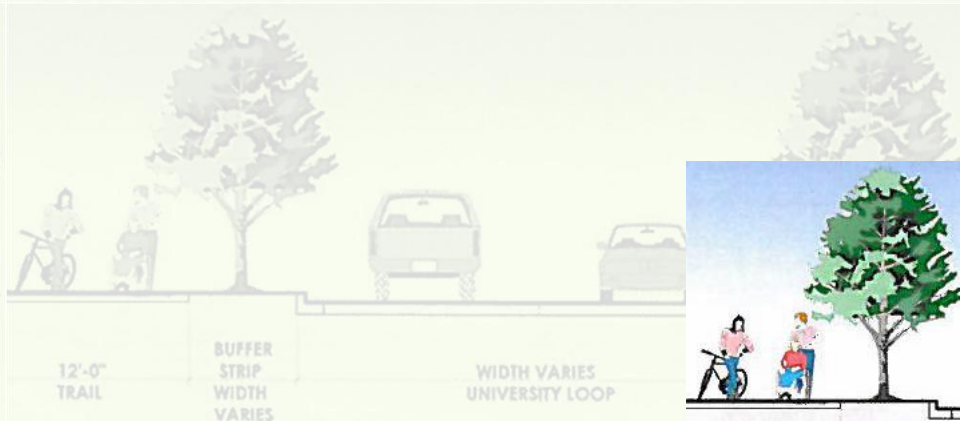




**Along the existing drainage easement
following South Matthews Avenue**



Along Stadium Boulevard



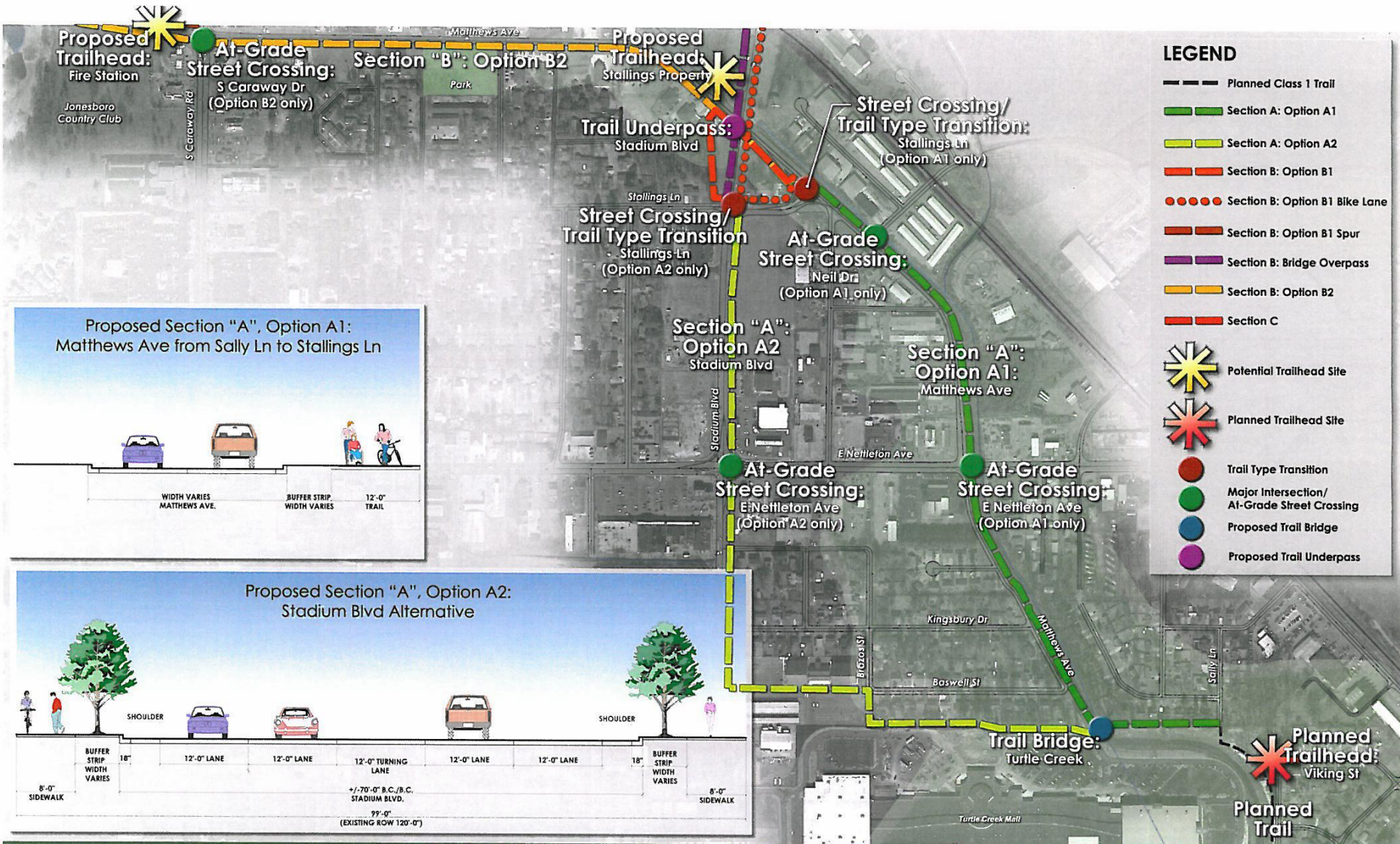
Selected Option: A1 Drainage Easement Along South Matthews Ave.

Description:

12' Class I trail (separated from road) for bicycle and pedestrian traffic.

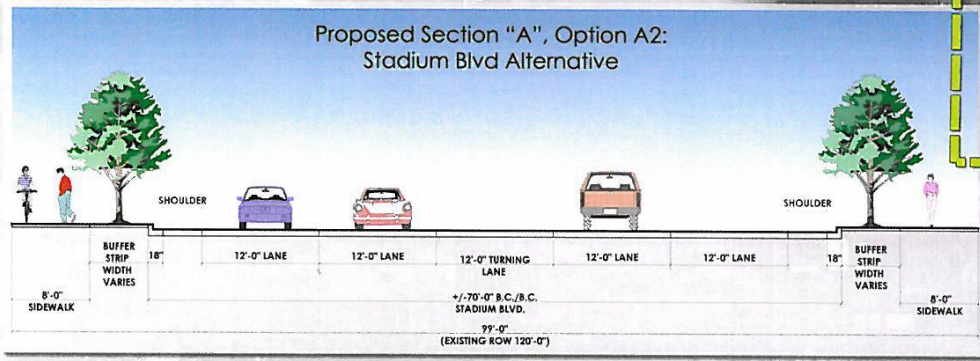
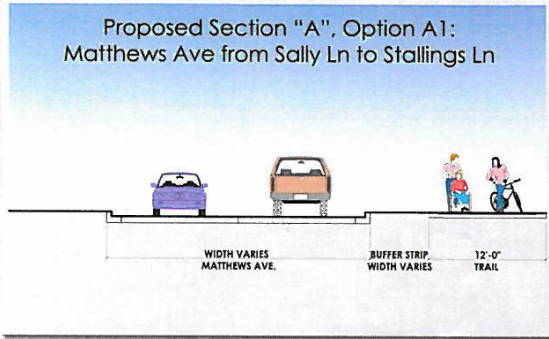
From Turtle Creek Mall north and east to Stallings lane at Matthews Avenue.





LEGEND

- Planned Class 1 Trail
- Section A: Option A1
- Section A: Option A2
- Section B: Option B1
- Section B: Option B1 Bike Lane
- Section B: Option B1 Spur
- Section B: Bridge Overpass
- Section B: Option B2
- Section C
- Potential Trailhead Site
- Planned Trailhead Site
- Trail Type Transition
- Major Intersection/ At-Grade Street Crossing
- Proposed Trail Bridge
- Proposed Trail Underpass





SECTION 'B'

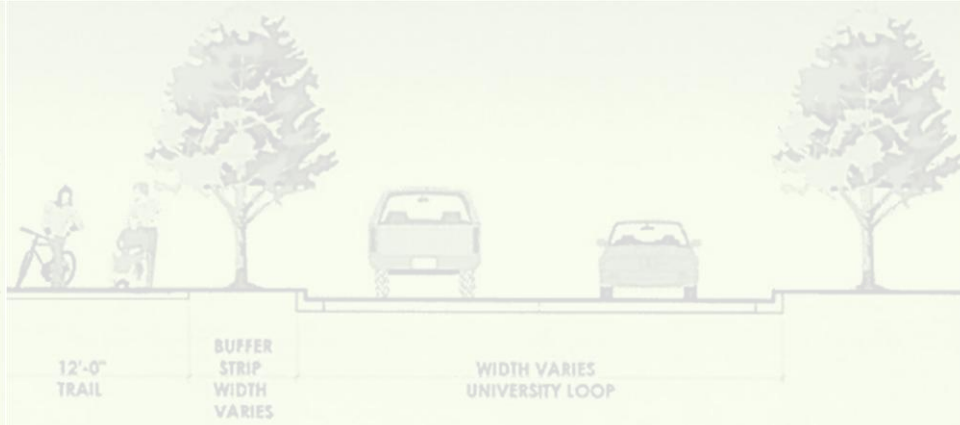
Stallings Lane
to the

Marion Berry Overpass

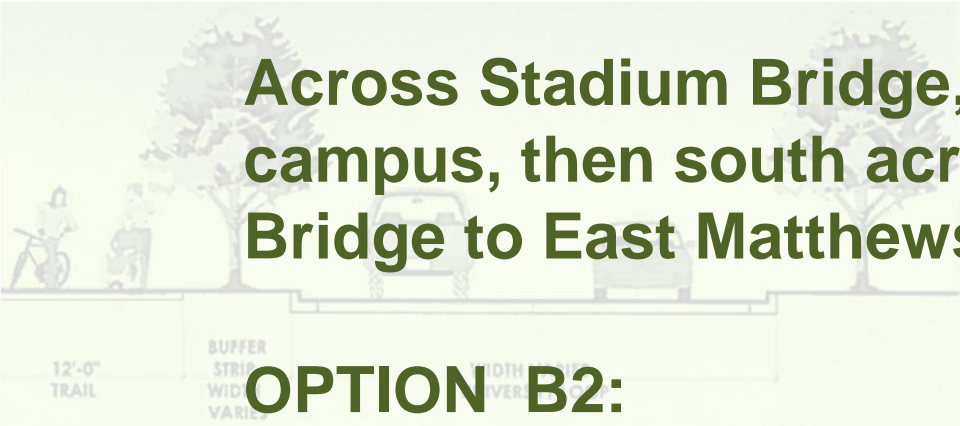




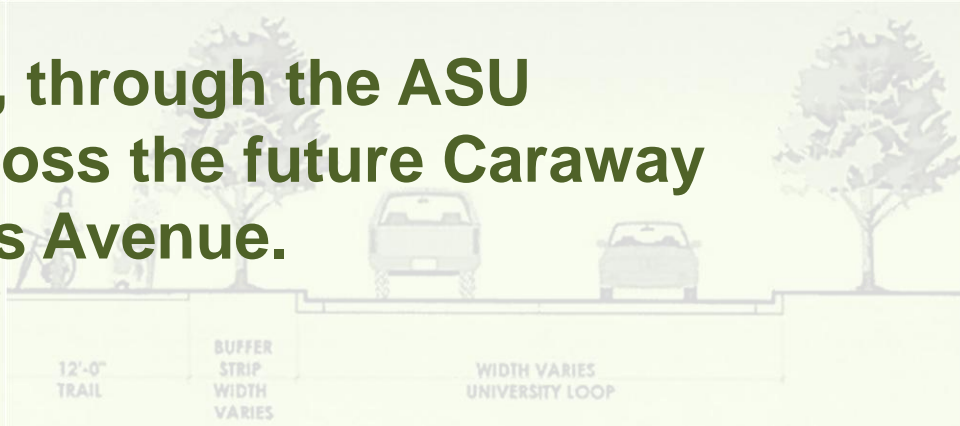
OPTION B1:



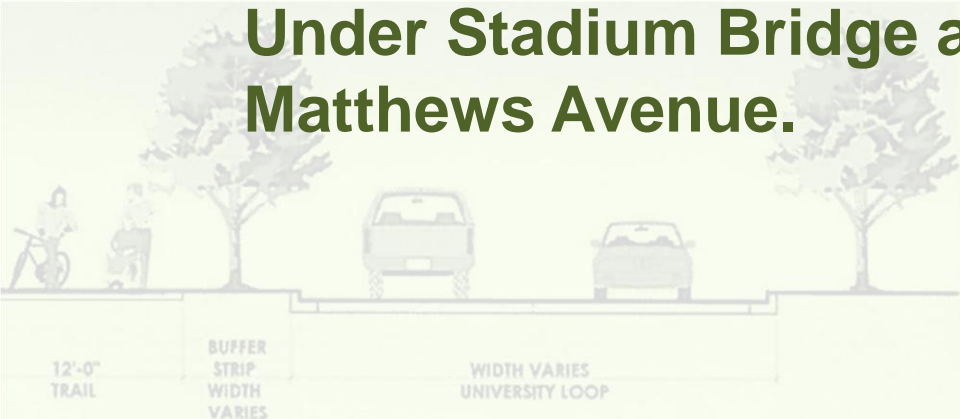
Across Stadium Bridge, through the ASU campus, then south across the future Caraway Bridge to East Matthews Avenue.



OPTION B2:



Under Stadium Bridge and along East Matthews Avenue.



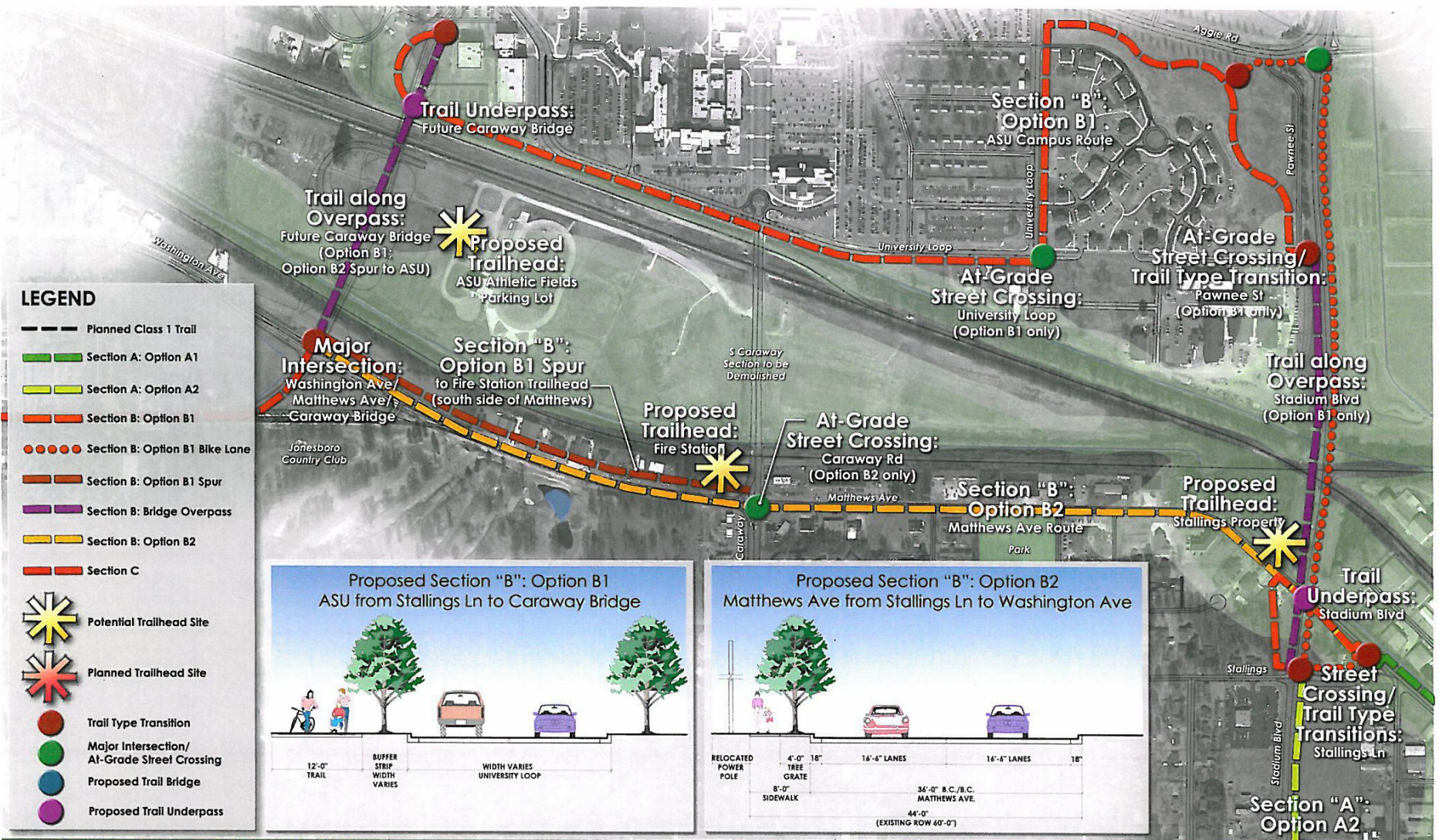
Selected Option: B1 ASU Alignment

Description:

3'-4' shared bicycle and pedestrian lane on Stadium bridge shoulder with 12' separated Class 1 asphalt trail through ASU campus and 5' shared bicycle and pedestrian lane on both side of the Marion Berry Overpass.

The trail will begin at Stallings Lane and Matthews, cross the Stadium Overpass, continue through the ASU campus , cross the Marion Berry Overpass and end at Matthews Avenue.





Turtle Creek Greenway Phase 1, Part 2: Section "B"

Jonesboro, Arkansas



12'-0"
TRAIL

BUFFER
STRIP
WIDTH
VARIES

WIDTH VARIES
UNIVERSITY LOOP

SECTION 'C'

12'-0"
TRAIL

BUFFER
STRIP
WIDTH
VARIES

WIDTH VARIES
UNIVERSITY LOOP



12'-0"
TRAIL

BUFFER
STRIP
WIDTH
VARIES

WIDTH VARIES
UNIVERSITY LOOP

ASU Campus to

12'-0"
TRAIL

BUFFER
STRIP
WIDTH
VARIES

WIDTH VARIES
UNIVERSITY LOOP

Downtown Jonesboro



12'-0"
TRAIL

BUFFER
STRIP
WIDTH
VARIES

WIDTH VARIES
UNIVERSITY LOOP

12'-0"
TRAIL

BUFFER
STRIP
WIDTH
VARIES

WIDTH VARIES
UNIVERSITY LOOP





OPTION C1:

Continue west along Matthews Avenue

Description:

8' pedestrian sidewalks on both sides of Matthews Avenue

The trail will begin at the south end of the Overpass at Matthews Avenue and continue west to Church Street.

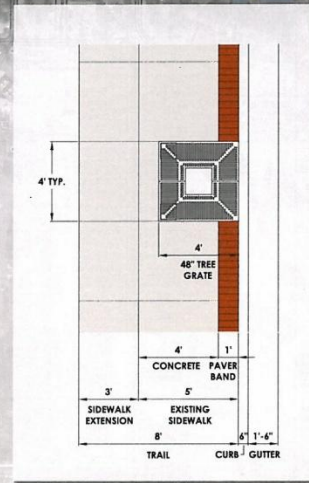
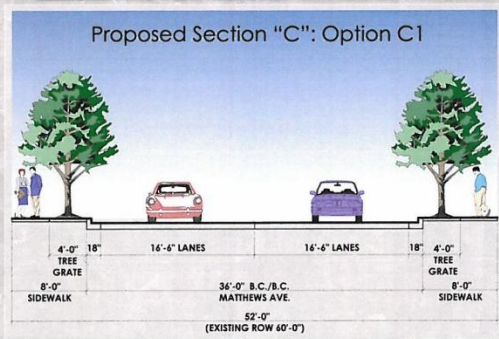
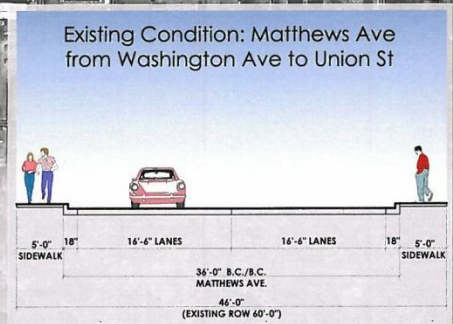
8' pedestrian sidewalks on both sides of Matthews Avenue

The trail will begin at the south end of the Overpass at Matthews Avenue and continue west to Church Street.

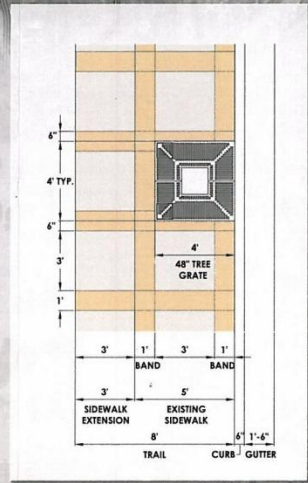




- LEGEND**
- Planned Class 1 Trail
 - Section A: Option A1
 - Section A: Option A2
 - Section B: Option B1
 - Section B: Option B1 Bike Lane
 - Section B: Option B1 Spur
 - Section B: Bridge Overpass
 - Section B: Option B2
 - Section C
 - Potential Trail Head Site
 - Planned Trail Head Site
 - Trail Type Transition
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 - Proposed Trail Underpass



Option 1: Single Row Pavers Section "C" Treatment

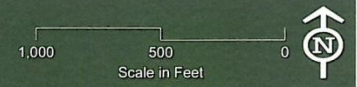


Option 2: Score & Stain Section "C" Treatment



Turtle Creek Greenway Phase 1, Part 2: Section "C"

Jonesboro, Arkansas



Appendix E

Faculty Senate - ITTC Technology Update

March 4, 2011

1. **Current Blackboard version** completely stable since Spring 2010. ITTC and ITS meet frequently to solve any lingering issues that have not been corrected when reported.
2. **Blackboard Upgrade to Bb Learn**
 - a. This is a required upgrade. Current Bb 8 version will not be supported by the vendor past June 2012.
 - b. Currently in live test mode with 25 faculty, 12 online and web assisted classes
 - c. Minor glitches found and are being resolved
 - d. Overall faculty and students like the enhanced version
 - e. Features include: drag-n-drop ease of use, on/off student view mode, ease of control panel access, new tools – built in blogs, wikis, journals for student assignments, many others.
 - f. Roll out schedule:
 - i. Summer 2011: Open for early adopters, ITTC will offer Bb Learn Boot Camp training and Summer Institute training and online tutorials.
 - ii. Fall 2011: Adoption highly encouraged. ITTC will offer boot camps and additional training seminars and online tutorials.
 - iii. Spring 2012: Adoption wind-down. ITTC continues training seminars and online tutorials.
 - iv. May – June 2012: Final adoption. All remaining courses must convert to the upgrade.
 - g. Faculty can export existing materials from Bb 8 and then import into Bb Learn.
 - h. Additional users welcome. eMail ittclab@astate.edu with request to be given Bb Learn access.
3. **Moodle** – learning management system alternative to Bb
 - a. Dr. Robin Anderson working as faculty fellow with ITTC leading the testing and pilot
 - b. Started with 19 faculty, currently at 9 faculty participating in testing with 9 students
 - c. Robin has created 5 Activity Challenges that provide directions for setup and functional use. Faculty and students are asked to rate ease of use and make comparison to Bb.
 - d. Robin will have a report of findings by the end of May 2011.
 - e. Additional users welcome. eMail ittclab@astate.edu with request to be given Moodle access.
4. **Wimba Classroom** – similar to Tegrity course capture software
 - a. Records lectures, ties into Bb, students have access to recordings 24x7 – many features similar to Tegrity
 - b. Allows for synchronous online teaching – video and audio conferencing via the internet
 - c. Can be used in any classroom, office or home with a computer connected to the internet
 - d. Can be used on existing CVN room technology to distance locations, i.e. from your regular classroom to Beebe, Mtn Hm, West Memphis, etc.
 - e. Can be used for one-on-one video conference meetings or for webinars with 100s of participants.
 - f. Extends the classroom to anyone anywhere, relieving seat constrained classrooms.
 - g. Piloted by various faculty Spring/Fall 2010 and Spring 2011. Will be integrated with Bb and available after July 2011.
 - h. Additional users welcome. eMail ittclab@astate.edu with request to be given Wimba access.
 - i. Training available at ITTC and via online tutorials.

5. **Smarter Measure Software** – Learning Readiness Indicator

- a. Online survey/quiz type tool used to determine if course is a good fit for students.
- b. Assists in identifying levels of student readiness for online learning and/or learning in a technology rich environment.
- c. 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.
- d. Can be used to assist in student retention.
- e. Piloted in FYE courses during Fall 2010. Will be available for FYE continued use and for others to use after July 2011.

6. **Evaluation Kit**

- a. Evaluation Kit is an online tool for administering course evaluations for both traditional and online courses. It is integrated with Blackboard, and can be accessed by students, instructors, and administrators online.
- b. The benefits of using Evaluation Kit include:
 - For Administrators
 - Elimination of paper process
 - Complete access to data for analysis and reporting
 - Consistency in when and how evaluations are administered
 - Each college is managed independently
 - For Instructors
 - Online access to reports
 - Overall summary across all courses and over time
 - For Students
 - All course evaluations accessible online in one location
- c. Piloted Fall 2010/Spring 2011 by COE and CNHP.
- d. Option to use is available for other colleges Spring 2011. Open adoption and not required.

7. **Summer Institute:** \$1250 stipends per attendee available.

- a. Based on the Course Development Life Cycle (CDLC) developed by ITTC, this 8-day course takes you through a detailed view of planning and designing courses, improving courses using technology, and assessment of student learning.
- b. The new Blackboard Learn software will be used during training.
- c. A limited number of ITTC paid stipends are available and an application is required. Stipends are not required for attendance, but the scope document is required by all attendees. Only non-12 month faculty are eligible for the stipend award.
- d. Dates:
 - Summer I: Tuesdays and Thursdays 8:30-12:30am. Weeks 6/6/11 thru 6/27/11
 - Summer II: Mondays and Wednesdays 8:30-12:30am. Weeks 7/11/11 thru 8/1/11Each summer session is scheduled for 4 weeks meeting two days per week, approximately 4 hours/day.
- e. For more information and application document, go to the ITTC home page, www.astate.edu/ittc