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# Notes from the Presidential Forum March 1, 2010

Patricia Humphrey  
*Georgia Southern University*

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## Notes from the Presidential Forum March 1, 2010

Arts Building Auditorium 1:45-3:45 PM

**DISCLAIMER:** These are from notes taken by Pat Humphrey, Senate Librarian, and are NOT a transcript of the discussion – they are intended solely to convey the substance of what was discussed to the general faculty who were in attendance.

Dr. Keel opened the meeting with a Powerpoint presentation to discuss the current budget situation and various other points.

We are reminded to note that these budget cuts are money from the State appropriation. This used to be about half the operating budget. In December 09, the governor proposed a 13% cut to the university system as a whole (~\$265,000,000). Georgia Southern's portion of that was approximately \$11,000,000. We were in good shape for that. The current proposal from the legislature is an additional \$300,000,000 cut to the system (about 17%). Georgia Southern's share of that would be approximately \$14,700,000. This takes the State appropriation back to approximately \$63M (what it was in 1998 when we had 14,000 students).

**What do we (GSU) do?** First priority is to protect the academic core (students and education). Dr. Keel had a slide detailing the possible cuts that were discussed with the SEC, SGA, Staff Council, George-Anne, etc on Thursday. These include: \$2M in furlough (the same 6 days through the academic year we had this year); \$3M to Continuing Ed (cut their entire state appropriation) – this affects the Wildlife Center, PAC, Botanical Gardens, Museum, etc; \$4M by eliminating half of all full- and part-time temporaries (117 positions); \$2M by eliminating 67 staff positions (the equivalent in dollars of positions that are currently vacant, but not necessarily these *particular* positions); \$1M from Athletics (about 10% of the budget – if this happens, since we are among the lowest budgets in the Southeastern Conference, we may have to withdraw from the conference – possibly go back to Division II); \$2.7M through elimination/consolidation of programs/departments/colleges – this last would most likely require declaring financial exigency. Dr. Keel will be appointing a Presidential Budget Crisis Task Force within the next week to be examining programs, etc.

### **What can I (faculty/students/parents) do?**

1. Don't panic. These are preliminary values.
2. For facts (as soon as they are known), go to a new website available as of Monday afternoon: [www.georgiasouthern.edu/budget](http://www.georgiasouthern.edu/budget) for a repeat of his message and the latest available information.
3. Write to our legislators.
4. Focus on the future.

There are things we want to continue to do or need to do:

1. Have a student centric university. We want to make this the premise of our

- existence. Maintain the “small feel” as much as possible.
2. DRU – we still haven’t determined what it means for us (even after lots of conversation). Certainly, there will be more emphasis on research and creativity. Departments will have to determine the tenure “bar” (but make it “incredibly” high). He sees the formula for tenure as

In other words, to get tenure you must be “y” better than the current department average. We’ll also have to do research differently from most research universities (who do it on the backs of graduate students – here we mostly have undergraduates). There will someday be more doctoral programs, but we need to be smart about which ones – for example, the new Logistics Ph.D. takes advantage of the Port of Savannah – something that no other state university can claim easy access to.

3. We need to be engaged in the community – emphasize that our community impact in Statesboro is about \$100M and 6700 jobs.

There are some key issues:

1. RPG – we need to move forward. About 82% of Freshmen return (good), but the 6-year graduation rate is about 48% (slides were presented on graduation by college). We need to grow smartly.
2. Emphasize research and creativity.
3. Improve facilities and infrastructure – for example, the proposed Biology Building.
4. Increase faculty and staff. Student:faculty ratio has been pretty consistent at about 19 or 20 to 1 for several years; it’s grown recently to 22:1. Possibly we need to consider better utilization of faculty (slides on class sizes – overall and by college); there is a noticeable shift to smaller class sizes for upper division undergraduates – is this sustainable?
5. New strategic plan is needed.
6. New capital campaign. Possibly we can turn budget problems into fundraising opportunities?

We need to increase “non-traditional” course offerings – more hybrid/online/ “off hours” courses.

We need to increase on-campus student housing availability – the recent lottery for upper class “dorm” space was cited.

We need to increase economic development opportunities and more to a *national* comprehensive university status from a regional one.

At this point, the meeting was opened to questions from the floor.

Les Furr (CHHS) asked about hybrid courses. In his department this seems to be attractive, but still requires students driving to Statesboro from places like Savannah. Are there opportunities for off campus locations? ANSWER: Yes – we need to look at possible partnerships – Armstrong, for example.

Mike McDonald (COBA) said that until recently, we “weren’t allowed to teach east of I-95. Is this BOR policy? Would it impact such possible sharing? ANSWER: We need to be creative on how we deliver courses. COBA has done a lot (the executive MBA, for example). We need to put the resources back into the units.

Darin Van Tassel (CLASS) said that he appreciated not spreading rumors, but what *do* we tell students (for example, about fewer upper division classes available for Fall)? ANSWER: This is the “worst case” – people should not panic. Yes, it might mean larger class sizes, enrollment caps, etc but this is the worst case for now. CLASS courses had a total of about 20 out of 2000+ shifted from upper division to lower division (about 1%).

Michael Moore (COE, Senate Moderator) mentioned the Facebook group and student “protest” at the SGA meeting last week; students on other campuses are protesting possible budget cuts.

Sandy Peacock (CLASS) asked why there was seeming resistance to raising tuition. ANSWER: From the BOR: we can’t *plan* on raising tuition. The House and Senate seem split on this idea (House is unwilling to raise it much, Senate is). If we raised our (GSU) tuition from \$134 per undergrad credit hour to \$175 we’d still be below the national average tuition/fees. If we raised tuition to \$190 it would meet the \$14.7M. There’s another problem here – we live in an area of needy students. Florida and other states can use state money for need-based financial aid; *we can’t*.

Mark Edwards (COST) asked about the time frame – how much time do we have to plan? ANSWER: By the first part of April the Legislature will have to adjourn and we’ll know the state budget. The Task Force will be working before then. Dr. Keel said he probably would have implemented such a task force anyway, as this is something that should be examined periodically.

Jill Lockwood (COBA) asked about if we had data on educational levels as it related to future income for people here. If businesses don’t locate in GA, is it because of education of our citizens? ANSWER: We don’t know for GA, but national data exists on the value of college degrees. His experience at LSU indicates that most employers are more concerned about skilled labor (K-12 education) than college educations.

Debra Sabia (CLASS) asked why there was resistance to enrollment caps. ANSWER: Enrollment (and tuition) is a way to generate revenue (but not facilities money). Georgia is seeing an increase in the number of high school graduates – caps would displace students who would need or want college educations.

Pat Humphrey (COST) asked about priorities (if they exist) in case of lesser cuts than the \$14.7M. ANSWER: The categories presented above offer a “buffet.” We need to take a holistic view – what can be restored? His priorities would be faculty and staff (especially student advisors). We need to focus and ask hard questions. Much might

have been addressed longer term by the proposed capital campaign.

Marc Moulton (CLASS) asked about possible degree cuts – is this long or short term? Does this mean a possible long term change of direction? ANSWER: Both. We need to consider this as a permanent budget cut. We have an obligation to look at the long term – what are our strengths – what do we think students will want down the road?

James Stephens (JPHCOPH) asked about other potential revenue streams. ANSWER: Absolutely, we need to look at those. But grants and contracts don't help with basic education funding.

Renee Hotchkiss (JPHCOPH) asked about faculty salaries being moved to soft money. ANSWER: It can provide opportunities to faculty to do that, so yes. We need to incentivize faculty. Grants, etc can provide money for grad assistants, meetings, labs, etc.

Mike Nielsen (CLASS) asked about the numbers comparing colleges (class size, etc). What about comparing us to other similar universities? It might raise morale. ANSWER: Dr. Keel didn't know of any such studies, but they would be possibly fascinating; could also help us.

Sandy Peacock asked about faculty still being located in “temporary” buildings. ANSWER: There's not much on the horizon for that. For example, the proposed Biology Building, but bonding is difficult (a different pot of money, but we have to be able to pay off the bonds).

Clara Krug (CLASS) – Please mention a possible Humanities Building. ANSWER: He'll make a point to do that.

Patrick Novotny (CLASS) asked about students just starting to register – why at 3 am – why not at midnight, say? ANSWER: Dr. Keel didn't know about that...he'll check.

Pat Humphrey (COST) asked about the perceived research load and the necessary faculty time to do it, as well as differential funding and class contact hours between us and places like UGA. ANSWER: Faculty need time to do the research. There are many factors involved. For disciplines that have funding potential, faculty need release to write grants, then do the funded research. For others, scholarship (publishing) requirements should be higher. We need to set a high bar for reductions in load (make the stretch hard), but aim toward a 2-2 load. Upshot – to make this happen, we need more tenured/TT faculty. (Applause from faculty in attendance.)

Lowell Mooney (COBA) asked about “raising the bar” – what about those who are already here? ANSWER: It's not realistic. We need to continue to have a high teaching bar, but can't change the requirements midstream. If a faculty member has been here 5 years, they should be evaluated on the expectations from when they were hired. For

those here a year (or about to be hired) – we need to communicate that the bar is changing – their expectations will be higher.

Chris Caplinger (FYE) asked about other ways to raise revenues. ANSWER: Higher ed is getting a black eye from how others perceive us (not really working a “full week”, for example). Legislators are angry about UGA profs making over \$500K per year. It’s all about perceptions. Compare us (and our salaries – for 9 months) to the “Bulloch farmer.”

Darin Van Tassel (CLASS) asked if there were conversations about raising taxes. ANSWER: Some, but they are muted. There have been proposals for a hospital bed tax and a tobacco tax. But, especially with a governor’s election coming, it will be difficult to get support for either a tax increase or a tuition raise.

Jill Lockwood (COBA) asked if the legislators realized the amount of sales tax dollars and the proportion being lost to online shopping. ANSWER: Probably not.

Marc Welford (COST) asked about publicizing the extra money students might spend if it took them an extra year or 18 months to get their degrees (living costs, etc); extra tuition paid would most likely be less than this. ANSWER: That would be an excellent argument toward funding – there are significant student impacts if they can’t get the courses they need.

Steve Engel (Honors Program and CLASS) – the impact of average SAT scores increasing hasn’t been mentioned. ANSWER: Our enrollment (and score gains) has matched the system (linear growth in students and scores). How do SATs and academic quality relate? GPA from high school is much more important, and it doesn’t seem to matter from which district students come.

Charles Champ (COST) asked about a Provost search. ANSWER: Dr. Keel plans to start that as soon as practicable and possible. He’ll be using a search firm, and it will most likely be late fall to January 2011 to get someone on campus.

Don?? (CLASS) asked what Dr. Keel was looking for in a Provost. ANSWER: Someone who shares his vision – a scholar, someone from the professoriate with experience at a major university, and with a personality and sense of humor.

Marc Welford (COST) asked about the role of expanding international programs on RPG (do they “correlate” with success in graduation). ANSWER: Most of our students come from GA. They don’t even reflect the GA demographic (too few blacks for example). More diversity and more experiences are good. We need more international students, for example, and international experiences for the GA students is a good idea.

Sandy Peacock (CLASS) asked about the 25,000 student number. ANSWER: There’s no real magic in that. If he’d said 30,000 he’d have been run out on a rail. Talk about growth at LSU. Our on-line opportunities are “scary bright,” and growth in the number

of students doesn't mean they all have to be physically on the Statesboro campus – think University of Phoenix – students seem to be willing to pay extra for nontraditional offerings. This can bring in more faculty numbers after the current budget crisis. Above 25,000 scares him.

Richard Flynn (CLASS) asked about flat salaries – does he have a philosophy about incentives? ANSWER: Absolutely. We must have a merit system for all. But, to be meritorious, you must typically go above and beyond what you're supposed to do.

Pat Humphrey (COST) asked about salary compression/inversion. ANSWER: We need to “game the system.” Here, it's been (typically) about bringing in new people – what the market determines (and start-up packages). At most large universities, it's retention packages. Ultimately, departments need to make the determination – what should people be paid? How valuable are they?

Clara Krug (CLASS) asked about sabbaticals – is there a way to reinstate them? ANSWER: He would love to see a sabbatical system – it's a goal to set. His philosophy: at LSU, he saw a lot of “stay at home” sabbatical proposals – “I'll finish this book/paper” type of thing. That's not the purpose – you need to get out and learn new things – go to a different lab, visit museums, etc, depending on your area. The purpose is to *go away*. Marc Welford said he's currently teaching an on-line course for about 15 students (generating \$, and he got a grad assistant). Would this become an expectation? ANSWER: Likely – for all the above reasons (money, grad assistants, etc). This might give flexibility on tuition money. University of Phoenix has shown that people will pay. Possibilities exist for “royalty distribution” after certain people (like the president) take their nut. This can give deans, department chairs, and faculty a piece of the action for travel money, etc (not salaries). He'd like to see a General Studies totally on-line degree in the future.

Pat Humphrey (COST) asked about facilities for on-line, hybrid, etc. (no “testing center” for example). ANSWER: We'll have to see about that. Hybrid courses don't have to be large – could be a section of 35 students, say, who meet physically once per week – gives more flexibility to physical space requirements, and we'll have to study our room utilizations – are we getting all we can out of our physical space? He doesn't think that is an insurmountable problem.

Michael Moore urged faculty to encourage their colleagues to attend the other forums, thanked Dr. Keel for being so forthcoming, and the meeting adjourned.

### **Notes from the Presidential Forum March 2, 2010**

Russell Union Room 2047 4:00-6:00 PM

DISCLAIMER: These are from notes taken by Pat Humphrey, Senate Librarian, and are NOT a transcript of the discussion – they are intended solely to convey the substance of

what was discussed to the general faculty who were in attendance for those who were unable to attend. Some may seem repetitive from the March 1 forum, but new questions were asked and new points raised.

Dr. Keel opened the meeting with the same Powerpoint presentation as on March 1 to discuss the current budget situation and various other points.

Some points of clarification/explication:

He stressed he was misquoted in some news outlets – the six days of furlough envisioned are the SAME as this year for six next year; not twelve.

ROTC is a threatened program because we must guarantee four year graduation; if these cuts happen, we can't guarantee that.

Nursing is threatened due to the heavy reliance on clinical faculty – even though it is one of the top rated programs in the country.

Keel's budget video is now "among the tops in views on Twitter."

The tenure bar mentioned should be set/determined at the departmental level (but set high). A department is best equipped to determine what is "excellence" in their own discipline and culture. "We need to stretch and help out colleagues stretch."

We need more faculty, but we also need to examine how we use the faculty we have – perhaps there is a better way to utilize them.

More residence halls are needed – these come from a different pot of money than instruction – residence halls generate revenue and must be self-sustaining.

In terms of a new capital campaign – a new humanities building and a new student union were mentioned.

Questions/answers:

Fred Rich (COST) said that when he was beginning grad school at SIU in '73 they declared exigency. There was years of bloodletting afterward. Are there case studies on how not to do this? ANSWER: There may be lots of approaches – we'll have to look for possible studies like those. In the meantime, we need to stay on track and make hard decisions in a short time frame. An examination like the proposed task force should be done periodically, anyway. We need to be able to pull the trigger July 1.

Kathleen Comerford (CLASS) asked about forums for students. ANSWER: There was one planned for last week that was cancelled because it turned out to conflict with Career Day. There is one being planned for about a week from now.

Marc Cyr (CLASS) asked if there were examples of programs or departments that were "on the block" as not being relevant to the future. ANSWER: No. It's too early for Keel to make that determination (he hasn't been here long enough). Faculty and deans are in a better position than him. He cited his background as a reproductive biologist – it would have been a good field 10 years ago, but now this is "kit based" and not really needed; however, those faculty may also be "critical" to teaching BIO 101, for example...



Jonathan O'Neill (CLASS) asked about possible tuition increases. ANSWER: From Keel's viewpoint – yes, this is definitely a possibility. The Senate seems to agree, but the House is unwilling. BOR instructions for now were to not consider any tuition increases. As yesterday, he talked about our tuition being much lower than the national average, but we have about 3600 students at 150% of poverty level (Pell eligibility threshold?) taking 12 hours and about 1600 taking at least 15 hours – a magnitude more than at LSU. We'd need to factor in some type of need-based assistance if tuition were raised. Louisiana, for example, capped tuition several years ago at 2000 levels for Pell-eligible students. At GSU to raise the entire \$14.7M, we'd raise tuition from \$134/crhr to \$190 – still a nation-wide bargain and less than current tuition at UGA.

Donna Hodnicki (CHHS) said she'd gotten several e-mails and a couple of phone calls from parents – seems some faculty were advising nursing students to change majors or schools. (related to the possibility of eliminating Nursing) ANSWER: He (and GSU administration) were forced to provide ways to meet the proposed cuts. It doesn't necessarily mean eliminate 33 tenured faculty – but this is an indication of the potential impact. We need to make legislators understand it could be catastrophic.

Tim Teeter (CLASS) asked about the consequences of exigency. What's the point? ANSWER: Keel is convinced there is no way to meet the entire \$14.7M without letting tenured faculty go. The budget doesn't have any fat. He wants the Chancellor to understand all the possible ramifications of this type of cut. Several years ago at LSU, they didn't.

Pat Humphrey (COST) about the requirements and possible costs of letting tenured people go – severance pay and notice. ANSWER: He doesn't know. He'll need to check the rules here in Georgia – consult with Lee Davis and HR.

Pat Humphrey (COST) followed up about any possibility of “early retirement” incentives. ANSWER: It well may be considered.

Dallas Rhoades (COST) asked about the impacts of the Federal stimulus money going away next year. ANSWER: We'd made plans for that. Now – with the proposed cuts the impact of losing that money is exacerbated.

Don Armel (CLASS) said he'd linked to the Keel video on his blog. That may be part of why it's been viewed so much. How can we use technology like this to better communicate? ANSWER: Any suggestions are welcome – we'll be all ears. It also depends on the tech savvy of legislators. He knew Bob Lane had received over 100 e-mails already. Student government is mobilizing – they're planning something for Saturday. We need to use every mechanism we can to not only think in terms of increasing revenue but educate legislators on what it takes to educate students. The stereotypes of college professors having cushy jobs and only working 9 months a year, not being available in office hours, etc really hurt us.

Mary Marwitz (CLASS) asked if there was a sense of “best case.” ANSWER: Hope for less than half the \$14.7M. Some will probably end up coming from tuition increases. Perhaps the pain of this exercise will convince people we need revenues like increased tuition and the proposed tobacco tax. It’ll probably end up being a combination.

Elaine Marshall (CHHS) said she already spends 30 – 40% of her time on fund raising. What more can/should we do? ANSWER: One example is the Boosters – they normally think of football – with a new coach (who’s great) and a new quarterback coming, they’re excited. We need to make Athletics share the pain. More fundraising there, and most likely increased ticket prices. For Continuing Ed that brings 418,000 visitors per year to the museum, wildlife center, etc – we need to make people aware of the impacts and take a positive spin on opportunities.

Kathleen Comerford (CLASS) asked about current searches and especially the VP for Institutional Effectiveness. ANSWER: All searches are on the plate, but we have to be poised to move forward. The VP is critical to SACS reaccreditation – we haven’t been serious about that and the five year visit is next year. For faculty searches, deans have been told they need to move forward but be strategic – is this position critical? If so, and it comes to it, might they be willing to let someone else go to have this position filled? We don’t want to stagnate and he’d hate to have to pass up opportunities.

Michael Moore (COE, Moderator) asked about the Provost Search. ANSWER: Gary Means has done an excellent job. This is seen by Dr. Keel as the most important position in a university of this size. The individual is #2 in charge. He’s started talking with a national search firm. The person should share his vision, be student centered, understand academics, and be excited about the capital campaign – be a “superwoman/man.”

Cliff Price (CLASS) said that last year 25% of faculty were non tenure-track; it’s down this year due to money. What is Dr. Keel’s vision for faculty who are just as important as tenure-track or tenured? These individuals get hit the hardest. ANSWER: We need to move to more TT faculty because this helps define the tenor of the university, but he shares the concern. “Faculty” is the most important thing and we need more. The question for departments to ask is what is the best fit for them? With more TT/tenured faculty, it’s easier to make long range plans, especially in areas of research and creativity. His background in medical schools included lots of folks who were clinical or research (non TT) faculty – they were in more tenuous positions – but could also reap benefits (especially research faculty).

JB Claiborne (COST) asked what the total cut since 2009 (highest state appropriation) was. ANSWER: about 40%. Follow-up – how does this compare to Florida, North Carolina, etc (peers)? ANSWER: Florida is interesting. They’re 1-1/2 to 2 years ahead on shortfalls due to tourism. They’ve gone through the exercise lately; FSU cut oceanography, but Dr. Keel doesn’t know the percent cuts there. 30% in one year is

unprecedented, though, in his view.

Mary Marwitz (CLASS) cited Dr. Keel's interest in data. That makes things objective in some ways, but is there a way to account for disciplines and considering not only numbers. ANSWER: Music, for example, requires lots of one-on-one. This whole concept of examining programs will require lots of collaboration. As with all issues, we need to look at it all. Deans will hopefully be able to advocate for disciplines under their purview.

Tim Teeter (CLASS) asked about how decisions would be made as (hopefully) the situation retreats from worst case. Are there priorities? ANSWER: There hasn't been time to really look at it. When we know what the situation will be, then there will be more hard work to disperse what we have. For deep cuts, we'll need to be strategic. We must maintain the premise of protecting the academic core of the institution and with that view, determine how best to deal with what we've been dealt. Some programs may be better positioned than for fund raising.

Chuck Troup (COST) asked if with increased loads, will there be decreased expectations on research, etc? ANSWER: Yes from Dr. Keel's perspective. He's comfortable on moving the bar based on budget. We most likely will have to postpone aggressiveness on research, but not forsake it. Departments themselves are in the best place to determine what's reasonable given any particular loads. There will be more responsibility placed on deans, who will place more responsibility on chairs, etc.

Chuck Troup (COST) follow-up: This is a bad scenario for someone not far from tenure. ANSWER: I hope we can all come together, and older faculty could take on some load to allow newer faculty to focus on scholarship, for example. Even with setting the bar higher, we shouldn't change the rules midstream on people who have already been hired (especially folks in year 4 or 5).

Patrick Novotny (CLASS) expressed hope that the legislature will make the right decisions. If they do, we should thank them just as loudly as we're now calling and e-mailing to protest. ANSWER: That's a good point. It's good for basic human nature, and might bode well for the next time things get tough, too.

Kathy Albertson (CLASS) asked about the future (when we get through this) – there will be some effect on RPG, for example, through increased class sizes. Can we examine what this was? ANSWER: We'll look at this. Teresa Thompson should be able to do that. We're still in good shape – last weekend was Scholar's Weekend. About 75 – 80% of potential students who visit campus actually enroll. However, this is in jeopardy.

Trent Maurer (CLASS) said he had some understanding of how CLASS upper division cuts were made, but what about other departments that require those classes – were they consulted? ANSWER: You'd have to ask the individual department chair or dean.

Chris Bocker (CLASS) is a temp. He's nervous about his prospects, but his chair had to cut classes. He's willing to do whatever it takes to keep a job. What can he do?

ANSWER: The disconnect is \$14.7M. Dr. Keel doesn't know how to prepare for that without cutting people. Caps on enrollment (that might happen) are also counterproductive.

Jim LoBue (COST) asked about the Core Curriculum task force – is this on hold? Where does it stand? ANSWER: Dr. Keel doesn't know what impacts potential cuts might have on possible revisions to the core. But, we can't work in a vacuum. We supposedly have a Program Review committee. Has it ever cut a program?

With that, Michael Moore called an end to the questions. He thanked the faculty for coming and Dr. Keel for being forthcoming and spending the time. Please remind colleagues that the last forum is tomorrow (Wednesday) from 9:00 to 11:00 in the College of Education Auditorium.

### **Summary Notes from Faculty Forum Three, March 3, 2010**

#### **COE Auditorium 9:00-11:00 AM**

Dr. Keel opened with a Powerpoint presentation covering the same information from forums one and two

John Brown (COBA) pointed out that the furloughs are being done in such a way that our students are not impacted. Shouldn't we do something to demonstrate that you lose something when you furlough faculty? Shouldn't our clientele feel some pain too?

ANSWER: I don't disagree. Legislators think we are fat, dumb, and happy. Some would have us take 12 days. Or a pay cut. Furloughs are definitely better than pay cuts because our base stays the same.

Moderator Michael Moore mentioned that the House Higher Education Council is meeting today (Wednesday) 8am to 12 Noon.

Robert Costomiris (CLASS) reiterated John Brown's concern. If we make do with less, doesn't that send the signal that we really don't need what we had before? If they take money away and no services are lost, what message is that sending? Shouldn't we do something dramatic? ANSWER: I agree. Students want the whole college experience. If you take away the Raptor Center, the Botanical Garden, the Museum.... Those are important to that experience.

Barry Munkasy (CHHS) Georgia Southern is a DRU now. We in the College of Health and Human Services are on the cusp of getting a huge NIH grant. But we get very little help in grant writing. Have you thought of establishing a Center for Excellence in Research similar to the Center for Excellence in Teaching? ANSWER: I'm going to have a more detailed conversation with you and your colleagues about that. The Center for Research sounds like a good idea. What I want to do soon is have a small mobile group which could move in and help. I'd also like to have a corps of "research mentors." Secretarial and other kinds of staff help are needed, but we also need a colleague-to-colleague system so people can bounce ideas off each other and learn the art of grant writing from the more experienced. A VP for Research is needed on the Presidential Cabinet to voice that viewpoint in meetings. There were a lot of ideas I had planned to put in place before the budget crises. We also need more faculty. You can't teach huge loads and expect to have time for grant writing. I would like for us to have a sabbatical program. Give humanities people a chance to work on some of their projects. And a new strategic plan is needed to see how it all fits together.

*Unidentified faculty member:* What can we do to get the local community involved in the budget problem? ANSWER: Direct people to the web site. The politicians are in a tight spot. They really don't want to raise taxes.

Moderator Michael Moore pointed out that Patrick Novotny told yesterday's forum that phone calls are more effective for legislators than emails. Also, they like to hear from constituents when they have taken a position they liked, not just when they are upset about something.

*Unidentified faculty member #2 - (CLASS)* Teaching larger classes and maintaining student centric are hard to reconcile, aren't they? ANSWER: Discussions are going on about this. Yes, you're right. Decisions will have to be made at the departmental level, strategies planned. Which courses can be taught effectively with large classes and which can't? Some courses may have to be eliminated. Some programs may just not have the enrollment to justify continuing them. We really should do program reviews annually. I know we have had an ongoing program review committee but as far as I know they have never suggested a program be cut. We must actually do some cutting.

*Sabrina Ross* - For untenured young faculty, this raised research expectation is going to be very difficult. ANSWER: Yes, we are going to raise the bar, but the new research expectation varies with how far along a faculty member is. We are not going to tell someone who is very close to going up that suddenly she/he will need to meet much harder criteria. But we will do that for new people and people in their first or second years. Their colleagues should help them. We'll need to look out for each other. Younger faculty should be stretched by the standards, but older tenured faculty should help them by taking that extra large class instead of leaving it to the younger faculty. They should do what they can to free up some research time for their young colleagues. Changing the culture of tenure is like turning a battleship. It takes time. It might be 5, 6, 7 years before it is complete.

*Unidentified faculty member #3* - Shouldn't we try to consolidate programs before we eliminate them? ANSWER: In some cases, yes. The fiscal answers will drive the decisions. It will be case by case.

Richard Flynn (CLASS) Can you remove tenured faculty without declaring financial exigency? ANSWER: I'm not sure. I'm not a lawyer, so I don't truly know.

Kathleen Gruben (COBA) We were saying earlier that legislators do not know much about the lives of faculty. I agree. Here's a story which illustrates the point. I was driving to a meeting with some of our legislators. There was a lot of time for informal chat. This was during a previous year when we had a state budget problem. One asked me if we were glad to be getting our raises back. I told him sort of, but that although the raises were stated to be 3%, they didn't start until January, half way through the fiscal year. So they were not really 3%. He said "Say what??!! I never heard of such a crazy thing!"

Dr. Gruben went on to bring up the problem of staff furloughs. Many staff cannot afford furloughs and secretaries are leaving Georgia Southern because of them. Could the minimum salary for eligibility for furloughs be raised? President Keel commiserated and noted that 300 staff were eligible for unemployment in the fall.

*Ian Lubin* - The research expectations for new faculty are going to be extremely hard. We don't have so many things research universities have. We have no full time graduate teaching assistants, reduced class sizes, or reduced teaching loads. We talk of student retention, but retention of new faculty is an issue too. Having two sets of tenure guidelines, one for new faculty and one for old faculty, would seem to present problems. There may be legal issues. ANSWER: We will have to include this in strategic planning. Sabbaticals might come back. How to reduce teaching loads? We'll have to find a way.

*Michelle Rivera COE* Do we have anyone looking at operational savings? For instance, I have seen the lights on at the track by the RAC *[is that right?]* when only one person was running. ANSWER: yes, we do. *{not sure of what he said here}*

*Rob Yarbrough* - So tenure will be bottom up. Department chairs to college deans, right? ANSWER: Right. Department chairs will be key. By the way, department chairs have the most thankless job on a college campus. The tenure documents will come from the chairs through the deans to the provost and me. We will look them over, but there should be no surprises.

Debbie Allen (CHHS) In the document Georgia Southern sent out Nursing was listed as a possibility for closing. They said not to list anything you would not be willing to follow through with eliminating. We have students and their parents who are not sure what to think. ANSWER: To get people motivated you threaten to take away what they need most. Did you notice how many of the colleges listed education and nursing? Society needs teachers and nurses right now and people know it. Politics is ugly sometimes. We just wanted to get people to think about the impact.

Yesterday at the third forum, two questions and responses were inadvertently not reported:

Mikelle Calhoun remarked:

I commended President Keel on his explanation of the wide-reaching ramifications of many of the potential cuts. Then, I asked if we can improve the explanation of the effects of a furlough. In particular, given that faculty are paid for teaching, research and service, should there not be an instruction that of the 6 furlough days at least 2 (1 in the fall and 1 in the spring) be allocated to teaching? Shouldn't we be instructed to drop one teaching day each semester? This would certainly send a message. Instead of allowing the legislature to presume that even with 6 furlough days it was business as usual, they could be made aware of the effect. Otherwise, we send the message that we can easily absorb 6 furlough days and then the legislature would have to wonder why we do not increase the number of furlough days. My recollection of President Keel's response was that this was an interesting idea. I do not recall him commenting further.

Luke Pittaway (COBA) asked about focusing on effective use of faculty time. He mentioned that activities like advising and some of the paperwork was not making the best use of faculty and was taking us away from more important duties. My recollection of President Keel's response was that this was a matter that would be looked into. He said that though he did not want to just create another group, he did want to set up a task force to consider operational efficiency and effective use of human resources.

The meeting concluded a few minutes early to accommodate Dr. Keel's next meeting.