**President’s Report**

**Faculty Senate**

**April 27, 2015**

* **Budget Discussions** last week included an open meeting for campus on budget, as well as a meeting of the Planning and Budget Advisory committee. These sessions summarized decisions based assumed revenues beginning July 1, 2015, allocations from the university system office based on institutional arguments for support, and fee revenues available for particular purposes. Materials from those presentations will be posted on the president’s webpage sometime this week. System allocations this year were nearly 1/5 million dollars more than those provided last year, for which we are quite grateful.
* **Award for First year Advising Center** We received what we believe will be the beginning of recognition and at the same time, great advances for student success this past week. NACADA, the National Academic Advising Association, awarded DeLandra Hunter, on behalf of the center for first year advising and retention center, winner of the Outstanding Advising Program Award. This foretells continued progress in student success with the emerging revision and application of assertive and data driven advising.
* **Strategic Planning participation** we will sometime this week ask for volunteers for participation on the update of the university strategic planning efforts—once again, we call for those interest to volunteer
* **Possible language for emergency opening and closings** the following was shared with colleagues yesterday—and I leave for them a chance to respond. What follows is a proposal as well as an explanation for the reasoning--After some discussion with the senate at its previous meeting, I believe I had a feel for the concerns—some of which in closing had some consensus support—some of which on opening did not seem to have such a consensus. It is also complicated by the differences in normal class starting and closing times among Tuesday/Thursday and MWF schedules. It is also the case that we are occasionally bound by outside agents (state request for a noon closing on a Tuesday when normal class time end sometime after noon, for example. So, in response to a request from the senate, let me suggest some language for internal guidelines—let me know if there are problems with this.

“To the extent practical, the university will coordinate times for delayed opening to the typical class period starting time, and will coordinate early closing times to the usual end of class periods.”

* **Food for thought** an editorial (admittedly from a perspective with which one may take issue) offers a perspective that might serve us well in our on-going discussion of content and learning outcomes for our curriculum. “Suddenly, it’s not just our muscles that machines can replace. Soon, computers will be able to drive our cars … and our taxis, buses and 18-wheelers. Already, there is software capable of (gulp) writing basic newspaper stories. The filmmakers ask how education can remain relevant — or, perhaps, become so again — as middle-class jobs are rapidly destroyed. Their answer includes a shift from drilling kids on content, a readily available commodity, toward developing “soft skills” (Dintersmith prefers “critical skills”) such as written and oral communication, collaboration, creative problem-solving, and constructive critical analysis. These skills, the argument goes, are most likely to help students succeed in jobs and a world they’ll be asked to help create on the fly.” While written in reference to K-12 education, the application for us seems clear—the information age has moved our role as monopolists for disciplinary knowledge, for what we hope will be preferred and necessary providers for translating internet information as either prudential or unsupportable by fact.
* **Thanks for all you do**
* **Questions**