

**Armstrong State University**  
**Faculty Senate Meeting**  
**Agenda of March 20, 2017**  
**Student Union, Ballroom A, 3:00 p.m.**

- I. Pre-Senate Working Session (3:00–3:30 p.m.)
- II. Call to Order
- III. Senate Action
  - A. Approval of Minutes from [February 20, 2017](#) Faculty Senate Meeting
  - B. Brief Remarks from Dr. Linda Bleicken and Dr. Jaimie Hebert, Presidents, Armstrong State University and Georgia Southern University
  - C. Brief Remarks from Dr. Robert Smith, Provost and Vice-President of Academic Affairs
  - D. IT Services Updates from Mr. Tim Moody
  - E. Mr. Andrew Dies, Human Impact Team and Psychological First Aid Volunteers
  - F. Old Business
    1. Recurrent Updates
      - i. Joint Leadership Team Summary (Appendix B)
      - ii. Faculty and Staff Vacancy Reports (Appendix C)
    2. Other Old Business
      - i. Consolidation Updates
        - a. Preservation of Armstrong Legacy Resolution (Appendix D)
        - b. Ad Hoc Committee Research on Faculty Senates
        - c. Faculty Survey Results (Appendix E)
        - d. Summer Stipend for Consolidation Committee Work Bill Update
        - e. Work Group Updates
      - ii. Tenure and Post-Tenure Review
        - a. Post-Tenure Review Raises Bill Update
        - b. University Tenure and Promotion Guidelines
      - iii. Summer Model Committee Updates
    3. Old Business from the Floor
  - G. New Business
    1. Committee Reports
      - i. University Curriculum Committee (Appendix A)
      - ii. Governance Committee
        - a. Senate Elections
      - iii. Academic Standards
      - iv. Education Technology
      - v. Faculty Welfare
      - vi. Planning, Budget, and Facilities
      - vii. Student Success
    2. New Business from the Floor
  - H. Senate Information and Announcements

1. Send Committee Meeting Dates and Minutes to [faculty.senate@armstrong.edu](mailto:faculty.senate@armstrong.edu)
2. Send Changes in Committee Chairs and Senate Liaisons to [governance.senate@armstrong.edu](mailto:governance.senate@armstrong.edu)
3. Announcements (from the floor)

#### IV. Adjournment

## Appendix A

# Armstrong

## UNIVERSITY CURRICULUM COMMITTEE

University Hall 282

Minutes, March 1, 2017

**PRESENT:** Kathryn Craven, Kathleen Fabrikant, Todd Hizer, Kam Lau, Rick McGrath (chair), Andi Beth Mincer, Jared Schlieper, Pamela Sears, Julie Swanstrom, Phyllis Fulton (Catalog Editor)

**ABSENT:** Kelly Brooksher, Myka Bussey-Campbell, Jose da Cruz (vice chair), Katrina Embrey

**GUESTS:** Donna Brooks, Kathy Platt

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### CALL TO ORDER

Rick McGrath

**APPROVAL OF MINUTES.** The minutes of February 1, 2017, were approved with amendment. The “Other Business” item had mistakes and was amended to read as follows:

“Dr. McGrath reported that he attended a meeting to discuss the **B.S.Ed.** in Mathematics Teacher Education. When the program was approved last year, it was with the understanding that it would not be accepting new students. With the upcoming consolidation with Georgia **Southern** University, it was deemed strategically better for the program to not be in suspension.”

### ITEMS

I. College of Education (no items)

### II. College of Health Professions

- A. Diagnostic and Therapeutic Sciences (no items)
- B. Health Sciences (no items)
- C. Nursing (no items)

### D. Rehabilitation Sciences

*Item 1 from the Department of Rehabilitation Sciences was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.*

**1. Modify the following program of study:**

**PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN  
REHABILITATION SCIENCES**

**A. General Requirements (Core Areas, A, B, C, D.IIA, and E) 42 hours**

**Core Area F .....18 hours**

HLPR 2000 Introduction to Research in the Health Professions

BIOL 2081/2082 (with labs) Human Anatomy and Physiology I/II

One of the following (if not used in Core Area D.IIa):

BIOL 1107/1107L and BIOL 1108 (with lab) Principles of Biology I/II

CHEM 1211/1211L and CHEM 1212/1212L Principles of Chemistry I/II

**Physical Education .....3 hours**

**First-Year Seminar ..... 1 hour**

**B. Major Field Courses ..... 39-42 hours**

~~COMM 2280 Speech Communication~~

**HLPR 3200 Interprofessional Teams in Healthcare Organizations**

HSCF 3005 Applied Musculoskeletal Anatomy and Kinesiology

HSCF 3200 Exercise Physiology

HSCP 4010 Health & Human Development

PHYS 1111K Introductory Physics I

PHYS 1112K Introductory Physics II

PSYC 1101 Introduction to Psychology (if not taken in Core Area E)

PSYC 3280 Abnormal Psychology

RESP 2110 Medical Terminology

RHAB 1000 Introduction to Rehabilitation Sciences

RHAB 4000 Application of Research to the Rehabilitation Professions

RHAB 4100 Neuroscience for the Rehabilitation Professions

RHAB 4111 Pathophysiology for the Rehabilitation Professions I

RHAB 4112 Pathophysiology for the Rehabilitation Professions II

**C. Electives ..... 15-18 - 21 hours**

~~15~~ 12 hours must be at or above the 3000 level.

Rationale: Rehabilitation, like other health professions, is practiced in an increasingly interprofessional manner. The addition of this upper division course will give our graduates more structured preparation for working and communicating effectively in a team. The deletion of the lower division course is to allow room in the program of study for more freedom to take and apply lower division electives. The change in the number of elective hours corrects a pre-existing error.

**Effective Term: Fall 2017**

**III. College of Liberal Arts**

- A. Art, Music, and Theatre (no items)

- B. Criminal Justice, Social, and Political Science (no items)
- C. Economics (no items)
- D. Gender Studies (no items)
- E. History (no items)

## F. Languages, Literature, & Philosophy

*Items 1-2 from the Department of Languages, Literature, & Philosophy, were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.*

### 1. Modify the following course:

**PHIL 3120 ~~MEDIEVAL PHILOSOPHY AND THE RISE OF HUMANISM~~ THE RISE OF SCIENCE IN RELIGIOUS CONTEXTS 3-0-3**

Prerequisite: ENGL 1101

~~Medieval philosophy and the rise of humanistic studies in the Renaissance, with emphasis on Boethius, Augustine, Aquinas, Anselm, Occam, Erasmus, Bacon, Machiavelli, and Montaigne.~~ An examination of the growth of proto-scientific thought in the religious cultures in medieval Europe, North Africa, and the Middle East. Notable figures whose work is explored include Augustine, Aquinas, Ibn Sina, Maimonides; the early scientific work of Grosseteste, Peregrinus, and Buridan, among others, is also explored. Course may include Reacting to the Past component.

**Rationale:** Changing the course title and description will better explain what occurs in the course and what content students will encounter in the course; it will also fix an error in the spelling of the original course description. The original title does little to express what ideas students will spend the semester discussing, and the new title better expresses those ideas.

**Effective Term: Fall 2017**

### 2. The department requests a blanket change wherever the course title and/or description occur in the catalog.

## IV. College of Science and Technology

- A. Biology (no items)
- B. Chemistry and Physics (no items)
- C. Computer Science and Information Technology (no items)
- D. Engineering Studies (no items)
- E. Mathematics (no items)

## F. Psychology

*Items 1-4 from the Department of Psychology, were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.*

### 1. Modify the following course:

**PSYC 4091 - Learning and Behavior II Laboratory** **0-1-1**

Corequisite(s): PSYC 4090

Conduct behavioral experiments with nonhuman animals. Collect and analyze data and write research reports.

Rationale: This lab will be taught in coordination with PSYC 4090 Learning and Behavior II.

**Effective Term: Fall 2017**

**Effective Banner Term: Spring 2018**

### 2. The department requests a blanket change wherever the course title occurs in the catalog.

### 3. Modify the Program of Study

Track 1: Experimental Psychology

B. Major Field Courses .....29 hours

Complete all of the following (20 hours):

PSYC 3090 Physiological Psychology

PSYC 3400 Introduction to Learning or 3410 Learning and Behavior I

PSYC 3500 Cognitive Neuroscience I

PSYC 3510 Cognitive Neuroscience II

PSYC 4050 Advanced Research Design and Analysis

PSYC 4051 Advanced Research Design and Analysis Lab

PSYC 4090 Learning and Behavior II

PSYC 4091 Learning and Behavior II Laboratory

Choose three of the following courses (9 hours):

PSYC 3000 Human Resource Development Skills

PSYC 3030 Social Psychology

PSYC 3050 Child Psychology Development

PSYC 3070 Sensation and Perception

PSYC 3080 Evolutionary Psychology

PSYC 3100 Psychology of Human Sexuality

PSYC 3110 Theories of Personality

PSYC 3190 Comparative Psychology

PSYC 3200 Industrial and Organizational Psychology

PSYC 3300 Leadership and Group Dynamics

PSYC 3280 Abnormal Psychology

PSYC 3290 Clinical Psychology  
 PSYC 3295 Psychological Testing  
 PSYC 3300 Leadership and Group Dynamics  
 PSYC 3800 Health Psychology  
 PSYC 3850 Sports Psychology  
 PSYC 3950 Research in Psychology (3 or more hours)  
 PSYC 4100 History and Systems of Psychology  
 PSYC 5060U Basic Behavior Principles and Behavior Change or PSYC 3420  
 Principles of Behavior Change  
 PSYC 5061U Advanced Behavioral Assessment or 3430 Behavior Assessment  
 PSYC 5062U Advanced Behavioral Change Techniques or 3440 Behavior  
 Change Techniques  
 PSYC 5100U Women and Mental Health

## Track 2: Neuroscience

### B. Major Field Courses: .....29 hours

#### Complete all of the following Major Field courses:

PSYC 3070 Sensation and Perception  
 PSYC 3090 Physiological Psychology  
 PSYC 3095 Drugs and Behavior  
 PSYC 3400 Learning and Behavior I or 3410 Learning and Behavior I  
 PSYC 3500 Cognitive Neuroscience I  
 PSYC 3510 Cognitive Neuroscience II  
 PSYC 4050 Advanced Research Design & Analysis  
 PSYC 4051 Advanced Research Design & Analysis Laboratory  
 PSYC 4090 Learning and Behavior II  
 PSYC 4091 Learning and Behavior II Laboratory  
 PSYC 4200 Neuroscience Capstone Course

Rationale: The names of the courses for PSYC 4091 Learning and Behavior II Laboratory and PSYC 3050 Child Development were modified in a previous curriculum change but inadvertently left out of the program of study.

**Effective Term: Fall 2017**

## 4. Modify the Program of Study for the BA in Psychology

### B. Major Field Courses.....30 hours

#### Required courses (15 hours)

PSYC 3030 Social Psychology  
 PSYC 3280 Abnormal Psychology  
 PSYC 3400 Introduction to Learning or 3410 Learning and Behavior I  
 PSYC 4050 Advanced Research Design and Analysis  
 PSYC 4130 Senior Internship

#### Elective Courses

Choose one of the following: (3 hours)

PSYC 3200 Industrial Organizational Psychology  
 PSYC 3290 Clinical Psychology  
 PSYC 3295 Psychological Testing  
 PSYC 3050 Child ~~Psychology~~ Development

Choose four of the following: (12 hours)

PSYC 3000 Human Resources Development Skills  
 PSYC 3050 Child ~~Psychology~~ Development  
 PSYC 3100 Psychology of Human Sexuality  
 PSYC 3110 Theories of Personality  
 PSYC 3200 Industrial and Organizational Psychology  
 PSYC 3290 Clinical Psychology  
 PSYC 3295 Psychological Testing  
 PSYC 3300 Leadership and Group Dynamics  
**PSYC 3500 Cognitive Neuroscience I**  
 PSYC 3510 Cognitive Neuroscience II  
 PSYC 3800 Health Psychology  
 PSYC 3850 Sports Psychology  
 PSYC 4100 History and Systems of Psychology  
 PSYC 5060U Basic Behavior Principles and Behavior Change or  
 PSYC 3420 Principles of Behavior Change  
 PSYC 5061U Advanced Behavioral Assessment or 3430 Behavior  
 Assessment  
 PSYC 5062U Advanced Behavioral Change Techniques or 3440  
 Behavior Change Techniques  
 PSYC 5100U Women and Mental Health

Rationale: The names of the courses for PSYC 3500 Cognitive Neuroscience I and PSYC 3050 Child Development were modified in a previous curriculum change but inadvertently left out of the program of study.

**Effective Term: Fall 2017**

**ADJOURNMENT.** The meeting was adjourned at 3:38 p.m.

Respectfully submitted,

Phyllis L. Fulton  
 Catalog Editor and Secretary to the Committee



## Appendix B

### **Joint Leadership Team February 28, 2017 Summary**

**Attendees:** L. Bleicken, D. Bringman, J. Buckenmeyer, C. Curtis, L. Davis, D. Dennie, A. Heaston, B. Kelso, G. Lewis, T. Moody, D. Nivens, C. Padgett, R. Smith, D. Stewart, K. Twining, D. Ward

#### **Armstrong Values**

President Bleicken recognized Lisa Sweany for demonstrating the Armstrong value of leadership as she works with her Georgia Southern counterpart to make difficult consolidation-related decisions. President Bleicken also recognized participants at the February 25 Pirate Preview for demonstrating the Armstrong value of leadership as they provided a calming, reassuring voice to attendees.

#### **Enrollment Update**

As of 2/28, Spring 2017 enrollment was 6579, down 0.42% from one year ago. As of 2/27, the first-time, full-time freshman retention rate was 91.5%, equal to the retention rate from one year ago. As of 2/28, Summer 2017 enrollment was 1989, up 0.56% from one year ago. The February 25 Pirate Preview had over 200 prospective students in attendance compared to 144 prospective students who attend one year ago. With guests, the total attendance at the Saturday event was over 540 participants.

#### **Staff Council**

Deidra Dennie and Katie Twining shared the following items from Staff Council.

**Book Club**—The first meeting of the Staff Council and Faculty Senate book club is March 2 at 5:00pm in the Student Union Ballroom. All faculty and staff are invited to attend. The book being read is *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis* by J.D. Vance. The second meeting is March 23. At the conclusion of the March 23 meeting, the April book selection will be made.

**Galley Days**—Four Galley Days remain.

#### **Student Government Association**

Dustin Stewart shared the following items from SGA.

**Legislative Updates**—SGA has passed 4 resolutions requesting the following: (1) to increase the number of washers and dryers in the Terrace and Crossings student housing; (2) to have course syllabi released to students prior to the first day of classes; (3) to provide WEPA printing in the Fine Arts Building; and (4) to align parking policies with late night parking enforcement by UPD.

**Activities**—On February 16, members of SGA distributed over 100 encouragement cards and cookies in celebration of Random Acts of Kindness Day. The plan is to do a similar event on March 20 to celebrate International Day of Happiness. SGA election

applications closed February 24. A retreat was held at the Armstrong Liberty Center on February 25 to determine needs of the student population at the Hinesville campus.

**Student Government Association** (continued)

Students in General—The announcement that current programs on campus will be delivered at that campus through at least Spring 2022 has eased the anxiety felt by many students.

*Note: Bill Kelso recognized SGA on its use of Robert's Rules of Order to conduct very efficient meetings.*

**Other**

Consolidation—President Bleicken reminded the Joint Leadership Team that the process for consolidation is an uneven one and always evolving. Individuals were encouraged to continue to communicate with one another by sharing information and asking questions.

**Next Meeting:** March 28 at 9:00am in the Burnett Hall Boardroom





## Appendix D

### **FS Resolution - Preservation of Armstrong's Legacy**

Be it resolved that: The Faculty Senate of Armstrong State University expresses its strong support of the Armstrong Alumni Association's recommendations and the Consolidation Implementation Committee's support of the following measures to preserve and honor the legacy of Armstrong:

- Naming of Campuses in Savannah and Hinesville - The Georgia Southern University campus located in Savannah will be formally named the Armstrong Campus; the Georgia Southern campus located in Hinesville will be formally named the Liberty Campus.
- Naming of Current Buildings - All named buildings currently existing on the Armstrong campus will retain their historic names.

The Faculty Senate of Armstrong State University also expresses its strong support of the Armstrong Alumni Association's additional recommendations:

1. That the current Alumni Arena on the campus of Armstrong State University be renamed, officially and legally, the Armstrong Alumni Arena, for continued use as an athletic facility of Georgia Southern University—Armstrong Campus, and as a repository for trophies, jerseys, and other historic items testifying to Armstrong's sports legacy; and that appropriate signage be placed on and around the edifice analogous to the change in name.
2. That Burnett Hall on the campus of Georgia Southern University—Armstrong Campus remain the location of the Armstrong Alumni Center, that it be appropriately staffed and maintained as a place of welcome for visiting Armstrong alumni to their alma mater.
3. That additional space in Burnett Hall on the campus of Georgia Southern University—Armstrong Campus be dedicated to the memory of Armstrong through appropriate museum installations, historical displays, archives, etc., to be known as the Armstrong History Center, and that a funding partnership be forged between Georgia Southern University and the Armstrong Alumni Association to perpetuate this space and its contents as a monument to Armstrong's legacy.
4. That a historical marker be crafted and installed in an appropriate location at Georgia Southern University—Armstrong Campus for the purpose of telling the story of Armstrong in perpetuity to students, faculty, and visitors to this campus;

and that the text of this historical marker be the joint responsibility and work product of University officials and Armstrong alumni.

5. That, owing to the sacrifice of the Armstrong name as the primary identity of Savannah's nearly century-old institution of higher learning, the Honors Program of Georgia Southern University, at both its Statesboro and Armstrong campuses, and in all other places where the University has a geographic or virtual presence, be named the Armstrong Honors Program as a lasting testament to the academic excellence associated with Armstrong.

Appendix E



Report for Armstrong Faculty Senate & Consolidation Implementation Committee:  
“Armstrong Faculty Survey: Strengths, Weaknesses, and Critical Academic Experiences”

March 1, 2017

Joshua L. Williams, Ph.D.<sup>1</sup> & Ho Huynh, Ph.D.<sup>2</sup>

<sup>1</sup>Assistant Professor of Psychology & CST Undergraduate Research Coordinator

<sup>2</sup>Assistant Professor of Psychology

## **Report overview**

In this report we present the results of a recent faculty survey aimed at understanding what faculty members believe to be Armstrong's strengths, weaknesses, and critical academic experiences that should be retained during the consolidation. The survey was available February 16 and closed on February 27, 2017.

## **Sample, questions, and analysis**

Between February 16 and February 27, **153** faculty (full and part time) members completed the survey. The survey appeared to respondents as follows:

Faculty – in light of the upcoming consolidation of Armstrong and Georgia Southern University, the Faculty Senate and the faculty members serving on the Consolidation Implementation Committee (CIC) would like your input about academics at Armstrong.

Considering only Academic Affairs at Armstrong, please answer the following questions:

1. In terms of academics, what are Armstrong's strengths?
2. In terms of academics, what are Armstrong's weaknesses?
3. Thinking about the future Armstrong/Savannah-based campus of the new Georgia Southern University, what critical academic experiences need to be preserved?

After compiling all responses for each question, we conducted a qualitative thematic analysis. First, we organized each response into categories. Then, we grouped categories into themes. This was a bottom-up process in which categories and themes emerged from responses provided. In this way, categories and themes are closely linked to the actual data and are not prescriptive. After we identified categories and themes, we created a thematic analysis network for each particular question (the process for this was similar to that of Bischof et al., 2011; see *Figures 1-3*). In each figure, we displayed the overall topic as a maroon rectangle, key themes as navy blue ovals, and associated categories as connected rectangles. To provide some numerical values to the thematic network models, we presented the number of responses provided per category in the subsequent tables for each survey question.



**Results**



Figure 1. Thematic analysis network for question regarding Armstrong’s strengths.

Table 1. Count of responses for each category for Armstrong strengths analysis

Category (organized by theme)	Count
Teaching-first faculty	47
Faculty-student relationships	35
Small class sizes	56
Undergraduate research	27
Active/inquiry-based learning	15
Interdisciplinary collaborations	9
Diversity	13
Engaged students	4
Quality peer-driven experience	4
Connection to Savannah /community	13
Rigor/quality	26
Student success	15
Cybersecurity, economic, and others	29
Liberal Arts	12
Health Sciences	20

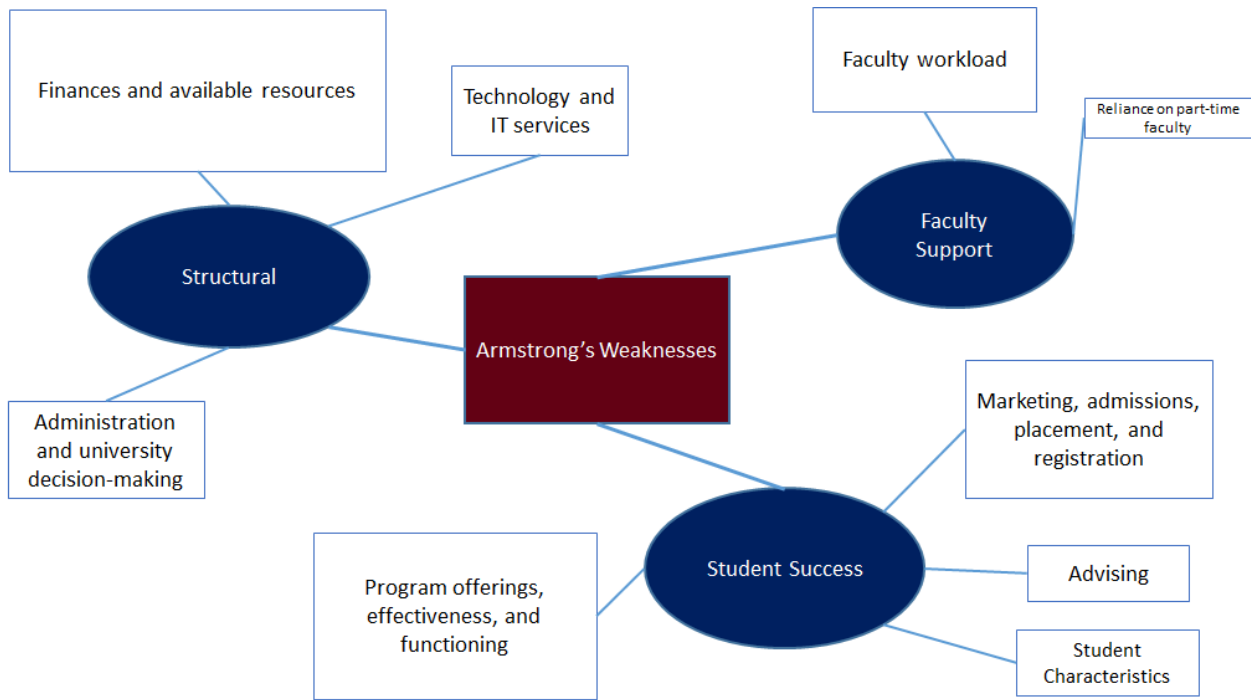


Figure 2. Thematic analysis network for question regarding Armstrong’s weaknesses.

Table 2. Count of responses for each category for Armstrong weaknesses analysis

Category (organized by theme)	Count
Technology and IT services	7
Finances and available resources	50
Administration and university decision-making	12
Program offerings, effectiveness, functioning	51
Student characteristics	8
Advising	7
Marketing, admissions, placement, registration	15
Faculty workload	15
Reliance on part-time faculty	4

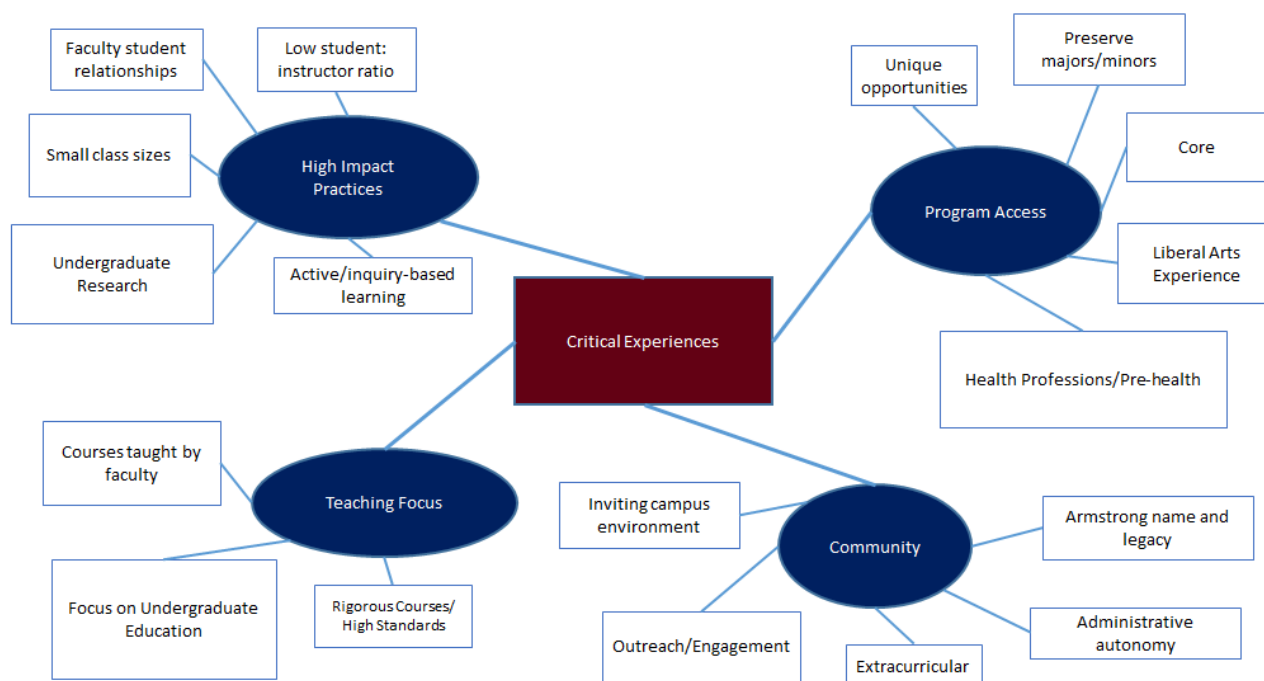


Figure 3. Thematic analysis network for question regarding critical experiences to be preserved.

Table 3. Count of responses for each category for Armstrong critical experiences analysis

Category (organized by theme)	Count
Low student: instructor ratio	8
Faculty-student relationships	11
Small class sizes	33
Active/inquiry-based learning	9
Courses taught by faculty	11
Focus on undergraduate education	29
Rigorous courses/high standards	8
Inviting campus environment	6
Outreach/engagement	7
Extracurricular	3
Administrative autonomy	3
Armstrong name and legacy	3
Unique opportunities	10
Preserve majors/minors	24
Core curriculum	10
Liberal Arts experience	9
Health Professions/Pre-health	10

## APPENDIX

Raw survey responses

# Default Report

*Faculty Survey About the Consolidation*

March 1st 2017, 1:30 pm MST

## Q2 - In terms of academics, what are Armstrong's strengths?

In terms of academics, what are Armstrong's strengths?

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Small class size, informed and passionate instructors.

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In only my second semester at Armstrong, I don't yet have a strong sense of academic strengths outside of my own department. I would say that I very much feel supported in searching for ways to activate each students' potential and being encouraged to spend time with them. I appreciate programs like TRIO which are helping students with special challenges be able to succeed in college.

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In terms of academics, there are many strengths: primarily an excellent caring faculty and comprehensive challenging curricula.

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Small class size; low faculty to student ratio; quality of content/instruction; focus on student performance and learning

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small class sizes quality student-prof interactions personalized attention focused programs good mix of liberal arts and applied programs

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Teaching emphasis overall with faculty who are committed to excellence in undergraduate teaching. A focus on active learning and engaging students in the classroom. Undergraduate research. Our students get hands on experience in research and do high quality work.

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The focus, at least for faculty, is on students. Faculty:student ratio. Armstrong is heavily involved in the surrounding community through events that focus on our expertise and experience as well as volunteer work.

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faculty dedicated to teaching & committed to student success; small class sizes; opportunities for students to 'shine' in low-stakes environments like the Student Symposium & getting UR Grants without having to be the 'top students'; our diverse student population (age, experience, ethnicity, etc) yields a great exchange of ideas in the classroom; Savannah location allows for unique research opportunities

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Our core. It appears far more versatile and encompassing the GSU.

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Great nursing programs; excellent instructors, both full-time and part-time. EASY access to all parts of the chain of command.

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Service learning opportunities Clinical opportunities in the community

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undergraduate research

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Professional writing Economics Psychology Health professions History

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the health programs (nursing, radiology) the fine arts programs (theatre, music)

We have many scholarly/research projects that incorporate an interprofessional team of researchers. We also do extensive high fidelity simulations that incorporate standard patients, artists, Mystic and 3G simulators, as well as a lot of simulations and app based work with our students. My microbiologists and chemists work with our Biology and have huge opprtunities to take science majors to a new level in Biomedical Sciences/Medical Laboratory Scientist options... granst research, etc.

Liberal Arts, specifically English, History (public history), and Econ.

I believe we have a very strong nursing program. We have a strong Honors Program. I would hate to lose our Armstrong Advantage program that helps students gain priority into our nursing program if they take all their course work at ASU.

Faculty who are concerned about the whole student and not just about teaching a course. A willingness to place academic quality above a misplaced notion of efficiency.

Health professions, Cyber crime and cyber security, Education.

-Small class sizes -sense of community -students get to know faculty -commitment to the Savannah community

Small classes, no TA's, easy access to faculty

We have well-trained, well educated teachers who are always working to gain more knowledge. Overall, from the college of education which I am most familiar with, our teachers work long hours to plan, to help, to keep up with accreditation requirements that are always changing. We have nationally ranked education programs at both the undergraduate and graduate level and produce almost as many teachers as Georgia Southern does and most of our graduates stay right here in Savannah.

Strength in the liberal arts. Armstrong's heritage is as a place to prepare students for an excellent upper level university education and post graduate work. Alumni attest this is one of the things we do best, past and present. In the process our students learn to love learning, to communicate their ideas and to act with the confidence of the educated. Gift for a lifetime. Armstrong academics are responsive to our community; strong ties to Savannah. Our academic programs anticipate local, state and national needs. The health professions are one example of this, but so are cyber-security, study aboard and a "general studies" degree that met the needs of returning students.

Small class sizes; the library

Our emphasis on undergraduate education...particularly the high level of preparation afforded to students who pursue graduate study after leaving Armstrong.

1. Typically small class sizes. 2. Community approach to classes and teaching. 3. Expert faculty who care and interact with their students to promote learning.

Some of our greatest strengths at Armstrong include: - The personal attention given to students - A strong focus on teaching and learning - Undergraduate research initiatives and the annual Student Scholars Symposium - Student-centered services, including tutoring centers

The education and all of the medical programs.

College of Liberal Arts and its natural connections to the city Faculty Development--Particularly the reading roundtables Emphasis on undergraduate research experiences and RA funding through Complete College Georgia Our diversity of offerings in the core.

Professors at Armstrong go out of their way to help students, They always available and ready to help improve the students outcome in class and in everyday life.

Small class room size and a high faculty-student ratio. Health sciences Student success emphasis and student resource centers

I believe Armstrong excels at providing rich academic experiences within smaller class and college sizes - and does an exceptional job extending the classroom either virtually or with study abroad experiences. Armstrong's efforts to cultivate undergraduate research are exceptional and truly out of the ordinary. Generally speaking, faculty are teaching-centered and accessible to students. Armstrong faculty collaborate within and across

disciplines in innovative ways. There are programs with great location-based synergy, connected to Savannah through outreach programs and practical experiences.

Armstrong's faculty are well trained (often at research 1 institutions) and well qualified to provide the highest level of instruction. They are knowledgeable in the best practices related to pedagogy and scholarly pursuits. Faculty take an authentic interest in the whole student and what it takes for them to succeed.

Armstrong provides educational freedom to their professors and instructors to develop their own courses acknowledging that they are experts in their field.

Emphasis on undergraduate research as part of the academic experience Research based courses and/or internship experiences as requirements for graduation Small faculty / student ratio Contact time, face-to-face with students Development of an effective mentorship relationship through advisement, classes, and research and/or internship opportunities Faculty strive to engage students throughout their time at Armstrong

## Health Sciences

### Undergrad research

small, personalized classes with faculty--not TAs quality and rigorous programs dedicated faculty strong core certificate programs in Latin American studies, Spanish for the professions

Small class sizes, taught by professors instead of graduate students. I know my students' names and can give them individualized attention. I also know other faculty who know my students.

-Putting student success first through proven best practices such as: 1) providing hands-on experiences to our students through mentored research, 2) providing hands-on experiences in laboratory style classes that focus on skills and content depth through research experiment modules (rather than focusing on content minutia), 3) creating an active learning environment within the lecture classroom using 'flipped' classroom styles, discussion groups, case studies, clickers, etc., 4) providing additional support through Supplemental Instruction, STEM Success Center, etc., 5) diversity of upper level course offerings that allow students to create a degree tailored to their interests, 6) flexibility in major requirements, 7) willingness to open more sections to serve all students interested in a major

Armstrong's academic strengths are: Liberal Arts and Sciences baccalaureate degrees are the cornerstones of every academic program. Without them, COE and CHP programs and other work development degrees would be weak and hollow. Our commitment to producing Liberal Arts and Sciences baccalaureate creates the critical thinkers, excellent communicators, and leaders that corporate, community, and civil service organizations need. <https://www.aacu.org/press/press-releases/new-report-documents-liberal-arts-disciplines-prepare-graduates-long-term> Small class sizes (survey classes <45, major classes <35, seminars-type classes <16) High proportion of doctoral level, full-time tenure track faculty (although this quality is eroding) Dedication to undergraduate research Diversity - Armstrong is a diverse campus

the professors the autonomy we have in planning courses, programs, and tracks that most benefit our study body

Small classes, positive relations with students, nationally accredited programs

Armstrong's strengths come in the small-class size and the very relatable faculty and staff--at Armstrong, a student feels like a human being and not just another number on the roster. Additionally, from a personal standpoint, I've always felt that former teachers truly cared about my academic and personal growth.

Small class sizes, focus on undergraduate students, opportunities for undergraduate research, "high impact practices"

Small classes taught by professors. Stresses academic excellent

I would argue this is hard to gauge unless you have some bar to balance it with. I don't find a vast knowledge of what other programs do around the region to balance the outcomes of our programs vs external ones. There is a perception that we are very good teachers and committed to our students, I believe that to be true. But again, how do you really know that? We do help students be successful. We do give a fair number of experiential opportunities.

committed faculty

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low student to faculty ratio close interaction between students growing number of faculty with best practices incorporated into teaching method vast number of research/internship experiences available to students

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Rigor. Small class size. Concern about teaching. Diversity.

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Low teacher/student ratio, undergrad research experiences.

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Faculty, Strong course offering

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Passionate, engaged faculty dedicated to our students. Small class sizes in general. Accessibility.

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Small classes Caring and engaged faculty Ties to the community (internships, resources, etc. provide more opportunity for students and enrich community)

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Direct contact with professors in their major concentration in and outside the classroom. Professors who are active in their field and engaging students in research such as the student symposium and presenting at professional conferences. The direct connection from the classroom to cultural offerings of Savannah.

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Armstrong's strengths are in its emphasis on teaching as reflected in small class sizes and willingness to work with students one on one. Armstrong is still a liberal arts institution where students are provided a strong background in general history, science, math, and literature. I think students are encouraged to develop writing/critical thinking skills and to work together collaboratively.

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Small class sizes and professors know their students.

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Excellent faculty, who knows the subject matter in their respective fields well. Great diversity in programs offered and students enrolled in these programs. Exceptional academic resources for students. Excellent teaching curriculum (at least in biology department). Great research opportunities. Motivated students. Great opportunities for faculty/professional development.

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1) Small classes – Professors can interact easier with their students. Students can interact with their instructors. The interaction leads to the maturation of many students in and out of class. The interaction also leads to a stronger undergraduate research program. 2) Focus is on instruction. Yes research happens, but for the most part, professors are instructors first, then researchers. 3) Our students are prepared in general for the future – work force or graduate school. Employees have respect for Armstrong graduates. 4) Resources for students are at an all-time high – tutoring, advising, counseling etc. Students have no excuse for not receiving help. 5) Rigor – Armstrong is legit. Transient students in the summer always comment that Armstrong is way harder than they thought. Students receive an education that is top notch 6) Undergraduate research and mentoring

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Small classroom sizes which promotes direct professor to student interactions.

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Strengths include: Small class size. Ability of instructors to give personal attention to students. Intelligent students who have a positive attitude. Nice facilities in a location that is convenient to students, most of whom reside in and near Savannah.

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Our useful programs of study that result in jobs! Good faculty with student success in mind. Dedication to excellence.

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Health professions particularly nursing and rehabilitative

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small class size, one-on-one availability of professors to students, APAR rewards teaching equally with research, emphasis in promotion and tenure guidelines on teaching and being innovative with teaching (hands-on, high impact practices, general culture among professors that teaching undergraduates is important and our jobs are not just about publishing for our own glory. Undergraduate research program!!!!!!!

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In general, Armstrong's academic strength is its emphasis on teaching. This is not a simple marketing strategy, it is a core value of most faculty members. Armstrong's commitment to promoting, developing, and rewarding teaching is the reason many faculty came to Armstrong and have spent their careers here. We are encouraged and



rewarded in the evaluation process for spending time learning how to be excellent teachers and then using those skills to help underprepared students succeed. Any shift away from that priority will result in a life-changing loss for many of our students.

Small class sizes. Professors who want to teach as well as do research. Student centered instruction. High standards and requirements in most departments

Small classes that allow students to have more intimate access to faculty

small upper-level courses faculty are expected to prioritize teaching over other activities support of non-traditional students

Liberal Arts Sciences Health Professions

Small class sizes with professors who are committed to impacting student learning.

Small class sizes and a student-centered focus.

Small class sizes, one-on one interaction with students. Best programs probably nursing and cyber security.

small classes, opportunity to have high expectations coupled with specific support for students for whom college might be a challenge

Low student to faculty ratio, rigorous academic programs, high impact educational practices (undergraduate research, internships, innovative teaching strategies in the classroom), mentoring of undergraduates by faculty.

small class size; individual attention given to students; faculty whose primary mission is teaching

Great faculty and a consistent focus on student success.

Small classes, committed faculty who build relationships with their students and support them through degree completion, the variety of specialties among the faculty, undergraduate research program, commitment to teaching and classroom innovation,

Small classes All classes taught by instructors rather than graduate teaching assistants

We know our students well and mentor them throughout their matriculation in our programs. In response, when an issue comes up, they are willing to come to us for support and advice. We prepare a unique group of students, many of which are non-traditional, first generation students that hold down a part or full-time job, especially our graduate students. Our students take great pride in their accomplishments.

Close personal contact with students through a smaller student-faculty ratio that enhances learning.

Small class sizes in ALL courses from 1000 level to 4000 level Faculty advising for students instead of staff advising for all students

Liberal Arts core

Small classes, affording opportunities to reach students of all levels Very strong, widely respected health professions school Dedicated faculty. I attended four schools (all different degrees) prior to attending Armstrong. Of the four schools, I felt the closest connection to my Armstrong faculty.

Strong liberal arts core with clear ethics emphasis in institutional options area. Small class sizes. Academic room to grow on Armstrong's campus and academic room to grow at Liberty Center. Located in Savannah. Respectable and respected academic standards affirmed throughout Armstrong's academic culture. Committed Armstrong Faculty. Nursing programs, Economics programs, the flexible Liberal Studies programs in addition to the many majors offered.

The ability to have separate lab and lecture sections, the chemistry and biology departments

small instructor to student ratio strong undergraduate research programs where undergraduates are very involved with the work grassroots efforts from faculty supported at the Dean's level to install effective best-practices in

teaching and learning derived from discipline-based education research faculty efforts to instill course-based undergraduates research experiences

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small student-to-faculty ratio, focus on high-impact practices such as inquiry-based learning and undergraduate research

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Small class sizes, individual attention, faculty advising, faculty get to know their students, courses taught by professors and not TAs

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Because ASU is relatively small, faculty across disciplines interact often and develop healthy working and social relationships. These relationships are the bond that make ASU strong and effective. Faculty team-teach classes, we co-author articles across across academic disciplines and work on the business of the university together. This collegiality and intimacy extends to the students. Because of small class sizes, ASU allows students to work closely with faculty. Furthermore, close faculty relationships facilitate faculty/student interactions. For example, students regularly come visit me to discuss research papers they are doing with another professor, after that professor recommended that I might be of some assistance on the subject. This atmosphere gives the campus an interdisciplinary character, in which students are immersed in the arts, sciences, humanities and medical arts. ASU faculty reaffirmed their commitment to engagement with students in 2016 when they voted to reject e-core in order to maintain high academic standards and close faculty/student interactions.

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Armstrong academics include a strong Chemistry and Biology department, in addition to a very strong College of Health Professions. Academically, Armstrong students are better prepared in these fields to move on to a higher degree or professional job. Many graduates from these areas have jobs prior to graduation. Students have smaller classes and get to know and work with their instructors on a one-to-one basis.

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- Health Professions - An innovative and versatile English/Professional Communication degree option with a number of focuses that prepare students for a number of careers (with internship options available in the area) - A film studies track and minor that are in keeping with the current state of the field - The College of Liberal Arts Undergraduate Research Assistant program and Undergraduate Research Grants

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Solid programs in health professions and science; small class sizes (reason many students claim to choose ASU over GSU); the many opportunities to bridge the university with community resources

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Our smaller class sizes The time our faculty is willing to spend with students who need help

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Diversity, inclusion of student, faculty and staff ideas, focus on the mission and the tasks at hand - and keeping students, faculty and staff informed.

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We don't see a lower retention rate for underrepresented minorities at Armstrong. Even more impressive is that this is also true for our STEM majors. This is a very significant success rate when compared to national retention data. This is clearly due to our High Impact Practices that we utilize on our campus. Similarly, for a school our size, I think we have a strong track record in obtaining external funding. Much of this funding is to support education/pedagogy initiatives. In summary, our retention and graduation rate isn't "great", but if you take into account our student population I think we do a great job here.

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1. The strong commitment of our faculty to teaching and to student success. 2. The Honors program.

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Faculty interaction with students....commitment to undergraduate research, active learning and small class sizes. We take rather underprepared students and produce wonderful graduates. This includes a very diverse population of students.

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Providing undergraduate research opportunities in the classroom that gives everyone regardless of year in school, academic standing, ethnic heritage, and traditional student status unique and real research experiences. Providing mentored undergraduate research opportunities to upper-level undergraduate students. Using best practices in the classroom to address the unique needs of a metropolitan student body that includes first generation college students, non traditional students, underrepresented students, and military affiliated students.

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One of the main strengths of Armstrong is its faculty. The faculty are, in general, very engaged with the undergraduate students. They are engaged in the classroom (which typically have a small professor to student ratio) and outside the classroom in such activities as undergraduate research.

Its programs in health professions. Its growing program in business economics, especially considering Armstrong's proximity to the port Its growing English communications track Its cyber-security program Smaller class sizes A successful first-year experience seminar Growth in academic advisement

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Serving a diverse population of local students, many of which need considerable amounts of personalized attention.

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Clear, firm and academically respectable grading standards; diverse faculty backgrounds; a strong reputation among Southern colleges & universities for rigorous academic standards; strong emphasis on the importance of liberal arts education across all majors.

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We have a rich and well-developed core program that represents the idea of a liberal arts education quite well. The interdisciplinarity of that program speaks to what we do well across much of the college of liberal arts, with strong programs in English Communications, Economics, History, Foreign Languages, and more. We have strong nursing, radiology, and other health sciences programs, and our other science programs are also well represented.

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Professors care about and get to know students, Professors like to teach and are good at it, small classrooms, offerings are well rounded between arts and sciences.

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The natural sciences. For a teaching-first institution, I feel the the science faculty are exceptional at designing courses that are rigorous, current, and challenging to the students that incorporate research. The faculty do a great job of incorporating their independent research into the classroom.

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-small class size -versatility in course offerings -faculty who value scholarship -multi-disciplinary departments - literature and writing are, as of course they should be, contained in one department

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Small class sizes, personal relationships between students and faculty, health professions majors that are not available elsewhere in this region.

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-close contact with students -student-centered learning -a small, efficient learning community -ties with the Savannah community (internships, guest speakers, etc)

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### Q3 - In terms of academics, what are Armstrong's weaknesses?

In terms of academics, what are Armstrong's weaknesses?

This is an addendum. Our technological support team and system needs to be enhanced. They are great at responding to classroom issues. However, my office computer lost all its files and they were unable to restore it. The computer was only two years old at the time. The bigger problem is according to the director, there was NO back-up system for the university in particular to MACs. In addition, since software is expensive it would be great if the license agreement with items such as Photoshop could be shared as a result of the consolidation. In addition, I have received a lot of help from the library with student research. However, from what I have been told there is no interloan with AV materials. Since we have such a limited selection, it would be great to broaden or change our terms of loans with other institutions.

Again still being new to Armstrong, one challenge I have is attendance, and I feel Armstrong would benefit from a university-wide attendance policy (to which faculty could supplement a more strict number if desired). Most colleges and universities I have taught at in Georgia had a 15% rule. I feel this would create consistency and reduce student confusion when they don't take one course's attendance policy seriously because in another one of their courses, a professor never takes attendance at all.

Re. weaknesses, we need to work harder---as many other colleges and universities need to do---to present objective, unbiased lessons/presentations in the classroom, especially to our impressionable youth.

High DWF rates in courses such as Calculus I, College Algebra, Physics I, etc. which effect other courses; ineffective student early alert reporting systems; ineffective use of resources such as tutoring, SI, peer mentoring lack of financial support, which translates to teaching too many classes and fewer opportunities for faculty to engage in transformative teaching Low admissions standards, contributes to difficulty in finding appropriate instruction level

Our students come in unprepared and it can be hard to meet them where they are.

Advising is the number one complaint I hear from students. The current loss of student-athletes.

Many students enroll without having the time to devote to studies or the funds to commit for the long-haul of earning their degree. It's easy to attract students but harder to 'retain' them because our students have so many competing priorities (money and time).

Limited resources for travel, research, joint teaching, library purchases, etc.

NONE.

funding

Education/MAT

science programs (chemistry, physics)

I would like to incorporate medical students, interns, residents and fellows in our interprofessional training programs, we really need more emphasis on diet and nutrition concerns, and we have a great opportunity to expand sleep and neurodiagnostic training and work with psychology, mental health professionals, nurses child life experts and social workers. I need to expand my graduate offerings and consider other mid-level extenders in Diagnostic and therapeutic areas (Pathology Assistants, Radiology Assistants, and Advanced Practice Respiratory Therapists)...a med school (MD or DO) at Armstrong? DPM, Dentistry, other specialists.

Writing skills.

Students have a difficult time getting into some Science courses. I believe this is something that we always had to work around. I would tell the student to wait until the end of the semester to look for empty seats as students who cannot progress to higher level courses must drop those held seats.

We need to be more willing to say no to poorly thought-out ideas.

-online offerings are perceived to be lacking in breadth -not sure if this relates enough to academics, but academic departments, regardless of discipline appear to operate in silos (though I believe that is probably the case at many institutions)

No time to meet as a faculty and discuss academics. Limited budgets to purchase up to date, relevant technology, learning resources, etc.

I do not see this so much as a weakness but as an issue with academic options. We currently do not use this campus to its potential. Fridays, the classrooms are essentially empty and Saturday classes are rarely held. While these are not favored by instructors, it only makes sense to use what is here. Also, many instructors cannot teach what is needed in education as the technology is not there to use. Our school systems are using advanced technology that they are expecting new teachers to be familiar with upon entering the system. While Armstrong has some, it lacks the newer software and hardware to train our teachers, and some of the technology in our education classrooms is antiquated.

Armstrong has always lacked the financial resources to fully support our academic ambitions, student services, faculty and staff. Or, we've been trying to catch up from pretty far behind, financially.

Not enough variety of programs offered for professionals seeking to update their skills and education

There are some disciplines/subjects we don't offer.

1. Not enough classrooms to meet demand. 2. Outdated computers. 3. Not enough computer support.

Lack of response to academic needs of the University from ITS

No business program (not our fault, I know).

Proper resources for sending undergraduates to conferences (while the undergraduate research fund is trying, it is simply not adequate). Proper resources to send faculty to conferences.

The above statement can also be seen as a weakness. I feel that with the state demanding that a certain number of people graduate per year, we open ourselves up to passing or promoting people who do not deserve it. Sometimes students need to fail in order to learn.

Education program Engineering program Religious studies

There are areas where faculty are over-extended (or under-supported) -- in some instances programming is developed but is not sustainable which is troubling for some programs.

Armstrong has struggled to find permanent leadership in the Provost/VP of Academic Affairs office to fully support faculty in doing their job. This is still an issue. Favoritism and cronyism hinder the work of the campus. It is very difficult to get responses and action from leaders unless the request comes from certain voices. The admissions process and the Registrar's Office is broken. It remains too difficult for students to get the answers they need and admitted in a timely manner. Many of the advisement and registration processes do not benefit our students.

Armstrong should offer more full degree programs at its satellite campuses to expand access for additional students.

No enough funds to cover student travel to conferences beyond student scholars symposium Overload of faculty with teaching more courses, which leaves less time for other academic experiences that are also important for students and faculty (to advance for tenure and promotion) such as research

Unmotivated students

we need more focus on humanities to develop critical thinking skills we need more study abroad students and more focus on global skills foreign languages need to be a priority we need more graduate programs

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You can't make a silk purse out of a sow's ears. Many of our students are extremely ill-prepared and will never graduate. Someone gave them the erroneous impression that they stand a chance. If we get rid of this pyramid-scheme aspect of our institution, I won't miss it.

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-Lack of resources to expand current efforts to focus on student success -Lack of space and facilities that would improve laboratory and mentored research experiences

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Armstrong's academic weaknesses are: Faculty Compensation - we expect above average work for below average wages and then lose excellent faculty. Not enough funds are dedicated to study away opportunities.

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We aren't able to offer full programs in a field of study (we have tracks instead)--however, our classes do have to "make" and if we had too many full degree programs, we might not have the students filling the classes. We don't have full technology support (it would be great to have a site license for the Adobe Creative Suite)

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Some administrators are complacent with how things are, hence quality is not always upheld in programs

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Honestly, I think the biggest weakness at Armstrong is the lack of graduate courses and internal funding for graduate programs.

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Lack of a business major

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Lack of funds to support equipment/instrumentation and faculty-student research

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student body is not as prepared when they begin college classes

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Not enough money?

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Admissions standards, presence of 00xx-level courses

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N/A

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Faculty-line/budget limitations.

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Not enough online course offerings or degree programs. Not enough graduate programs. Faculty overloaded by teaching additional classes and/or committee responsibilities which detracts from student interaction.

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The balancing act of teaching a four course load. Since I am the only person that oversees my program, I could use some release time or more administrative assistance with items such as: processing reports and reviewing student documents (not related to coursework).

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While we have made great strides in increasing minority enrollment over the last several years, Armstrong needs to attract a more diverse student body and collaborate more with Savannah State to better serve the community. This would strengthen our academics.

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Budget wise, there may be disadvantages just because it is a smaller institution. The school needs more funding for updated technology in the library and learning commons and the computer labs. Also, some departments need to be more diverse with faculty who match the diverse student body. Certain programs should be willing to expand their reach to try new and innovative ways to teach their students, and also be open to the benefits of online courses. Instructional Designers should have a say in how professors design their course, without professors taking control over the whole process. There needs to be more openness from professors to the critical evaluation of what they do.

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Honestly, could not think of any.

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1) Due to lack of faculty in some programs, the number of sections of core classes is at a minimum. Sometimes core classes are not taught. 2) Due to the same lack of sections, students have trouble getting upper level courses because of scheduling conflicts even between classes. 3) Lack of variety in the sciences. Armstrong has excellent biology, chemistry and physics courses. However, the options beyond these three is at a minimum. There is one

class of meteorology each semester and astronomy taught only in the summer. However, geology and oceanography are not offered. 4) Students are not encouraged to take math and science classes together in their first semester. If they are a CST major, they MUST take both to remain on track to graduate in 4 years. 5) First Year Experience Course – Not sure it is really meeting the needs of students. What is its purpose? To show students where the library is or to prepare students for the rest of their college career? It appears from the outside it is a check box course, where students go down a list checking off boxes like interviewing a professor. I have had several ask to interview me, but they really just want a signature. Could professionalism be taught? 6) More resources for faculty professional development are needed. Faculty Development Office does a nice job, but funds to send faculty to professional meetings would greatly assist faculty who want to explore ways to enhance the classroom experience for students. 7) No Engineering beyond intro courses. 8) Advising – goes back to #4. Students are not advised according to major. Some majors have tiered pre-reqs. Therefore the students must take certain classes their freshman year.

For four years, I have been teaching at Armstrong and five other universities in the Savannah region. I have also taught at Georgia Southern. Of these six universities, Armstrong has the fewest weaknesses and the most strengths. The principal weakness I have seen at Armstrong is slowness to act by most of the administrators. Armstrong needs more funding for bigger classrooms and IT that is available. After 6PM we are on our own and the HELP desk is not adequately staffed with qualified people. HELP desk should never go to voice mail.

I am not sure

losing professors to "better" institutions, lack of resources, heavy teaching load (4/4 plus summer), too many adjuncts and temporary full time. Hire people full time in permanent jobs!

Armstrong has suffered from the local view of it as "Armstrong High." Because students who might not have succeeded elsewhere have been able to graduate from Armstrong could be viewed negatively by some--if you can't make it elsewhere, go to Armstrong. The fact is that those students succeeded not because the rigor has been reduced but because Armstrong faculty have gone to great lengths to work with individual students to mentor them. Starting with each student where he or she is when they arrive, we have recognized that motivated and bright students can overcome academic and personal challenges and be successful. So our weakness has been the inability to adequately communicate our philosophy to prospective students and other constituents.

Students who are not prepared for college level courses and not placed in remedial courses before taking and passing the college level course.

limited funding for courses

College of Education

Low standards and grade inflation in some programs. Lack of integration and collaboration between colleges.

Having funding to maintain technology and classroom materials.

more consensus and planning between sections of the same class

Too many courses taught by poorly compensated part-time faculty. This leads to inconsistencies in course content and less engagement with students served in those classes (e.g., part-time faculty are not on-campus as much, and there tends to be high turnover due to low pay).

Faculty sometimes are spread too thin with advisement/committee responsibilities; no real weaknesses in terms of academics.

Poor graduation rates and retention.

Weak support for English Language Learners, poor pay for part-time instructors, lack of cross-disciplinary teaching opportunities or learning communities,

Some academic programs and classes have limited spaces, making it difficult for students to get the classes they need during the semester that they need them. For instance, the PCL graduate program is currently at capacity for

the number of classes currently being offered. Every section of COMM 2280 (Speech Communication) offered is always filled to capacity. Lower admission standards across the board (compared to Georgia Southern) result in some students who are not prepared to do college-level work for their courses.

Faculty in some programs could be stronger if dean's would be open-minded and listen to experts in the content area instead of over-riding faculty members voices and making decisions that are not data-driven.

Limited funds for more frequent faculty leaves; limited library resources on campus. Small labs in the hard sciences.

Lack of financial support for undergraduate research opportunities (faculty not compensated for extra work)

Access to resources. Many departments would benefit from more faculty or more equipment. There could be better communication between departments In an effort to keep enrollment numbers high, I feel we have been too accepting of students who perform poorly.

Does not have a Business School with required business ethics courses. Does not allow students to easily double major in disciplines from different colleges. Does not have a philosophy major or a religious studies major as part of its strong liberal arts curriculum.

math skills

administration too interested in "checking a box" rather than implementing and supporting effective programs and strategies

relatively few graduate level programs

No graduate programs for most careers, few class offerings, grading system that is not representative of students' work and efforts (A, B, etc and no A+, A, A-, B+, etc..)

Although most ASU students are typical college students, attending the university to broaden their understanding of the world and broaden their life opportunities, there is sometimes an effort to transform the ASU academic experience into occupational training, and this effort runs contrary to the students' interests.

The ability to keep our faculty due to low salaries.

- video and audio production equipment/facilities - classroom technology is outdated/sluggish

The biggest weakness is the provost, Bob Smith. In the past I would have claimed the entire upper administration but he is clearly the front runner with regards to incompetence and poor leadership skills. Nothing personal because he is a nice guy but his actions (or inactions) over the past 1.5 years has been our largest academic weakness.

The old and outdated computers the students have to use

coordinated resource allocation between departments; knowing what is available to aid in student learning

I think we could better utilize the Savannah Area and develop more partnerships with businesses and government here. While I mentioned our successes with under prepared students as a strength, I see vast differences between departments. I think we have some weaker departments that are in need of stronger leadership.

1. Lack of graduate programs outside of health occupations and education. 2. Heavy reliance on poorly-paid contingent faculty. 3. Online teaching needs more development.

We need an investment in faculty development, operating costs, renovation of our facilities to facilitate active classrooms.

Providing adequate training of best practices to all faculty. Lack of resources to address the unique needs of under-represented students coming from K-12 setting that has not prepared them for university academic life. uncertainty of summer pay

I do not think that Armstrong always does what is in the best interest of students.



Its College of Education--considering the many schools for in-services and internships, the structure of the college and low enrollment in COE courses is cause for concern Over-reliance on part-time faculty (which is a weakness everywhere)

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Lack of the human element in the placement process for incoming freshmen: algorithms for determining the need for co-requisite support courses are vague and confusing, hard to justify to students and ineffective at identifying at-risk students. Need for additional scrutiny and study of core courses exempted for AP credit: students passing the AP English exam, for instance, earn exemption from ENGL 1101, while the equivalent content is actually studied in ENGL 1102. Incoming freshmen of all levels need to take ENGL 1101; there is no content equivalent at the high school level, AP or otherwise. Our current First Year Experience course is too vaguely defined and inconsistent in its content and purpose (across the spectrum of sections offered). The purpose, design and administration of this course needs reconsideration.

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Some areas are fundamentally underdeveloped, including our media production. We beg and borrow from SCAD's faculty part time rather than having our own resources. Most colleges of Armstrong's size have dedicated multimodal composition resources. We lack that, and we thus can't incorporate it into all we're doing in other programs in the liberal arts.

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Not enough variety and creativity in course offerings.

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Students aren't as well prepared for college when they enroll as we would hope for. Students are particularly lacking in math/quantitative skills and reading comprehension. This causes more remediation than necessary in introductory courses, which slows down the rate of progression through the majors in terms of total breadth of coverage.

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-faculty have four-four course load -few graduate programs

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Under prepared entry-level students

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I think we can improve by creating more interdisciplinary tracks of studies.

**Q6 - Thinking about the future Armstrong/Savannah-based campus of the new Georgia Southern University, what critical academic experiences need to be preserved?**

Thinking about the future Armstrong/Savannah-based campus of the new Georgi...

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The Armstrong name in some form, and small class size.

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Being in the Art Music Theatre department, our students have the need to access campus facilities that many other students do not. Not all of their courses require them to sit in a classroom simply to take notes, rather, some of them need to physically be on campus using our facilities to complete their coursework. The same goes for GSU students in these same disciplines, however, there are programs and facilities we have at ASU that GSU does not. Given the cultural opportunities present in the wider community of Savannah that are more limited in Statesboro, the retention of AMT facilities that simply cannot be built in Statesboro, and our programs that dovetail with Savannah arts events, is key.

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The most critical academic experiences that need to be preserved are those authentic and community-oriented experiences which reflect the colleges of education and business, and the nursing program.

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small class sizes (~25); quality of instruction; focus on student performance and learning

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Undergraduate research. It would be a shame if this was not supported in the new GSU. I will look to leave if this was not supported/emphasized.

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Small class sizes, emphasis on teaching, maintaining undergraduate research experience.

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Research.

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Things that allow for close collaboration between students & faculty - small class sizes, Research Assistantships, independent studies, etc. Of course we also need to offer a full complement of courses in Savannah for our commuting students from the region.

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Armstrong's belief in and dedication to the Liberal Arts.

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What, exactly, is a "critical academic experience"? Examples would be nice. I think vague language and jargon may constitute a serious flaw, though. Keep graduation ceremonies and online/blended courses and a variety of standardized tests and, by all means, keep LOTS of personal and course-related counseling. Paychecks. Really: this question is inept and vague.

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high academic standards Clinical experiences

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Teaching of written and verbal communication skills Tutorial services

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core classes available for all on Savannah campus

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Access to all departments and curriculum covering areas A, B, C, E, and PE. We need the total curriculum of liberal arts and science and technology offerings, especially all laboratory sciences. We have a great opportunity to offer gross anatomy here at Armstrong, and we have expert anatomists in our PT dept.

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Small classes met in person.

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## Education Art Education

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### Armstrong Advantage!

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The liberal arts core curriculum needs to be available to students. Experiential learning opportunities including study abroad, undergraduate research, the undergraduate research and writing competitions need to continue and receive increased support.

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### The digital forensics lab hosted in the University Police Department

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-preserve small classes and faculty accessibility -focus on teaching -maintain a feeling of a smaller school over a larger university

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Math program, math with teacher certification. This program allows students to have in depth content knowledge that is more rigorous and in depth than an BSEd program. Cooperating teachers in the classrooms comment on the level of knowledge of students and the ability of the student teachers to convey that students in the 6-12 classroom.

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Servant leader preparation. Focus on health professions. Outreach to our communities.

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Offerings of our health-related courses at the certification level so that access to hospitals can be maintained. Offerings to at least our initial-certification education courses at the undergraduate and MAT levels in all programs to utilize the strong ties and connections with the Savannah/Chatham School system that wants to stay with Armstrong Maintain Core classes on this campus and perhaps increase Pre-Professional options Increase the presence of Engineering classes to use the Ports.

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Preserve the smaller classes, student focused, "high touch" learning atmosphere. So smaller faculty/student ratios. Higher rewards for teaching. Continue to draw/recruit more teaching-focused faculty. Preserve the liberal arts focus. Preserve the trust, communication and cooperation with Savannah, the local community. Not answering the question, but related. I had the idea that if the Armstrong House on Gaston St is available for sale, buy it as center for town-gown events, community outreach and to preserve the Armstrong name.

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Library materials made available quickly

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Our focus on undergraduate excellence.

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1. The Armstrong/Savannah community identity and connection.

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Low student to faculty ratios Focus on teaching and learning

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Small-town feel, not big-campus, too-large classroom atmosphere. No stadium seating classes!

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I fear a gutting of the heart of this campus with the merger. We need a strengthened focused on maintaining community amongst faculty in the form of the Reading Roundtables. A strong push for Armstrong's place in the community of Savannah, particularly in terms of academic engagement. Maintaining these connections through Moveable Feasts, Science on Tap, participation in the MLK parade, St. Patty's Day Parade, etc. While some of this is not "academic" per say, it is essential we maintain our ties with the community.

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Art and Drama, giving students the chance to see new things that will be a topic of open and respectful discussion.

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## College of Health Sciences and Biological Sciences

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From my view, it seems programs that are healthcare-based are critical to this region. Also the arts, education, engineering and commercial-based construction programming (not currently an Armstrong program) seem most appropriate for a Savannah/metro location.

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Clubs, fraternities, sororities, athletics, and other extra curriculars

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All courses and programs that are currently at Armstrong need to stay at Armstrong, meaning that if we offer a bachelor's degree in mathematics, we need to continue to offer a bachelor's degree in mathematics. Certainly, we should also offer courses and programs that are now exclusive to Southern as long as the infrastructure and

resources are already here.

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Undergraduate research and laboratory spaces at Armstrong Small classrooms

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Quality of the existing programs, particularly those that have external accrediting agencies besides SACS. If the programs are already demonstrating the excellence for their national external accreditation, I would not want the merger to compromise the existing programs that have demonstrated excellence.

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our core options foreign language programs (degrees and study abroad) small student/faculty ratios faculty led classes rather than TA led classes

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I strongly believe that we should continue to offer a full-service college experience and not be reduced to a stripped-down feeder college or public DeVry-type place.

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-Our upper level electives that allow students the flexibility to take courses that most interest them

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It is essential for continued improvement of all the wonderful Armstrong academic experiences that faculty members are hired and evaluated by supervisors who reside on this campus. The Statesboro deans and department heads have little to no understanding of Savannah students, teaching 4-4 loads, Savannah-campus recruitment issues, or how we need to evaluate faculty where an undergraduate education is a priority. This means that we need to maintain our department heads on the Savannah Campus. Whether they report to Savannah-campus or Statesboro-campus deans is less important, but for similar reasons it would be better for them to be supervised by Savannah-campus administrators. If it is the final judgment that Savannah-campus department heads should report to Statesboro-campus dept heads, then elevate the latter to Executive Department Heads to maintain Savannah-campus titles, duties, and responsibilities.

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internships, study abroads, client-based projects, but most importantly clear, easy to understand and follow degree requirements. I noticed that some of the GSU programs have more complicated Area Fs and more required Major Field Courses--lots of choices ( but it doesn't seem that all of the choices are always offered). Our degree programs are more streamlined and easier to advise students on...I also think it's easier for students to make individual plans on their own, pre being advised. It is a concern that in adding "extra courses" to our catalog and to our degree programs to get them aligned, courses that might only be available at the GSU main campus, we will further complicate the advising process. Not to mention, I think it would just make sense to make the degree requirements more accessible and easier to follow for any campus. Sit down and take a look at the Professional Writing degree at GSU compared to English degree in Professional Communication, paying close attention to the Area F and "common body of knowledge" requirements and you'll see what I mean. I'm concerned that the merger will affect the clarity of our offerings.

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Fine Arts.

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I feel that courses should still be offered at both campuses. I realize this is nearly impossible to achieve but its going to be a shame if only the health professions/sciences stay in Savannah: there are so many wonderful things about Savannah and the city is what initially attracted me to Armstrong. I also wound up loving the school after all, but the city was the biggest attraction point to me. I would have never gone to Georgia Southern and lived in Statesboro. I worry that many students will decide to go elsewhere because of that fact.

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Small class sizes, focus on undergraduate students, opportunities for undergraduate research, "high impact practices"

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Small classes, high academic standards that we currently have on this campus. Academic freedom in how the classes are run.

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Students need to be challenged and have access to a variety of experiences. Faculty who are willing to stay current in the discipline and work towards making their students better are critical components.

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small class size committed faculty:student ratio

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vast number of research/internship experiences available to students small class size in upper level courses

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Concern about teaching. Smaller class size. Rigor.

Athletics, Nursing Program, PCL Masters Program

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Some department-level academic advisement.

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Community engagement and cultural activities. Expanding online course and degree offerings.

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Encouraging student research. The wonderful symbiotic relationship that we have with Savannah. In my department, we give back and make use of the wonderful resources with Savannah's cultural offerings.

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The critical academic experiences are continued access to a strong liberal arts education with a range of majors that can be applied to a variety of career options. We still have many students who are from Savannah and this institution has a history of providing a high quality, low cost education that gives them the basic knowledge skills to succeed over the long term even if they change jobs. Students stay and continue to build the community.

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The core commitment to the liberal arts

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The smaller class sizes and personal experience needs to be preserved. The teaching focus should remain important since GSU is a research university and Armstrong is a teaching university. They need to ensure that students get the best of both worlds.

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Faculty. Program diversity. Teaching Curriculum.

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1) Small classes 2) Focus on teaching

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Starting and finishing programs on the Savannah campus.

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Small class sizes. Environment that is not intimidating for students.

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Simulation for all academic programs but esp health sciences and teachers who know how to use and expand. We must become academic partners with our health care and education community systems. Not just on paper. We need a community advisory board that will and does engage community leaders in these key organizations. They must buy into our mission and vision and should be included on the transition teams.

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Nursing and other health professions

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small class size, one-on-one availability of professors to students, emphasis in promotion and tenure guidelines on teaching and being innovative with teaching (hands-on, high impact practices Undergraduate research program!!!!!!!)

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The central academic experiences occur in the classroom. Small classes, a low faculty to student ratio especially in freshman and sophomore classes, and an evaluation system that values teaching in that venue are the elements necessary to ensure that all students benefit from this critical academic experience. (At Armstrong those groups most likely to disengage and not finish their degrees (freshmen and sophomores) have experienced the benefits of small classes afforded only to upper class students at larger institutions.)

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Small class sizes focus on teaching, not just research high standards

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small upper-level courses a teaching-first mentality for faculty support of non-traditional students

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More support for graduate studies (e.g. more graduate assistants).

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Professional programs with strong connections and partnerships with Savannah Chatham resources, business, and schools.

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The majors and tracts that serve students looking for both professional, but also graduate school, placement. These include a complete science and liberal arts degrees. My department, for example, works hard to provide an immersive undergraduate experience (e.g., research, active-learning, and rigorous courses) that benefits a diverse student population (e.g., employed, veteran, first-year, and non-traditional). This benefits students that have chosen the Savannah area and Armstrong's student-centered culture for their education.

There are some general programs that I just can't see Savannah living without. For example, if typical liberal arts programs (history, english, criminal justice, political science, psychology, economics, languages) were removed it would create a gap where local residents may not have access to those programs.

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small campus community feel

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The focus on undergraduate education needs to be preserved. The cohesiveness within existing academic programs at Armstrong needs to be preserved. We need to continue to offer a range (perhaps more - not fewer) academic programs in order to serve the Savannah community and surrounding area (e.g., Pooler and Richmond Hill, which are growing exponentially). We need to feel empowered to make decisions that affect us, our programs, and our students - not managed from a distance. We need to continue to maintain collaborations across departments and with community organizations that we have worked hard to build. We need to continue to be a university that our alumni can feel proud to have attended, so that they continue to support Armstrong through their time, their public statements of support, and their monetary donations.

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The programs we have that Georgia Southern does not; opportunities for small classes, etc.

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Small classes support of teaching as a focus Not farming classes out to adjuncts and grad students Age diversity of the campus, non-traditional learners welcomed and made part of the campus experience.

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Small classes (25 students is ideal Opportunities for undergraduate research

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Scheduling to meet students' needs, faculty mentoring of students, students being made aware of revisions early in the process.

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Massive lecture classes must be avoided in order to preserve better nurturing of students individually.

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Undergraduate research opportunities Wide selection of coursework, especially at the 3000 and 4000 levels

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Liberal Arts core

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Basically, there needs to be good communication between all of the campuses. I am most concerned that we somehow eliminate competition and redundancy.

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Small class sizes! The quality of Armstrong's major and minor programs needs to be preserved when the pattern (at least based on the observation of the other merged schools in Georgia) will be for the larger institution to think of the smaller institution as a "feeder-school" or "core-course service provider school". If this happens, quality will slowly be sacrificed to the larger institution's demand for greater quantities of student enrollments. By definition, the larger Georgia Southern became larger precisely because of its willingness to move to larger class sizes which necessarily involves a sacrifice of academic quality (I do not believe any lip-service to the contrary regarding the preservation of academic excellence in large class sizes). Georgia Southern has a unique opportunity to acquire the mantle of high academic standards and small cozy academic experience if it allows the Armstrong campus and culture to do what it has a long tradition of doing -- deliver a high quality education in a small class-sized environment with strong academic standards.

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the ability to perform research as a student in the lab, the small class sizes

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small student to instructor ratio continued support to improve teaching and learning strategies that are best practices and based in discipline-based education research continued opportunities for undergraduates to perform supervised research continued support for course-based undergraduate research experiences

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small student-to-faculty ratio, focus on high-impact practices such as inquiry-based learning and undergraduate research

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Small class sizes, courses taught by professors (not TAs)

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1. Student/faculty engagement. 2. Small class sizes. 3. The emphasis on excellent arts, sciences and humanities education. 4. The close interaction of the professional programs (nursing and education) with the arts, sciences and humanities.

Small classes. One-to-one experiences with faculty and area medical professions..

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- support for Undergraduate Research - English/Professional Communication as a versatile degree option

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Small class sizes- just ask the constituents (students).

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The care the faculty show their students.

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it will be imperative to preserve programs which are currently located at each location - except when it is more efficient to merge programs at one location. most everyone is aware of the disadvantages of traveling between the campuses (transportation [mode, fuel costs, response time between classes], I-16 as a traffic hazard, orientation to a new environment/navigating the campuses.

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The High Impact Practices that have a significant impact on our student population. There is vast data to suggest that under prepared students are the most benefited from active learning classrooms as well as other High Impact Practices.

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1. Low student-instructor ratio. 2. Classes taught by instructors. 3. Opportunities for undergraduate research. 4. Honors program

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UR Active classrooms Commitment to the core Commitment to STEM undergrads Commitment to the needs of the local population Commitment to undergraduate education....we cannot morph into only graduate and health professions.

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Maintain small class size and teacher:student ratio at the freshman and sophomore course level. providing high-impact practices to all students.

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I do believe that Armstrong should be able to retain its image within the region. I feel as though the GSU brand is not held in high regard within the community.

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Everything in the College of Health Professions Smaller class sizes

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Those with close ties to the community. Savannah is a cultural hub for eastern Georgia, second only to Atlanta for the arts. Music, in particular, maintains close ties with the community. Students benefit from the world-class events that occur in Savannah, organizations benefit from the proximity of the university, and area schools receive assistance from faculty, students, and facilities that a school located in Statesboro cannot realistically provide.

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A strong, diverse and academically rigorous core curriculum for freshman and sophomore level students that is available entirely on one campus; students should not have to drive from one campus to another to complete their core. Support resources including a strong Writing Center, math tutorial center and language lab.

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Our core. That's the most important thing. In comparison to Georgia Southern's core, ours is so much deeper and more flexible. Georgia Southern's is highly prescriptive and doesn't expose students to a range of ideas and disciplines.

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The full liberal arts experience which includes music and theater performances, visual art exhibits, and lectures by guest and faculty on campus and in Savannah. These things make Armstrong an appealing rich community. Small classrooms that allow students and teachers to get to know each other and collaborate.

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We need to preserve majors that allow students to utilize and take advantage of the Savannah area and coastal environments. For example, history classes exploring the rich cultural history of the area and biology courses that utilize the coastal environments. I feel like these are major selling points and recruitment pieces to students.

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-preserve Armstrong's multi-disciplinary departments and programs -keep class size small -ensure that Armstrong faculty, many who are well-respected scholars, are treated equally regarding course load, pay, and research opportunities

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Small class sizes, personal relationships between students and faculty, health professions majors that are not available elsewhere in this region.

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-students can take core courses and complete degrees in the liberal arts at the Savannah campus.