

Approved via e-mail ballot

Faculty Senate Meeting

March 5, 2018

Illges 216

Members Present: Samuel Abegaz, Rajeev Dabke, Michael Dentzau, Patrick Jackson, Michelle Jones, Krystal Kennel, Tesa Leonce, Paul Luft, Laurence Marsh, Ellen Martin, Chris McCollough, Jennifer Newbrey, Clay Nicks, David Owings, Yesem Peker, Andrew Puckett, Amanda Rees, Diana Riser, Brian Schwartz, Joy Thomas, Neal Thomson

Members absent with notice: Sherica Derico, Natalie Higgins, James Ogburn, Kevin Whalen, Rosa Williams

Guests: Becky Becker, Deborah Bordelon, Tina Butcher, Larry Dooley, Mark Flynn, Abraham George, Shannon Godlove, Linda Hadley, Frank Hardymon, Tamara Jenkins, Stephanie Lahnala, Tim Howard, Mary LeVan, Chris Markwood, John McElveen, Kim McElveen, David Mitchell, Ellen Roberts, Dennis Rome, Lisa Shaw, Stephanie Speer, Glenn Stokes, Kim Stokes

- I. Call to order at 3:02pm
- II. President's comments and announcements – Chris Markwood (TIME STAMP 00:00:52)
 - a. Markwood would like to spend his time today answering any questions about the Comprehensive Administrator Review and Efficiency Study that the System will be undertaking beginning later this month. CSU has been assigned as part of the second cohort of institutions to participate in the Chancellor's Administrative Review. We will begin a concentrated communication effort across campus to educate everyone as to what we're doing, why we are doing it, what we hope to accomplish, and how we will be going about it. Communication will be through emails and open forums for faculty and staff.
 - i. There will be a series of two surveys: An Opportunities Survey and an Activities Survey. Virtually everybody on campus in their non-teaching and non-research roles will be completing the Activities Survey. The goal is 100% participation with this survey. This is not an option and it is not anonymous. The point of the survey is to find out what it is we do; what are the tasks that each particular individual does for the University.
 - ii. Consultants will be coming to campus to conduct focus group discussions about the results of the Opportunities Survey and the Activities Survey.

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iii. Once the surveys and on-site focus groups are complete, we will receive recommendations from the consultants. We will be cautioned to not act in haste, as the goal is to look for System-wide fixes.

iv. Questions and discussion: The on-site focus groups will be in April. The Opportunities Survey will not go out to everybody, but it will be a large mix of faculty, staff, and students. This is not to assess teaching and research productivity, it is to assess administrative productivity.

b. Markwood would like to officially welcome Provost and Vice President Deborah Bordelon to the faculty.

III. Provost's comments and announcements – Deborah Bordelon (TIME STAMP 00:17:45)

a. Dr. Bordelon is happy to be here. She is on week three and everything has been going well.

b. Cost designators are needed for required materials in the system for summer and fall courses.

We have to identify, in the system, for the courses that are in Banner, the no cost, low cost (\$40 and under), and traditional cost (\$41 or above) required materials for the various courses. This information needs to be reported in Banner. We have been asked to do this to help the students make decisions about which course to enroll in. This does not apply to lab, studio, or consumable materials, it is primarily textbooks and print materials that would be purchased for the course.

i. March 7 is the deadline to submit this information.

ii. Questions and discussion: The policy states that this be a searchable feature available to the students electronically. The bookstore information would not fit that criteria. This is the one area where faculty can have an impact on the cost of higher education. We are not looking at a forthcoming system mandate to only use open source or low cost materials.

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c. Momentum Year: Addressing the first year that the students are with us. The handout given out by Dr. Bordelon will be available on the Faculty Senate website.

- i. In the Momentum Year, the focus should be on helping students make a purposeful choice. For students who are undecided, CSU will be making Meta-majors or Academic Focus Areas. The university will be focusing on the social sciences, business, STEM, education, and exploratory.
- ii. We are looking at the Orientation process, to make sure students have a sense of belonging and a connection to their peers, as well as, to the institution.
- iii. Clear program maps are being constructed in the various disciplines. They will clearly identify any prerequisites or co-requisites that are needed along the four-year course of study.
- iv. Core English and the aligned Mathematics classes should be taken in the first year. In addition to those nine credits, students will be taking another nine credit hours in their focus area or major that will provide the foundation of their college education.
- v. Students should complete 30 credit hours in their first year. They could take courses in the summer, if need be, to get the total of 30 hours.
- vi. Program milestones need to be listed on the program map.
- vii. The academic mindset should be focusing on a growth mindset, instead of a fixed mindset.
- viii. Questions and discussion: Do we have a good sense of a percentage who will be engaged in this Momentum Year, taking into consideration part time students and non-traditional students? The reality is that not everyone will be able to do 15 credits a semester. The Provost's office will be looking into that.

IV. Executive Officer's comments and announcements – Ellen Martin (TIME STAMP 00:54:00)

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- a. No comments at this time.

V. Standing Committees (TIME STAMP 00:54:56)

a. Academic Advising Committee – Stephanie Lahnala (TIME STAMP 00:55:05)

- i. Looking at the productive academic mindset mentioned in the Momentum Year, the committee recognizes that they could contribute to that.
- ii. EAB: Early alert and standardization of advisors who are now required to include notes from advising sessions.
- iii. CSU is co-hosting the Nacada Region 4 Conference next weekend with Auburn University.

b. Admissions Policy Committee – John McElveen (TIME STAMP 00:58:38)

- i. The committee has not met. A meeting will be called soon.

c. Honors Education Committee - Jennifer Newbrey (Written Report) (TIME STAMP 00:59:20)

- i. Report submitted in written form that can be found at the end of this document.
- ii. Questions and discussion: Is there anything that the faculty can do to help with Honors students who are eligible, but opt out? The committee is not sure at this time, they are still gathering the data. How can we improve the numbers of under-represented students? Interview questions have been revised to be more inclusive. The committee is thinking of revising the essay question to be more inclusive. The lack of diversity in the Honors Program is disconcerting.

d. International Education Committee- Becky Becker (TIME STAMP 01:04:00)

- i. Written report can be found at the end of this document.

e. Readmission Appeals Committee - Cliff Ruehl (TIME STAMP 01:10:20)

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- i. The Readmission Appeals Committee put together a five year analysis of what happens to the students after they are readmitted to the University. This presentation is available at the end of this document.
 - ii. Questions and discussion: The Senate is thankful for the work that Dr. Ruehl and his committee has done to put together this report. The committee is not looking at EAB, they primarily work with the student's academic records. When the student returns to campus, is there any monitoring of their progress? The committee does make recommendations as to how many courses the student should take and which courses they should take, but this is not a contract.
- f. Retention, Progression, and Graduation - Jennifer Brown (Written Report) (TIME STAMP 01:28:23)
- i. Report submitted in written form that can be found at the end of this document.
 - ii. Questions and discussion: Should this even be a Senate Committee or should it be an Institutional Committee? What data are we collecting and how are we analyzing it? Things seem somewhat disconnected. We need to decide if the work of some of these Senate Committees are doing is a function to support what we do in the Senate, or is it a function that would support the Institution? This may be taken up in the April or May meeting.
- g. Senate Budget Committee - Clay Nicks (TIME STAMP 01:33:30)
- i. Action items created during Fall 2017:
 - 1. Item #1: Advising on the budget cuts
 - a. This process is still ongoing.
 - 2. Item #2: Examine summer funding model

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- a. This can be found at the end of this document. The funding model for summer of 2017 is what is presented in the document.

3. Item #3: Review and analyze the updated faculty salary study that was done last year.

- a. The goal is to have it completed by early May.

- ii. Other Items:

1. Budget on VPAA website is now updated to reflect this year's budget.
2. The committee is planning a workshop or an open forum for the Welcome Week in August.
3. The Budget committee will report every month to the Senate.

- iii. Questions and discussion: Is there any effort to make college level budget committees?
Dr. Nicks does not think there is a concerted effort to make this happen, but it has been discussed by the committee.

VI. Old Business (TIME STAMP 01:44:40)

- a. Evaluation of Administrators Discussion - Mike Dentzau (TIME STAMP 01:45:00)

- i. The Evaluation of Administrators is the role of the Faculty Senate. It may be appropriate to make this an Institutional Committee. The Executive Committee wanted to open up a dialogue as to whether or not this should continue in this capacity or perhaps see if HR should do this work in another format. It will not change the process this year, but it could change the process next year.

VII. New Business (TIME STAMP 01:48:50)

- a. COOL Upgrade to CougarView - Kim Pak (TIME STAMP 01:50:15)

- i. CougarView is getting a new look in May. It will have a cleaner interface, new fonts, and updated icons for a more polished and modern look.

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- ii. There will be training sessions as early as April 2018. You can register for these at https://cool.columbusstate.edu/daylight_experience.php
- iii. Functionality is going to stay the same, but the layout will be more friendly for mobile devices.
- iv. Questions and discussion: Unfortunately, the email system will not be changing. May 17 is the launch date. Faculty will be able to export old courses.

VIII. Other Items (TIME STAMP 01:49:00)

a. Substitute for USGFC meeting (April 27) – Chris McCollough

- i. Amanda Rees has volunteered to attend this meeting in Dr. McCollough's absence.

IX. End of meeting at 5:01pm

Honors Education Committee Update to the Faculty Senate (March 5, 2018)

The Honors Education Committee met twice in 2017 - 2018. Below is a summary of each of the meetings.

9-1-2017

Cindy Ticknor, Dean of the Honors College, provided the Committee with a summary of the Honors College Fall 2016 Annual Report:

- The Honors College served 282 students (143 were Dual-Enrollment students)
- 48% of honors students are from the local area (average GPA = 3.86)
- 140 students left the Honors College last year
 - 29% graduated
 - 29% suspended (low GPA)
 - 6% suspended (inactivity)
 - 36% withdrew
- Racial breakdown of Honors College Students
 - Ethnic minorities are under represented
 - Ongoing effort to understand why

The committee discussed potential ways to increase diversity in the Honors College.

12-8-2017

Cindy Ticknor, Dean of the Honors College, asked the committee to vote on the following changes to the Honors 3555 - Great Conversations course:

- Current prerequisite:
 - Junior standing or above
 - Problem: Students are often ready as sophomores
- Recommended change to prerequisite:
 - Sophomore standing or above
 - Provides students with more latitude to take the course earlier if they are ready
- All members of the Committee in attendance unanimously approved the prerequisite change from junior to sophomore standing for Honors 3555.

Update from Cindy on Diversity in Honors:

- IRB approval has been obtained to form focus groups with honors-eligible students to learn why they are not participating in the Honors College.

International Education Committee: Becky Becker, Chair
Faculty Senate Report: Monday March 5, 2018

IEC Activities

International Learning Community & International Studies Certificate

- International Learning Community Three-Year Theme: Migration: Movement(s) Around the Globe
 - Fall 2017: 4 films, 4 lectures/panel discussions, 9 Global Dialogues.
 - Spring 2018: 4 films, 4 lectures, 9 Global Dialogues
- All Global Dialogues linked to QEP during Fall 2017; continuing with 3 sessions linked to QEP during Spring 2018. *Special thanks to QEP Director, Mariko Izumi, and faculty Patrick Jackson and Garry Sprayberry.*
- September 2017, Oxford Program Director, Dan Ross, and CGE Asst. Director, Becky Becker led first ILC Faculty Development Workshop to Oxford, England; group of five faculty engaged in activities related to ILC theme in Oxford/London; presented at "Lunch & Learn" series upon their return. *Special thanks to Interim Provost Tina Butcher for funding the workshop.*
- International Studies Certificate: 50 current students; 7 completed capstones and 5 graduated during Fall 2017; 3 to complete capstones in Spring 2018.

International Students & Scholars

- International Student Fall Orientation: served 28 new international students.
- International Student Spring Orientation: served 11 new intl. students
- International students: 67 graduate, 51 undergraduate, 19 ELI, and 8 exchange; 42 countries represented
- Fall 2017 Professor Gabriel Villa served as Amos Scholar ; created mural with students in Art. *Special thanks to Art Dept. & Mike McFalls, Gabriel's mentor*
- Spring 2018, Dr. Hugo Martín-Abad joins us as Fort Scholar in Biology. *Special thanks to Biology Dept. & Mike Newbrey, Hugo's faculty mentor.*

Internationalizing the CSU Campus

- International Education Committee has formed an International Plan Subcommittee, chaired by Shamim Khan; subcommittee will work on an international education plan that aligns with CSU's new Strategic Plan.

Study Abroad

- Fall 2017, International Education Week was celebrated September 25-29; wide variety of activities for students, highlighting study abroad and international learning community events, as well as international students.
- Sadly, Kory Saunders, Study Abroad Coordinator, accepted a position at the University of North Carolina-Raleigh last semester; CGE welcomed new Study Abroad Coordinator, Katherine Grego in January; CSU alum who studied abroad, earned Intl. Studies Cert. and worked at CGE as graduate student.
- Study Abroad Enrollment for 2017-2018: 170 students; down 30 from last year's number at this time: 200

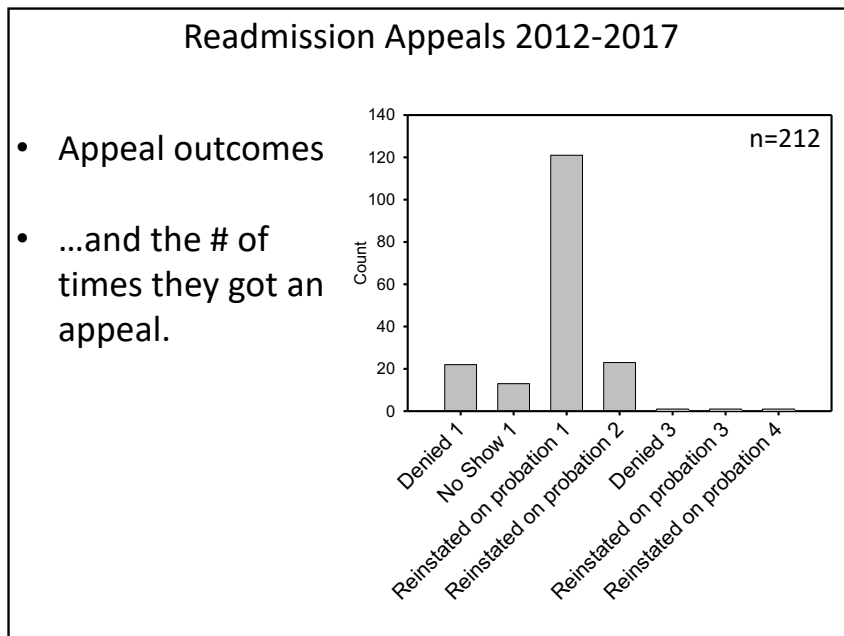
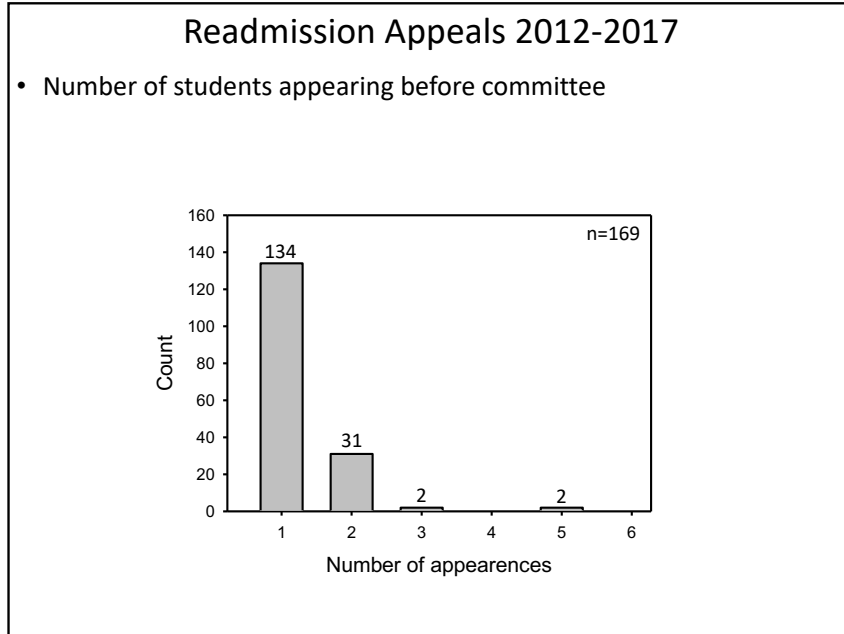
Readmission Appeals Committee

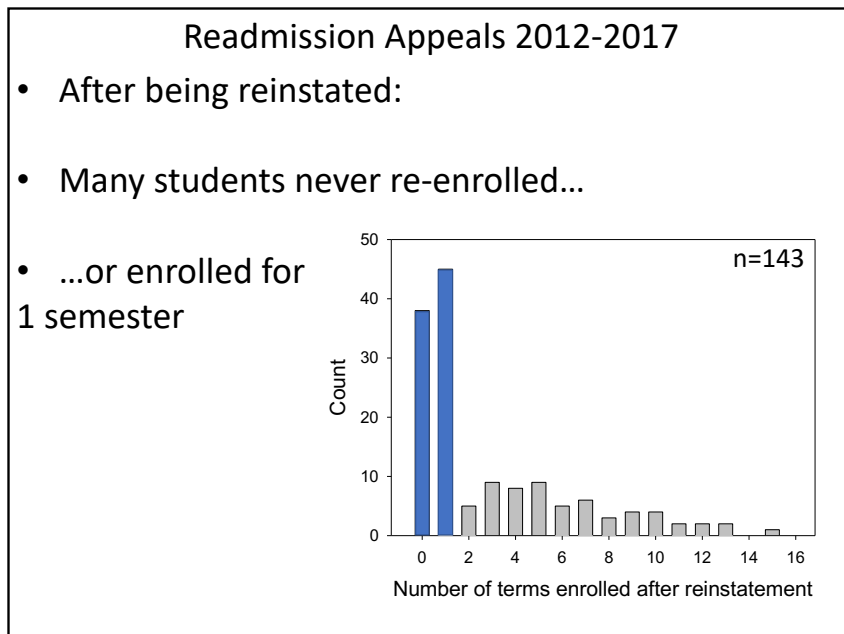
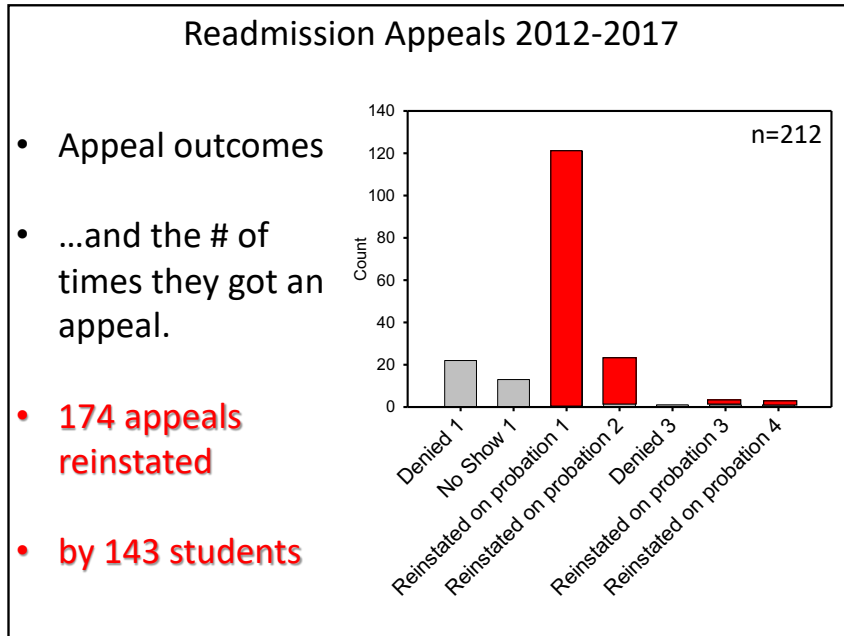
Students appear before committee after two exclusions.

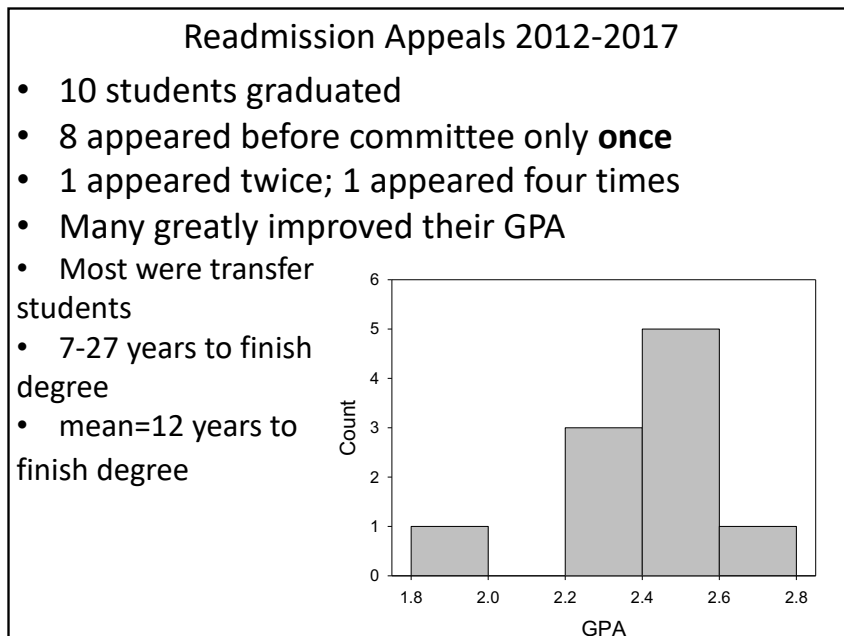
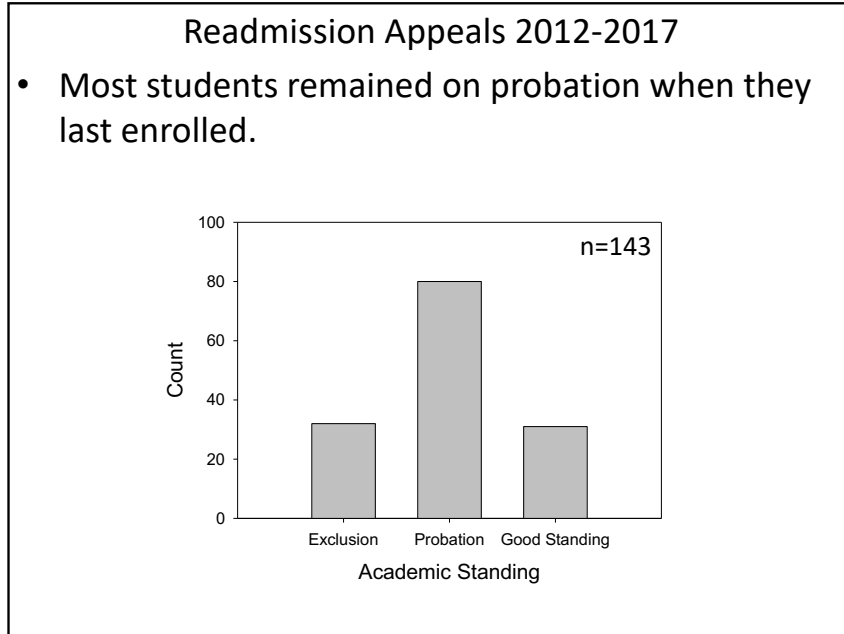
1. Students with two semesters of a term GPA lower than 2.0 are excluded
2. First exclusion is one semester (Can appeal for immediate readmission)
3. Second exclusion is two semesters.
4. Must appear before committee for all subsequent exclusions

Motivations for data analysis

1. What happens to the students we see?
2. How often do we see students again?
3. What is our role in retention, progression and graduation?







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RPG Committee Report to the Faculty Senate

At the end of last academic year, the RPG Committee explored possible options for a mandatory gateway to increase the likelihood of academic success for students who are on probation or students who are academically excluded. The committee members researched other institutional programs that utilized peer mentors.

During summer 2017, ACE partnered with Dean Rome (College of Letters and Sciences) to fund an advisor to support students who are on academic probation and students who returned after academic exclusion. The program was modeled after a program at the University of South Florida. Eligibility criteria included those students on academic probation, students who have been academically excluded, transfer students with over 30 hours and a GPA below 2.0, and students who are not making satisfactory progress for financial aid.

In October 2017, Lisa Shaw of ACE was awarded a \$3 million grant over 5 years from the US Department of Education along with Melody Shumaker from Learning Support. The intended focus of the Strengthening Institution Programs (SIP) grant is to streamline expectations and resources within a centralized location. The grant funding will allow the pilot program, which began with the College of Letters and Sciences, to be expanded campus wide. The following protocol for mandatory appointments will be followed for each group. The assessment topics include scheduling, life events, personal, social/family, studying, and academic strengths/obstacles, and financial aid. The training modules for the peer mentors will include understanding the syllabus and organizing based on the syllabus, notetaking skills, time management, study skills, and test taking skills.

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	Probation/Excluded	Unsatisfactory Progress	Transfers with GPA below 2.0
First appointment	Advisor will conduct an assessment.	Advisor will conduct an assessment.	Student will attend Transfer Orientation, and Advisor will conduct an assessment.
Second appointment	Student will check-in with Advisor at mid-term.	Student will check-in with Advisor at mid-term.	Student will check-in with Advisor at mid-term.
Third appointment	Student will meet with assigned peer mentor.	Student will meet with assigned peer mentor.	Student will meet with assigned peer mentor.
Fourth appointment	Student will meet with assigned peer mentor.	Student will participate in a financial literacy workshop through the Center for Career Development.	Student will participate in a financial literacy workshop through the Center for Career Development.

Based on the fall pilot program, Chris Holloway presented student success stories along with preliminary findings at the February RPG Committee Meeting. Of the 90 students who were eligible to participate, 53 students attended at least one scheduled appointment with him. Of the 49 students who were on academic probation or were given an exclusion override, 26 (53.1%) of the students either continued on probation or were in good standing for spring 2018. He noted the typical probation student struggles with the transition from high school to college, which impacts study skills and time management. He also noted some of the students in the pilot program struggled with an awareness of academic policies. The spring 2018 implementation is expected to impact 550 to 600 students.

Submitted February 22, 2018 by Jennifer L. Brown, Chair of the RPG Committee

BUDGET SUB-COMMITTEE

FACULTY SENATE BUDGET SUB-COMMITTEE

PART 1: SUMMER SCHOOL PRELIMINARY FINANCIALS BY COLLEGE

	NET REVENUE		C. NET REVENUE	SALARY EXPENSES	NET INCOME	% OF NET IN- COME
	A. Gross Revenue	B. Less Undergrad Waivers				
College of the Arts	\$ 354,115	\$ (14,917)	\$ 339,198	\$ 213,036	\$ 126,162	8.25%
College of Business	\$ 692,988	\$ (29,192)	\$ 663,796	\$ 463,740	\$ 200,056	13.08%
College of Education & Health Professions	\$ 1,409,583	\$ (59,378)	\$ 1,350,205	\$ 733,498	\$ 616,708	40.31%
College of Letters & Sciences	\$ 1,377,053	\$ (58,008)	\$ 1,319,045	\$ 732,241	\$ 586,804	38.36%
CSU TOTALS BEFORE ADDITIONAL EXPENSES	\$ 3,833,739	(\$161,494)	\$ 3,672,245	\$ 2,142,515	\$ 1,529,730	100.00%

PART 2: FACTOR IN OVERHEAD EXPENSES (28% of Net Revenue)

Actual Realized Revenue (COLUMN C ABOVE) x 28%	\$ (1,028,228)
CSU TOTALS AFTER OVERHEAD EXPENSES	\$ 501,501

PART 3: FACTOR IN JULY 12 MONTH FACULTY EXPENSES

12 month faculty summer salary expense	\$ (306,211)
CSU TOTALS AFTER OVERHEAD AND JULY FACULTY EXPENSES	\$ 195,290

PART 3: 2017 SUMMER SCHOOL ALLOCATIONS BY COLLEGE

	REVENUE AVAILABLE FOR ALLOCATION AFTER ALL DEDUCTIONS		INDIVIDUAL COLLEGES % OF TOTAL SUMMER SCHOOL NET INCOME	=	
College of the Arts	\$ 195,290	x	8.25%	=	\$ 16,106
College of Business	\$ 195,290	x	13.08%	=	\$ 25,540
College of Education & Health Professions	\$ 195,290	x	40.31%	=	\$ 78,731
College of Letters & Sciences	\$ 195,290	x	38.36%	=	\$ 74,913
			100.00%	=	\$ 195,290