

**UNIVERSITY SYSTEM OF GEORGIA
FACULTY COUNCIL RESOLUTION**

WHEREAS the Board of Regents (BOR) of the University System of Georgia (USG) has approved substantial raises to the Chancellor and System Presidents; and

WHEREAS the Chancellor has indicated that the raises are necessary to maintain competitiveness of Presidents' and Chief Operating Officers' salary levels at the regional and national levels; and

WHEREAS the Chancellor and BOR, citing reduced state revenues and higher education budget cuts as reasons, have taken actions resulting in significant budget reductions at several system institutions, thereby causing faculty workloads to increase significantly and;

WHEREAS faculty salaries have not remained competitive with national and regional levels at most system institutions, nor have they maintained pace with cost of living and health care costs;

THEREFORE, BE IT RESOLVED THE UNIVERSITY SYSTEM OF GEORGIA FACULTY COUNCIL (USGFC) CALLS FOR THE BOARD OF REGENTS AND THE CHANCELLOR to:

REMEDY the salary inequities of the faculty, rendering them competitive with national and regional levels; and

HOLD IN ABEYANCE any further system-wide increases in student tuition and fees pending the necessary financial reviews to place the above remedy in effect; and

APPROVE IN CONCEPT the inclusion of elected faculty representatives in all future system-wide financial and salary discussions.

TO THIS END, THE UNIVERSITY SYSTEM OF GEORGIA FACULTY COUNCIL (USGFC) CALLS FOR THE BOARD OF REGENTS AND THE CHANCELLOR to take the following additional action, designed to preclude future misunderstandings between the Chancellor and BOR on the one hand and the Faculty on the other:

OFFICIALLY ENDORSE the respective roles of Board, Administration, and Faculty in system-wide governance of the USG as laid out in the *Statement on Government of Colleges and Universities* jointly formulated in 1966 by the American Association of University Professors (AAUP), the American Council of Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB).

THE UNIVERSITY SYSTEM OF GEORGIA FACULTY COUNCIL (USGFC) will prepare documentation for Board of Regents approval to place the above into effect.

QEP 2016-2021 (Quality Enhancement Plan)

"We Solve It! Strengthening Real-World Problem-Solving Skills at CSU"



We wanted to take just a few minutes to let you know about the next QEP initiative here at CSU, which will launch in the fall of 2016. The focus of the QEP will be **real-world problem-solving skills in students**. The Design Team has been working this summer to develop the programs to target problem solving and the measurements to track changes in problem-solving skills.

The QEP Design Team and the QEP Leadership Team will continue work through this fall and will be entertaining a site visit from SACS reviewers in February. The next 6 months are very important because they provide the foundation for the project that will be active for the next 5 years.

We are trying to keep faculty and staff as informed as possible.

We will use two main avenues to keep communicating with faculty and staff about QEP:

- E-Mail messages.
- A QEP website was launched last month: <http://sacs.columbusstate.edu/qep.php>. This website will remain active and will be a consistent resource for anyone who wants to know what is happening with the QEP. As you can see on the webpage, we currently are in the Design Phase of the QEP process. This phase is set to be completed by November of this year (2015).

We also will try to use general meetings and sessions to communicate to you in person when possible.

There still are opportunities to have an impact on QEP programs and measures!

There are several ways you can provide feedback and/or become involved.

- Complete the Qualtrics survey posted on the webpage. (This asks about faculty compensation and participation. We want to know how to motivate you.)
- Use the feedback windows (also via Qualtrics) available on the webpage. This is a general feedback area/box where you can provide input about any aspect of the QEP.
- E-mail members of the Design Team. Chairs are Jennifer Newbrey (newbrey_jennifer@columbusstate.edu) and Stephanie da Silva (dasilva_stephanie@columbusstate.edu). You may e-mail them at any time with feedback or input. (The members of the QEP Design Team and QEP Leadership Team are listed on the website.)

Currently, we are seeking:

- Faculty and staff review and critique of the problem-solving report and rubric.
- Faculty to help pilot test the QEP student learning measure (called a "Problem-Solving Report") and practice scoring student answers (using the "Problem-Solving Rubric"). This would involve asking your students to complete the report this fall and grading their submissions.
Please notify any member of the Design Team if you are interested in pilot testing the measure.

Additional prompts for feedback will become available in the next 3 months. We will be asking faculty and staff, for example, to help review and edit the QEP document.

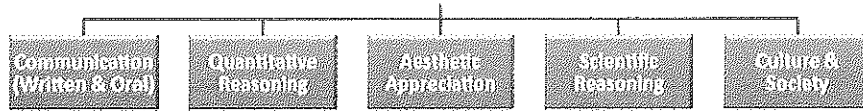
Timeline for the next 6 months:

Design Phase: Set to be complete by November 2015

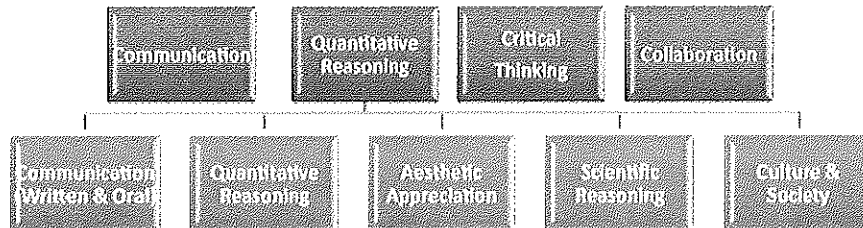
SACS Reviewers Site Visit: February 16, 2016

2015-2016 SACSCOC Timeline	
Date	Activity
August 28	All materials submitted for reproduction in electronic and paper formats
September 10	Materials due to the Commission Offices and to Off-Site reviewers
November 3-6	Off-Site Review
January 12	Focused Report and QEP due to Commission Offices and On-Site Reviewers
February 23-25	On-Site Review

Current General Education Areas



Suggested General Education Competencies





CSU Project Update

Howard Hall:

- Completed and ready for students!
- Fully updated technology
- Lounge/gathering spaces for students

Davidson Student Center:

- Has undergone a full dining renovation, over the Summer
- Dining will have many new dining options and additional seating
- CSU Bookstore had minor renovations done, as well

Arnold Hall:

- In final design phase, with expected approvals this month (August)
- Bidding for construction services will be posted by the end of the month

Student Housing:

- Construction is underway and is on schedule for completion in July, 2016
- All construction traffic/disruption should be relatively removed from the students and campus

Campus Parking:

- With the loss of the Clearview lot, students will be directed to lots 5 & 7
- Encourage students to arrive early, find parking on the perimeter of campus and walk
- Overflow parking will be available at Cunningham Center and Turner Center

LeNoir Hall:

- Professional Design Teams are going through the selection process now
- Design anticipated to begin in October
- Project committee members will be notified when the design process begins

Cougar Stadium:

- Under renovation now, with little disruption to student life expected
- Completion is expected by the end of the year

CoEHP (Ledger-Enquirer):

- Demolition and site clearing is wrapping up
- New construction will begin around October
- Anticipated move-in is during the Fall Semester, 2016

Administrator Evaluations Committee Description

Administrator Evaluations Committee

The Administrator Evaluations Committee reviews the current questions and scoring system, presents any changes to the Faculty Senate, and executes the evaluation process in the spring term.

The Administrator Evaluations Committee should be composed of the following:

1. Three (3) faculty members
2. One (1) dean or department chair as an ex-officio member

Shared Governance Committee Description

Shared Governance Committee (ad hoc)

The Shared Governance Committee will review and revise the current draft of the CSU Shared Governance Plan taking into consideration Dr. Ed Rugg's feedback on the current draft (and AAUP guidelines) as well as existing models of shared governance. Faculty input should be solicited. This committee shall report their progress to the Faculty Senate at the November meeting. Once the committee is formed they shall elect their own Chair.

The Shared Governance Committee should be composed of the following:

1. six faculty members (not serving as department chairs) with at least 1 from each college
2. 1 Dean from a different college than the Department Chair
3. 1 Department Chair from a different college than the Dean
4. 1 Staff Council representative
5. 1 Student Government Association representative
6. two administrators (ex-officio)- Dr. Chris Markwood and Dr. Tom Hackett (or appointees from President's Cabinet)

FORMER BYLAWS & STATUTES

B. Membership of the Senate

(07/00)

1. The membership of the Senate shall consist of elected faculty members and ex officio members. The ex officio members of the Senate shall be the president, vice president for academic affairs, vice president for business and finance, and the vice president for student affairs.

2. Elected Members

a. Eligibility-All full-time members of the Faculty are eligible for membership.

b. Election Units- The library and each college shall be entitled to the number of senators that corresponds to the number of full-time faculty members, using the following table:

Senators	Full-time Faculty Members
1	1-7
2	8-22
3	23-37
4	38-52
5	53-67
6	68-82
7	83-97
8	98-112
9	113-127
10	128-142

Subject to this apportionment, the faculty of each Election Unit may designate departmental or other Unit Constituencies for Senate representation.

For purposes of providing for uniform rotation of Senate members, the term of any additional Senator to which an election unit shall become entitled will be specified by the Committee on Elections for the initial election to that seat.

EXISTING BYLAWS & STATUTES

B. Membership of the Senate

1. The membership of the Senate shall consist of elected faculty members and non-voting ex officio members. The ex officio members of the Senate shall be the president, vice president for academic affairs, vice president for business and finance, and the vice president for student affairs.

2. Elected Members

a. Eligibility-All full-time members of the Faculty are eligible for membership.

b. Election Units- The library and each academic college shall be entitled to the number of senators that corresponds to the number of full-time faculty members, using the following:

☑ For units with seven (7) or fewer faculty, one representative.

☑ One additional representative for a unit for each 15 faculty members above seven (7).

Subject to this apportionment, the faculty of each Election Unit may designate departmental or other Unit Constituencies for Senate representation.

Math Course and Placement Information

Faculty Senate
August 17, 2015

1. MATH 0195 is still here, and will be in the future.
2. MATH 1111R is a bundle (MATH 1111 + 1111L) so students whose Math Readiness Scores are in the approved range can register for both of the matched courses using a single CRN.
3. Two mathematics pathways: STEM/Business and Non-STEM (see attached course flow diagrams)

STEM/Business Pathway

- College Algebra is specifically designed with the concepts and skills necessary to prepare for studies in calculus. Its goals include symbolic manipulation and the abstraction required in calculus.
- College Algebra is not more basic or easier than MATH 1001 or MATH 1101.

Non-STEM Pathway

MATH 1001 Quantitative Skills and Reasoning

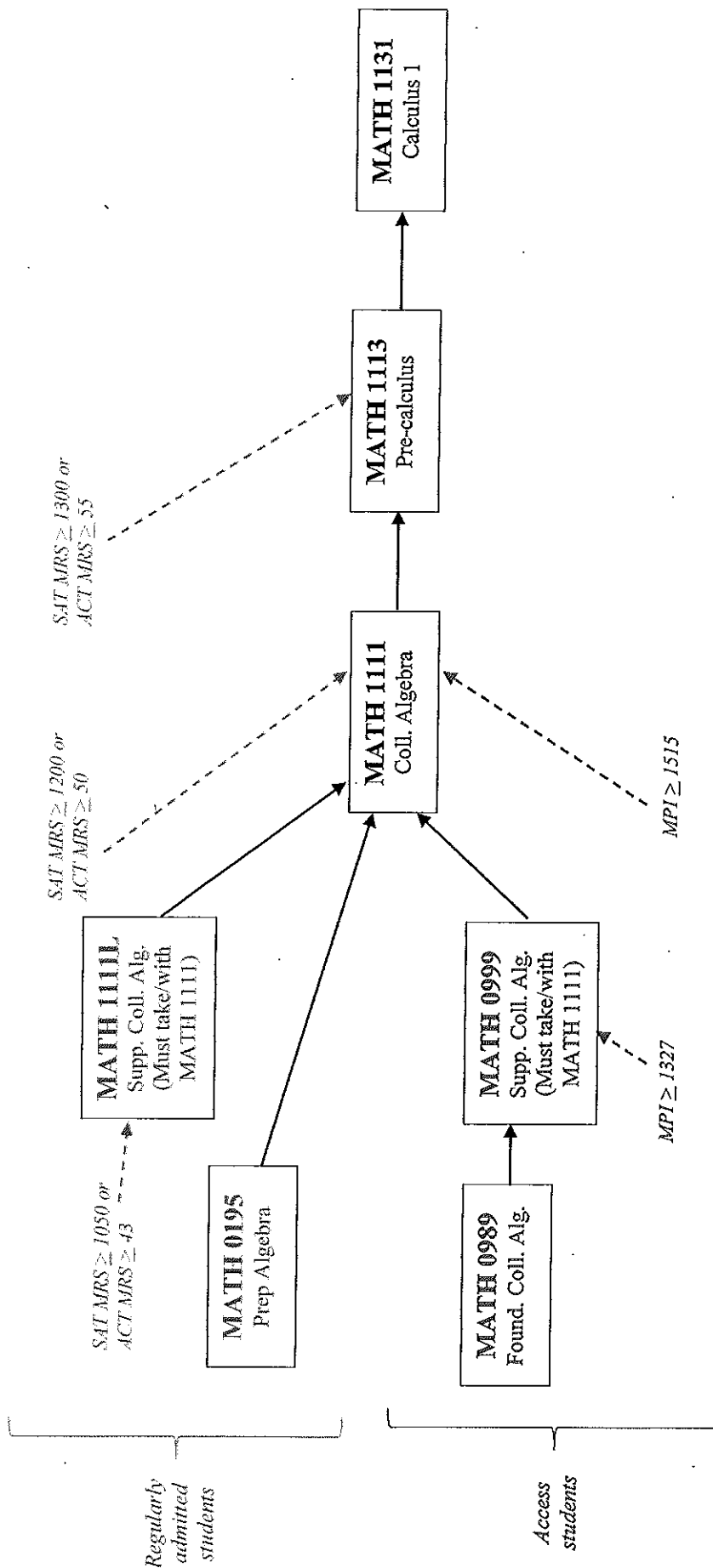
- Apply mathematics to consumer problems, financial management, statistics, voting methods
- Read and interpret data
- Create scatter plots and determine the type of function that best models the data
- Compute and interpret measures of central tendency and variation
- Reason quantitatively and employ quantitative skills to critique mathematical arguments

MATH 1101 Introduction to Mathematical Modeling

- Model situations from a variety of settings in mathematical forms by extracting quantitative data from a given situation, translating the data into information in various modes, evaluating the information, abstracting essential information, making logical deductions, and arriving at reasonable conclusions.
- Manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical and symbolic form while solving a variety of problems
- Solve multiple-step problems through different (inductive, deductive and symbolic) modes of reasoning
- Express mathematical information, concepts, and thoughts in verbal, numeric, graphical and symbolic form while solving a variety of problems
- Shift among the verbal, numeric, graphical and symbolic modes of considering relationships
- Use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations.

These are good, rigorous courses. They incorporate practical technology and give students experience solving real world problems. Students tend to do better, perhaps because they relate better to the goals of the course.

Mathematics Placement, STEM (and Business) Mathematics Pathway



Regularly admitted students may also appeal their math placement through the following steps (in order):

1. Complete the Math Placement exam in the CSU Testing Center (for a fee).
2. Math Placement exam results can be appealed through a written test completed in the Math Department. There are three separate written tests for entry directly into MATH 1111, MATH 1113, and MATH 1131.

Mathematics Placement, Non-STEM Pathway

Regularly Admitted Students:

All regularly admitted students may begin with MATH 1001 or MATH 1101 without taking a math placement test. These courses are not designed to prepare a student for College Algebra, Pre-calculus, or Calculus but they do serve to meet the pre-requisite for STAT 1127 Introductory Statistics.

Access students (who are not regularly admitted CSU students) use the following pathway:

