**President’s Report**

**Faculty Senate**

**October 22, 2018**

* **Salary Data** We have distributed two spread sheets in reference to prior discussions in the senate. One sheet provides a summary of salary increases at the university since 2002. As discussed here previously, salary increases have traditionally come state appropriations separate from Regents’ formula funding. As the data indicate here, that is the case for the most part here. On a few occasions, where we have had enrollment boosts and state appropriation boosts, as well as tuition increases, we have been able to provide incremental additions to those state salary appropriations. During the last fiscal year, Governor Deal did not include salary increases, and the Board did not approve and tuition increases. Instead, he allocated dollars to state retirement and health care costs (without which there would have been an even larger costs to Regent and other state employees). The second sheet provides comparable salary data for all Regent institutions. We continue to have work to do in coming years, even as the data indicates we have tried to remain competitive with system institutions, and supportive of the work of our colleagues.
* **SACS Moment** SACS Core requirement Institutional Planning and Effectiveness 7.1 “The institution engages in on-going comprehensive, and integrated research based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.” The Comprehensive Administrative Reviewers from Huron praised the manner in which CSU’s plan drives activities. We continue to benefit from the process and the plan led by Professor Gary May and supported in implementation by Professor Keith Miller. We are currently meeting with goal committee leaders and are scheduled to report planning updates to campus early to mid-November. Dr. Melody Carter oversees this on-going work, as does the president. This is to reinforce the meaning of planning to the work of the university.
* **University Communication Survey** hopefully each of you participated. We remain convinced that goals for inclusion among differences on campus (and learning about the implications of differences outside the university community) must begin from understanding and expanding interactions and understanding across groups whose members differ from one another. Our commitment is to go beyond the reinforcement of understandings limited to memberships in groups. As that data is reviewed, we will be reporting the outcome of the survey and next steps to the University community.
* **Making Things better awards** More than 100 nominations for faculty staff and campus groups by various campus community members—a very impressive display of the appreciation was have for our colleagues. Please join us at the celebration for our colleagues October 31 in CE 101 from 1-3.
* **Cautionary Tale** Recent coverage of campus political events can be discussed today, although Dr. Demmitt and I plan to have more expansive conversations about those issues in the near future (beyond the instant circumstances). But the most recent case reminds us that our communications with students may be shared outside of the immediate instructional settings, and likely without a context for others to share out interpretation of those messages. Like all other scholarship, the scholarship of teaching implies the sharing of work beyond an initial audience (such as a professional journal). Like all e-mails or other communications done using state resources, we are wise in assuming that such communications will be public.
* **Thanks and Questions**