Minutes may 7th senate-

4:06pm

DW- I invited TP to talk about MAP before it rolls out this is last opportunity

TP- Hi everybody, good to see you, happy spring. I appreciate Derek for inviting me and for you giving me just a few minutes to intrude upon your agenda for the MAP draft, that’s dated April 24, that’s the last version it’s the one that incorporated ideas presented at the open forum and personal suggestions through email. I have first of all I really appreciate the faculty participation and the process and I think I could be off, but about 10 of our committee members were faculty members and I’m really grateful for all of their input. This is the last senate meeting of the year and so I don’t have anything new to present but I want to give you a chance to ask any questions to express concerns, offer suggestions before we move forward.

Brian Donovan- I have a suggestion which is that reps from this campus if this intent is to create a new Lib Ed program is to get anywhere, people from this campus have to step forward to the transfer governance group, I have done this for the IFO, and not as BSU, but there are multiple units beside the IFO that are represented in that group, included MAPE and excluded management, CIOs, in that group. At least have been in the transfer oversight committee which is replacing. I invite my IFO colleagues to consider as well. Because this could be extremely difficult to get anything worthwhile through in Lib Ed whilst we are shackled to this Minnesota transfer curriculum which was created in 1992, but it’s outdated about 60 years

TP- that’s a very good point, I don’t presupposed what we are going to do, maybe it won’t be dramatic, but whatever it is we have to sell it

DW- and I broaden that question- was there a group in the MAP committee to discuss driving the Lib Ed in this plan

TP- yes, I can say this openly, this was not my idea. I think there are a lot of faculty who are maybe disappointed that everything seemed to be lost from the last time this was tried, and maybe they would like some new pieces so it’s I certainly agree that our Lib Ed structure is not something I would consider a great source of innovated pride, it’s pretty old fashioned, I see the merits but I also know that it’s maybe the heaviest of heavy lift for faculty to do. I want to involve the Lib Ed committee, but as many people as I can, so that what we do has strong value. I know that’s not easy to achieve from this.

DW- to Brian’s point, the transfer curriculum might be opened up to be revamped, but that has been discussed at the chancellor’s level and there’s interest at the Minnesota level to do that

BD- I’ve been doing that for years, in the belly of the beast so glad I’ve made a dent

DW- they are hearing that

TP the timing, what I’m hearing you say, is the timing might be good to look at this

Dennis Lunt- I alluded this at the listening session so will repeat. What struck me in the 4 years I’ve been here is there is not much spirit, there’s not enough fuel in the tank to get anything meaningful done which is why I had hoped to see a calendar showing a multi-year process. There’s just not enough fuel in the tank
TP- I appreciate that, I mentioned this, maybe at the forum, or the M&C, what I anticipate doing is presenting a tentative priority timetable at fall start-up and then to seek faculty input as to whether it seems like a good plan and what adjustments might need to be made, so that may answer what you were hoping for at that time. What ... I’ll give you my own sense revising a Lib Ed, I think the key in my experience is to break the process up into component parts and starts with what we really want that program to accomplish and that may take the first year because what do we really want this to be, and until we answer that question, when I was a faculty member what typically happened we sort of devolved immediately into protecting lines and so you need to separate the two so you don’t go there by default because that’s what everybody is worried about, and rightly so, it’s not a criticism, it’s just a reality, so that’s what I anticipate will happen- what is it we think this part of our curriculum should accomplish in the education of our students. What is the purpose of the program?

Heidi- I’m going to relay comment from colleagues- it’s too darn long, need to eliminate about 25% of this in hopes to do this well. Do we have enough resources from faculty and staff to accomplish these things?

TP- I don’t know if I agree this is 25% too long, but it reads like a document by 21 people.my personal feeling is it’s good enough, I get what we are trying to do, I don’t want to use up that energy Dennis is talking about, because the written document itself won’t accomplish anything, but having a written document, the other thing I would say, I read through the plan again step by step and saw areas where we virtually said the same thing more than one, but I also was struck by how much of what’s in the plan we have started to do, so that made it feel a little less daunting so this isn’t all new start from scratch pieces, we have the resources, how do I do this, we will have the resources and growth is at the centre of the strategic plan- it’s a mantra- we really must grow . We aren’t going to get any more money from the state, and I hope that tuition isn’t frozen again in the next biennium, but if you take out the possibility of those two sources of income growing, the key source of income in tuition revenue. It won’t come through tuition increase, not much we won’t get approved for a substantial increase in tuition, politically that won’t happen so we have to grow. And if we grow, it’s the arithmetic it doesn’t need to be higher mathematics, but the resource, but you’re right without growth we don’t have a pot of money sitting there

HH- I’ll echo Dennis’ comment, the faculty does a lot already, and to add more and more and more to faculty, it’s going to be tough

TP- I agree and I don’t know that administrators and staff feel any differently, I don’t see a lot of us sitting around wishing we had something to do, so we have to make it matter.

Kari Wood- discussion it with the business dept., not much reference to online, is that built in and assumed? Is online learning a priority but I don’t see it specified in there

TP- we put it in the preamble, the plan applies to all delivery methods, but the reason why it’s not as prominent as you might expect, we were concerned not to overdo that, the distance between online learning and physical can they come here during the day, or are they in their careers and would have to quit in order to come here, so we didn’t want to make an artificial distinction between the two, it’s all about teaching and learning, method is important but it’s not the major issue. You’re right, it’s not an out-front issue

Kw- it would be a significant opportunity for growth
TP- I think you folks have heard me say this before, we do want online to grow, but we don’t want it to become a bigger percentage of credits offered. Right now it’s roughly 25 or 23 percent, so we expect it to grow, but we really don’t have a desire for online to become 33%.

Kw- why not?

TP- primarily we are a residential campus for traditional age undergrads, is our primary market and I don’t know if we want to radically change that, so we want to grow but we don’t want to be more of an online school it’s not really an ambition in the strategic plan.

Kw- I would guess growth in any facet would be a positive move.

TP- I agree, so numerically yes, but proportionally not what we are talking about.

Tammy b- whenever we get one of these, from the library we do a control F to see if library is here, and in this document we are not.

TP- I see what you’re saying, I think speaking for the committee the library was a given, that if we grow in these ways, the library needs to grow with us. There wasn’t a particular and specific new initiative or the library, so that’s why the omission is there, so I appreciate what you’re saying. It wasn’t intended as any sort of signal of any sort of signal of the library not being important.

Keith- do you think that the trends of faculties give us a lot of room for growth, or we are losing space.

TP- in all candour, I don’t know that I would have supported the project exactly as its’ done, it’s thought to give up nearly 60,000 sq ft of space I think I understand the reason, we weren’t going to get anything without a reduction because of the model of what Minn State uses and I am in this, some of you may know what I’m talking about more than I know what I’m talking about, I understand it but I don’t know if I can explain it. You get a score based on usage and our score was low, so by reducing square footage we changed our score which moved us up the list for bonding, it was done by previous administration.

Rebecca- the records didn’t accurately reflect usage. They didn’t realise the usage records being kept, didn’t accurately reflect what was happening on campus at that time, so I think it’s an important part of that conversation.

TP- I don’t doubt that in the least I just don’t know how to go back. It’s going to be really nice space for good or ill. There will be issues, it’s going to be 99 percent classroom space so maybe it won’t be quite a big as loss as it will seem, in terms of dedicated classrooms, I’m trying to see a silver lining, it’s going to be a pretty building, nice classrooms. I do know that right now at this moment we have a tonne of underutilised and unutilised space. I don’t know if it’s the best space, or... I don’t think we are going to be out of space when the new HS is done. It’s going to be tight when the old one is down and the new one isn’t up, that’s true. I always want more space, or I have some consternation about giving away so much space. I don’t think frankly there is a way to say to legislature, can you keep us number one we would like to make some changes.

Next to Sachel- so much of this depends on growth, and the traditional student, is there a plan in place to increase faculty to support this growth, in the past it was 80/20 and what is it now?

TP- it’s a more generic plan than 8020 which was more specific, we don’t have a pot of money to make many upfront hires, and that as I see it was the advantage with 8020 to get a hire upfront, but we must increase faculty as we grow, so but it’s kind of tightrope because we don’t have a lot of
money to invest upfront so we have to grow and add grow and add and try to keep that balance. You don’t always get that right, but we will certainly try to

JH- can you talk about the increase of capacity of classroom sizes? Full disclaimer, some of those classes were my classes that I teach, some of those classes were 30 and it’s been raised to 35, and I don’t know where those bodies were going to fit. How is that tied in the faculty and growth, is it temporary spurt to get there?

TP- yes it’s temporary. It was a small increase in response to what the admissions folks were telling us. So we know from admissions that we lose students when all of... it’s April and a bunch of their course are on waitlist, so they start. They’re unhappy when they leave so they’re more likely to pick another school, so as much as we can, if it’s not too dramatic an increase we try and accommodate what admissions is telling us I don’t plan any big changes, but when admissions tells us we have a real problem here, when we possibly can it’s in all of our best interests to try to accommodate

Pk- one of the core philosophies I teach under, knowing every students name is going to make it very challenging and I don’t see any way this is going to work, especially we put in a position to be filled and it was denied and it’s very frustrating to not be supported with the faculty line that the dean requested and you’re trying to get more out of us to cover for the lack of resources that we have. 70 to 100 seems like a dramatic increase to me, and I don’t see how I am supposed to learn every students name

TP- I don’t know the history of that. Admissions said they wanted it to go back to where it was

Pk- I have never taught it that size in a decade

Miriam, I’ve been talking to a lot of students we have a licensure program, telling people to get on the waitlist. And once it gets too long, they start shopping around. The classes that we needed to get bigger was the starting ones, because they can’t take any classes until they do that. We know we lost at least three students, which adds up. This weekend I’m going to talk and I can’t even say make sure you in there, because they’re not going to be able to. I worry about that. Online the numbers sound small, I get that. I read every single one of my students’ posts, at least 100 per week and then I correct every single one of their papers, with every single videos, and that takes a lot of time, I don’t shorten my summer class. It’s all important and I don’t waste their time and I need to be able to make sure I’m adequately....

TP- I appreciate your more global effort.

JH- nobody likes to be harpooned especially when it’s a surprise

TP- the principle that I would like to discuss with the faculty, I taught for a long time, for example survey of world history since 1750, I’ve taught with 20 people and I’ve taught with 120 people. 120 was not my favourite, but I know from my own experience, that there was an optimum number that was just perfect, but I knew that I could stretch that number if I needed to, my dream would be that we have a sense what that range is, and so if there is a need, if we stay within the range, we raise the cap. And so if we start pushing beyond that range, we know that’s signal we need to hire I’m not talking about going to that top end and staying there. If you have 35, you need a room to hold 35

JH- will the new room have larger rooms?

TP- I was looking at prints, there was a big lecture hall, most of the rooms fit 40 or more, and I can’t promise that. I was looking at prints, and I don’t know if the architect drew in capacity or just stuck seats
DW- I would like to revisit the issue of caps in the fall. Thank you all very much.

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DW- approving minutes from last meeting

Keith- so move

JH- second

Motion carried.

DW seats that were up for election. Here they are- all uncontested, according to our governing documents there was no election so the senate just confirms the slate

BD- so moved

Keith – second

Ah- I want to say thank you to Bill Joyce (for treasurer)

Motion carried

DW- two that are one-year terms I have gifts of appreciation. Sarah Tarutis was our grievance board chair and is moving to different pastures at the end of semester and this is a recognition gift of appreciation. And for treasurer, Andy Hafs is stepping down after two years and recognising his service to the organisation.

DW- informational academic calendar. It’s there for next year. I wanted to point out classes back in for thanksgiving week. Back in on Monday and Tuesday

JH- is this different from the one posted in November?

DW- no, we have approved calendars for a number of years on out 6?

DW- next item- forming our grievance board for fall, college reorganisation. This also requires senate confirmation. We have Keith Marek, Jan Heuer, Diane Narum, vacancy also, please pass on to anyone interested. Dean Frost is the chair, of our grievance board. Entertain a motion to approve

Dennis- so moved

Brian Donovan- second

Motion carries

Recording secretary of this senate. We haven’t had a person do that in a while, a number of years, can have someone outside the senate to do and Kari Wood would be interested in doing that, unless one of you would like to do that.

JH- I so move

Keith- second

Motion carries

DW- treasurer update

Ah- we have $6500, after DA we have $4400.
DW- our funds from the IFO office may decrease with JANUS so we were a little conservative in the fall/spring-

No negotiators report.

Sara – we had a grievance that we won. We won a step 11 grievance last week.

DW- it was a very clear cut and definitive ruling by the pres. We also had a grievance of prior consideration, and we brought it to M&C. they handed us their document, and we handed them our grievance. We won by default- it went to a Step 3, because BSU pulled the policy.

DW- the updated emeriti policy is out there, was presented at M&C on April 25, Hensrud heard that we don’t want chairs to do more work. We will reiterate that in the fall again if necessary, I don’t foresee the language changing, but how much work you do will in my eyes will be kept to a minimum an email “we recommend someone”. If you have any other concerns, email faith directly and cc me. She is the owner of that policy.

New business

DW- as is typical, and the last senate meeting every year, the exec asks that senate delegate power over the summer if it be necessary. We have agreement with administration if we think we need to have a M&C needs to be held, we will just turn out and not be paid, if they want one, they will pay us. We also sent a letter to president requesting that all grievances over summer be held in abeyance, we don’t work on them until fall.

Bill Joyce- a finance budget allocation committee, the state legislature won’t finalise until after we are done, can we meet?

DW- it’s on your own time.

Keith- move to delegate authority to BSUFA exec over the summer

Paul Kivi- second

Motion carries

DW campus climate survey. Hoping you’ve seen. Is important to be involved in this, we had good representation, there are some questions that show up over the years it’s longitudinal, so good faculty participating every time this happens is important

DW- any new items

Ah- I wanted to make sure that everybody knew the faculty mini grants were cancelled at M&C so any way you want to support that coming back,

DW- pig grant with contract, is growing. The new contract also creates new ??? For fixed terms and adjuncts. Proportional to campus

Ah- anything from grad committee?

CK- not for this meeting. In the fall

DL- I make a motion to adjourn

Pk – I second

5:25pm
Submitted, Lainie Hiller