BSUFA Senate Agenda – April 1, 2019


1. Call to order
   a. Derek: Call the meeting to order 4:01 pm.
   b. Request to alter the agenda slightly, even though we’re having tech issues and cannot view the agenda yet.
   c. Here is the IFO board slates:
      i. Board IFO Faculty representatives: Dean Frost 2020 and Keith Marek 2021
      ii. Grievance Board Chair 2021 Jan Heuer
      iii. Treasurer 2021 Bill Joyce
      iv. Executive secretary 2021 open and Secretary of Senate 2021 open
      v. Motion to approve slate of candidates by Brian D, seconded Tim B.
      vi. Motion carries unanimously

2. Approve minutes from
   a. Approve minutes from March 18, 2019
   b. Skip since we can’t view yet. We will move this to May agenda.

3. President’s Report
   a. Bargaining units update and b. Adjunct brochure in draft form
      i. We met last week, and we continue our meetings. Not much to report but I do have good news on adjunct brochure. There is a draft circulating and we hope it’s finalized in a week or two. We also had organized training last week Tuesday. We had 5 people in attendance (thanks to Dennis for putting it on) and we have begun having one on one conversations. I’ll email the group soon with other ideas for adjuncts.
4. Officers’ Reports
   a. Treasurer’s report
      i. Bill: $5,417.56 balance. We have paperwork in place from First National to Affinity Plus to complete the change.
      ii. Derek: Affinity is a better fit for our union, and they are on campus.
   b. BSU-FA Negotiator’s report
      i. Derek: He’s not here yet. He’s having one drive training.
   c. Grievance report
      i. Dean: Nothing new.

5. Old Business
   a. On campus students enrolling in online courses
      i. Derek: Lets go to new business first and then back to old business. Is that okay?
         ii. Yes.
   b. Program strengths and staffing

6. New Business
   a. Curriculum Report VII:
      i. Recommendation from Curriculum Committee to approve
      ii. 32.ACCT_18-19 v4aFinal CP
         1. Motion carries, report is approved.
   b. End-dating Advisor Assignments
      i. See below the information for this link.
      ii. Brian: Students graduate and leave, so do faculty. Today we had sheets handed out with each of the faculty advisees listed and one was from a member who retired many years ago. We need to clean that up to.
      iii. Jan: In CJ (and others) we have licensures that require us to have access to student DARs for at least a year. Can we do a sort by active vs inactive instead? Sometimes calling records isn’t time conducive if someone’s on the phone.
      iv. Derek: you’d like to have access for one year?
      v. Heidi: Can we do this for just undergrads cause some of our graduates need more time?
      vi. Christel: I think graduate students have 7 years before they age out.
      vii. Derek: I don’t think this was addressed at M&C. I’ll confirm with Michelle that we don’t want graduate students pulled. Anything else? Okay, I’ll relay that to Michelle.
c. **Incomplete grade policy proposal**

   i. Derek: The main change they are proposing is that students have one semester or one year otherwise the grade turns to an F. You can still submit a grade change after a year with a dean’s signature.

   ii. Brian: But the sentence says you have to retake the course?

   iii. Derek: You can still submit a grade change form after a year.

   iv. Jan: This seems fair to me and I don’t have strong feelings. Can we have language “...or as mutually agreed to by the faculty and the student” added?

   v. Derek: I wouldn’t recommend it. Then we’ll have students state there was an agreement.

   vi. Paul: Thinking out loud here, what if there’s an emergency like a death?

   vii. Derek: Records is very good at working with faculty in these situations. So, is a semester okay?

   viii. Yes

 ix. Derek: Okay we’ll move on.

d. **Class size and student learning literature review**

   i. Derek: This is a resource from Julie Adams and the library folks regarding course caps, quality, and research. The literature is recent and pointed. We may refer back to this after we get the course caps policy back from administration.

e. **Protocols for Student Registration in Courses Across Modalities**

   i. Dean: HLC rationale doesn’t make sense. HLC description indicates the institution’s program and learning goals, there is not a sentence about registration procedures.

   ii. Kari: I brought this HLC confusion up at M&C. I said this had nothing to do with registration procedures. The response from Tony was “I respectfully disagree.”

   iii. Derek: We can argue about the HLC stuff, but down below is what they are trying to implement. The biggest change was high demand courses will open 4 weeks prior to the semester beginning date.

      1. On campus students cannot enroll in online courses for the first 4 weeks
      2. Those courses labeled by registration as not normal (high demand) within the course comments cannot be registered until 4 weeks prior to the beginning date of the course.
a. Dean: there is no definition what a high demand course is. They will make that decision how ever they make it and it will appear in the course comments. There is a big difference between fall and spring registration since in Fall the first 4 weeks after Fall is in November while 4 weeks prior in Fall registration is only a week or so later. Where Spring, there’s more of a lag time.

3. Heidi: Do you have any idea how this is going to impact things like where we’re supposed to put an online methods class for fast track? It’s a cohort and individuals like the 3 people who are math focused take the math class, etc. If students are allowed to choose online or on campus, are students allowed to enroll in the fast track? That will be an issue.

4. Mim: I don’t want my on-campus students taking my online sections and I have a restriction added they need to get approval. Oops I guess that doesn’t happen anymore with this?

5. Christel: For our methods class it’s a major issue, the standards covered are different then the fast track class.

6. Derek: If it’s a different class, this may need to be addressed and it may need to be numbered differently.

7. Christel: I can’t answer to that. The person that teaches this has students approved due to differing standards.

8. Derek: If it’s a different class with a different number, the problem is solved. You may need to call a meeting with Tony to discuss this and make the change for registration.

9. Indigenous studies: Was there conversation in M&C about course caps and this policy? What will be the impact?

10. Derek: No because they didn’t provide us the new policy verbiage.

11. Indigenous Studies: I’m afraid they haven’t though this through.

12. Dean: I brought that up and they were convinced it won’t happen. They basically don’t care.

13. Samantha: We’re stuck with this?

14. Dean: Yes, but they said it will start Spring 2020.

15. Kari: I asked, and they said no, now it’s Fall 2019.
16. Derek: The course work only form (to be updated) will trump this if a student needs to add quicker to a course. If this blows up, we’ll be revisiting the policy in the fall.

f. Modalities Response 32719 - 3-27-19 - Attachment A
   i. Official response from Tony regarding our senate response.

g. Tony’s Spreadsheet 2018
   i. Heidi: Department to make a motion to write a letter to the president and VP to ask what they plan to do with the weak programs listed on the spreadsheet.
   ii. Francois: Second
   iii. Derek: 60% of the programs are listed as weak, and the VP should access, address, and support academic affairs. He should address this, but it hasn’t happened, unless he’s having conversations with the underperforming departments that I’m not aware of?
   iv. Senator: We had to come up with the plan. This spreadsheet was not shared.
   v. Samantha: This spreadsheet came up at our meeting. 1. How are these columns quantified and weighted? What is the basis? An explanation of where they came from would be useful. Lots of the liberal education courses are weighted very low. What does the VP place as important on those courses?
   vi. Senator: We are rejecting this spreadsheet whole sale.
   vii. Samantha: I didn’t know that was an option, I totally support that.
   viii. Travis: Send all 2000 levels to the 3000 levels and you’ll get twice as many points.
   ix. Derek: Liberal education is set up a certain way for a reason.
   x. Dennis: Philosophy is the proud owners of the weakest program, and we appreciate those strong programs. I normally dislike the adhoc committees. This spreadsheet lacks transparency and confuses the charge of the provost. The MAP differs from this spreadsheet. The things I’ve done that the provost supported isn’t reflected here.
   xi. Derek: Amendment to make an adhoc committee instead of using the Executive senate?
   xii. Dennis: Yes.
   xiii. Paul: President of the university should be aware that using this document to make decisions that is not consistent with the MAP, and that he (the Provost) is not fulfilling the functions of his job properly.
xiv. Heidi: The math program supports Liberal Education by teaching 24 math credits in the Education program and we’re weak, but Education is strong, how does that make sense?

xv. Paul: The argument is because the weak programs work to provide the 1000 and 2000 programs that feed into the strong programs. Philosophy feeds into the business program, and that helps their majors. This is a half-ass approach to decision making.

xvi. Derek: If you go to the criterion 4 document in the HLC accreditation site, it’s there as an attachment online.

xvii. Travis: When I look at the document, I don’t see arbitrary numbers, I see values. I see nursing etc. that are worth more. I like those students but he’s not giving us any credit for anything we do to feed those programs.

xviii. English: We’re in the same boat

xix. Christel: We are understaffed. Our PT students would not be able to go through our program without philosophy and other liberal education courses, we would lose all those students if it weren’t for the liberal education courses. They value transfer students. They look like they want to outsource liberal education to Community Colleges. Our department has 6 full-time faculty, but it is not counted as such. The part-timers we have in our program are ¼ of a coach here and there which all adds up to one position, so it makes us look stronger then we are. They are not counted in our full-time numbers because we are not strong. It’s also not showing we have to advise so specifically to ensure that the students graduate in 4 years. The Professional programs are labeled but cannot function without liberal education courses.

xx. Mim: Becoming one MinnState is discussed at some meetings down state. If the chancellor has this idea of 2+2+2 to get more funding...maybe that’s what the chancellor is thinking to use Community Colleges for 2 years?

xxi. Derek: I think the Provost thought this up independently. Who is volunteering:

1. Dennis, Travis, Heidi, Derek

xxii. Derek: What if he throws the spreadsheet away?

xxiii. Jan: What does he have instead of this spreadsheet?

xxiv. Derek: This was supposed to come to M&C

xxv. Travis: We don’t know how he uses this? He could be using this with other items, it might be okay? But the weightings of the numbers and de-valuing of the liberal education courses.
xxvi. Heidi: Proposal amendment: To ask the adhoc committee to write a letter to the President and VP addressing the concern that the provost has not addressed the improvement of “weak” programs and address the lack the transparency of the decision-making process rating the liberal education courses?
xxvii. Samantha: Second.
xxviii. Amendment passes.
xxix. Brian: I have an issue to referring to the programs as weak. Just because his crazy spreadsheet calls them weak doesn’t mean that they are weak. This is a clear bias against liberal disciplines. This way of looking at staffing needs doesn’t reflect support in liberal arts, instead it reflects contempt and reminds me of recalibration. Deviations from the mission statement and practice are of interest to our accreditation agency. We need to be careful with going along with the term “weak”.
xxx. Travis: Please address mislabeling of “weak programs”.
xxxi. Rucha: This letter would address this point, right?
xxxii. Derek: It looks like a cut sheet and could be used as such. They are allowed to use what they want to make decisions, but it needs to be brought to M&C first. This was not and it’s been used for 2 years.
xxxiii. Dean: Quick comment- My impression this year is that the provost and office of Academic Affairs has accepted no faculty input, period. He’s just saying, “Thank you for your input”, and then ignoring our input. Putting things in writing is important but we need to look at other things we can do. They don’t value liberal education. Make your feelings known about this stuff. It has no effect when talking to this person.
xxxiv. Heidi: He’s supposed to be the advocate for the faculty and he’s not doing that.
xxxv. Halbana: There is a survey about what Tony does well that was just emailed out. We should send a consistent message so that the president can address this and see our concerns.
xxxvi. Derek: Emailed survey links came out just a couplet minutes ago. These are anonymous surveys regarding all administrators.
xxxvii. Paul: Clarifying point, when the adhoc committee writes this letter are they allowed to use the minutes from this meeting.
xxxviii. Derek: When do we want to deliver the letter? April 24th is the next M&C. Can we have the letter completed by Monday, April 21st?
xxxix. Motion Unanimously carries.
7. Other
   a. Christel: Potential item for next meeting. We heard today that the goal is to cut the total number of classes by 5% which feeds into course caps policy. This looks like a back door to increasing caps. Another thing, I have a curriculum proposal that had some issues with, which is normal, but I had a question from the curriculum coordinator, and I cannot get a response after several attempts. It seems to me that she has been inundated with other work now and she cannot do the work she was assigned to do (which is to work on the curriculum). I’ve been waiting for a response since March 1, 2019.
   b. Paul: Move to adjourn.
   c. Jan: Seconds, Unanimously motion carries.

End-dating Advisor Assignments –

Here is some background: We currently do not have a process in place to end-date advisor assignments once a student leaves or graduates. The Advising Success Center, working in collaboration with Records and CEL, is proposing that we end-date advisor assignments for graduated students, upon graduation, beginning Spring 2019. They will then work on prior graduation terms to end-date advisor assignments, as time permits. Eventually, we’d also like to end-date advisor assignments for students who haven’t attended after a year. Once the student re-enrolls, they would be contacted and given an advisor assignment based on their program of study.