

BSUFA

Meet and Confer September 26 2018

4.02pm

In Attendance: Karen Snorek, Dean Frost, Derek Webb, Kari Wood, Sheila Paul, Mike Murray, Faith Hensrud, Tony Pepper, Michelle Frenzel, Megan Zothman, Randy Westhoff, Deb Peterson, Keith Marek, Elizabeth Rave, Bill Joyce, Lainie Hiller.

DW- Retrenchment- is the administration considering retrenchment?

FH- No.

DW-are any faculty members currently under investigation?

MZ- There are two open investigations.

DW- Are there any investigations that have been completed?

MZ –There weren't any others.

DW- Strategic Plan update?

FH- One item under Item 1, Mission and Vision. I sent you a memo that outlines the one additional change that we need to make to the mission, which is simply a letter capitalisation. We had talked about it at the last M&C, and you were fine, but then it was pointed out there was a typo that should have been corrected in the first place. We are hoping to get on the board agenda for November, paperwork to get in, and we are hopeful they won't pick apart as we have been living the mission for many years now. We will update again next week through the BSU Insider.

DW- MAP update?

TP- The Provost Council right now is going through the timelines to do the projects we need to accomplish in this AY. That process will be complete next week and then we will start issuing invitations for various task forces and committees called for in the timelines, so you should look forward to those.

DW- Am I jumping the gun because I put together a Lib Ed Task Force with Season Ellison?

TP- That one is good to go.

DW- Facilities update.

KS- I just came back from the John Glas Fieldhouse, if you have an opportunity, you can look inside, but you can't go inside; we don't have occupancy. Within two weeks we should have occupancy with that. No admittance to that yet.

FH- Reminder it was a donor-funded project, and ribbon cutting in February.

Ks- In about two weeks should be able to use.

KS- Hagg Sauer- since we met, I think, we met with the nursing faculty, to talk about their space and we might be bringing in some new people in the nursing area for a while, Prof Ed, they need a home, we met with them on that and where people want to go after we are done with the renovation. Then we met with all of the chairs associated with any type of move, not just HS, any type of move.

Met with them last week, gave all of the chairs an assignment, to give a floorplan, and where you are putting people in the offices. Dept. chairs are assigning which faculty go into which offices, and then they give that floorplan back to us. We told them we have 2000 boxes, and if anyone wants to start packing they can, but the box must be labelled to say where it's going. Asked dept. chairs to give a list of faculty that will be displaced out of their office over the summer, but are teaching over the summer and need to be in an office over the summer. We might need to put them wherever we can find a space for the summer. We also advised faculty if they have laptops we encourage them to take them home over the summer months, and if not we need to put the label on and store them that way. The people who are going to stay in Sattgast, or be relocated there, if we needed a conference room space Keith and I had talked briefly about that and if we need a conference room in Sattgast, and I asked them if we need one the majority of the people said they didn't think so they would go to HMU or Hobson, or Memorial or find a classroom. A couple thought that they did need a conference room in Sattgast, so we went to look for a space. Then the question came up with the conference room and the faculty room and dual purpose, and if it could be made into a conference room, with an AV to be able to Skype etc. yes, we can do that. It's a long narrow room, one side brick, one side window, down side door but the other side could have a monitor... but then the concern came that we really do need to have a faculty lounge in there, so we put it back to Derek to tell you what we want.

DW- We discussed this in Exec, and we want to leave the faculty lounge a faculty lounge. No conference room- exclusively a faculty lounge. There are excellent conference rooms in Memorial or HMU and we can walk 30 feet.

DW- Budget?

KS- Instead of budget update, I will do FY18 cash update financial.

(Handout)

DW- Thank you

DW- Positions update

MZ- I sent an attachment.

Mm- Zero IFO position on there.

MZ- Next month, couple of things to note, and I don't think these were listed under upcoming, Scott Faust position, two other admin positions coming up in the world of academic affairs, Randy Westhoff position, and Bonnie Higgins interim dean role. Will be working with you to get IFO folks on those committees. Also we had a failed search for the grant position, and that will be going out very soon, we are looking at how it was posted, and it's going out soon. If there are any questions?

MM- I've asked this before, I've spoken with sociology faculty and there's demonstrable need to have Deb's position filled, and at a minimum on a fixed term basis whilst Deb is in interim, and need to have a permanent line. Right now, they would like and need a fixed term line.

TP- It's in the proposals, I didn't come prepared to debate that with you.

MM- I just thought of it right now. We do have a very old grievance settlement with sociology and those 2.5 lines and that resolution has never been fulfilled on that academic side of things.

TP- I'll look at it with all the others, but thank you, Mike.

DW- Enrolment Update

MF- We are in the very last of our concurrent credits, we are ahead of where we were last year, but keep in mind where we are at in the cycle, I think FYE will be down 2.2%, and headcount will be down about 1%. We also have looking like a record high retention rate of freshmen. Beginning October 9th, that's the 30th day, and we can start officially talking about that. We have 54 fewer on campus transfer students returning from previous years, bit to be concerned about.

DW- Can you help us, remind us, how the FYE drop of 2.4% vs headcount drop affects budget?

KS- It's hard to tell sometimes when you have the banded tuition, because if a student is dropping from 17 credits, to 14 credits, they're still in the band but they're not going to pay the same amount, it's not 1:1. I look more at the dollars, along with the FYEs. For reporting to system office I look at the FYEs, for budget I look at the dollars.

DW- Course Request Form. We had a lengthy discussion about this form in exec, and to start the conversation, we have a couple of concerns. This form is out there, it seems to have been out there before M&C, and the message coming through the deans isn't consistent and it's a little confusing, and we would like our ten days to respond to this because senate wants to discuss. Is the language directly from HLC, or is it an interpretation, or how did you come to get to this point?

RW- BSU is not approved to offer correspondence courses, so was crafted to sandwich between distance and correspondence courses, so we wanted to make sure that faculty knew there were expectations for the kind of course we are actually authorised to teach.

DW- For accreditation?

DP- For financial aid purposes. Because financial aid is not appropriate for correspondence courses, St Mary in the Wood was asked for money back, because students were taking online courses that were really correspondence courses.

TP- Correspondence is bit of.... the distinction is self-guided vs participatory with an instructor, and we are not authorised to offer self-guided.

MM- Do any MnSCU institutions offer correspondence?

TP- don't know.

MM- there is language in the contract, if we aren't allowed to offer correspondence courses, then you contractually can't offer that \$65 misc. rate. So, on this form misc. \$65/credit, that shouldn't be on there, because if we can't offer misc. rate, correspondence- you need to take it off the form.

DF- What you are trying to communicate is that you want BSU to consider this criteria when they design courses, it doesn't say this here it looks like if you check enough boxes on the left it will be approved, and if you don't check enough boxes on the left it won't be approved, is there something that you can communicate to the faculty on this?

RW- We have done that also, but this is reminder to put in front of people. Part of the HLC report we are doing with Marty goes over this.

DW- I was at the last one you did, and you didn't go over it.

RW- I actually did, it was the last line in the presentation.

KW- We are going to get pushback on this, and people aren't going to be supportive of being told what we need to have in our classes. I personally have all of that in all my classes, but we haven't ever been told that it's a requirement.

RW- We are trying to communicate an expectation, and perhaps we haven't worded it correctly and we appreciate your feedback on this.

KM- We have been asked to submit these by the end of next week. So, the 10-days span...

RW- I don't know the timeline is necessary for scheduling....

KM- These are already on the books for the most part?

DW- Yes, most depts. have their classes in the books already.

TP- The deans haven't expressed any confusion to me, but I appreciate you telling me you're getting different messages but it hasn't been coming up in our meeting so I will go back to them.

KM- Will there be a problem to get feedback on this and use for fall '19? It seems the timelines are so... we did not get this officially here until today. Although we have been seeing this coming from our deans, and they've been telling us to use these forms.

TP- My personal reaction isn't negative to that, but the issue is probably HLC, they tend to get suspicious about changes made right before a report is submitted, so I think there is some desire to have a bit of a history...

KM- Is this a change?

TP- What I was trying to get at is the evidence ... I'm ... Randy? You've been working on this more than I have, sometimes when there are, I see what you're saying, these aren't so much a change as a new form to clarify expectations, and the closer it comes to the submitting the report so it would be documented evidence, but I don't know...

DP- How do faculty define significant interaction with students? When I think of the HLC review, part of the concern is you think of the normal package course, self-guided, very little interaction with a faculty and my fear is there are courses at BSU that operate in that way, and HLC says there has to be significant interaction of faculty with students, so I see these as ways of articulating what is usually the case when you have significant interactions with your students.

SP- If we are looking for evidence of these in the courses, could we survey faculty who teach online courses regularly, ask them if they do have this in their courses, so you still get the information, but it doesn't come across as threatening?

DP- I'm worried about the HLC accreditation.

DF- I thought that when we started the discussion, what was added to the course request form didn't come from the HLC, but it came from the university and what you wanted, and now we are back to talking about what HLC wants.

TP- wasn't my intent; the only HLC is that these type of documents become evidence, and so it's not so much the content, it's the more the review team sees forms developed right before submission, they tend to be somewhat sceptical are we just doing window dressing, that's the only thing I meant.

DF- The point I'm trying to communicate, as a faculty member of 35 years, if someone says the accreditation agency is doing a review, I think that happens every 7-10 years, that's a different message than if the university says we want to attend to this in this way.

TP- I agree with you.

RW- We aren't even authorised to offer courses that are like that.

KW- It comes down to we need a definition to what these interaction are. We can't just look at a D2L shell and ...I do think that these are really prescriptive, that it's going to happen every semester from here on out, it was just dropped in our lap and with no discussion and it's a bomb.

TP- I really appreciate what you're saying. The only thing as I read through these, I'm trying to figure out which one would be objectionable.

KW- We don't have any of these for our face-to-face classes, so...

TP- We do regularly initiate interactions with students for face-to-face courses, so it's really only the delivery method that makes them post instead of questions or asking questions of students in class. I guess I just don't, I'm asking the question, what part of this would be objectionable, except maybe the tone.

KW- That's maybe the problem.

KM- This is being presented to us. If you're implementing change, that faculty might want to provide input on, and this is not something, it could have been brought up at the last meeting, the reason we have the 10-day feedback loop so that if there are questions or concerns we can bring them to your attention, it's a timing thing.

TP- I appreciate your feedback.

KW- I heard from my dept. that this was something that was being discussed at start-up time. It wasn't something that was drafted 5 days before this meeting...

TP- I wasn't a part of that particular one.

SP- I don't think the content or the wording is the issue, it's that is prescriptive, and is this a problem in our online courses or are we assuming it's a problem? The nursing courses are reviewed every year for this info, we work very hard for Quality Matters- is it a problem or do we just need evidence and if we just need evidence can it be done in a different way?

TP- I'm reluctant to speak for Lyn Johnson, but I think she feels it's a problem that some of the online courses have, but I can't say, I don't know about specific depts. Or to what extent, I think she does have some concern that I don't... I'm trying to think what adjective... a few, or some, of our course are a little too self-guided.

RW- We had a complaint about a course that a student wasn't getting any feedback or any instruction and so that brought about this conversation about what an online course is versus a correspondence class. I'm guessing almost every class has this already.

SP- We have had the same complaints, and we have investigated, and the student has posted a question at Friday 5pm and the faculty has been very clear that they only answer questions during the week, so the students have very different expectations. I think this belongs in a different place than a request for courses.

MM- What you're trying to do is make a distinction between correspondence and online, because we aren't certified for correspondence and some of our classes are actually correspondence courses, and faculty just don't know. So why don't you say these are the parameters from HLC to do an online course, and these aren't our rules, they're HLC rules. Setting those parameters that are directed by our accreditors, and presenting to our faculty, because most of our online course follow the guidelines anyway- again it's the way it's presented is problematic here.

RW- This puts it in front of everybody who is doing an online course, so everyone knows. Not everyone reads their emails.

KW- I think what we are saying is that you need to reword the form so it's not so prescriptive. Here is what HLC considers an online course, and this is what they consider a correspondence course. Rather than saying what you have to have in a course.

MM- With this, I could check every box and say it's already in the course. There's no way to really check, but if you laid out the parameters for an online course and laid out the expectations for the course, we have guidelines for teaching in PDP, so why should they be any different for an online course, and I can provide feedback to my dean on my courses?

TP- It's interesting what you suggest Mike, I didn't attend Lyn's presentation at start-up, but she did present at Provost Council and in her presentation she actually used the HLC language on what is a correspondence course and what is an online course.

RW- I don't think this is actually HLC language.

FH- I don't think this is going to get resolved here no matter how long we are going to talk about it. It makes sense for TP to go back to Lyn Johnson, to see what she intended, to make a change and bring it back through the M&C process.

MM- You have to take the \$65 misc. rate off there.

TP- We will check.

KM- The travel form has the same language.

RW- That's a state disclaimer.

RW- You still haven't said what about this list is objectionable.

FH- It's the list itself.

SP- It's the checklist.

DW- I'm hearing from the president that this will be in a holding pattern and come back to the next M&C.

RW- For 10 days at least.

TP- It would be helpful to know what's actually problematic about it. It seems like these columns, I don't quite, it's already in the courses, intend to add, or not, or is it the third column that's the problem, so the expectation is you won't teach the course?

KW- We don't know what this is going to be used for.

TP- That helps to produce a better product for next time.

DW- So if we give you feedback, will you say thanks and move on regardless, or will you wait to next M&C?

TP- We would like some feedback, then we will present a revised document informed by the feedback at the next M&C.

DW- New faculty position request form.

TP- As I think all or most of you folks know, when I receive position request, I look at them always in a group based on the budget and I put issues important to me on a spreadsheet that helps me evaluate, and the deans and I work through the issues I'm looking at, and they thought it might be helpful to faculty to take those issues from the spreadsheet and list them as bullets. So here are the things you want to consider, and I believe the deans I think shared this document with faculty to help them and it doesn't represent policy or practise it's just another way to help departments and Derek asked me to share it and I'm happy to do so more in this formal way, but its intention is simply to present the issues I look at in a more narrative form.

DW-Item 4- have you received any requests?

MZ- I don't actually. I haven't, but we have a process of what we would do, it would probably be with Carol Hess, and then we instruct them to go back to you. If they come back to us, that they didn't want to go back to you, we have a specific email that we haven't given that out.

DW- I wonder how MMB would respond.

MZ- I don't know.

DF- We have a protocol established at the St. Paul office of the IFO so we are requesting that you refer people to Tiffany Nelson, or....

DW- No, we want it to come to us first at the local level.

MZ- Yes, us too.

DW- Graduation honors policy.

MF- If you remember we brought forward a proposal and the feedback was to work with the academic affairs council members to create a new and revised proposal.

MM- Students who spend their whole academic years here, it's based off the 120 credits, or the students come here in the transfer it's the last 30 credits.

MF- It's just "do you have 30 credits?". What do we print in the commencement booklet, we don't have the grades yet, so it has to go off the fall numbers, off the booklet is at the time of the ceremony.

MM- Of all of the institutions, we would have the lowest to graduate with honours of all the surrounding schools including MnSCU schools.

Mf- This is out for comment and I'm happy to forward the document if you'd like.

KM- If you say 30, it's just cumulative or...

MF- In-resident means at BSU, so you have to have at least 30 credits.

KM- Does the cumulative GPA just BSU?

MF- Yes, just BSU.

MF- Some other background, some of the biggest feedback was not wanting to increase the number of honors students, which came from this room, this policy keeps it about the same. The other would have given over 100, this gives only about 15.

MM- We would have the lowest standards of all of our peer institutions around us if that what we want, then go for it, but ...

FH- So this is out for the 10 days.

RW- You should probably talk to your academic affairs committee because it came from them.

DW- Moving on to "Other"

DW- This is just questions around the equipment requests that come in, is there like a total of like how much?

RW- This year we had \$100,000 in equipment funds, and \$60,000 in non-tech classroom funds last year we had similar numbers and we had more for equipment, so I moved over to equipment. There were no requests for classroom improvement, this year, library wanted some new carpet.

DW- Do you prioritise?

RW- We take to Deans' Council and they prioritise.

KS- Leverage equipment \$300,000- first in, first served between NTC and BSU

DW- So for next fall the call comes out, can we have the list so faculty know what is reasonable to ask for?

RW- I can do that.

FH- Updates. Presidents' Leadership Council when we met on Campus Climate, it was feedback that it was a good format that we used; right now we are reviewing it at cabinet, and we will be looking at some areas that we can make some changes and adjustments so that we can make changes to climate. Next Presidents' Leadership Council will be focused on student retention, centred on some questions, and hoping for good participant on that to think what we can do to impact retention rates on students, and specifically retention rates on students of colour vs white students. Other thing to be aware of, chancellor Malhotra, is doing a partnership tour of the state of MN, over next 3-6 months, visiting all portions of the state, starting up north on 4 and 5 October and to meet with business and industry leaders to help ID some of the workforce regions. We have him from 12 – 2 on October 5, at Mayflower Building in downtown Bemidji, showcase of two different industries- refrigeration at NTC, and the other is healthcare native American nursing to meet the needs of healthcare of areas where we have high populations of native Americans in addition to that it's mostly listening as we have put out invitations to greater Bemidji area. We don't get to choose our date.

DW- Quick question on retention – do we know what we are doing right with retention?

FH- We have had this history of up and down between 62 and 68% b/n first and 2nd year and we still don't know why.

RW- We changed our evaluation criteria so that we ...

MF- The conditional admits, so the last two falls we have had a higher academic profile, and it might sound small but it really is big, we were at one point up to 23% of our class being conditionally admit and was 17 or so %.

MF- It's hard to put your finger on any one thing, but as a collective we have been talking about it a lot more.

TP- We did a pilot program, that Jesse Grant and Faith led, the student affected by the pilot, had a remarkable retention rate, and they were all high risk issues, it was a pilot so it didn't affect a whole lot of students. It might have got an impact about a whole lot of people thinking about it, but moving from pilot to full implementation... it was a good thing and what if it holds with the 30 days, what is different is 73.3 is the highest we have had since 07 and so it we should celebrate it it's a good thing but we don't really know why.

KM- the conditional admit %age was about 5 difference?

MF- The most it has been in the last 5-7 years has been that, this last year was about 18%.

DP- I received an email message from a faculty member expressing concern for accommodations for people with disabilities as we move from HS to a different location, that you have to know that we accommodate, but there is a formal process for accommodation, and some faculty may have put in place informal processes, we can't take those into consideration if we don't know about them. There are forms, online, and we happily provide accommodations and I can't say it any more strongly, but please express/submit accessibility for accommodation.

BJ- I know that in Senate it has been brought up that complete medical records are required, is that true?

DP- There are forms online.

BJ- It has been brought up in senate.

DP- Heavens, let's accommodate, we want to get them accommodated. We stand ready to provide accommodations.

KM- Some other universities have asked for entire medical history.

DP- Please look at the forms online. If I don't know what the issues are, I hesitate to give any more than just a blanket, please come in and just talk to us.

KS- I've asked in HS – do you WANT a stand-up desk, or do you NEED a stand-up desk, so look at the form and ...

5:29 pm Adjourn.