

Keith Marek; Dean Front; Derek Webb, Megan Zothman, Michelle Frenzel, Tony Pepper, Faith Hensrud, Karen Snorek, Allen Bedford, Jan Heuer, Mike Murray

Call to order 4:07 pm on September 25, 2019

Is Retrenchment being contemplated at this time?

FH- No

DW- Are there any faculty under investigation?

FH- yes, one

DW- Have any investigations been completed?

FH= no

FH update

On sept 5, house capital and investment committee on campus, and tour. We entertained them, toured, saw demolished HS, and talked about our needs, and thanked them. We have just learned that the senate capital investment committee here next week on October 2.

Thank you Derek for the ground-breaking and positive words at HS. Excellent turnout. Two members of legislature and one former, also two BoT, chancellor here, David Sauer descendent of Phil Sauer was here.

We also have number of things next week with Homecoming, time capsule on Oct 3. Ceremony for that. Also have a Homecoming house lighting, keep the fire burning. A gala October 4<sup>th</sup>. Number of different things going on. Alumni leaders in the classroom, board foundation meeting, on campus homecoming parade for the 100<sup>th</sup> football game. Also next week there is a campus budget forum and HLC forum on September 30 at 3pm. Wonderful opportunity to get an update for budgets for FY19, and to share how HLC is being prepared for campus visit on Oct 14/15. Also we are going through process to ID things for showcase for BoT visit on 19/20 Nov. We are starting to ID some areas to showcase and how to fit this in.

JH- HLC visit. What is entailed in that?

FH- they are already reviewing us, started on 16<sup>th</sup> sept when we submitted report, and they've been asking questions.

AB- they've been asking for a whole slew of syllabi. Randy is conduit. They seem grateful and everything seems ok. We have heard assessment will be a focus. We have a sketch of a schedule which I will present on Monday, September 30<sup>th</sup>. It's a day and a half. They leave without taking questions from us.

JH- will you get a sense from their visit how they're going?

FH- yes. They will do some report writing, whole range of thing that happen on their end

DW- the assurance argument is online now if you want to read it

JH- do we have anything to be nervous about

FH- most likely the areas they ID as areas to work on will be the same ones that we have IDed already. If they find areas that need to be worked on and we haven't identified

TP- if I'm worried about anything it's assessment

KM- which they pretty much ding everyone one

FH- strategic update- nothing to update now. We have been focused on a lot of other things, but one thing I can share. Two positions talked about last time, we are moving forward on the Title IX investigator position. And then the position that Deb is in, there's some more refining on that. I think I will have the AIRC continue to report to Travis Greene. Do you have any feedback for me for that position?

DW- don't think so

FH- we are also posting the AIRC position director. We have someone from the IFO who has expressed willingness to be chair.

DW- we will talk about how that works

JH- which bargaining unit is that

MZ- administrative position

KS- And we just got approval for CIO, so will be posting that on Monday.

DW- MAP

TP- one thing to look for. In fall start-up we had an afternoon conversation that was intended to be about MAP, but went in other directions, and led to some good conversation, but I'll be scheduling a makeup for that where we will talk about the plan specifically and look for that date.

DW- facilities?

KS- No facilities update, but HS update. Ground-breaking was this week, and appear they've taken the last loads of the old foundations from old building out, so on track. Bookshelves have been a big thing, I've sent out an email Monday to get idea of people to be involved with Jeannie quallie (?) and people who have not been consulted for bookshelves. Only about 5 of 20 people responded to meet with her, so she was going to walk around and if we can't get that, we may just go ahead and order so it's not held up. I just got a request, for coat racks. We have to get quotes for the price of the hooks, and the price of install. Some people are wanting shelves outside their door to leave for students. I think I'll pass these on to Allen, and apart from that we should be on schedule. We had some issues with door locks, but think that's all sorted.

JH- in Bensen, on third floor at least and maybe 4<sup>th</sup>, they installed new thermostats, and in areas that weren't remodelled and they don't work. None of them are functional, and what we were told is that they're not connected to anything.

KS- I'll find out

JH- this is just what I've heard.

KS the heat isn't on yet.

JH- Understand, but if they're truly not connected, now is the time to find out

KM- any discussion on the staffing now that the one person is retiring on Monday?

KS- That's not my rea

TP- we will fill the position

KM- as far as the number of faculty doubling and the staff staying the same

TP- the deans have a plan and part of the plan is messaging. The building is the same size but different administrative associates are assigned to different depts. whether they're in the building or not and since I've been here we've not had an administrative associate where everyone is assigned only to one building they have served departments. Michelle served the building, and I think what the deans have recognized is that she has become the default for everyone in the building. They've worked out a plan and they've talking with the administration about it

KM- weren't the two people who were in HS assigned to the building?

TP- what I'm saying Keith, is that when I came here we had admin associates assigned to depts. in more than one building. I don't remember who was what. I'm not saying nobody was ever assigned to just one building but we don't have enough admins to literally give everyone a building.

FH- so what's the process for sharing out that plan

TP- the first step is the deans are meeting with the admins to get their inputs to see if they're getting adjustments they might be making and then they will start messaging to depts. This is your admin and so next week

KM- it seem like for scheduling that makes sense, but if you have a dept., say sociology and your admin person is in decker, who do you contact on that? Doesn't seem efficient

TP- that's a fair question. The deans have been working on a scenario as you've just described where your admin is far away from you, I think it's best to let the deans share with you their plan because I'm trying to describe a plan to you that's not mine

KS- as far as printing, we will be implementing "follow me" and I can put a job anywhere and put in a code

KM- this is when you're printing 100 tests...

TP- this should be shared next week. As you know Joe Ritter has been away, and they wanted to make sure they've met with the admins and when they work out any bugs that the admins identify, so I think next week

DW- budget?

KS- Two columns- how we thought it would be and how it ended up. Three components to revenue. State appropriation, tuition (net), other. This was the first year we had full debt service to memorial. That went up by about 115k. We ended up about 300k short. Our net tuition was anticipated at 32m and ended up 31m. Also FYEs were down.

DF- in my unit, we replaced a full professor with a fixed- term, would be a substantial decrease in personnel budget, is that what you mean by over budgeting

KS- Part of it. All of that goes into consideration, and if someone leaves we haven't replaced immediately. We have CIO vacant for two years that I keep budgeting for, and that happens with regular attrition.

DF- so is it fair to tell members that the money 2m will come back and you are going to start hiring

KS- I can't say that, it's not just replace because someone left, is the program doing good, are they expanding, I'll look to Tony to make recommendations for the cabinet for proposal

TP- the deans have just submitted proposals

MM- inner tom fauchald. Your numbers are off from what you sent me earlier today. Jeff Ueland and I met about this. We were looking at this

KS- keep in mind I didn't send you the R&R fund, repair and replace fund, and customised training and those numbers are in the cash flow, but not in the program code list that I sent to MM.

MM- and again thank you very much for sending that. JU is the chair of our budget committee and we looked at this for all of 20 minutes immediately before the meeting. Tuition revenue was not listed, but he thinks he could figure it out.

KS- Go to the 999 revenue only and in that tab it's tuition. You have to look for everything and it's listed in there

MM- GET THIS FROM MIKE - *this information has been requested from Mike 10/30/19.*

KS- basically I think we have been maintaining and we did go down because we did have less enrolment in FY19, so our revenue went down, so that's an explanation for some of that but I'd have to look at that in detail to see why it went down.

MM- we think we are at 10m in excess, so obviously our takeaway is that if you want to invest and the highest return on investment is in instruction and it's direct instruction. When we have budget shortfalls, we look at not replacing retirements, and that shouldn't be the first place you look

KS- we do want to replace full time permanent instructor but sometimes we don't find that person through our searches and so we have to do FT or adjunct or overload, but we have the intent of hiring permanent people

MM- And that's the big takeaway so continue that.

TP- and athletics recruits students to your class, so there's that

KS- And the big thing is that when you ask are you considering retrenchment, and we say no

AB- I think it's a great analysis, and it's impressive what you can do in 20 minutes, and TP has already said this, is if there are you considering any benchmarks in allocation of revenue, I mean student program revenue is needed for every aspect of the institution, so when you're talking about ROI, if the only thing you're doing is teaching, not even records, then you could take that tuition revenue and put it back, but how are you accounting for the other things that BSU needs to do to account for that, what benchmark do you have in mind

MM- in previous years, we have had this discussion when we look at academic programming, we used to get a cost sheet of every program and if a program was running in the red then it was fearful for peoples jobs, but we never look at revenue generated by these programs, and I think it's a fallacy to look at one program that makes money, and it's a poor argument to make because we are pitting programs against each other

FH- I didn't say that, we invest in programs that don't make money. I mean look at music- it's a program that we value but it's not a money generator

MM- I think we should look at instruction as an aggregate, and you need to invest in other places other than direct instruction. We need to keep our focus on investing and reinvesting so we can continue making more money. Sociology is a good example when you stop investing, you stop getting the students and those programs get lost.

AB- follow up question. I'm familiar with these types of financial analyses, so the key element is to figure out the .... Would you be interested in an analysis of program revenue, state appropriations would be part of that? Question out of 100\$ of program revenue how is that earmarked, take the FY19 budget, and what % goes to instructional, etc. and so we can understand when we have the revenue what percentage of that – how are we spending the money.

KM- you can't just, the state appropriation depends on student enrolment

KS- I think you really want to look at the cost analysis study. System wide, but CIP codes.

AB- you can get a pretty good ballpark, look at the functional.

MM- yes I have that but it's in 5 aggregated categories

AB- look at that and divide by the total expenses and it gets you closer to the number I'm talking about

KM- these spreadsheets over the year, how these programs are evaluated. It's the upper classes, it's not taking into account the lower division classes like physics, because they're only teaching lower level classes. If you only have 2 people you can't compete with the larger depts... So if that dept. wanted to grow, how would they even be able to do that if all you are judging them on is upper division?

TP- well profitability, it's about ratio of your major or minor to faculty so you can have a small department

KM- but why are students going to want to go to a small dept. with only two faculty as opposed to one with 10 at another university

TP- I want to talk about helping those depts. grow

DW- positions update

MZ- we have some administrator positions out there. You'll get more info on the spreadsheet. Deans have their proposals forward, and we have timeline for retirement notifications etc., and will have plans in place. We did really well last year with faculty searches from a timeline perspective so we fully intend to move that along this year.

TP- I haven't even looked yet

JH- what are your target dates for getting news back to depts.? That they can move ahead

TP- meeting with deans next week, and then a step of cabinet, but as soon as that's presented to cabinet, then as soon as that's done, I'll tell you, so a couple of weeks. Sooner the better

KM- what is the expected turnaround for Sattgast assistant search.

MZ- Didn't get a bid internal. Closes on 10/2 and then search process. They were probably expecting a bid, but doesn't look like there was one.

DW- enrolment update.

MF- Two things for fall- great news our retention holding and that's great news. We have turned corner, getting ready for spring 2020 registration. Our big recruitment event is over MEA weekend. Open house in beaux arts ballroom. Two programs each day on the Thursday and Friday. Last thing is on the enrolment management website, the plan is up there and the goals and key activities will also be up there.

JH- Concurrent numbers?

MF- they haven't changed much in the last couple of weeks.

DW- chancellor's goals?

FH- what we know at this point, he shared some preliminary goals of equity 2030, and in that he talked about 6 strategic dimensions that focussed on three themes- information FAITH WILL EMAIL ALL THESE. He shared identification of chancellor's fellows, for drawing on in-campus expertise, November 2019 date for that.

DW- my understanding will be half-time reassigned time for that

FH- then you know more than I do

FH- there is a date for talking about national reviews of national strategies for eliminating equity gap. Date for equity summit in summer of 2020. There's more to it than that, just reading off the document I received today in draft format.

DW- are you getting a sense of Equity 2030 and how it relates to reimagining MnSCU?

FH- my understating is that this is the next phase.

DW- this is a statement of support for our librarians. INSERT TEXT. Reads statement.

DW- if I might make one more comment, there's a good synergy in having strong librarians and growing our grad programs

DF- had two librarians come and talk for 1hr 15 min helping them research their term research project. It was one of the more impressive displays of teaching and learning.

TP- course caps. This document will be attached as an addendum. Attachment A.

DF- question on attachment A. it refers to a process where a section may have been raised to the doable limit, maxed out at that limit and then the provost talk about adding more students in and that the instructor has discretion I understood the doable to be the maximum, and what do you mean by instructor discretion

TP if your section goes to doable, I won't raise it beyond that you still have discretion as instructor to overload beyond that but that's your choice,

DF so the deans and provost aren't asking me to add people in

FH- it might be a student asking and that's up to you

TP is a statement that it's up to you if you want to go beyond doable for a particular student

DF- so the instructor has complete control over that

TP- yes

JH- Question on course caps. A couple of faculty have come to me wondering about course caps because we are getting the word that we should be checking spring schedules and if anything looks not right should work with dean and Allen and while is still tentative. Once it becomes posted and then student rely on that. The problem that's being seen across BSU is that we have optimum, last semester that were raised to doable from optimum

TP- not last spring. They might have been raise for fall

JH- Yes, that's right

JH- then it was the understanding of faculty that doable was not the new floor but that the next new scheduling they would drop back down but what we are seeing is that's not happening, they're not at optimum or at doable, the new course caps are somewhere in between and some went up to doable and stayed there. They've gone to their deans who have said there's nothing they can do and that it needs to go up the chain a bit and how can we fix that cooperatively

TP I don't know anything about this first I've heard the protocols the way you've described is correct they go back to optimum and doable doesn't become the new optimum. Sounds like a glitch at the registrar's office, so I'll bring this to the Deans' Council and we will see what going on but that's not intentional.

JH- Could maybe the registrar go through and see

MF- is it phase 2 of the protocols where the caps were adjusted?

TP we stayed with the existing caps in fall and then the plan is for spring to what the protocol is/optimum. Mf was wondering if that would explain the difference, they're just switching to the standardised caps.

JH- An example the course cap was historically 15 or 16, and now is sitting at almost double

TP- I don't know about almost double, but what you could be seeing, let's say the fall cap which is based on old caps is 20 then the doable wold be 23 then the standardised cap would be 25, which would be in the protocols we not staying at doable we agreed to incrementally implement the protocols so we arse switching in spring to the standardized caps which are identified in the protocols.

TP – I meant to say out loud we are about to start the work of the unusually writing speaking and writing committee so that we can get that right before students start registering.

AB- it's a priority and hope to get done ASAP before the release of the spring schedule on a permanent basis

DF- if I apply to the committee for an exception is it just for one semester

AB- as long as it meets the criteria as defined in the committee, then it would stay there

TP- the only reason conceivably it would change is that you change your course so that it no longer meets the protocol

DF- so you would monitor the course

TP- yes, if you would make substantive changes to your course.

AB- we are working on defining what those criteria are, and then would be a way to ID course, so assuming there's a way to work out if a course meets that criteria or not, so I suppose is a monitoring but there will be curricular definitions

TP- no one will sit in your class and monitor

DF- I'm teaching a course right now that according to your course caps, was set 16 and raised to 19 and is raised the next semester to 30. I don't have much confidence that it won't double at the next semester

AB- we haven't done the work yet

DF- do I need to keep battling that?

AB- it's a default because we haven't set the criteria yet.

TP- so 30 would be a 3000 level

DF- 4000

TP so if it's accepted as unusually writing then the cap would be set at 25

DF- there's some urgency in this. The whole point is that you can't do it at 30, but you're saying I have to do it until the committee makes these decisions. So that should be job 1 I think

TP- I don't disagree

AB- I have three Job 1s right now

KM- the committee is an ad hoc to figure this out, and once the committee's work is done, who is making the decision as to whether the course follows the criteria or not

FH- all these things have to get resolved in this committee

TP- it's a fair and good question

TP – the number 4 is a fulfilment of a promise I made to union leadership in the spring. Contracts spells out proper procedure. I promised to tell this group what I was doing to improve that pattern and I can tell you at this point I have been working with the academic deans' council and the importance of understanding the contractual procedures of the dept. around voting and have instructed the deans to go over with chairs and also intervened in depts. Where there was a special reason to need more help and also working with the CPD to emphasise a couple of things that are contractual at the tenure workshop and will have about 5 minutes on that agenda to go over a few things about procedure and to counter the notion that there is a hierarchy among faculty in depts. and that it's a violation of the contract to operate that way, and I appreciate the work of the union and that the IFO is working to emphasise these points and it's powerful when we are giving the same message and I hope that we will get a lot better about following procedure and will give you an idea of how we are doing and I appreciate you doing the same things.

MM- in terms of policies and procedures, DW and I developed straight out of article 20, we shared with you and MZ and FH, you all got it. Is your messaging along the lines of those documents because we developed that document in response to a whole range of issues, and what you didn't mention that article 20 mandates dept. annually vote on dept. policy and procedures and that they're written down including 19b monies and most depts. don't have a document like that. My dept. doesn't have that written down, will have to go through all our minutes and work out what



we've written down and voted on. It's a pain but the contract demands it. If you have policies and procedures written down, it helps for new dept. heads etc. I think having the deans mandate that from the chairs might go a long way to ensuring already functioning depts. To continue functioning and those depts. that don't function, to force them to do this. Reiterate here that it would be good for faculty to know what your expectations are and what a solid promotion and tenure document looks like

FH- I think we've spelled that out last year and we are all on the same page with that

TP- the deans prepared a set of guidelines that they distributed last year

FH- the one we talked about- no documents protectors, we don't want boxes and boxes of binders

TP- it's not a scavenger hunt

FH- we are all in this together

MM- you can take the document we drafted and put your name on it

TP- thank you but that won't happen

Other business

AB- I have a questions. I am signing various request for expenses, I got a question from the business office for the question of professional development versus program funds. Number of requests for expense from program funds that look like professional development, so I'm wondering how to frame that.

DW- we should meet on that one

Adjourn 5:38