

EXECUTIVE COMMITTEE
THURSDAY, OCTOBER 17, 2013
CSU 238
3:00 P.M.

Approved Minutes

Call to order 3:07. Appreciation for Carol Stallkamp's contributions to the university was expressed and a sympathy card for her family was sent around the table.

Present: James (Jim) Grabowska (President), Mary Visser (Vice President), Kellian Clink, Paul Hustoles, Barbara Carson, Bridgette Cooper, Craig Matarrese, Andrew (Andy) Johnson, Gregg Marg, Luis Posas, Marie Pomije, Jennifer Veltsos, Emily Stark, Dick Liebendorfer, Marian Porter, Teri Wallace, Ron Nickerson.

1. Minutes of previous meeting (Unapproved Minutes – September 19, 2013) **Hustoles/Carson-- motion to approve: Passed.**

2. Call for Additional Items/ Reordering of Agenda. **None**

3. Provost Wells – Shared Governance at MSU, Mankato -

Most of her background has been in higher education. She participated in Three Mile Island Nuclear Research. Attended a Public University, is 1st generation college student. Her BS is from Indiana U of Pennsylvania in Home Economics. In school, she wore the white hairnets, shoes, hats, and then went to work for restaurant industry, decided that the 80 hours a week was a lot, went back to graduate school in Public Health, interested in wellness, got her MPH from U of Penn Public Health in 1991. One of her faculty suggested she do a PHD, so she went to SIU in Carbondale, got her PHD in 1989. She has been faculty, department chair, graduate dean, Vice Provost. Schoolteacher, faculty, education core value. Two experiences in the business sector. Nine years in private black institution, Hampton University in Hampton, VA. Worked in Kansas City, MO and USD in Vermillion. Has worked with collective bargaining, more butting heads environment, and steel mill environment, everyone worked in the steel mills. Outside of work, enjoys reading, baking cookies. One son 4th year in college, one a freshman, will be in college in 4 years, daughter is 12. Kids keep her in touch with technology, iPhones, etc, Passions are faculty excellence and development, creating coursework for the best opportunities for the students, and making things the best they can be, looking at best practices. One example is looking at the workload created by travel forms: some of the ideas on the table are to simplify. All the forms require staff time, got to be made easier. Have to know where the rationale for it is? Is the reason being served by the procedure? Can we serve the purpose without the paperwork? We don't have a recruiter for graduate education. Prioritize. How do we want to make smarter use of our resources? Faculty excellence, highest quality, competing priorities, our priorities, MnSCU priorities. The chairs meetings are about sharing data, what we are. In some areas, we need to grow greater, emphasis on using data to get better. **Hustoles:** Welcome the objective eyes on things we are dealing with. We understand the paperwork but some things defy comprehension. An example is hiring guest artists the time/resources we spend to pay someone \$400 seems like more than the \$400. In addition, every time we figure out the procedure, it changes. Do we spend \$500 to hire a \$50 service? **Wells:** I encountered the first week, interagency agreement, contracts. SOME professional development on the front-end faculty maybe could work-- having a template; bypass the legal review thing, when it is possible. Understands different perspectives, legal and contracts, their role is to protect us, sometimes the slowness is needed, making sure we are protected in a legal sense. We have to know what we CAN change, what's local, what's MnSCU, what's MN law? **Liebendorfer:** Every time we hire guest speaker the contract says, the university retains rights to some things. We have to go back and forth with the guest speaker explaining this. **Carson:** we have to include a brochure for travel. Is that new? **Wells:** No. **Carson:** About the Academic Plan? Considering use of space on campus. The Deans argue with each other about the use of space; there seem like there are inequities in terms of space? **Porter:** Broadening the discussion from where we are to where we are going? What are the real priorities, used to be online, 7700 France, community partnerships? Missing the overall direction? How we align department resources dependent

of our vision? Does the administration understand what is happening on the ground, in the trenches? Does the Admin understand where are people feeling the pressure? **Wells:** five priorities are still there, the academic plan... do we need which programs, undergrad, graduate, sift that out, add more detail. **Porter:** Attention to things change, knowing which direction the admin's interested in would be helpful. In the recent pass, online courses? We have some online degrees, is that a concern of the university? Another concern is TONE. How do we treat each other? **Wells:** We have a large campus. I will come when invited. Have come to departments. I am now more settled, will start doing walkabouts on campus. Get the feel and the mood. Concerned about people not treating each other nicely, while there is a civility campaign, our responsibility is to deal with bad behavior as we encounter it. When I hear of those things, glad to meet with them, thoughts about standards of professional conduct when we encounter not the kind of behavior we expect. When people are misbehaving they might be tired, hungry, some basic need not being met **Porter:** Actually, the tone I am concerned about is that of management. **Nickerson:** What does shared governance mean to you? How does it manifest? **Wells:** Collective bargaining and shared governance both intersect and are distinct. Governance. How we make decisions, policies, and the SHARE part is how we share in that decision-making, carry out decision that are made. Identify matters that require governance. How do we share, in the deliberative dialog, implementing those decision, make them, implement them, assess them, within the contract, where we all participate in the decision making, MSU can do better at . We have representation, but concerned that they don't always represent the people they are representing OR take info back to those people. A number of bodies that need to be representative...discussion, recommendation, responsibility. **Nickerson:** how do you see YOU and US in that equation? **Wells:** Conversation is a big part of it. Approaching it from a philosophy of finding solutions. Understand perspectives, agree to disagree. **Clink:** Concerned about the stewardship of student dollars and renovations. Always buying and replacing carpet, furniture and the like and then surplus things. **WELLS:** Different pots of money... cannot cross those dollars. **Clink:** Wondering about policies that are not enforced, such as the nonsmoking campus. Wondering about how admin uses research with university decisions. **Wells:** AVP for research. **Clink:** could we have website to share ideas about what we know we need to know accessible to everyone on campus so people could put ideas up. **Wells:** We use program review, need to work more on student affairs? For example, learning communities, what do you know? Is it working is it not working, how much is it working? Will be looking at reviews of academic support, engagement, and we need to identify priorities for assessing areas. We want to continue the dialog.

4. FACULTY ASSOCIATION APPOINTMENTS APPROVED BY FA PRESIDENT (NEEDS CONFIRMATION BY EXECUTIVE): **Hustoles/Pomije motion to approve: Passed.**
 - a. University Policy Consultation and Approval Committee 2013 – 2014 academic year – Educ – Maureen Prenn
 - b. HLC Assessment Academy Steering Committee (1 Replacement until 2015) – SET - In- Jae Kim
 - c. Global Education Advisory Council (2 Year Term) – BUS – Omer Genc
 - d. Search Committee for Athletic Academic Advisory – SET - Jeff Pribyl (phone)
 - e. University Student Conduct Board – SBS Kathy Bertsch
 - f. Admissions Appeal Committee – SBS - Kathy Bertsch
5. FA APPOINTMENTS BY FA EXECUTIVE
 - a. Central Advising Website (2 or 3 Needed) – A&H - Laura Pelletier, Lib/Unaf – Kellian Clink, SBS - Vang Xiong **Nickerson/ Hustoles motion to approve: Passed**
6. FACULTY ASSOCIATION VACANCIES – REPRESENTATION STILL NEEDED
 - a. COB Unit Representative (2 Year Term) –
 - b. Employee Recognition Committee (1 More Needed)

7. IFO/MnSCU JOINT COMMITTEE APPOINTMENTS FROM MSU, MANKATO
 - a. Student Affairs Council
 - b. Academic Affairs Council
 - c. Academic & Student Affairs Policy Council

8. IFO/MnSCU JOINT COMMITTEE STATEMENTS DIRECTLY TO DONNA BRAUER @ IFO OFFICE
 - a. Assessment for Course Placement
 - b. Development Education Learning Outcomes Workgroups – Math, Writing (English as a second language) and Reading – In-Jae Kim sent up a statement

9. DISCUSSION ITEMS/ACTION ITEMS

- a. Charting the Future – Only Discussion Item – Handouts emailed to FA Executive 10.14.13

1. Better align our program offerings and services to state, workforce and learner needs by developing and implementing a statewide academic plan and a statewide master facilities plan.

Chancellor met with current employers. Broader research needed than that. Liebendorfer: Corollary, we need to align to the assessment not to the current situation but the projections of the future workforce situation. Stark: We must have language recognizing the individuality of each university, must retain our independence. Grabowska said that the statewide master plan is gone. The state union and the leadership and all the presidents all acknowledge our independence. We need to align to workforce trends, but recognize our individual capabilities of the unique specialties. Hustoles noted that since our rhetoric is about global it is a mistake to tie goals to state employment or needs, his programs hope to prepare students for a career wherever it may take them. Porter discussed the need to make sure students were global in their perspectives, while local in their employment. Nickerson: it troubles me the most to think of us training people for jobs. A university education is broader and deeper than that. We help students become more fully realized, better citizens, etc. UCAP in their discussions think language is too narrow in its focus; we need to give students choices outside these boxes. Pomije emphasized that not only do we not train, we also educate for professional and graduate experiences. Also noted that any group facilities master plan is not a good idea. Liebendorfer noted that we do not train, but educate students in a holistic and global context. Porter introduced the idea of educating for translocal citizens and that missing from these goals are the concepts of teaching students so they are flexible, adaptive, creative, and transformative. Clink argued that we need to make sure that we emphasize reading, writing, and critical thinking so that our students graduate flexible and nimble in an ever-changing world. Posas noted that all kinds of changes are taking place both locally and regionally—demographic shifts, urban, suburban, rural, services to state, more understanding the changing nature of MN’s realities, global changes that are influencing MN. Our response should make sure that these changes are taken into account.

2. Certify the competencies our graduates have mastered. Many found this insulting. By getting a degree, we have certified the competencies of our graduates. Grabowska said this is about giving credit for life experiences. The language should say that, then. Liebendorfer: How do you certify that someone’s a critical thinker? If there is a test that is recommended, people start teaching to the test. Grabowska: the idea here leans toward credit for prior learning. Stark argued that the document needs to say that. Porter said that it needs to be worded so we know what it is about. Nickerson: UCAP’s response is ambiguous at best. The Devil’s in the details. We need to know what we’re talking about. Reeks of NCLB, we need to clarify. Carson—I think that our professional associations certify, not MNSCU. Veltsos: Employers cannot tell enough from a transcript about the soft skills, there are resources out there, to indicate that, at a cost. Pomije said that HLC certifies...its mission creep for the community and technical colleges... Our mission as a university is the broad, full picture, gen Ed; the technical college trains for the workforce... they are creeping into our mission.

3. Increase access to our colleges and universities and accelerate the educational success of diverse students. Grabowska: Affordability is important -- student groups emphasize and we need to echo that concern. Nickerson: UCAP stresses that program acceleration cannot mean watered down; we want to have students have the same level of competencies. Liebendorfer: Affordability has to be tied to state resources: Hustoles: Access is an amazing but double edged sword, in that there is a bar, a relatively high bar, for some programs, to provide quality to the students capable of achieving a high level of work. In some instances, selectivity is called for. Would hate to have quality suffer for access.... Clink: It is unethical issue to admit students without knowing their skillsets and being willing to support the students with developmental classes, services. Porter: If there is an elite class how do we make sure that we can help, students come up to that elite status of accomplishment. Important to be representative. Nickerson: I agree with Paul and the quality aspect, more of the competitive program. Competency is important. We believe in a democratic public education. Porter: 18 % are admitted here who are below admission standards. The support services need to be there if we're going to admit them. Delivery has to be discussed in terms of declining state financial support, added Liebendorfer.

4. Create a comprehensive, statewide e-education strategy. Online education. Not online education. Statewide is GONE (Grabowska). What does it mean? The way it is being interpreted. Imposed guidelines for online classes. Voluntary process of review. Some institutions make it obligatory...In the discussion, room for how do we ensuring that best practices, we have CETL, that focus on class, as we move to blended, hybrid, e-education strategy.... Resources, hardware, software, implication of development of means to differentiate. Carson: Good idea—analysis –what is the role of the two. What are the roles of each? We talk about online classes, but why? Yesterday, gallop pole, 52 % of online education, fair or poor, face-to-face rated good to excellent? Where's the research? Dick, e-education what does comprehensive mean. Veltsos, the extended learning committee has been discussing a more comprehensive plan for eLearning in programs, not just course by course, more intentional programs that are thoughtfully planned. Need more minors for our majors online. ONLINE courses are not inferior....I support quality, but all or nothing, different standard. Nickerson, we have to think whom the students belong to: Now we are going to have MNSCU students. Who houses the programs? UCAP would love to have a conversation, university wide conversation. Clink said support services must be available to them, meeting when they are at, advising, bookstore, counseling center, why should they pay fees for things they cannot use. Johnson says online learning needs to be nimble and flexible, cannot be enmeshed in bureaucracy. There are ways of teaching we have not even thought of. Nickerson says we are dealing with different populations we thought we would be gaining students but they are taking classes at more convenient times, formats. MNSCU could gain at the expense of face-to-face. Pomije says we need to recognize spectrums of delivery formats. There is a spectrum of hybrid, blended, online, face/face, gets little respect or resources. Another opportunity, it is not a different elephant, Strategy. Posas discussed the cessation of funding for online courses; we aren't reaching the populations we were intending to reach? To be able to accommodate OUR own students, not their initial intention. If we go for this online statewide, they will shop around for courses that are anywhere in the system that might be HERE but easier, more convenient for them... Pomije says that happens anyway.

5. Deliver leading edge continuing education and customized training to students and employers through statewide collaboration. Matarrese asked what is five trying to do. Statewide collaboration means? Mission creep, increasing relationships between state universities, community, technical colleges, it already exists. Rochester campus, collaborative between Riverland, Wisconsin, U of MN. Normandale is housing our staff. This is the piece that is being pulled out. Nickerson said there is a difference...continuing ed for professionals versus degree completion programs. Veltsos said that student dollars should not be spent on continuing education for businesses that should pay for their own CE classes. DO we have room in our departments? Do the professional associations take responsibility these? Teachers have to have more education but they are credit generating? Carson said this is training for the business sector they do not want to spend the money on it themselves.

Oblige the users to pay for it. Cooper said this is a big focus of two-year schools. Barb is a very interesting thing because there are no rules about where the CEU moneys go, some departments make it and use it for student projects. Southwest gets more than 1/3 from concurrent enrollment. State creates an allocation based on their numbers CRAIG fears this enables MNSCU to redesign the system financial and governance model to enable its own priorities. Self-referential in a weird way. Hustoles said it is not a bad idea, to create efficiencies, reduce redundancies, we should always strive for that but the document must have the word efficiencies in it. Nickerson. This is a SCARY one. We don't know what he's talking about, governance/financial needs to be separated. Unsettling. Pomije, promote student success not MnSCU success. We do play nice in the MNSCU sandbox. We get better rates for some things when we bargain locally. We do not want to play with MNSCU when their ways are more expensive than our ways in essence: if we are going to play with them and negotiate better goals ...more nimble, more responsible. Porter says we need to really start looking at MNSCU's role, they should serve us, and not we serve them. They should advocate for us, facilitate what we need. We don't get a lot of benefit. Nickerson, used to work for the state, who disbanded the central stores, it was less expensive and labor intensive. The idea here was the allocations to the university is credit generation. NO longer realistic to do what we need to do.... Centralized purchasing, system cooperative, save 40 million by doing this, but that's where it came from ...Financial model...

Final Note: Grabowska upset that attendance was so low. Will communicate to folks the importance of their faithful attendance at the meeting.