

Minutes of the October 10, 2012 University of Puget Sound Faculty Meeting

1. Academic Vice President Kris Bartanen called the meeting to order at 7:49 a.m. on behalf of President Thomas who was attending a meeting in Seattle in preparation for the Board of Trustees meeting. Thirty-four attendees were present by 8:00 a.m.
2. **M/S/P (Kay/Hanson) to approve of the minutes of the September 18, 2012 faculty meeting.**
3. Announcements
 - The October 10 Wednesday at Four session will provide an opportunity to review the campus climate survey report (hosted by members of the Diversity Advisory Council). The report will be distributed to the campus soon.
 - Dr. Jill Stein, Green Party presidential candidate, will be on campus Saturday, October 20.
 - We need 9 Scholarly and Creative Inquiry Seminars for Spring 2013.
4. Academic Vice President's Report
Kris Bartanen noted the Board of Trustees meeting will be held from the evening of Wednesday, October 10 through Friday, October 12. President Thomas will talk with the Faculty Senate about strategic initiatives on October 22 (and Faculty Senate meetings are open to all).
5. Faculty Senate Chair's Report
There was no Faculty Senate Chair report.
6. Revision of the Faculty Bylaws to designate the Senate Chairperson to preside at faculty meetings (First Reading)

M/S (Anderson-Connolly/Cannon) to amend the Faculty Bylaws, Article III, Section 1 as indicated in Appendix A.

Discussion:

Rich Anderson-Connolly provided information regarding the motion. He noted the president's report would remain as a faculty meeting agenda item. He believes this amendment represents a modest step in the direction of democratic self-governance for the faculty.

Bill Haltom reminded us that this motion is a first reading of the amendment; therefore, no vote will be made prior to the second reading. Adoption of a Bylaws amendment requires approval of a minimum of $\frac{3}{4}$ of the faculty members voting. Approved Bylaws changes are forwarded to the Board of Trustees for review and adoption. This motion (to amend the Bylaws) can be amended.

While the president is a member of the faculty, the Bylaws stipulate that the Faculty Senate Chairperson be elected from among the instructional staff. This stipulation is retained in the proposed amendment. Therefore, the president would not be eligible to

fill this position unless he/she was teaching.

Changing the position title from “Faculty Senate Chair” to “Faculty Chair” will impact other sections of the Bylaws and the Faculty Code. **Friendly amendments were made to:**

- (1) restore the word “Senate” in section 1.C.**
- (2) change the order of section C.a. and section C.b. and**
- (3) insert the word “Senate” in section 1.B.a.**

Two previous Senate Chairs confirmed this addition of responsibility was not too much for one person.

7. Reprise of the time vs. money question

Kris Bartanen provided the material in Appendix B prior to the meeting and provided additional information at the meeting:

- The Budget Task Force is addressing a \$300,000 deficit due to lower projected enrollment for FY 2014 (i.e., the larger class of 725 is graduating in May 2013 and the classes of 2014 and 2016 are smaller than the targeted class size of 675).
- 65% of academic budget goes to faculty compensation; 18% to staff compensation; 17% to non-compensation budgets (the academic “operating” budget).
- Over the next few years, historical assumptions and retention goals both fall below the projected budget assumption. Our goals over the next five years include decreasing the size of the first-year class and strengthening retention so as to raise four- and five-year retention rates 5%.
- We will target lower first-year discount rate while we increase the retention rate. The two-year residence requirement and building an additional residence facility are part of our retention efforts.
- The calculated budget needed to cover faculty steps and promotions for academic year 2014 requires a 1.7% increase in the faculty salary pool. Funds designated to increase the salary pool over the 1.7% would increase the \$300,000 deficit.

Discussion:

Budget reductions in the past few years have occurred in response to the decrease in the endowment in 2008. Some wondered why we face a \$300,000 deficit for fiscal year 2014 given that the endowment is recovering. While endowment values have returned (the current year is the lowest in the three-year trailing average), financial aid needs have increased. For example, a 43% discount rate was needed to bring in this fall’s class. This rise in financial aid need has offset endowment gains.

A reduction in the total number of students enrolled should result in fewer students to teach and an offset to increases in some class sizes. This, however, may be offset by an increase in retention.

Some wondered about the assumptions used in building the retention models. The historical retention numbers are based on a five-year average. Enrollment and retention numbers for the future are difficult to predict (variable) but are based on the goals we want to achieve.

Some faculty members noted the faculty has been asked to make a sacrifice and would like more information. For example, have non-instructional issues, such as executive compensation, been taken into account? We should ensure that sacrifices are distributed in a fair manner. Other faculty members believe they are fairly compensated and are concerned about the assumption of an annual cost-of-living increase. They note this is an unpredictable assumption—some do not see the lack of a cost-of-living increase as a “sacrifice.”

Returning to the “time vs. money question,” there were proponents of both options (and some advocated for “none of the above”). Some think “time” is the more important/beneficial parameter. Others are concerned about the pressures on middle-class salaries. Some wondered how class sizes are distributed across faculty pay scales. There was concern expressed about increasing class sizes to the point where there is a negative impact on the educational experience for students and for the faculty. We value personal contact with the students so attempts to increase class size substantially are ultimately detrimental to our mission as a liberal arts college.

In some areas of the institution class sizes are currently over enrollment “limits” and this affects retention. Even so, we will have more upper-level students in relation to lower level students if higher retention goals are met. These enrollment issues are particularly pressing in the sciences. There is a national trend toward higher enrollments in the sciences—this trend is not expected to reverse. It costs more to graduate a science major than a non-science major.

How can we teach more efficiently? Can we take advantage of online resources to become more efficient in our teaching? Some thought we should explore this possibility. Others are concerned that online teaching requires more time commitment on the part of a faculty member. This discussion also raised the issue of units as compared to credits (for both tuition and teaching load calculations). Although we could “charge” for credits in areas such as the sciences, the market does not give us much space for charging more tuition.

Wade Hands and Steven Neshyba are the faculty representatives on the Budget Task Force. Steven Neshyba offered to be a resource for faculty questions.

Suggestions:

- Perform a rigorous analysis of teaching loads within departments/programs.
- Have a work group discuss ideas about teaching efficiencies, especially in the

sciences.

- Look at enrollments judiciously (e.g., increase first-year seminars to 18; math core classes to 27); small-scale enrollment adjustments may provide efficiencies without too much detrimental impact on teaching.

Kris Bartanen reminded us that this discussion addresses salary increases over steps and promotions. She invited anyone to send comments on this matter to her.

8. Northwest Five Colleges Consortium

Contact Sunil Kukreja for information about the recent conference and working groups stemming from the conference.

9. **M/S/P (Neshyba/Ryken) to adjourn at 8:53 a.m.**

Respectfully submitted by Alyce DeMarais, Faculty Secretary.

Appendix A

Motion to amend Article III, Section 1 of the Faculty Bylaws as follows:

ARTICLE III ORGANIZATION OF THE FACULTY

Sec. 1. Officers and Duties.

- A. The President of the University shall:
 - ~~a. Be Chairperson of the Faculty and preside at meetings of that body. The President may designate the Vice Chair to preside at faculty meetings or, contingent upon the approval of the Faculty Senate, another member of the faculty until such time as the President decides to resume presiding or the Senate requests that the President resume presiding.~~
 - b. Jointly, with the Dean of the University and the Executive Committee of the Faculty Senate, appoint all Faculty standing committees and fill vacancies as they occur.
 - B. The Dean of the University shall:
 - a. Be Vice-Chairperson of the Faculty and in the absence of the ~~President~~ Faculty Chairperson, be the presiding officer at Faculty meetings.
 - b. Be an ex-officio member of all standing committees.
 - c. Be responsible for keeping the official file of the Minutes of the Faculty and of the Faculty Senate.
 - d. Jointly, with the Executive Committee of the Faculty Senate and the President, appoint Faculty standing committee members.
 - e. Distribute to all new Faculty a copy of the Faculty Code and Faculty Bylaws.
 - C. The Faculty shall elect for a two-year term from among its instructional staff, a ~~Senate~~ Chairperson to:
 - a. ~~Be Chairperson of the Faculty and preside at meetings of that body. The Chairperson may designate the Vice Chair to preside at faculty meetings or, contingent upon the approval of the Faculty Senate, another member of the faculty until such time as the Chairperson decides to resume presiding or the Senate requests that the Chairperson resume presiding.~~
 - ~~a.b.~~ Call and preside over the meetings of the Faculty Senate.
 - ~~b.c.~~ Serve as Faculty Representative to the Executive Committee of the Board of Trustees.
 - ~~a.d.~~ Jointly, with other members of the Faculty Senate Executive Committee, the Dean, and the President, appoint all Faculty standing committee members. (IV)
 - D. The Faculty shall elect for three year terms from among its instructional staff, eleven (11) Senators as members of the Faculty Senate. (IV)
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Motion to amend Bylaws Article III

Current Language	Proposed Language
<p style="text-align: center;">ARTICLE III ORGANIZATION OF THE FACULTY</p> <p>Sec. 1. Officers and Duties.</p> <p>A. The President of the University shall:</p> <ol style="list-style-type: none"> a. Be Chairperson of the Faculty and preside at meetings of that body. The President may designate the Vice Chair to preside at faculty meetings or, contingent upon the approval of the Faculty Senate, another member of the faculty until such time as the President decides to resume presiding or the Senate requests that the President resume presiding. b. Jointly, with the Dean of the University and the Executive Committee of the Faculty Senate, appoint all Faculty standing committees and fill vacancies as they occur. <p>B. The Dean of the University shall:</p> <ol style="list-style-type: none"> a. Be Vice-Chairperson of the Faculty and in the absence of the President, be the presiding officer at Faculty meetings. b. Be an ex-officio member of all standing committees. c. Be responsible for keeping the official file of the Minutes of the Faculty and of the Faculty Senate. d. Jointly, with the Executive Committee of the Faculty Senate and the President, appoint Faculty standing committee members. e. Distribute to all new Faculty a copy of the Faculty Code and Faculty Bylaws. <p>C. The Faculty shall elect for a two-year term from among its instructional staff, a Senate Chairperson to:</p> <ol style="list-style-type: none"> a. Call and preside over the meetings of the Faculty Senate. b. Serve as Faculty Representative to the Executive Committee of the Board of Trustees. c. Jointly, with other members of the Faculty Senate Executive Committee, the Dean, and the President, appoint all Faculty standing committee members. (IV) <p>D. The Faculty shall elect for three year terms from among its instructional staff, eleven (11) Senators as members of the Faculty Senate. (IV)</p>	<p style="text-align: center;">ARTICLE III ORGANIZATION OF THE FACULTY</p> <p>Sec. 1. Officers and Duties.</p> <p>A. The President of the University shall jointly, with the Dean of the University and the Executive Committee of the Faculty Senate, appoint all Faculty standing committees and fill vacancies as they occur.</p> <p>B. The Dean of the University shall:</p> <ol style="list-style-type: none"> a. Be Vice-Chairperson of the Faculty and in the absence of the Faculty Chairperson, be the presiding officer at Faculty meetings. b. Be an ex-officio member of all standing committees. c. Be responsible for keeping the official file of the Minutes of the Faculty and of the Faculty Senate. d. Jointly, with the Executive Committee of the Faculty Senate and the President, appoint Faculty standing committee members. e. Distribute to all new Faculty a copy of the Faculty Code and Faculty Bylaws. <p>C. The Faculty shall elect for a two-year term from among its instructional staff, a Chairperson to:</p> <ol style="list-style-type: none"> a. Be Chairperson of the Faculty and preside at meetings of that body. The Chairperson may designate the Vice Chair to preside at faculty meetings or, contingent upon the approval of the Faculty Senate, another member of the faculty until such time as the Chairperson decides to resume presiding or the Senate requests that the Chairperson resume presiding. b. Call and preside over the meetings of the Faculty Senate. c. Serve as Faculty Representative to the Executive Committee of the Board of Trustees. d. Jointly, with other members of the Faculty Senate Executive Committee, the Dean, and the President, appoint all Faculty standing committee members. (IV) <p>D. The Faculty shall elect for three year terms from among its instructional staff, eleven (11) Senators as members of the Faculty Senate. (IV)</p>

Appendix B

Background Information for “Time vs. Money” Discussion

Within an overall strong financial position for Puget Sound, relative to much of the higher education sector, we will likely face for academic year 2013-2014 (fiscal year 2014) another constrained budget year due to lower enrollment (Class of 2016 at 631 first-year students, Class of 2015 at 686 students, Class of 2014 at 625 students relative to a first-year student goal of 675). As the university has made budget reductions over the past two years, the principles upon which those reductions were made include:

- Maintain centrality to mission and adherence to core values
- Preserve quality of educational experience for students
- Maintain competitiveness in the higher education marketplace
- Use strategic plan to drive resource allocations
- Encourage innovative deployment of resources
- Expect maximum operating efficiency and effectiveness
- Balance budget with long-term benefits in mind

Within the academic budget, we have maintained steps and promotions within the faculty salary scale; maintained the full suite of faculty development support; maintained academic teaching department budgets, with very small adjustments within and among budgets as has been volunteered or otherwise made possible; maintained the academic equipment budget; reduced staff modestly, mostly through natural turnover; reduced academic administrative budgets; and reduced the number of visiting faculty positions funded to replace leaves.

Looking ahead, I seek the input of interested faculty on the “time vs. money” question: Reducing the size of the faculty by constraining leave replacement positions presses on faculty time (slightly larger classes) and reduces student choice (fewer course options) but has allowed additional upward movement of the salary scale for continuing faculty. Is that the strategy you prefer continue? Or, is there a “tipping point” at which you would prefer to hold compensation in order not to push class sizes higher and/or student choices lower? (And, granted, a slight increase in class size on average is not evenly distributed across all classes; some areas have had larger increases while others have small or no increases.) Let’s discuss.