**Springfield College Faculty Senate**

**Meeting Minutes**

**February 5th, 2024**

**12:00 – 1:20**

**Hickory Room 109**

https://springfield.zoom.us/j/82822691712

1. **Senate Roll Call/Welcome Guests –** Dr. Debbie Burnett, Senate Vice President

*23 Senators present, quorum reached*

1. **Approval of Minutes –** Professor Loni Kearney, Senate Secretary

*20 yes, 3 abstain, minutes pass*

1. **Senate President Report –** Dr. Jess Barrett, Senate President
   1. See associated report
2. **Springfield College President Report –** Dr. Cooper
   1. 1/31/24, Campaign as raised 49.7 million, anticipated to meet 50 million goal
   2. Conversations underway with the Executive Committee and additional meetings will be added to allow more space to discuss the costing model, including an open forum.
3. **Provost Report –** Dr. Coughlin
   1. Costing model: Topics to discuss will be those presented by the Executive Committee however open forum is needed for further discussion.
   2. Why are we doing this? It is a common and needed practice in higher education. As cost increases and enrollment decreases we need to be efficient with resources there therefore need to understand what is needed to run our programs. We need to determine our financial stability.
   3. What do we want our goals and outcomes to be? Determine financial stability of undergraduate and graduate programs. Ensure that we are efficient and effective while encouraging growth of future programs. This structure will allow for recommendations to be made. These will include trimming programs and adding programs.
   4. The model calculates program revenue, instructional cost and operating expenses. A program is defined as a combination of the major and any associated concentration.
   5. The model is based on actual revenues (net tuition) and expenditures. For undergraduates, net tuition is split between the program and the core. The core curriculum appears as a program.
      1. Instructional costs include faculty salary, adjunct salary, cost of fieldwork/internships/labs etc.
      2. Operating expenses exist at multiple levels: Department, school, academic support areas, institutional. The costs are allocated based on the manner in which the program utilizes them. Institutional supports are split based on the FTE basis of the students in the program.
      3. Limitations of the model: This model does not account for all of the expenses of the college. It does include financial aid, enrollment and student accounts. It is a single snapshot in time, a time when we attempted to significantly reduce our costs. It does not allow for forecasting.
   6. Individual program sheets are being created to disseminate to departments with two key elements for success: Confidentiality and Knowledgeable recommendations. Programs will see where they land in relation to other programs as they are shared with department chairs.
   7. Department chairs and consult findings and discuss with their faculty.
   8. Department chairs will bring forward recommendations in consultation with their Deans. The recommendations will go to the Costing of Academic Programs Working Group who will review the program sheets across all programs. This group has been asked to sign an NDA.
   9. The BOT will review at the March 1st meeting. The President will ultimately provide final recommendations to the BOT in June.
   10. Recommend open forum for further discussion.
   11. Question from faculty: Is there a costing analysis of other areas. VP Primus is examining this. Every VP has been asked to examine their cost structure.
   12. Questions from faculty: What is the current discount rate? 68% first time freshman. 52% for continuing students. (22-23)
   13. Question from senator: Are Deans and Dept Chairs aware of the timeline? Yes.
   14. How are non-quantifiables analyzed? Many of these are embedded in the costing structure that we have now. The model does not assign value to cost.
   15. Results of 360 evaluation are in: Widely respected, high rating in integrity and trust, effective leader. Would benefit from more delegation and taking more time to connect with a broader base of individuals. Should increase lines of communication. Add clarity to the vision of academic programs.
   16. Three goals: MAke recommendations based on the costing model, continue to support stabilizing the college, creating a smooth transition for the incoming Provost.
4. **Committee Reports:**
   1. **FDPC -** Dr Sherri VandenAkker, Chair
      1. ***Motion to Amend Article 15 - No Vote***

MOTION: Amendment of Article 15 of the Faculty Personnel Policy

The Faculty Development and Personnel Committee recommends that the Faculty Senate adopt the following amendment to Article 15 of the Faculty Personnel Policy.

Rationale for proposing this motion:

● To clarify that while it is usually preferable for a current faculty member to assume the duties of Department Chair, at times it is necessary to hire externally.

* + 1. ***Motion to untable the below motion and open discussion:***
* ***21 yes, motion passes*** 
  + 1. ***Motion on Tenure or Long-Term Appointment at Hire for Department Chairs***

MOTION: Tenure or Long-Term Appointment at Hire for Department Chairs The Faculty Development and Personnel Committee recommends that the Faculty Senate adopt the following policy and procedure regarding granting tenure or long-term appointment at hire to externally hired Department Chairs. The Committee also recommends that the Senate adopt the proposed procedures for Chairs who hold tenure or long-term appointment but relinquish or are removed from the Chair role and wish to return to a full-time faculty role.

Rationale for proposing this motion:

● To attract senior scholars who might possess tenure elsewhere to apply for the position;

● To strengthen the Chair’s ability to advocate for faculty and student needs; ● To strengthen the Chair’s ability to give honest feedback in evaluations of faculty;

● To strengthen the faculty’s ability to give honest evaluations of the Chair. In addition, there is precedent for tenure eligibility for this position at other institutions.

*Discussion*: What happens if a tenured chair steps down from chair position to faculty line and no one wants to take the role? No additional line will be created.

While the external search for a chair is encouraged, automatic tenure is concerning and the senator feels there is not enough information to feel comfortable. Need clarity on timeline and process.

Clarification: A tenure package will be required and allows for faculty input in the process.

How does this affect the distribution of tenure track? Each position already has a designation and this will not affect that.

* ***7 abstain, 9 yes, 4 against, less than 50% of senators voting and therefore motion does not pass***

***iii. NEW Motion to charge FDPC:***

The Faculty Senate Executive Committee moves to

charge the Faculty Development and Personnel Committee to investigate and develop a proposal for tenure or long-term appointment for faculty at hire.

* ***5 abstain, 14 yes, 0 against, motion passess*** 
  1. **CCC –** Dr. Bob Gruber, Chair
     1. ***Motion on Historical and Social Literacy Core Domain:***

MOTION: The CCC proposes changes to the Historical and Social Literacy Domain Learning Outcomes as follows.

Current learning outcomes.

1. Students will be able to explain the basic principles of historical or social science research (e.g. developing research questions, recognition of bias).

2. Students will be able to apply central concepts and/or theories used by historians or social scientists.

3. Students will be able to communicate and explain ways that ideas, beliefs,

values, norms, &amp; language are created, and how these cultural phenomena affect people and societies.

4. Students will be able to describe the creation of institutions (economic, political, religious, etc.) over time and the impact of such social structures on people.

5. Students will be able to describe how social scientists and historians analyze the lived experiences of and interactions between people from different social categories (e.g., based on age, gender, class, race, etc.)

Proposed learning outcomes.

1. Explain the basic principles and methodologies of history or social science

research.

2. Apply central concepts and/or theories used by historians or social scientists.

3. Describe cultural phenomena and explain the impact of culture on people and/or the impact of people on culture.

4. Describe an institution and explain an institution’s impact on people and/or the impact of people on an institution.

* ***20 vote yes, 0 no, Motion passes***

1. **Adjournment**