

## Faculty Senate minutes

October 5, 2016

Senators Present: Lea Ann Alexander, Clint Atchley, David Bateman, Emilie Beltzer, Kristen Benjamin, Don Benton (for Pat Weaver), Alan Blaylock, Debra Coventry, Vincent Dunlap, Debbie Francis (for Lisa Massey), Greg Gibson, TaLisha Givan, Megan Hickerson, Dana Horn, Eric Jett, Jana Jones, Catherine Leach (for Shannon Clardy), Dever Norman, Brad Rowland (for Ingo Schranz), Kasten Searles, Joyce Shepherd, Laura Storm, Mike Taylor, Tammie Townsend, Meredith Wright

Senators Absent: Richard Miller, Charlotte Wright, Maggie Tudor

1. Call to order by President Lea Ann Alexander at 3:18 p.m.
2. Discussion with Dr. Brett Powell, Vice President for Finance and Administration

### A. Budget update

Question: Do we have a finalized budget, and if not, when will it be posted?

Answer: A 2016-17 budget is available on the Business Office webpage. It is still incomplete; however, salary listings should be included by the end of the week. Also, there is a copy on reserve at Huie Library. [*Note: It is now available on MyHenderson, as well.*]

Question: What does it look like?

Answer: 1) If state appropriations do not change, we will receive what has been forecast, and 2) Undergraduate student enrollment is essentially flat while graduate enrollment is up slightly. Since our budget was set at 98.5% of last year's budget, our tuition revenue is more than was originally forecast. Additionally, financial aid is also ahead of what was forecast. As the financial aid process was changed prior to this past year, there were caps on scholarships. This year the caps were removed because, if we have qualified students, they should be able to attend HSU. This means that we have more difficulty in projecting the scholarship dollars. We are ahead on tuition and financial aid so net revenue is relatively flat, only up slightly at about \$50,000.00. Those dollars are not dollars we can count, so we can't plan additional expenditures based on the amount. We should know more in the spring semester, though Dr. Powell is trying to project where we would be based on prior patterns. If we were to forecast the budget, it would be the same dollar account as what we awarded in the fall semester as enrollment, and consequently financial aid, usually drops off in the spring semester. Other consideration in the budget process is to present a balanced budget on 98.5% in the spring that restores the cuts that were made to balance the budget. Dr. Powell hopes we will know more information concerning retention on projecting spring enrollments by the end of the registration period.

### B. Compensation Plan

Dr. Powell stated that his top priority is trying to figure out what can we fund within the budget when we do have additional dollars. His understanding of the development of the compensation plan is that where we are relies on enrollment growth; as enrollment grows, additional revenue can be allocated for salaries. However, we cannot solely rely on enrollment growth. He stated there are things we need to have happen before we can see significant growth in enrollment. Some of the factors that will lead to enrollment growth have already been put into place with process changes in admissions, advising, and the way

we award financial aid. For now, we have to think about how to reallocate current expenses so we can fund our priorities first. We need to analyze what we are spending and how we are funding our priorities, including the compensation plan. Dr. Powell stated that, until we find ways to shift funding around, we will not make progress toward achieving our priorities. Dr. Powell distributed data per handouts (which can be found as Addendum II) discussing the data at the institution level.

In referencing the pie chart comparison page, he stated that if we want to make the right decisions in funding our priorities and allocating funds in the operating budget, we have to know what the priorities are now and where they fit in the budget. Our current budget priorities do not match up with the priorities of the strategic plan. He stated that the institutions included on the handout are all based on the same Carnegie classification 19 as HSU. This chart references how our budget is allocated among the functional areas of the university: instruction, student services, academic support, institutional support, and auxiliaries. He defined the categories as the following:

Instruction is what happens in the classroom: faculty salaries, costs to operate the academic department.

Research is as stated.

Public Service is the public service piece of the mission.

Academic Support includes the library, museums, deans' offices, academic computing, or anything related to instruction but outside of the classroom setting.

Advising includes student services: advising, tutoring, financial aid, admissions or anything that directly impacts students but outside of the classroom setting.

Institutional Support includes administrative offices: operations and maintenance, physical plant, etc.

Auxiliary references anything that is self-supporting: residence halls, dining halls, dining services or anything that generates a revenue to pay for itself. Athletics falls under this category but generally most Division II athletic programs do not generate enough revenue to pay for themselves.

The largest slice of the pie is instruction. The full time equivalent number (FTE) means that for every student on campus, we spend \$6,824 on instruction. In comparison to the mean and median data, we underspend on instruction. The Institutional support category, which references administration and operational activities of the university, and the Auxiliary category, which references anything that is self-supporting, is larger by comparison to other institutions. We utilize this information as the start because we have to know where we are and where we want to go.

The second handout (Addendum II) is our budget allocation and how it functions in the buckets we have identified. According to the bar chart, HSU is in the middle, virtually identical to the median and slightly below the mean of peer institutions. He noted that the difference lies in what we spend outside of salaries. When we look at where our priorities are out of line, it doesn't appear to be in total salaries, but, rather somewhere else within the instruction function.

The third bar chart (Addendum II) references student-to-faculty ratio. It aids us in addressing why we spend less on instruction than our peer institutions. According to the chart, HSU has a student-to-faculty ratio that is a little less than 19, with a median of about 22 and a mean

of about 23, giving us slightly more faculty per student. If we relate that data to instructional salaries, it makes sense that salary dollars per student is the same and instructional dollars are less.

The fourth chart (Addendum II) references the per full time equivalent (FTE) student amount. The FTE is the total number of students divided by credit hour. Dr. Powell noted that when we examine the instruction salaries per FTE, is roughly the same as the other institutions. Though we spend more than other institutions, we spend less in than the mean and the median. Some functions naturally lend themselves to spending more because we are a smaller institution. At this point, we are starting to look at our priorities and strategic plan to aid in the budgeting process.

Question: When you say we are the same number of students and we are measuring numbers of administrators, and the amount of number of students spent on salaries, do other institutions have vast diversity in salaries like we have at HSU?

Answer: Not directly because of the mix of programs may be different across institutions, and that's why the salary study is important. There are more details we need to examine to be able to answer the "why" questions.

The last chart (Addendum II) is a percentage of the whole, which points out the same as what has been stated previously. He noted that where enrollment is to drive the compensation plan is better for the future, it is not the best strategy for driving the compensation plan right now. For now, we must re-prioritize the budget in order to be able to fund our strategic plan and achieve our goals.

Question: Why are we paying so much more for institutional support salaries?

Answer: Dr. Powell stated that while he does not have an answer to that question just yet, he noted that our salaries look relatively the same across other Carnegie category institutions which means that we are paying salaries in some areas that other institutions do not. He is investigating the answer to that question and reiterates why the budget prioritization process is a must.

Question: In regards to the compensation plan, have you found a way to address compression?

Answer: Dr. Adkison stated that one of the two pieces that remain from first year was to account for time and rank averages all faculty was given in a rank. He stated that we still need to account for time and rank, so we will still experience compression. He also stated that last year we accounted for position descriptions and looked at averages to include.

Question: How do we account for people who get promoted in the middle of the compensation process?

Answer: When faculty members are promoted, the five percent increase puts them in a different peer group and then they are compared to the others in the peer group rather than their original group. Dr. Adkison stated there could be a number of different scenarios, for example, where you were at the 85<sup>th</sup> or 90<sup>th</sup> once promoted you are no longer at the new rank given the way we provide promotion bumps. The working hypothesis is that the promotion will probably put you at a lower percentile rank than others.

Follow-up Question: Would you be bumped to the 85<sup>th</sup> level when promoted?

Answer: Dr. Adkison stated that the understanding is that we have to make sure to bring them up to the second step.

Question: Do you have historical data to see if allocations have increased or decreased over time?

Answer: Dr. Powell stated, yes, he can provide additional years of data; however, he has not yet looked for trends or correlations. He noted that the three areas where spending matters most and which highly impact student success are instruction, academic support, and student services.

Questions: Why is there a disparity in instructional spending and institutional support spending?

Answer: Dr. Adkison noted that we have allocated too many non-instructional resources. Dr. Powell stated that although we do already spend more on instruction, academic support, and student services, we do not know if we have allocated funding and spending in the right categories, i.e. quality faculty, instructional salaries, tutoring, etc. He stated that if we are going to increase graduation and retention rates, it will fall within the three areas listed above.

Question: At an institutional level, do we not have any idea of where we are over spending?

Answer: Dr. Powell stated that at this point we are putting together some analysis at multiple levels, examining low retention rates, low graduation rates, etc. Additionally, we are examining what our contributions are and how we can progress toward our goals in both academic and non-academic departments.

Question: In reference to the state funding model, is there a chance that increasing enrollment decreases state funding coming in?

Answer: Dr. Powell stated that it has not mattered what our enrollment is for the past ten years; the dollar amount has not changed. Previously, funding has had no connection to enrollment.

Question: Will step two of the compensation plan be funded?

Answer: Dr. Powell stated that if we look at the budget this year, there are a lot of zeros that relate to everything in the strategic plan (i.e. compensation plan, marketing, strategic initiatives, etc.). They are present because these line items were added on at the end of the process and were easy zero out when the budget became more difficult to manage. In this year's budget, those items were not considered fundamental to the budget. The strategic plan has to drive the budget. Next fiscal year, we will start budget analysis sooner in order to fund our priorities.

Question: Why was there a delay in the distribution of fall contracts this year?

Answer: Dr. Powell stated we need to re-think the whole process and he is open for feedback of what factors should be included in the contract and the process.

Question: Can you speak to the report regarding a line the Board of Trustees report awarding financial aid on needs basis rather than merit basis?

Answer: Dr. Powell examined a four-year trend in tuition and financial aid scholarships, which are increasing at the same rate. Every time we add a dollar in tuition, we add a dollar

in financial aid, so we net nothing. Essentially, we spend a lot of money in financial aid which means we are either over awarding financial aid or we are having to use that much aid to get students to HSU. We have to examine why. We also need to determine how we get students to HSU as it becomes less affordable for lower income students to attend. In order for the outcomes-based model to be successful, we have to have resources in place that drive student success. Weight is given to factors such as types of degree programs (i.e. STEM), industry need, community college transfer, race and ethnicity, income of student, academic preparedness (needing remediation), etc. The model drives funds toward improving educational attainment.

Question: In reference to scholarship caps, should we have removed or just raised the caps? Answer: Dr. Adkison stated we did not remove the caps on the Centurion and Red and Gray Scholarships. We deprioritized ACT scores in the process, looked at GPA and ACT scores, and tried to align scholarship awards from those perspectives. We have taken initial steps on scholarship analysis, while trying to eliminate scholarship wait lists. Additionally, a quick analysis of available funds showed that students who qualified for Centurion scholarships could receive the Reddie Scholarship where we had removed the scholarship caps. Additionally, the out-of-state waiver line and budget have altered the scholarship funding process.

#### C. Facilities

Dr. Powell addressed the growing concern for facilities. He stated that he is examining facilities management and that it will take some time to solve facilities issues. He addressed three specific tracks of concerns:

- 1) Buildings need to be clean, comfortable, and functional. This is fundamental and regular conversations with Aramark are taking place concerning this track;
- 2) Some critical issues have been addressed and some are currently being addressed. We are making progress, but a lot of the issues are mechanical and there are others we don't see; and
- 3) We must create a plan to not have critical issues. This difficult and time-consuming plan must be a priority and included in the budget so that we can see a decline in deferred maintenance issues every year.

Dr. Powell also stated that he is addressing better communications with Aramark and Len Nicosia. Regarding our energy savings with Schneider Electric, we are contractually obligated to set temperatures at 75 degrees. If we don't adhere to the contract, we void the savings and guarantees. If we make major changes to the way the project was designed, we lose the savings. We are currently using some of those savings to make exceptions to the temperature guidelines. For now, we will stick to the general guidelines and will review the process in the near future.

#### 3. Discussion with Dr. Steve Adkison, Provost/Vice President for Academic Affairs

##### A. Budget Prioritization process

Dr. Adkison stated that he is working with Dr. Powell on the Budget Prioritization process.

##### B. Low enrollment courses

Dr. Adkison addressed final budget numbers from Summer I and Summer II enrollments showed that Summer II enrollment looked good. According to summer enrollments, Teachers College had a few low enrollment courses because of the nature of the program; however, Ellis College and School of Business did not have many low enrollment courses. Drs. John Hardee and Angela Boswell will derive a plan for managing low enrollment. After Dr. Adkison meets with the Deans Council again, he will report back to Faculty Senate. Dr. Adkison eventually hopes to have Summer I as a regular term so students can have a full slate of enrollment, where faculty members can have a flex term, and where we can push more regular enrollment in the summer to better offset low enrollment courses.

C. Course Scheduling

The goal is to be able to plan and project long term schedules for student advising.

4. Approval of minutes - Minutes from the September 7, 2016 meeting were approved
5. President's Report can be found as Addendum I
6. Shared Governance Committee – No report
7. Reports of committees
  - A. Executive Committee – No report
  - B. Academics Committee – The Academics Committee will soon meet with new members to prioritize referred items from the last meeting.
  - C. Buildings and Grounds Committee – Report can be found as Addendum III
  - D. Finance Committee – No report
  - E. Operations and Handbook Committee – No report
  - F. Procedures Committee – Report can be found as Addendum IV

7. Old Business

No old business to report

8. New Business

A. Faculty Honors and Research Incentives

Constituents requested Faculty Senate to consider means for more productive ways for faculty to conduct research, asking if there is another way to envision incentivizing research. The suggestion was to take the question to the new budget investigation work group to be built in the budget.

B. Fall Break

Some concerns were shared about the change to the fall term calendar which did not go through the Shared Governance process or through Faculty Senate. It was mentioned that from this point forward, those changes should go through the SGC process and Faculty Senate with input from the students.

9. A motion to adjourn was made, seconded, and passed unanimously to adjourn. The meeting adjourned at 5:31 p.m.

Respectfully submitted,

TaLisha Givan

Faculty Senate Secretary

## **Report from the President, October 5, 2016**

### **Meeting with President Jones**

Dr. Jones had his first meeting with the Higher Education Realignment Task Force, the committee considering alignment of Arkansas colleges and universities under either the University of Arkansas system or the Arkansas State University system. Representatives from UA and ASU have already met with the Task Force to list the benefits of this action, as have two-year schools, both those already connected to one of those systems and those which are independent. Dr. Jones represented HSU in a September 28 meeting to discuss why Henderson should not become part of a system.

The priorities of the university budget should mirror the priorities of the strategic plan. Faculty salaries are a major component of the strategic plan and faculty participation in the upcoming budget prioritization process is crucial. If you are not on a committee, please share your ideas and thoughts with Dr. Adkison and Dr. Powell. The process will begin with a campus forum on October 11.

The next Hot Topics (October 19 at 3:00 p.m. in Caplinger Lecture Hall) will center on the Compensation Plan.

### **Meeting with Dr. Adkison**

Dr. Adkison discussed the issue of cancelling classes with the Deans' Council, where consensus was that we do not need to worry about low enrollments but that chairs need a tool to manage course enrollments. Dr. John Hardee and Dr. Angela Boswell will bring a recommendation to Dean's Council regarding enrollments. This proposal will then come to Faculty Senate for discussion.

### **Meeting with Dr. Powell**

A question was raised regarding Dr. Powell's statement in the Senate report from the September Board of Trustees minutes regarding awarding financial aid based on need. Dr. Powell stated that our overall financial aid strategy is focused on high achieving students and that more financial aid dollars are going to high achievers. Needs-based data should also be a consideration when awarding scholarships. The easiest way to improve retention and graduation is to raise the standard; however, the more we support high income students, the more we need to raise tuition. Every time we have raised tuition, we have also raised scholarships, becoming less affordable with each increase. The question raised is who we are as a university. Are we becoming unaffordable for many students whom we have traditionally served?



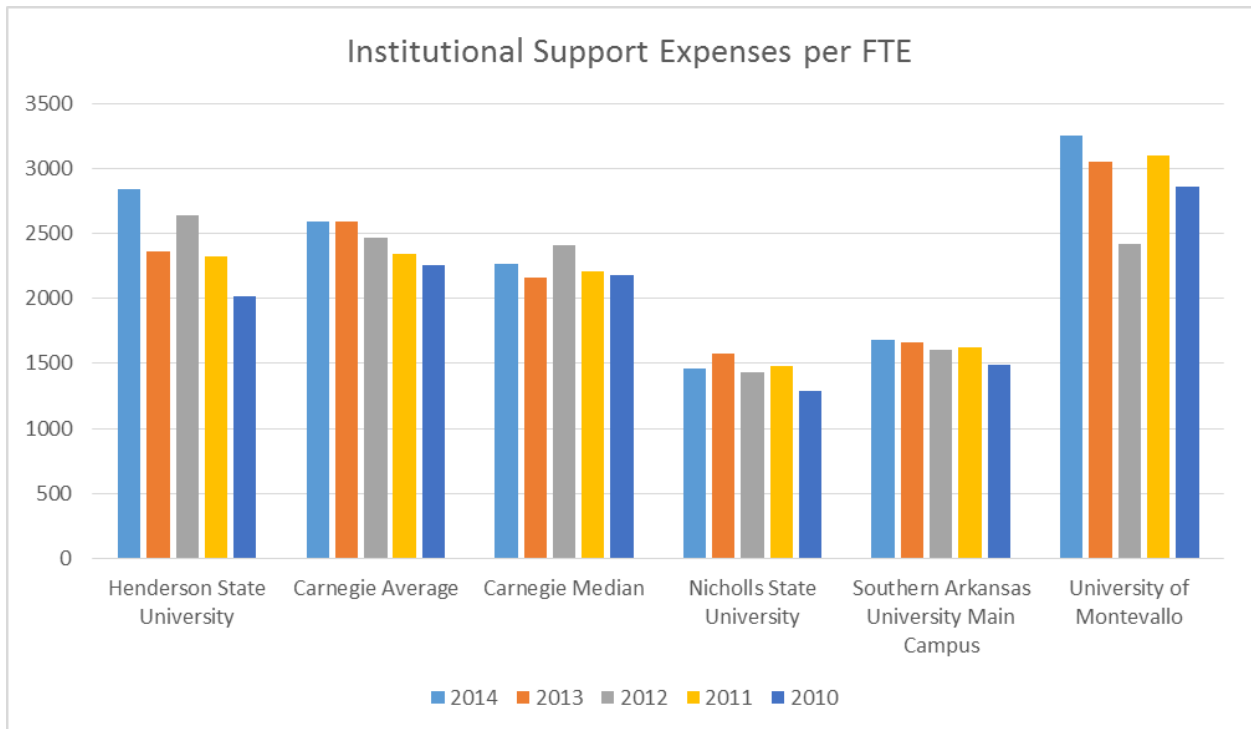
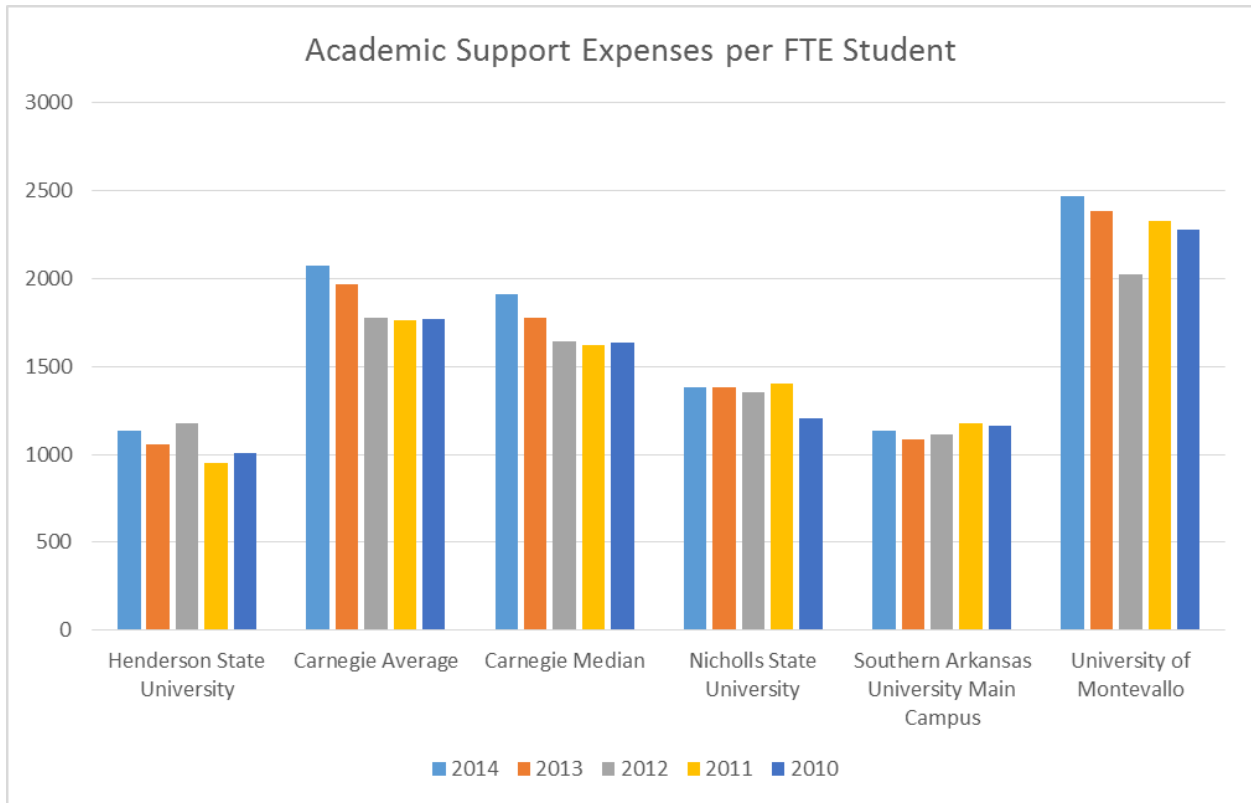
Progress on Reynolds and Nursing Building: The work which will have the most impact on a solution to the mold problem in **Reynolds** has not been scheduled yet. The necessary part has not been ordered but Aramark knows this is a top priority and it should happen within the next few weeks. The **Nursing** building was tested for mold three weeks ago to see if the building was ready to be reoccupied. MTech (the environmental testing firm) picked up slightly elevated mold counts in the offices across the front of the building. The building has been cleaned twice, once by Aramark and once by an environmental firm, neither of which cleaned personal items belonging to office occupants. The environmental firm placed humidifiers in the building. MTech has said that it is safe to occupy the building but recommended that faculty should not be in offices all day until their personal items are cleaned. The classrooms are safe. Aramark finally has access to the control system for this building so that it can operate the way it was intended. There is still some work to do above the ceiling. Dr. Powell also noted that there is not enough ventilation in the attic.

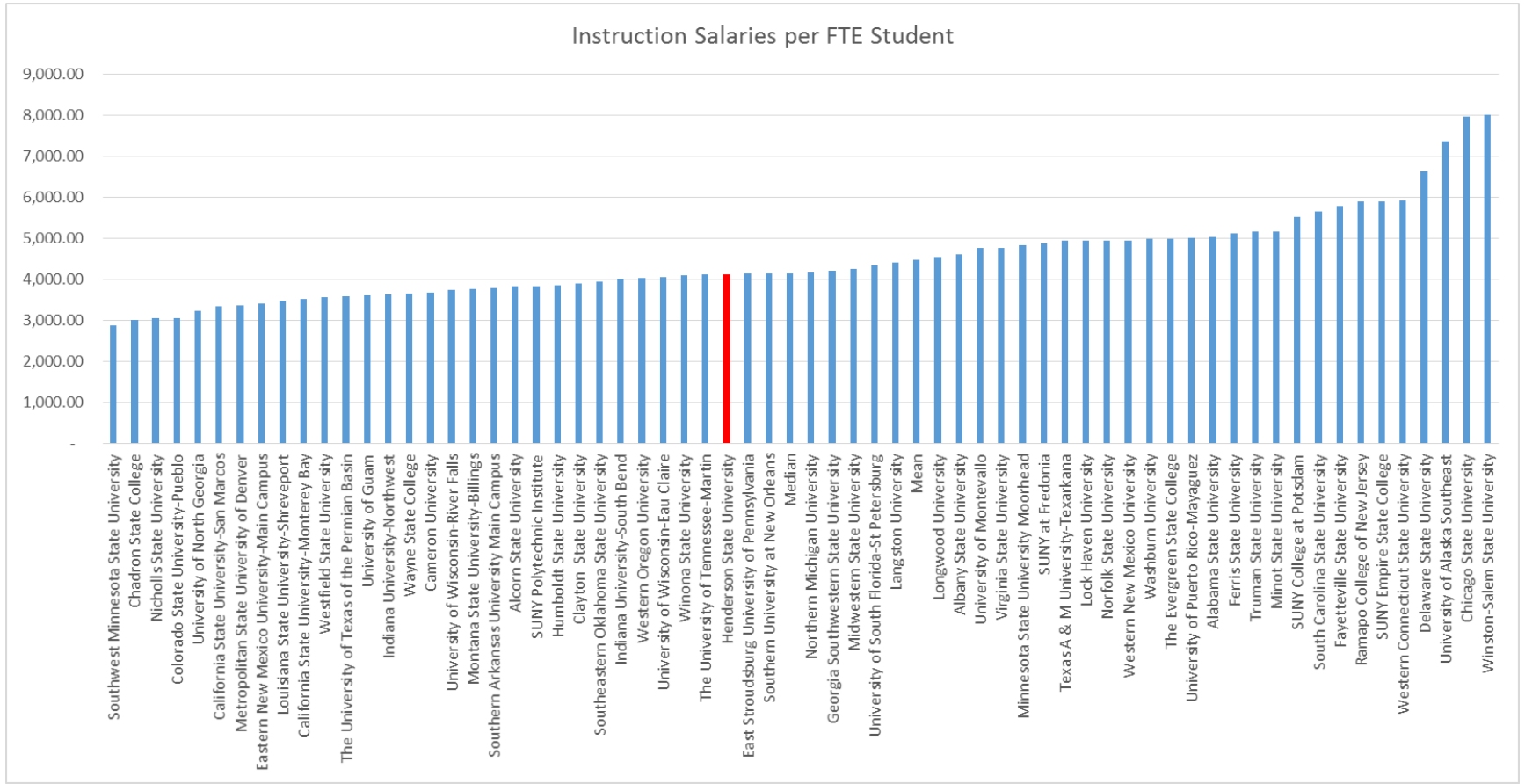
Dr. Powell plans to include a line item for deferred maintenance in the budget.

Dr. Powell is still collecting information for an exceptions list regarding set temperatures recommended by ESCO (Energy Services Contract) for Phase I buildings (Evans Hall, Garrison Center, Huie Library, McBrien Hall, Mooney Hall, Womack Hall).

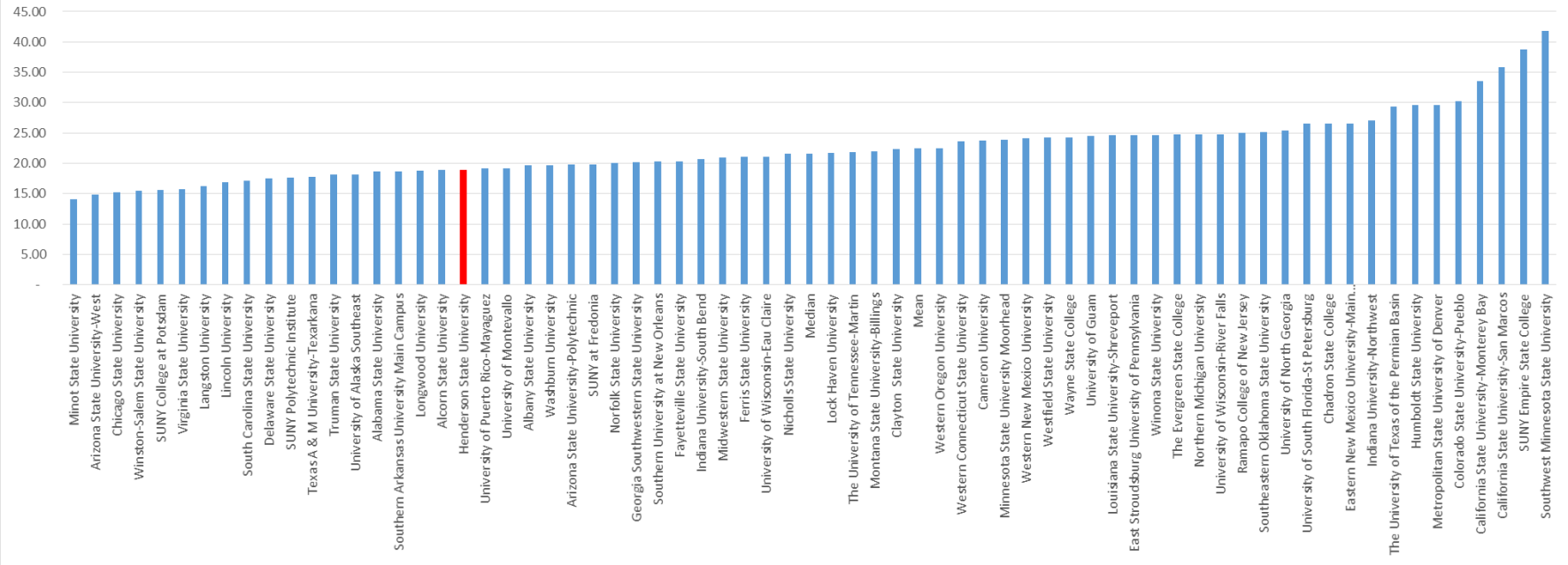
Henderson still has no signed contract with Aramark. While recent negotiations have gone well, Henderson still has two or three concerns that need to be addressed. Aramark is motivated to complete the process.

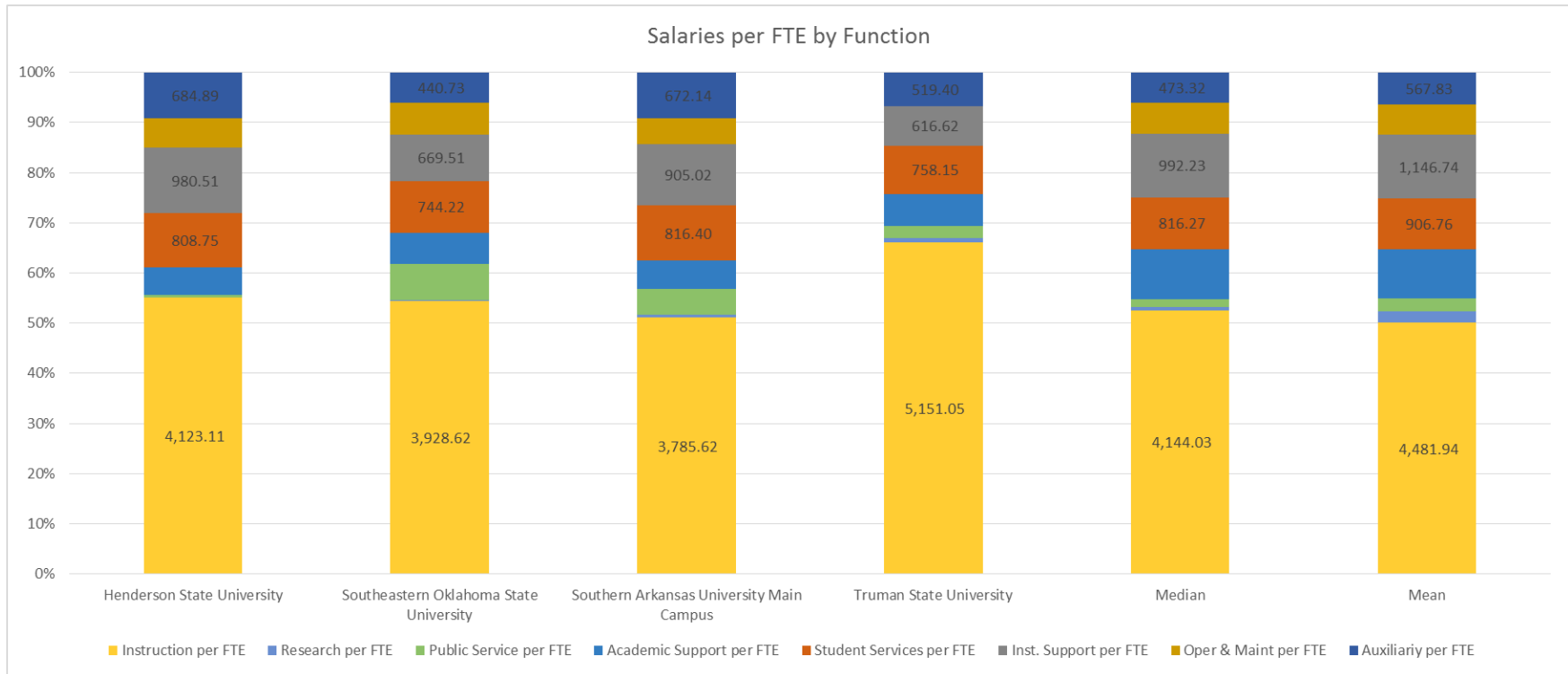
Addendum II: Expense Charts for Faculty Senate



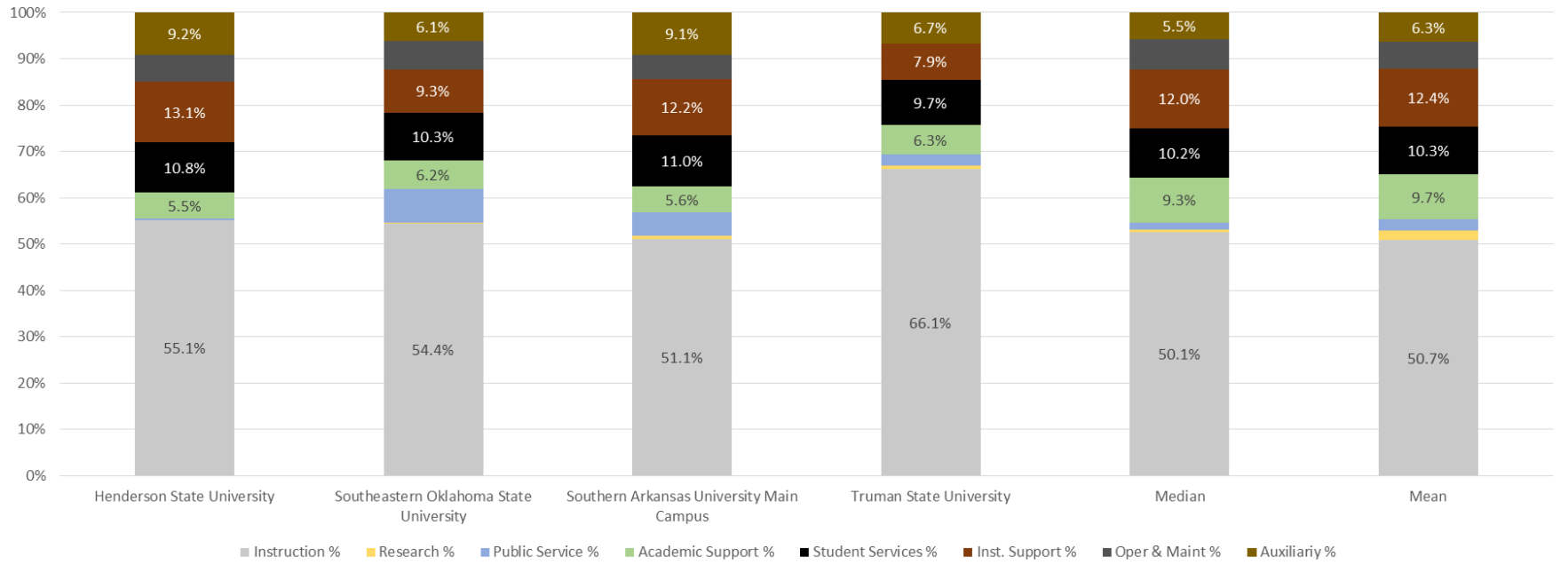


FTE Student/FT Instructional Staff

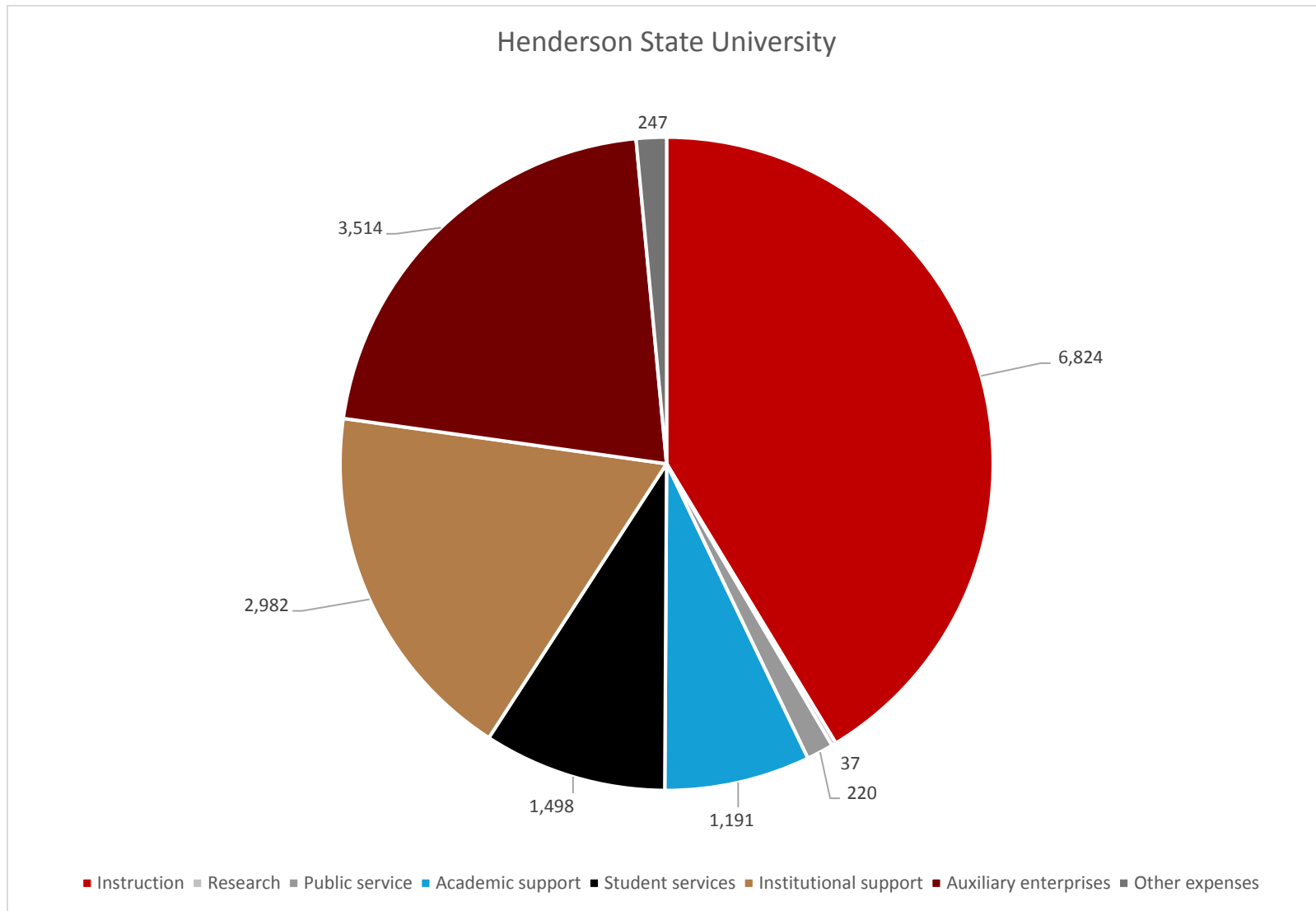




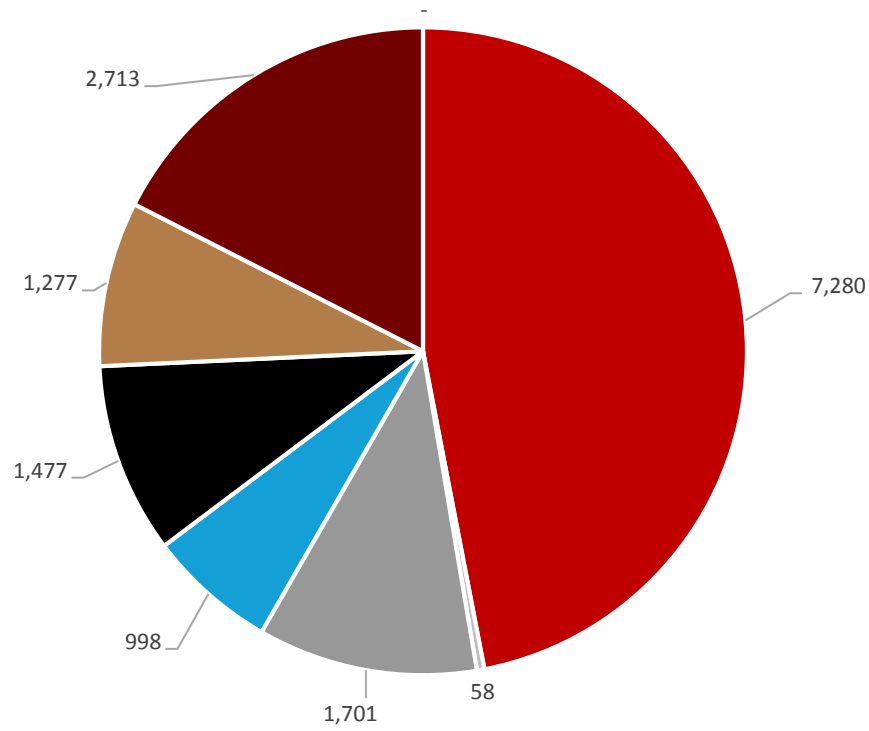
Percentage of Total Salaries



**FY15 Expense Allocation per FTE Student by Functional Area**



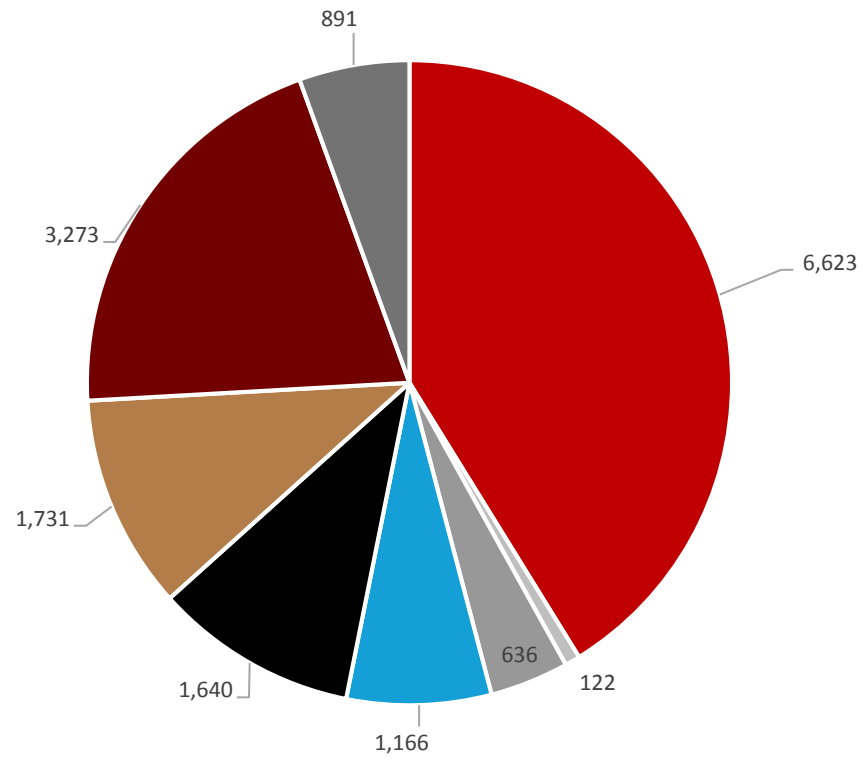
### Southeastern Oklahoma State University



■ Instruction ■ Research ■ Public service ■ Academic support ■ Student services ■ Institutional support ■ Auxiliary enterprises ■ Other expenses

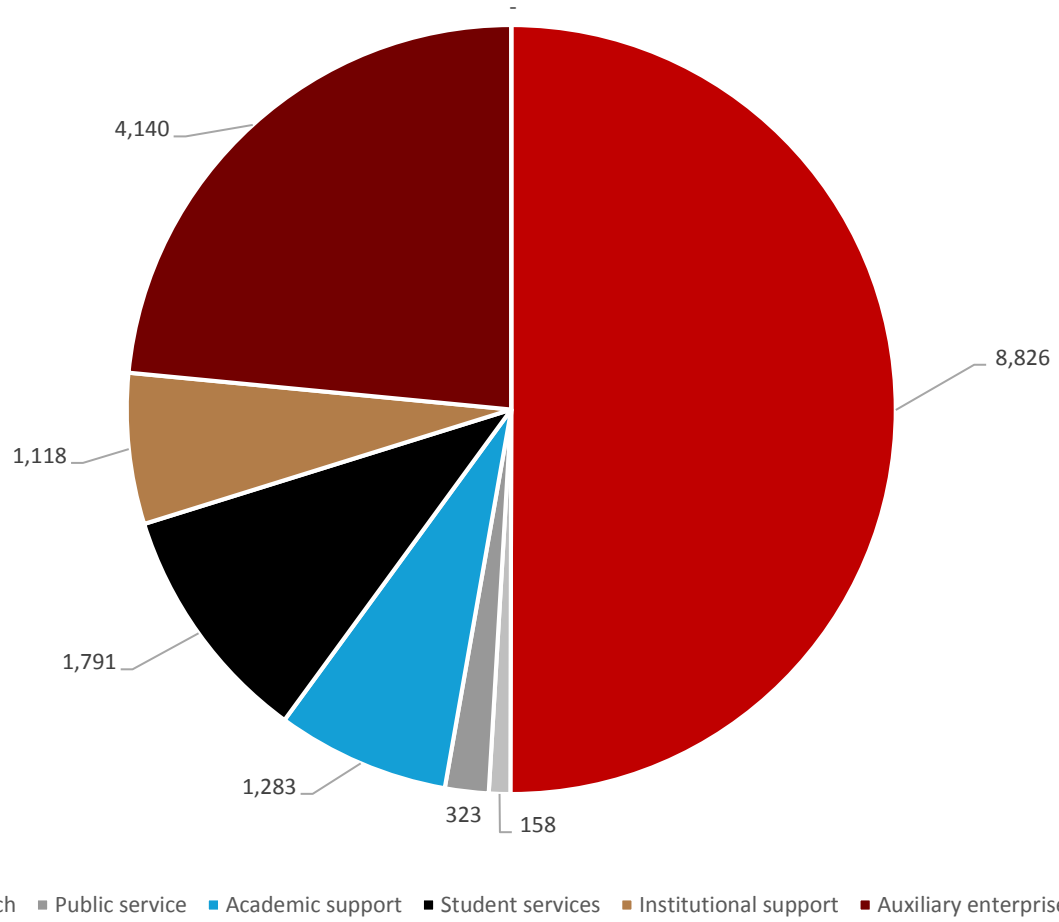


### Southern Arkansas University Main Campus

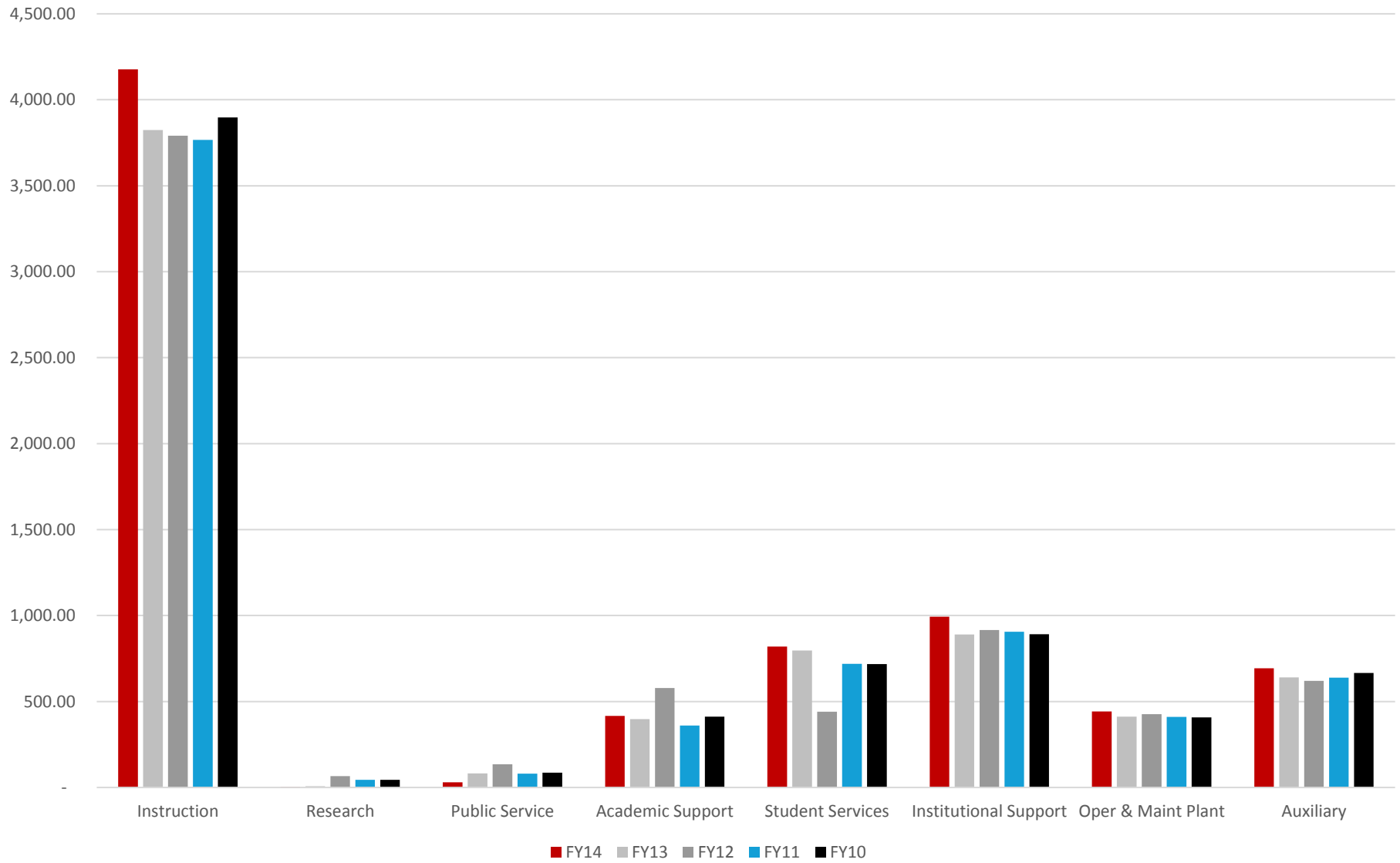


■ Instruction ■ Research ■ Public service ■ Academic support ■ Student services ■ Institutional support ■ Auxiliary enterprises ■ Other expenses

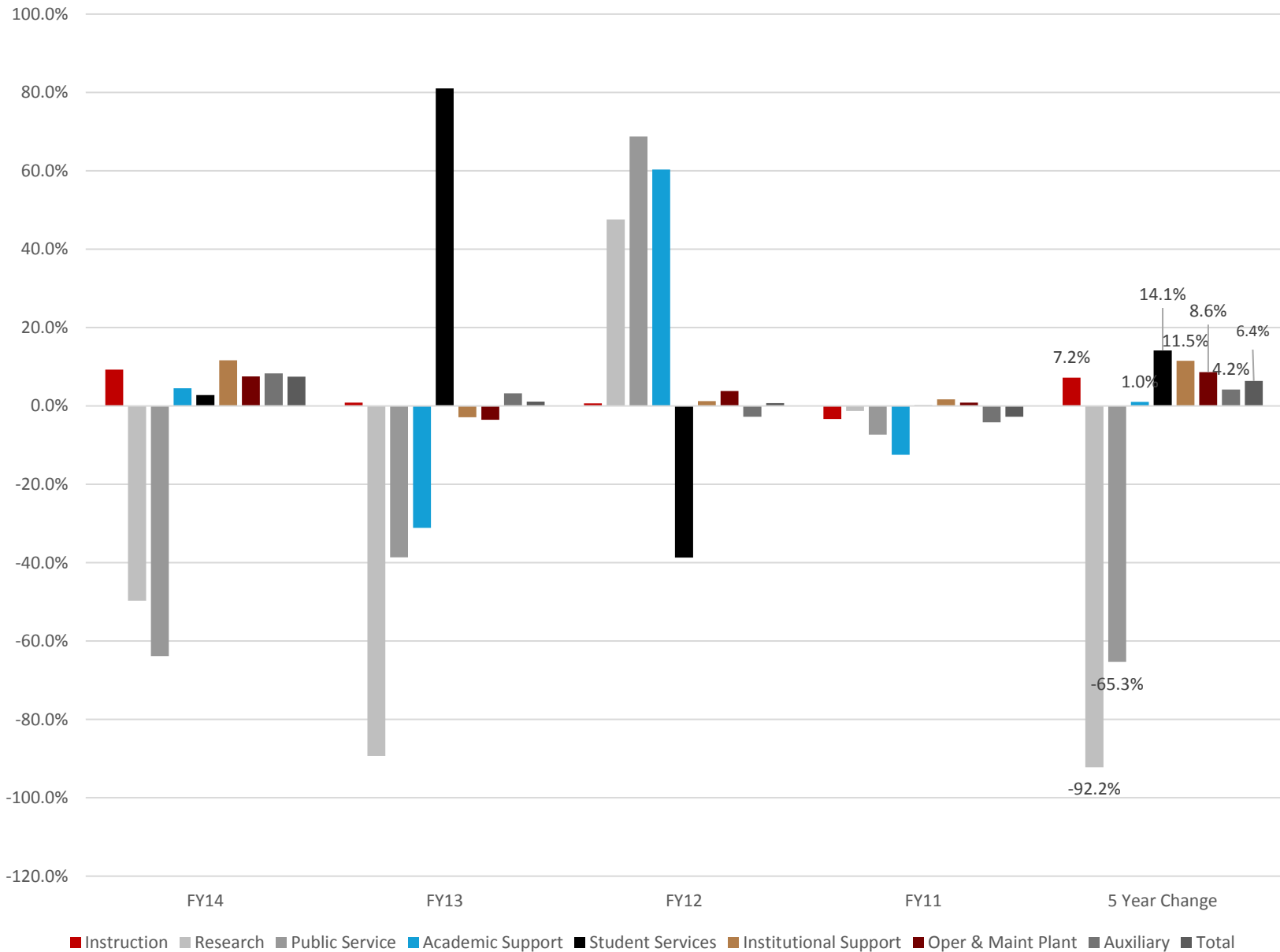
### Truman State University



Salaries per FTE Student by Function



### % Change in Salaries per FTE Student by Function





## **Building and Grounds Report**

October, 2016

Committee: Dever Norman (acting chair), Catherine Leach, Laura Storm, Kasten Searles

### **Senate-requested prioritization:**

Agreed on *basic* direction for prioritization of university resources in the context of facilities management. Agreed to gather detailed information about the priorities, and meet again in approximately 4-6 weeks to detail the recommended priorities.

Determined that 1st facilities priority for which the administration should devote resources is safety.

- Includes safety for students, staff, and faculty
- No preferential treatment to particular buildings, but rather treated campus-wide and prioritized by severity of violation, so that effectively needy buildings receive weighted priority
- Includes accessibility and liability concerns
- Includes long-term safety, such as mold and chemical exposure
- Create oversight procedures for unresolved and new safety concerns

Determined that 2nd facilities priority for which the administration should devote resources is efficiency.

- Prevents university funds from being dumped into short-term and poor solutions
- Prevents attrition of university funds through confusion
- Primary pillar for efficiency is communication. This includes communication from the ground to the executive aspect of the university, communication within departments, communication across departments, communication of needs to Aramark from faculty/staff, and transparent communication of tasks and goals from Aramark to faculty/staff
- Allows identification of problem areas and a framework for discussion
- Increases morale because of better awareness about plans, limitations, and timetables -- from cleaning doorknobs to building entire buildings
- Decreases drag on the faculty and staff that occurs because of continually reporting problems, working around problems, or fixing problems themselves.

Determined that 3rd facilities priority is custodial/maintenance oversight

- Issues need to be reported by both faculty and staff
- Can unreported issues be found by a supervisory role?

- Performance and promotion do not appear to be correlated (Is there a reason we cannot see?)

Intend to work with Brett Powell to determine sources of funding besides general budget. Are there infrastructure grants? Endowments?

Need to meet with Aramark, determine what they already have in place in terms of a project/work order database, for the purpose of implementing the efficiency plan, and how much it would cost in terms of effort and money to meet said transparency needs.

## **Meeting with Brett Powell:**

The administration is not satisfied with the condition of the campus, and wants to put the weight of that responsibility on Aramark's shoulders.

The contract negotiation with Aramark is "90% done" according to Brett, but the contested portion essentially revolves around accountability, meaning that HSU wants a contract that demands that Aramark fulfill certain expectations about the condition of our campus, and has repercussions if they do not.

The method HSU proposed for holding Aramark accountable has been to hire a 3rd party assessment company to determine how successfully Aramark has fulfilled its requirements, but Aramark has an alternative proposal (see below).

Regarding the public interface, the administration has a concern that allowing any faculty/staff to view all details of Aramark's work in real time will produce an overwhelming level of micromanagement from campus constituents that will prevent Aramark from being productive. The possibility is not entirely rejected, but the administration is extremely wary of it.

A preferred method for campus approval of Aramark's performance would be a feedback structure, but no quality control report method has yet been imagined. Building and Grounds along with Faculty Senate has been asked by Brett Powell to help engineer possible solutions for a campus quality feedback protocol.

## **Meeting with Aramark (Mark McMahon and Len Nicosia):**

Aramark is not satisfied with the efficiency of information flow from the floor to facilities management, both in terms of self-assessment and in terms of work order placement, but has been quite busy with damage control since taking over facilities management.

Wants to implement the GoSpotCheck application as a method of improving self-assessment and gathering data about needs. (this is in contrast to the proposed 3rdparty assessment)

As for dorm needs, Len suggests there are too many steps involved for dorm work order placement, and hopes to implement a change so that RAs have the ability to put work orders in.

For work order placement, currently the system sends 3 emails minimum for every work order placed:

1. Accepted and given an order number
2. Assigned a plan of action
3. Completed and requesting feedback

Aramark is not aware of any reason that work orders would fall through cracks unless they are not placed officially (If you have a work order number it will be in the system and prioritized).

Need to balance the prioritization method of Aramark vs. prioritization method of the administration

If desired, individuals can contact Len Nicosia to request a particular prioritization for certain tasks (e.g., We need this painted by the time composer John Williams visits on December 3rd).

Also they suggest restructuring preventative maintenance schedule during August so that Aramark will be more mobile for the demands of Fall semester startup.

For communication return flow, we are proposing two solutions:

One is the change to a sub-system-wide email to ensure everyone receives information on a work order that would be relevant to them.

The other is that Len will issue a monthly progress report on work orders to the building and grounds committee.

## Smith Hall

Severe mold growth and other minor damages were reported in student dorm rooms in Smith hall. Students complained about a list of issues, but they went unreported. Members of Building and Grounds went to walk through and document problems with that dorm. It is suspected that Newbury will have similar requirements.



#### Addendum IV: Procedures Committee: Excellence Award Committee Membership report

The Procedures Committee of Faculty Senate has completed elections for Faculty Excellence Award Committee membership. The elected five-member awards committee membership is as follows:

Teachers College, Henderson:

- Rochelle Moss (acting chair), Beth Wyatt, Patrick Wempe, Dana Horn, and Judith Jenkins

School of Business:

- Natalie Scrimshire (acting chair), Mike Watters, John Greene, Eunice Akoto, and Richard Miller

Ellis College (Liberal Arts Area):

- Steven Todd (acting chair), Allison Vetter, Stephanie Barron, Haroon Khan, and Emilie Beltzer

Ellis College (Fine Arts Area):

- Andrew Kreckmann (acting chair), David Warren, James Buckner, Claudia Beach, and Paul Glover

Ellis College (Math and Sciences Area):

- Janice O'Donnell (acting chair), Anna Smith, Basil Miller, Duane Jackson, and Barbara Landrum