

Faculty Senate Minutes

Thursday, February 15, 2018 at the Alumni House, 1:30 PM

I. Attendance

K. Corley, A. Geraghty-Rathert, G. Glasgow, T. Green, S. Jensen, J. Palmer, D. Psihountas, T. Reilly, G. Renz, E. Rhiney, B. Rodney, C. Sagovac, H. Singaravelu, P. Witkowski.

II. Approval of Minutes

Upon motion by A. Geraghty-Rathert, seconded by P. Witkowski, the Senate unanimously approved the minutes, as amended, of the February 1, 2018 Senate meeting.

III. Old Business

1. The Senate unanimously approved a motion by G. Renz, seconded by T. Reilly, to appoint Dr. Ravin Kodikara to the open At-Large GCP seat for a term expiring in May 2020.

IV. New Business

2. Interim Dean of the School of Education, Dr. Thomas Cornell, presented a proposal to the Senate to move the Education and Innovation Programs out of the Multidisciplinary Studies Department into the Teacher Education Department. Dr. Cornell said that the School of Education leadership team has unanimously approved moving the programs to the Department of Teacher Education. (See the appendices for the proposal.)

The rationale for moving these programs into a different department is that Dr. Roy Tamashiro's will be retiring and his position will not be filled. Dr. Tamashiro was the faculty member within the Multidisciplinary Department who directed, coordinated and taught in the Education and Innovation Programs. Faculty from the Language, Literacy and Leadership Department are available to take over these roles.

The Senate unanimously approved a motion by S. Jensen, seconded by C. Sagovac, to move The Education and Innovation Program from the Multidisciplinary Studies Department into the Teacher Education Department.

3. School of Education Restructuring Proposal
Interim Dean of the School of Education, Dr. Thomas Cornell, presented a second proposal to the Senate to reconfigure the School of Education from three departments into two departments. The Language, Literacy and Leadership Department will be merged with Multidisciplinary Studies Department. The Department of Teacher Education will remain. The newly merged department will be named in the future. (See the appendices for the proposal.)

The rationale behind merging the two departments is that Dr. Roy Tamashiro will not be replaced upon his retirement in Spring 2018 and the Special Education faculty position will be moved to the Department of Teacher Education. This would leave only 3 faculty members in the Multidisciplinary Studies Department. Merging the two departments will save the University money. Dr. Cornell said that the School of Education leadership team has unanimously approved merging the two departments.

The Senate unanimously approved a motion by G. Renz, seconded by E. Rhiney, to combine the graduate departments of Language, Literacy and Leadership and Multidisciplinary Studies into one department that will be named in the future. This will be brought to the Faculty Assembly meeting in April for approval.

4. G. Renz reported that past AAUP President, David Robinson, agreed to make a presentation and take questions at the 2018 Spring Faculty Institute. The current AAUP president, Greg Comer, who is at St. Louis University, and other AAUP representatives may also come to the Spring Institute. Mr. Robinson does not want any reimbursement for his services at the Spring Institute. The Senate will pay him mileage for his travel and provide meals if he wants them.

The Senate unanimously approved a motion by G. Renz, seconded by K. Corley, to have David Robinson and other AAUP representatives make a presentation at the 2018 Spring Faculty Institute.

5. G. Renz asked the Senate what they thought he should do with the unasked questions sent to him for the February 13, 2018 Faculty Assembly meeting. Should he forward them to the Faculty Assembly List Server so everyone can see the questions; should he forward to the administration for answers; or do nothing? The Senate recommended he send them to the administration for answers.
6. The Senate discussed holding an informal town hall where G. Renz would present slides from his paper on Webster's enrollment and financial trends and faculty members could ask questions and make comments. No formal decision was reached, but G. Renz said he was willing to make a presentation and moderate the discussion.

V. The Senate went into Closed Session at 3:05 p.m.

Meeting Adjourned: 3:40 p.m.

Appendices

DEPARTMENTAL MODIFICATION PROPOSAL FOR THE EDUCATION AND INNOVATION PROGRAM

Presented by Thomas Cornell, Interim Dean, School of Education

February 15, 2108

PROPOSAL:

The Education and Innovation Programs shall be housed in the Teacher Education Department.

SCOPE:

The programs included in the proposed move from the Multidisciplinary Studies Department to the Teacher Education Department are the MA-Education and Innovation and associated Graduate Certificate Programs, including the Graduate Certificate-Education For Global Sustainability and the Graduate Certificate-Teaching Globalization & History.

ASSUMPTIONS:

1. The proposed change is made under the University Handbook procedures for Departmental Modifications wherein “an academic department or its dean may petition ... to make substantial internal modifications” (p. 16, Webster University Policy Handbook - Revised 16 August 2017).
2. We follow the principle that Webster University’s academic programs (such as, in this case, the Education and Innovation (EDIN) Programs) are housed in an academic department, which include faculty members who have expertise in the program content area, and who have responsibility to provide leadership, program/curriculum development, teaching, advising, and program assessment for programs housed therein.

RATIONALE:

1. Webster University does not intend to replace Dr. Roy Tamashiro’s FT faculty position in the Multidisciplinary Studies Department (which currently houses the Education and Innovation Programs), and none of the remaining faculty in the Multidisciplinary Studies Department and the Language, Literacy and Leadership Department are available to assume Dr. Tamashiro’s role in directing / coordinating / teaching and advising in the Education and Innovation Programs;
2. Faculty members in the Teacher Education Department are available and committed to providing the leadership, program/curriculum development, teaching, advising, and program assessment for the EDIN programs. They possess the expertise in the Education and Innovation program content areas, and have been directly involved in the program coordination role, the curriculum/ program development; course development; teaching courses; advising students; and program assessment;
3. The Education and Innovation Program fits within the purview and mission of the Teacher Education Department. The Teacher Education Department houses other programs that parallel the EDIN content

areas (such as the Educational Studies Major (UG), the MAT Programs (GR), and the Sustainability Studies Minor (UG)) enabling synergistic development of content in EDIN with other programs housed in DTE.

4. The Teacher Education Department's shared-team leadership approach minimizes the risks and weaknesses associated with a solo Program Coordinator, and with an interdepartmental committee/council to direct and coordinate the EDIN program.
5. The SoE leadership team (department chairs) voted unanimously for moving the EDIN program to the Department of Teacher Education.

SCHOOL RESTRUCTURING PROPOSAL FOR THE SCHOOL OF EDUCATION

Presented by Thomas Cornell, Interim Dean, School of Education

February 15, 2108

PROPOSAL:

The SoE will be reconfigured from three departments to two. The Department of Teacher Education will remain the same, but the two graduate departments will be merged into one.

SCOPE:

The SoE scheduled several all-school meetings to discuss this proposal and held one Town Hall to discuss it further. A straw-poll vote indicated that the two department model was the most valued. All three department chairs voted to move forward with the two-department model.

RATIONALE:

1. Webster University does not intend to replace Dr. Roy Tamashiro's FT faculty position in the Multidisciplinary Studies Department and the Special Education faculty position has moved to the Department of Teacher Education. This would leave the Multidisciplinary Studies Department with only three faculty;
2. This reorganization would provide savings of a department chairperson's stipend and the two course releases associated with it;

3. The SoE department chairs, after consulting with faculty and listening to several school-wide discussions, voted unanimously for merging the two graduate departments into one department.

Questions relating to Strategy, Finances and Enrollments

1. How much money do you expect Webster to lose this academic year?
2. How much do current expenses need to be reduced to address our current financial problems?
3. Will Webster have enough cash to pay its bills this year? I know of several situations where our bills have not been paid on time (actually behind several months). Why aren't we paying our bills on time? What will you do if Webster does not have enough money to pay its bills?
4. Given the presidential/provost statements and convocation statements, our financial problems are serious. How do you plan to address Webster's financial problems in light of the dramatic changes going on in higher education?
5. Why has the administration continued to buy, refurbish and build multi-million dollar buildings in Webster Groves and St. Louis when enrollments and other income have decreased or remained static over the past seven years or so?
6. What strategy is the administration following when investing so heavily in buying, refurbishing and building multi-million dollar buildings at extended campuses that enrollments and other income can never pay for?
7. It seems clear that we can't continue cutting costs every year without eventually compromising the capacity of the institution to accomplish its mission unless we think very strategically about how to reduce expenditures. For example, our numbers of full-time faculty (and associated costs) are being reduced through retirements, but academic programs are being affected haphazardly since the only criterion for what are, in effect, staffing cuts is who happens to be eligible and willing to retire. What processes will be implemented to ensure that we maintain academic quality, preserve our reputation, and meet student needs while also containing and reducing costs?
8. Are you contemplating declaring financial exigency? If so, will you follow AAUP guidelines with respect to financial exigency?
9. Are you thinking about faculty or staff layoffs? How many staff might lose their jobs? How many faculty might lose their jobs?

10. Are you contemplating reducing faculty and staff compensation?
11. Are you thinking about reducing the number of administrators? What about reducing top administrators' compensation? Will administrative bonuses be eliminated?
12. Of the record number of traditional freshman students who enrolled this past fall, how many of those freshmen did we retain? What is our average retention rate?
13. If it becomes necessary, how will Webster decide which academic programs to support and which to cut? Will the Board of Trustees and Webster's Administration allocate enough funds in the future to protect the liberal arts at Webster?
14. What is the role of non-traditional age students in Webster's future plans? Can Webster survive if it continues to lose graduate students?
15. How does Webster's fundraising "track record" compare to similar colleges and universities?
16. With limited financial resources wouldn't it be more prudent to spend money at home rather than spreading ourselves so thin across the world?
17. I've heard that some local universities have seen overall enrollment growth. What are they doing that Webster is not doing?
18. Comment: If we need to reorganize, restructure, or eliminate academic programs we will need to know 1) which programs/units are net revenue generators, 2) which programs are revenue neutral, 3) which programs are losing money and must be subsidized (and how much subsidy is sustainable over the long term), and 4) the formula for determining how much revenue is assigned to a program/unit.

Questions relating to International Campuses

19. What roles do Webster's international campuses play in our future if they are losing money and the main campus must subsidize them? Is it truly feasible for Webster to continue its current model of being "Global?" It seems that buying property worldwide and operating campuses at a deficit is merely "smoke and mirrors" and not truly offering a global education. It is also perceived as an irresponsible use of finite resources. There are less costly ways of forging global affiliations and continuing study abroad opportunities.
20. Please share with us how money is spent and allocated for the international campuses, particularly, the European campuses.
21. What are the enrollments at the international campuses? Are we making or losing money on our international campuses?
22. Can we continue to lose money on our international campuses and maintain the financial viability of the Webster Groves' campus? How long will we subsidize money-losing international campuses?
23. When will we recoup the money we have given to international campuses over the years, such as the \$26 million given to Vienna in the past? When will Vienna become financially self-sufficient? When will Vienna repay the money we have spent there?
24. We have been hearing for a few years now that the university is heavy invested in the Vienna campus. I/we want to see the expenses for the Vienna campus for the last 4 years to the present time. As faculty, we seem to be constantly responsible for bringing in enrollment moneys for the university. I/we have done that and continue to do it but now I want to know how the money is being spent, particularly, in Vienna.
25. Why is so much effort being put into places like Ghana to encourage faculty to plan trips even though previous attempts have failed due to the high cost to students and little interest?

26. Do you intend to keep opening international campuses, such as in Uzbekistan?
27. I know of faculty being sent to European campuses for several days of meetings. This was done with little warning (resulting in higher cost of plane and travel). Couldn't this have been done via Skype or other means?

Other Miscellaneous Questions

28. Can the Senate meet with and address the Board? Does the Board value hearing the faculty's perspective?
29. Faculty and deans are being asked to help develop and support programs at extended and international campuses but then schools and colleges on the WEBG campus are held responsible for increasing their own enrollments in Webster Groves and online (not getting "credit" for enrollments reported elsewhere). At the same we have extended campuses that sometimes prefer to run low-enrolled courses to make their enrollment numbers rather than make economically wise decisions to advise these students into online sections. What changes can be made to campus-specific enrollment accountability to promote strong collaboration between WEBG, online, metro, extended, military, and international campuses that benefit all?
30. At what point will the Webster Groves campus (and particularly the undergraduate college) quit being bled for the multiple problems created by the extraneous branches, i.e. grad online, grad metro, military, grad international? The traditional answer that the external campuses pay the bills is no longer really tenable or acceptable - they are obviously an extreme detriment to the future viability of the Webster Groves campus.
31. When will the recommendations of the committee looking at programming be released? What is the make up of this committee?