

Senate Executive Committee Meeting Minutes
Wednesday, March 25, 2020

In attendance [all via remote connection]: Dinesh Pinisetty (Chair), Keir Moorhead (Vice Chair), Sarah Senk (Secretary), Steven Browne, Christine Isakson, Elizabeth McNie, Cynthia Trevisan, William Tsai, Mike Mahoney (Provost), Sianna Brito (Academic Support Coordinator)

Absent: None

I. Mental Health Working Group Update

- McNie reports that she attended the Mental Health Working Group Zoom meeting yesterday, and they are discussing creating support groups for Faculty. This is normally not their charge; their regular focus is students. But there was some discussion about faculty stress regarding changed modalities, general pandemic stress. It would be voluntary, free, and over Zoom.
- McNie's opinion is that it probably doesn't hurt to create a forum where faculty can come to get some support because we're probably feeling a lot of the same things that students are feeling.
- Tsai asks if they're thinking one-on-one or group. McNie clarifies they are proposing group sessions and are thinking of this as a support group.
- Committee agrees it's a great idea.
- Chair asks how to proceed. McNie will report back to Mental Health Working Group. One option might be to have groups dedicate to different things (like one on general stress and one on teaching stressors).
- Tsai recommends looping in Nipoli Kamdar, Faculty Development Coordinator, to help get the message out.
- Actions: McNie will report back to Mental Health Working Group that the Senate Executive Committee agrees they should get this initiative up and running.

II. Non-Instructional Spending Presentation Follow-Up

- Tsai reports that faculty, staff, and students have submitted questions about Franz Lozano's budget presentation. The following questions were submitted:
 - Question 1: Lozano said "you've heard of economies of scale; I've heard it many times. But then didn't explain and only gave one vague example about how Cal Maritime student pay more for healthcare. But that example was about the effect on student fees, not non-instructional spending from our budget. Can we have 2-3 examples of how economies of scale affect us?"
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recorded as a loss? I still don't understand what he was saying about how that wasn't actually a loss.

- Question 4: Can we get some more examples about how Cal Maritime classifies things as "non-instructional"? Lozano mentioned the library staff and the cost of offices for new faculty, which were both good examples. Can we get some more examples and details about the amount of money that's spent on them?
- Question 5: The main issue I wanted to ask about your view that not only should we not use other maritime universities as benchmarks but that we should not do benchmarking at all. What is the basis of this view? Is this view commonly held by CFOs, or a view somewhat unique to yourself?. I was under that impression most CEOs have their performance evaluated at least in part based on their financial ratios compared to industry benchmarks, and that fund managers have their performance evaluated based on benchmarks such as the S&P 500. What are we missing in terms of why other organizations use benchmarking but we shouldn't?
- Question 6: I see you don't think it is worthwhile to benchmark against other maritime academies since they operate much differently. But how do these differences lead to different levels of non-instructional costs? Is there something about Cal Maritime that necessitates higher levels of non-instructional expenses than these other academies?
- Question 7: During the presentation I only saw a brief mention about the recent 20% decline in enrollment. I saw from your presentation that further decline is predicted for the 2020/2021 academic year. How grave of a threat is this decline to the financial health of Cal Maritime? How much further is it expected to decline? Is there a plan in place to reverse this decline?
- Question 8: Regarding your very brief mention of IPEDS data and Maine Maritime not reporting professor salary data - did you know that Maine Maritime technically does not have a tenure system and thus might not classify instructional staff in the categories you chose to display?
- Question 9: Our institution is particularly dependent on state appropriations for its budget. This seems fine for times when the economy is good and state legislators are friendly to our cause. What planning is done for when one or the other of these things is not the case?
- Question 10: Why was a large portion of your presentation dedicated to showing data that is already known and did not address the reason you were giving this presentation? It seems like a missed opportunity. 45 more non-instructional (non-self support) in 5 years from 2012 - 2017 as our student population essentially flat-lined or dropped. There was precious little justification given for this run-up. This doesn't even include the addition of non-instructional staff associated with the three school model. Justifying this increase should have been the centerpiece of your presentation. It was not. What this suggests is that a justific1 0 0 1 180.2 166.68 T39(t)21(a)urther

proposals but were summarily overruled. Is this the case? If so, why were they overruled?

- Chair asks if we should extend the deadline for questions.
- McNie recommends forwarding the questions we receive to all faculty and asking if there's anything else people would add.
- Tsai asks if in the interim we want to forward the questions we have to Franz?
- Committee agrees we can do both: send the questions we have to Franz solicit more questions from faculty.
- Actions: Chair will send the list of questions to faculty and forward new questions as they come.

III. Plan to Record General Senate Announcements

- Senk, Moorhead, and McNie report they are ready and able to record the presentations they would have given during the March General Meeting.
- Senk adds that faculty are probably all focused right now on moving their teaching online and don't have the bandwidth to watch any recordings now, recommends waiting to send the recordings until after Spring break.
- Actions: Senk, Moorhead, and McNie will record presentations about the proposed revisions to Standing Committee descriptions and Chair will send out recordings before regularly schedule General Senate Meeting in April and will solicit faculty feedback using a Microsoft Form.

IV. ASCSU Representative Report

- Browne reports that the ASCSU passed resolution saying that faculty be given the option of including or not including this semester's evaluations in their WPA Fs, and a resolution regarding the CSU Transfer Model Curricular to make sure that community college programs match up with CSU programs.
- Browne reports that the ASCSU is supporting the state budget, even though it's currently up in the air given impending economic difficulties
- ASCSU is opposing CSU graduation requirement in Ethnic Studies namely on the argument that the faculty, not the legislature, should be in control of the curriculum
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- Chair notes that the memo does not specify that the requirement would replace an existing Area D requirement. But suspects that they must overlap because we cannot add any more units to the curriculum.

V. CSU Updates on Coronavirus

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