

Percent effort in teaching

Comment: It is so disheartening that our Republican Legislators and Governor have delivered these mandates. Worse yet is that the State Board of Higher Education has little if any background in Higher Education and UND is currently not represented. They chose our unqualified UND President. His ideas to take us to a Research I University are so very misguided. What does he know? We do not have the financial foundation to reach that level even if our publications were numerous and stellar. We are pushing those with experience in teaching research and service to take an early buy out. We are freezing positions that are crucial and hiring short term hires to cover classes. Each class tenured individuals teach count 10% of their load! Even if one only works 40 hours per week we are being asked to spend 3 hrs of seat time with only one hour of preparation? This formula and directive come from an incompetent individual who has taught little published his "ideas" and been a politician! I was happy to see that our students are declaring him "unfit". UND is only a "notch" on his political belt and I believe he will destroy us!

Response: We discussed the 10% effort per course of instruction and it turns out that there is variability among colleges as to how percent effort is calculated for teaching. At least one college already utilizes the 10% rule. The typical conversion used in another college is 12.5%. The standardization of teaching effort is not urgent for the budget process. It is an attempt by the Provost to normalize percent effort for instruction across academic units to improve evidence-based decision making. The 10% rule represents annual effort. This translates to approximately three hours of preparation per contact hour for a three-credit course.

Strategic planning

Comment: I would like to hear about how the strategic planning and budgeting process are overlapping or not. Are there any costs to the strategic planning process itself? And how are the grand challenges playing a role in the budget cuts? Or are they?

Response: The Provost sees the strategic plan and budgeting as integral to each other. The big question is whether the strategic plan should drive budget decisions or should the budget drive planning. The Provost would argue that the latter type of planning is not strategic at all. The strategic plan is developing in tandem with the budget reduction process and is expected to be completed by the end of the semester – the same time when the budget reduction process will be completed. The provost is encouraging each unit to think strategically in the budget reduction process. The SBRRC is acutely aware of how difficult this is to do in the face of steep and rapid budget reductions. The costs associated with strategic planning are tied to administrative and faculty effort devoted

to it. The argument is that these costs are more than compensated for by increased effectiveness in accomplishing the mission of the university.

The "Henry Ford" model of education

Comment: Sorry guys but I don't think my input or feedback matters one bit. UPPER Admin is going to do what they want and force it on the rest of. The Deans don't seem to have a say in it the faculty sure don't and it doesn't seem like anyone is asking the students either. That is a real shame. Expectations coming down the pipe are unrealistic. Teaching 5 classes a semester is what is expected of a technical college not an institute where research is actually valued. Not all classes are created equal and if we actually valued high-impact teaching that would be part of the consideration. Admin is out of touch with what academia really is and is turning more and more to the "Henry Ford" model of education - assembly line mass production. That is NOT what students want. Discouraging independent study and undergrad research only worsens the problem - and yet Admin wonders why we have trouble recruiting and wants \$3 million to "consult"? Upper Admin seems to have a personal internal monologue about who the "winners" and "losers" already are. Information is gathered to make the favorites look good. Nothing we do matters as long as that persists. Sorry for wasting your time and sorry for outwardly fearing to attach my name to this.

Response: The SBRRRC empathizes with your angst. The cruel reality is that the university must prepare for a 12% budget cut. We won't know the real damage until the legislative session ends and the governor signs off. In the meantime, SBRRRC gets the sense that, within the broad guidelines and directives provided by the administration, the Deans are the ones making the difficult decisions at the college level. There are a number of avenues that you can express your views. Talk to your Chair, or if you have access, your Dean. You can also attend the weekly Forums that will be led by the Provost. If anonymity is an issue, feel free to use the USenate Feedback page again to voice your concerns.

Heath insurance revisited

Comment: is there a way to give all the military veterans working in the state an option to opt out of the health insurance that is provided due to they are benefits and Tricare and some even medicare and with the money the state saves maybe providing a payment of an extra \$50 in their bimonthly paychecks for the money being saved.

Response: On the surface, your idea is appealing. Provide a small incentive to opt out of employee health care when another plan is available. This would in turn save the university benefit costs. The SBRRRC is looking into whether your idea is even possible with the state's health plan.

Comment: Disappointing response to health insurance as it would have been nice to hear UND will send a representative and state the importance of keeping fully funded health insurance (Staff Faculty retention and ads in recruitment). Not the response of we don't decide so done.

Response: We revisited your question and learned that the SBHE controls UND's interaction with legislators on system-wide issues such as employee health insurance. You may want to follow up by contacting the Chancellor's office and voicing your concern directly. The media has reported that the governor's recommendation that state employees contribute 5% of health insurance costs has not been supported by members of the Senate. However, reports stress that the issue may still be considered later in the session.

Increased enrollment caps

Comment: English has been asked to raise caps in the two Composition courses--English 110 and English 130. These courses are required of almost every student at UND and they make up an important part of the student experience. Not only do they teach writing but they teach critical thinking information literacy and perhaps even more importantly they ask students to read and write about important social issues demonstrating right away that academic work can be relevant and challenging. With the current small class size these classes are perhaps the only class some UND students will take in the first two years that are not lecture courses that require collaborative work and that provide the students with individualized feedback and one-on-one conferences with instructors. Raising the caps in these courses is no small matter: UND is already over the national average with its Comp course caps and well beyond the recommendations of national professional organizations. Higher caps in Comp have been shown to increase time to graduation and reduce retention. As well with the increase UND would have the highest caps in the state. With composition class sizes larger than those of the state's community colleges UND becomes harder pressed to claim its status as the premiere liberal arts institution of the region. I write this to the Budget Committee because it has been hard for English to make this case without appearing to be only "defending our turf." In reality these comp courses are the closest thing that UND has to a first-year common experience and these courses serve as a significant part of the undergraduate experience. They are a required part of the ES program and as such belong to the whole campus. The relatively small savings of approximately \$90 000 seems hardly worth the damage that would be caused by raising the caps and thus negatively impacting the educational experience of nearly every undergraduate at UND. I ask the Budget Committee to take any possible action to resist this change.

Response: Your question provoked considerable debate at the SBRRRC meeting. Some argued that there is little evidence that suggests that increasing class size to the extent proposed (from 22 to 25) will negatively affect student performance. It was also suggested that perhaps changes in pedagogy could neutralize negative effects of increased class size. The point being made was that it is difficult to show cause and

effect because of the large number of variables. On the other hand, a strong case was made that even a 1% reduction in retention due to the negative effects of increased class size of these essential studies courses can translate to significant loss in tuition. In cases like this, good data are at a premium. You indicated that there is evidence to support your position. Send us the evidence that you refer to and we will make sure the Provost gets it.