

A&S Strategic Planning Committee Meeting 7.27.22

Meeting Notes

- A. A committee member expressed his belief that the committee's last several weeks of meeting without the provost (as requested) were centered around discussing the issues of a potential model and they feel that the summer has been wasted since hardly any progress was made by the group in reaching consensus.
- B. A committee member shared that faculty of the college are concerned that no updates have come from the committee and that it's important for the group to communicate something to help with morale of the college. They suggest sending out a memo to the faculty that documents what has been discussed thus far.
- C. A committee member expressed that they used to be agnostic about a restructure but now they are convinced that a restructure is needed, and this group needs to find ways to communicate the benefits of a restructure, specifically how it will benefit the humanities.
- D. The provost reminded the group that he had understood the committee to have widely agreed to move forward with digging into the details of the proposed model that was presented at the last June meeting.
- E. A committee member suggested that the committee temporarily break out into subcommittees to discuss topics that members.
- F. A committee member suggested instead that the committee continue to meet as a whole group and focus meetings on the "order of business" items outlined in the proposal handout presented at the last June meeting.
- G. A committee member expressed that more procedural steps about a proposed model, such as the profit and loss projections of the model, need to be first figured out in order to move forward on discussing other items related to a proposed model. For example, duties of the dean vs. divisional heads is not an appropriate item to discuss until the budget aspect gets worked out.
- H. A committee member suggested that each committee member submit a list: benefits, risks, potential resolution of issues (i.e., budget issues, growth issues). Another committee member agreed with that suggestion. Another committee member reminded the group that these items have already been identified, they just haven't been documented in that specific format. The committee member who made the list suggestion emphasized her belief that that specific format would be exceptionally helpful.
- I. A committee member shared that the pushback she's hearing from faculty is about money. They want to know where the money will come from to fund a reorganization and the fear of more six-figure salaries for added administrators.
- J. A committee member expressed her belief that a divisional model will enhance each department's ability to grow and innovate and that is what will attract more students.
- K. A committee member shared that recruitment and retention should be the highest priorities for a new solution to address; therefore, a model that this committee designs should be formed around the plans that the A&S retention committee and recruitment committee are already working on.
- L. A committee member asked the group to consider the importance of "don't let the perfect get in the way of the very good."
- M. A committee member suggested that faculty need to be communicated with ASAP with a key focus on the central problem along with the benefits and risks. They believe that the majority of the faculty don't understand the severity of the college's budget issue. They don't believe the faculty would care about the details of the specific leadership duties. They do believe it's important to quickly communicate to them, however, the big issues and the potential benefits of a solution.
- N. A committee member asserted that a divisional model will not only benefit the science faculty, but it will also help all areas develop more programs.
- O. A committee member stated that they believe the college's central problems have not been clearly defined.
- P. A committee member suggested that the committee take a step back from creating a solution around all the problems of the college and instead reframe the discussion around what are the opportunities for retention and recruitment and determine how to achieve those opportunities.

- Q. A committee member expressed that faculty will need to understand how the solution will benefit individual dept (e.g., their ability to better negotiate). A committee member added that the department chairs will want to also understand the benefits.
- R. The provost stated he would like to see the committee break into groups that each organize around a certain topic and outline the benefits and risks of that aspect of the proposed model.
- S. A committee member clarified that they think it's important to understand what the retention committee sees as the current structural barriers to retention and how the model this committee designs could address those.
- T. A committee member reminded the group that faculty aren't happy with the lack of communication and interpret lack of communication as lack of transparency. They suggested that the committee have a unified message about what has happened thus far in the committee to present to faculty.
- U. A committee member asserted that this committee isn't really coming up with anything brand new, or a new structure, this committee is just better fleshing out the divisional model skeleton that is already stipulated in the college's bylaws.
- V. A committee member shared that University of Buffalo strengthened its divisional model by assigning associate deans to each division, they suggest looking more at that model and other institutions who have gone down this path have before.
- W. A committee member suggested that when a member has an idea about something that should be done that that member should just take the initiative to go do that and bring it back to the committee, don't wait for the entire committee to take it on.
- X. The provost will reflect on the discussion today and come back to the committee with his thoughts at the next meeting.