

CSPP Meeting Minutes
April 22, 2020

In attendance: Lisa Angeloni, Matt Bender, Joanne Bateup, Suchir Govindarajan, Connie Hall, Dave Hunt, Bill Keep, Patty Kou, Kiara Mayhand, Rob McGreevey, Amanda Norvell, Joe O'Brien, Dave Prensky, Lloyd Ricketts, Nino Scarpati, Sean Stallings.

Guests: Board of Trustees: Eleanor Horne, Becky Ostrob

1. April 8 meeting minutes accepted
2. Introductions for Board members
3. Discussion: Budgeting Principles continued.
 - a. The principles must be clear, articulate, useful, for 12-18 months for the current 'crisis'.
 - b. The President will use these principles in decision making. The financial implications of all the financial modes the Cabinet is developing are 'sobering'
 - c. One principle that was agreed upon is the necessity of transparency in all decisions
 - d. Lloyd and Amanda reminded the group of the principles from slide presentation Lloyd showed at the April 17th meeting. There are 7 of them. These are a draft from the Cabinet for this FY. They are not Board approved.
 - e. Lloyd suggested paring them down to 4 or 5.
 - f. The discussion continually comes back to the concept of 'quality'. We want to retain quality. So how has the committee defined 'quality'?
 - i. Per the current strategic plan, "Engaged, personalized teaching.
 - ii. However, quality also applies in other areas, such as admissions for 'quality of students coming in'.
 - iii. Bill proposed first 4 and focus on 12 months
4. Possible Guidelines
 - a. Preserve safety for community members
 - b. Protect long-term financial stability of the institution
 - c. Be transparent in decision makingHighlighted a,b,c were added to existing as a place to start.
 - d. Maintain affordability for students and their families
 - e. Use institutional priorities in decision making
 - f. Favor mission central programs over non-mission central
 - g. Reject across-the-board solutions in favor of prudent resource allocation and selective reductions
 - h. Maintain employment levels and compensation where possible
 - i. Maintain strategic investments, favoring revenue-generating projects
 - j. The challenge is to get these to the point that actually leads to specific budget decisions. They are currently too general/broad.

- k. They are listed in terms of priority, but under these more specifics are needed because anyone can argue almost any decision with these generalities.
 - l. Do we provide examples?
5. Additional considerations of what must be maintained
- a. The interaction of faculty and students must be maintained.
 - b. Keep students at the forefront as primary stakeholders

Action: Amanda updated the principles as the discussion continued. She will add them to the Google Doc

6. Examples with more specifics based on core values
- a. Maintain affordability so do not raise tuition, for example
 - b. Reduce cost of instruction while maintaining the value of the core faculty, so do not cut core faculty;
 - i. Hire fewer adjuncts (annual College budget is 8 mil for adjuncts). Will not be able to save all of this ---but 50% of it would be 4 mil for the year.
 - ii. Save costs by increasing class size within MOA62 to reduce sections and thus reduce adjuncts. May include dropping elective options. (already done).
 - c. Do not lose 4 year graduation rate for students.
7. How much of the budget is on the academic side? 250 million, 60 million is pass through money (food, debt service); 180 million of operating budget, 100+ is academic affairs.
8. Are there other personnel obligations that are similar to adjuncts?
- a. Are there other efficiencies across campus? For example, reduced admin release or SOSA?
 - b. Bill: there are no places on campus with appreciable savings that do not involve faculty, staff salaries.
 - c. Extracurricular such as sports? Example given was football.
 - i. Athletics are often the reason a student accepts admission to TCNJ. It is not a small impact on enrollment.
 - d. Several of the Schools are expensive so they are net negative. This is expected to the cost of programs with labs, art studio, music etc. The percent of student tuition dollars used of student tuition dollars used to pay for cost of instruction in the School.
 - Examples: Arts/Comm (high 70s%)
 - Engineering also high
 - Lowest percent use of tuition dollars for instruction is ~45%
 - e. Other programs/activities

- f. Global programs were previously trimmed down
 - g. Bonner and CEL are grant funded
 - h. Sean: important to continue to invest programs that are proven revenue generating. Stop if they operate at a deficit unless they meet a set of criteria that must be carefully developed.
 - i. Consider what students value also; If we stop something, what impact will it have on students admissions?
 - ii. Student reps input: It will be very different for students; affordability over quality. Students all want different opportunities so how do you pick a few to discontinue?
9. Discussion of importance of defining what is meant by academic quality.
- a. We need to define it so that we know what it means if we reduce academic quality.
 - b. If we have some objective indicators of quality such as faculty to student ratio; acceptance rate; graduation rate, we have specific things we are preserving and for whom.
 - c. Keep in mind that this is for digital instruction and not just face to face.
 - d. Keep in mind quality applies to all areas. Not just instruction.
10. Can we have a shared way to reduce costs per employee? There are 1200 faculty and staff.
- a. For example, on a sliding scale do we institute a parking fee? The impact to revenue for something like this is small.
 - b. What else? IT – zero based funding model; offset projects to future years. Maintain service. Could possibly do the same in every department.
 - c. Voluntary 10 month contract for some 12 month employees
 - d. Furlough, 4 day work weeks
 - i. The governor can furlough up to 3 days per week for up to 4 months for employees with a salary is <75,000 and they will be even with unemployment and stimulus.
 - ii. How much of the decision for these types of cost saving programs is determined at the state level? For the most part it all happens at state level. The institution will need the Governor to authorize an furlough program for union employees. For non-union it can be the college.
11. Final thoughts for the meeting
- a. At this point, we still have too many priorities.
 - b. The principles should be done in a manner that they apply to any scenario for fall.
 - c. The set of values may be for future (past crisis) planning.

Actions for CSPP Members:

1. Develop a definition of quality, academic and beyond
2. Finalize the question of what we hold dear.

- 3. Meeting next week if possible.**
- 4. Amanda will take what she filled out into the Google Doc
Use commenting and not editing.**