April 22, 1999

Present: Ken Buttry, Carol Sue Butts, Rob Calcaterra, Robert Fidrych, John Krogman, Judy Moriarty (for M Erdman), Mittie Nimocks, Sue Price, Ray Spoto, Jason Styles, David VanBuren

Visitors: Steve Becker, Marilyn Gottschalk, Jack Borke, Bill Potts, Jamir Uddin, Terri Burns, Patrick Hagen, Charlotte Stokes, Tom Nordgren, Stephanie Branson, Amber Wood, Deven Detloff, Donna Perkins, Dennis Ciesielski, Peter Hadorn, David Krugler, Martha Drummond, Laura Wendorff, Shane Drefcinski, John Simonson, Terry Liska, Paul Shecter, Steve Vance, Kaye Winder, John Ifediora, Dan Fairchild, Ellsworth Hood, Farhad Dehghan, Debbie Kinder, Mark Evenson, Anne Olson (Exponent), Laura Anderson, Jean Kilian, Christina Shields, Nancy Daniels, Barbara Parsons, Kathleen Tigerman

Discussed: Program Self-Study for the Accounting Program

Scholarships and grants - foundation, etc - issues of demerging from the reorganizational structure or from the combined Department of Business. No solid consensus on this point.
The 150 credit-hour CPA requirement - it was stressed that the requirements surrounding Accounting will not change, but that it could be from other areas, such as the liberal arts or other professional programs.
Retirements, hiring, competition, hiring women - difficulty w/attracting-salary.
VanBuren moved to accept.
Nimocks seconded.
Motion carried unanimously.

Discussed: Program Self-Study for Economics

Enrollment management - number of majors, decline in credit hours - a switch to other courses supporting Business, development of other courses.
Working with Business - Business and General Education.
Two missions - to serve both Business and General Education. Most Economics majors have two majors.
Credit hours production - increase over last years - more Business majors and better enrollment in Principles of Economics.
More discussion on enrollment - fall versus spring semesters.
Sue Price moved to accept.
Spoto seconded.
Motion carried unanimously.

Discussion of Vice Chancellor's Academic Directions Task Force Presentation and rationale by Provost Carol Sue Butts. Concerns over age of faculty (very young and very old) and effect on quality programs. Thus, the above committee was formulated (Task Force) to guide her.
1. The number of areas within a major:

- Analysis of campus data for maximizing resources.
- Positions and legislative control of positions.
- Money versus positions allocated - almost all full-time campus employees are counted in the position count. We are at the maximum regarding the position count.
- Shifting of positions.
- Number of majors - examine numbers.

2. Courses/labs with enrollments of less than 10 students - drop, combine or offer with special approval from the Dean.

3. Programs with 20 majors or less and 5 graduates per year - fiber areas of the university - many of these programs need to stay to ensure that we have a university. The basic fabric of the university.

4. Retraining - not necessarily in new academic disciplines, but for doing other university work.

5. Assignments for academic teaching staff - in the future, academic staff would teach 15 credits instead of 12, but no other duties such as advising, committee work, scholarly activity etc - the faculty do.

Discussion - governance and the role of the Academic Planning Council and Faculty Senate - direct involvement of these bodies. Vice Chancellor Butts stated that the work of the Task Force is completed.

Discussion from the visitors - positions - the number. 217 faculty positions including the 5 librarians.

Could positions be converted from classified to unclassified? That possibility will be examined.

Chancellor's Plan? No current plan. The bi-laws say that the Chancellor's Plan needs to be reviewed annually.

Full-time academic staff converted to tenure. Low pay for academic staff with no recognition for years of quality and dedicated service.

Two-tier academic staff situation - job security, and the difficulty of teaching at a quality level a 15 credit load. PhD academic staff and the need to stay at a 12 hour load for scholarly activity and scholarly teaching.

Cripple programs by eliminating the scholarly and service contribution of teaching academic staff. High number of students in English composition courses with the 12 hour load.
Retirements, not just losing the institutional memory, but the vast knowledge and in-depth competency that go with them. How are we going to hire adequate replacements at low salaries and higher teaching loads? What will high teaching loads do to our students?

Summaries for self-studies requested by May 1, 1999.

Adjourned at 5:20 pm.

Minutes submitted by Ray Spoto