ACADEMIC PLANNING COUNCIL  
Minutes of Meeting  
March 28, 2001  

Members present: Stephanie Branson, Ken Buttry, Tamer Ceylan, Shane Drefcinski, Mark Evenson, Robert Fidrych, Barbara Parsons, Marc Shelstrom, Matt Sides, Jerome Wilson, and Judith Wurtzler.

Visitors: Pat Bromley, Elizabeth Gates, Mittie Nimocks, Ted Parsons, Joan Riedle, Sally Standiford, Frederic Tufte

Meeting was called to order at 4:04 p.m. by the Chair, Stephanie Branson.

1. There were no announcements.

2. Minutes from the February 28, 2001 meeting were amended thus. In item 3, lines 7-8 the sentence should read ‘Without an increase in budget, van costs have gone from $6.50 to $20.00.’ In item 5, bullet 2 should read ‘6 new positions have been requested by UWP.’ Shelstrom moved to approve the minutes; Wilson seconded. The minutes were approved.

4. Item 4 of the agenda was treated before item 3. Tufte apologized for the Mathematics Department’s failure to complete its self-study. Barbara Parsons moved to review the Mathematics Department in the fall of 2001. Buttry seconded. The motion was approved.


Liaison Ceylan distributed the faculty questionnaire responses and pointed out that only 2 out of 7 faculty responded. Ted Parsons of the Psychology Department remarked that several of the non-respondents did not object to the self-study, and so decided that there was no need for them to respond. Barbara Parsons answered that the members of the APC cannot assume that the faculty who do not respond to the self-study are content with its contents. Failure to respond could be interpreted as, e.g., an indication that not all of the faculty saw the self-study.

Other questions about the self-study followed, including questions about the difficulties in scheduling classrooms, the drop in majors, and the rise in SChs. The members of the Psychology Department stressed their need to teach in technologically enhanced classrooms, and lamented that often such classrooms are not available. They attributed the drop in majors to the strengthening of their program and the rise in social work programs at other UW System institutions. The rise in SChs is due to the increase in the number of Introduction to Psychology sections offered.
6. Item 6 was addressed before item 5. Mittie Nimocks presented a rough draft of a revised Speech major, entitled “Oral Communication and Performance.” At present, the speech faculty have not yet met to discuss this proposal.

5. Dean Standiford of the College of Liberal Arts and Education presented her requests for additional positions in LAE. She began by expressing her disappointment that the Vice-Chancellor and the Associate Vice-Chancellor were both unable to attend this APC meeting. She also expressed her lack of confidence in the data reports that the university provided to her, and noted that in the past the university’s data conflicted with, e.g., the School of Education’s data. Standiford proceeded to lead the APC through the various data concerning, e.g., the number of faculty, FTE academic staff, SCHs, majors, etc.

Next, Standiford made her case for 4.5 new positions. The first position she discussed is a full-time teaching position in history. The second position is a half-time staff position for the director of the Writing Center. The third position is a temporary, half-time academic staff position in speech. The fourth position is a temporary, half-time academic staff position in women’s studies. The fifth position is full-time equivalent position to “backfill” for faculty who are working to develop interdisciplinary capstone courses in the general education program. The sixth position is a full-time equivalent position for special projects and alternative assignments. In reply to a question posed by Ceylan, Standiford that all of these positions are a high priority.

Finally, Standiford requested the APC consider the following requests. First, to redefine department chair teaching loads so as to assign release time to chairs, directors, and program coordinators more evenly across programs. Second, the reconceptualize the way we describe and advertise for academic staff positions that we anticipate to be long-term. Third, to design in-house, paid internships for liberal arts seniors and recent graduates. These internships, which would be designated as LTEs, would offer instructional and administrative support for the university’s programs.

When Standiford completed her presentation, Barbara Parsons moved to receive the reports from the deans of BILSA, EMS, and LAE. Fidrych seconded.

The meeting adjourned at 5:25 p.m.