

PRESIDENT'S COLLEGE-WIDE ADVISORY COMMITTEE ON ACADEMIC PLANNING

Minutes of the April 11, 2011 meeting

Location: MH-106

MEETING PART A

Present: William Cornwell (Recorder), James Cullen, William Cunningham, Neal DeChillo, Edward Desmarais, Mark Fregeau (Chair), Arlene Greenstein, Raminda Luther, Nancy Schultz, Jeramie Silveira, Michele Sweeney, Louise Swiniarski
Guests: Sanjay Jain (Accounting and Finance), Christopher Mauriello (Chair, History), Stephen Matchak (Chair, Geography), John Purisky (Accounting and Finance)

Mark convened the meeting at 11:00 a.m.

William Cornwell made a motion to approve part A of the proposed minutes of the 3/28/11 meeting, and Michele seconded. The motion was approved with five votes in favor and one abstention.

James made a motion to approve part B of the proposed minutes of the 3/28/11 meeting, and William Cornwell seconded. The motion was approved with four votes in favor and two abstentions.

Keith made a motion to approve the proposed minutes of the 4/4/11 meeting, and Neal seconded. The motion was approved with four votes in favor and two abstentions.

HISTORY

Neal began by reviewing the information about History from the spreadsheet, which shows that the department:

1. Supports the SSU mission
2. Plays an integral role in the core curriculum with the World Civilization sequence
3. Offers Division I (DI), Writing (W), and Diversity (V) courses for the core curriculum.
4. Has accreditation mandates and meets workforce demands.
 - a. Chris stated that the largest program probably is secondary education, which has a coordinator, and the vast majority of history's graduates are planning a career in education to teach in regional schools, primarily grades 8-12.
 - b. Chris explained that the Public History Concentration not only prepares students for jobs at archives and museums but also for federal and state positions that need people with skills in historical research. Chris said that because of the university's location in Salem, SSU should have a vibrant public history program.
5. Has seven B.A. programs with either stable or increasing enrollment, an M.A. program with stable enrollment, and an M.A.T. program with increasing enrollment. Chris did not know whether the figures for the number of history majors in his report included Education majors with History as a second major; he said that he knows that the number of Education/History double majors has been increasing, but he's been unable to get an answer as to whether those students with History as their second major are counted in the tally of history majors. A discussion of this point revealed to the surprise of some faculty members that if students make Education, which is a B.S., their first major, they do not have to satisfy the B.A. foreign-language requirement. The reason for this is that the

student gets only a single degree, so they have to satisfy the degree requirements of whichever major they put first.

6. Graduated approximately 41 history majors in AY09.
7. Has 18 full-time and 30 part-time faculty.
8. Generated 16,305 undergraduate credit hours and 1,080 graduate credit hours.
9. Exceeded the 15% rule with a figure of 35% . Chris explained that the department long has been in violation of the 15% rule. The “rule of 15%” no longer is as effective for leveraging new full-time positions. History used to get two one-year appointments but, with no explanation, those disappeared a few years ago—those people would teach eight sections of World History per semester, so History now has even more sections being taught by part-time instructors. Chris has unsuccessfully requested those two positions every year since they were cut. Chris has found that appeals for new positions based on the need for people to teach core courses is less effective than appealing to the department’s strategic plan and the needs of the history major. One committee member noted that the university professes concern for the first-year experience but seems unconcerned about getting full-time instructors to teach those students in the World Civilization sequence. Chris said that he was shocked and appalled to realize when he put the department’s report together that in a recent semester the majority of the sections of World Civilization had been taught by part-time instructors. Chris is concerned that the most vulnerable and least-experienced students, the first year students, are often being taught by adjuncts who typically are not trained in world history, have not gone to workshops on world history, and are not members of the World History Association. He believes that on average the instruction in the World History sequence is stronger with full-time faculty. Finally, Chris spends an inordinate amount of time hiring part-time faculty to teach World History.
10. Recently developed a 2010-2015 departmental strategic plan. Chris made the following points in relation to the strategic plan:
 - a. The department is stretched too thin with the faculty it has now, given the growing undergraduate and graduate faculty programs, faculty research, faculty participation on community boards, and so forth. The department is heavily reliant on adjunct instructors. Chris looks forward to the upcoming review of the core curriculum, in light of the strains that covering the core courses is putting on the history department now.
 - b. The department has a major initiative going now for its Public History program to increase public outreach. One idea that it is pursuing is to develop a Center for Essex History and Life, which would be an interdisciplinary and interdepartmental center. To support this initiative, History has requested a full-time, tenure-track position in museum studies who could be an internship coordinator and professor. Chris also would like some funding provided for the first year to get this up and running. The department soon will meet with about 20 museum directors in the area who will tell History what they need from graduates.
 - c. The department would like to hire a Middle-Eastern Historian. Nobody currently teaches Middle Eastern history at SSU.
 - d. Chris would like to restore the previous practice of having two one-year positions each year to teach the World Civilization core courses. In the past, this not only benefited the department but also gave B.C. and Northeastern graduate students with training in world history valuable job experience. Because of the oversupply of people in this field, the department was able to make some excellent hires.
 - e. The strategic plan does not envision a Ph.D. program. The department believes that there already are plenty of institutions in this area that offer a Ph.D. in history. The department already has a robust Masters program to help teachers get their final certificate.
 - f. Chris would like a clearer statement of the priorities of the provost and president so that the department could align its priorities with the institutional priorities and would like to know how important the liberal arts are to the administration.
11. Intends to eliminate some concentrations and to expand its Public History Concentration.
12. Needs three more faculty lines.

13. Has recent accomplishments that include the growth in undergraduate and graduate programs, the Teaching American History Program (\$3 million), and an NEA grant.

In response to committee questions, Chris explained that:

1. The department engages in community outreach. The department has a large Public History Concentration whose faculty serve on boards of regional institutions such as museums.
2. History majors do not have to choose a concentration. Concentrations in European History, U.S. History, and Applied History always have low numbers because students are unaware of them, but the department is encouraging advisors to inform students about these programs.
3. Few History courses are required for only a single concentration, and generally a course that is required for a single concentration has sufficient enrollment from other sources to run.
4. The number of minors is unclear but should be in the report.
5. Graduate courses in history are 4 credits each, and a faculty member in history can teach one of these courses per year as part of the instructor's day load, which creates an overload for faculty members. Consequently, about two faculty members per semester get a compensatory course release from teaching graduate courses, and that makes it even harder to have full-time faculty teach all of the major courses. The department insists that only full-time faculty can teach in its graduate program, but the program is growing even as the department does not get more faculty lines. A committee member asked Chris if he has tried to get professors to not teach the graduate courses as part of their day loads but instead teach them for stipends. Chris responded that he believes that this should be the choice of the faculty member, and faculty, especially junior faculty, have concluded that it is more rational to teach graduate courses as part of their day loads so that they eventually can get a course release. One member of the committee observed that it would be "crazy" for full-time faculty to teach graduate courses as part of their day loads because even though a graduate course is 4 credits, the stipend is not much more than for a 3-credit class.
6. The History Dept. has not voted on this issue yet, but Chris said that the sentiment in his department is that the department is not completely committed to the 6-credit sequence that currently exists. Chris also would like to give other CAS departments the opportunity to teach students in the core with their full-time faculty and give students more flexibility in the core. Many people in the department favor a 3-credit topics course for the core and believe that it would do well on the "open market" competing for students who would be choosing history courses they wanted to take.
7. Chris would like to see more resources and course release time devoted to research and professional development (The dept. voted in favor of this).
8. Chris does not think that "institutional silos" are as big as an impediment to interdisciplinary student work at SSU as they sometimes are made out to be. For instance, some of the best majors in history are getting a second major in Geological Sciences, and a History/Geology degree is an exciting area that should be pursued further. Many history majors also major in English. Chris's point is that history does share many students with other departments. History has had tension with Interdisciplinary Studies (IDS) because some of IDS's hires have impinged on established fields in history (medieval history, for instance). History has participated in American Studies (a concentration run by IDS). Chris would love to see even more history students pursue interdisciplinary studies and for History faculty to do research with faculty in other departments. One problem, though, is that SSU needs to do more to make it possible to have team-teaching so that it would be easier for faculty in different departments to teach a course together.
9. A committee member wondered whether the department could cut down on the use of part-time faculty by providing stipends rather than APRs for administrative work, but Chris said that the faculty don't want stipends in place of APRs for administrative work and that in any case the effect of that change would be minimal.
10. Chris said that the department recently funded undergraduates to present their research at the San Diego Phi Alpha Theta conference and wants to continue to support excellence in undergraduate research. The department has been providing funding for students to present research at that conference each year.

GEOGRAPHY (continued from last week)

1. The committee had run short on time last week when it discussed Geography, so Steve was invited back this week.
2. Steve provided updated figures for the spreadsheet (Steve believes that these figures include Education majors who get a second major in Geography):
 - a. 96 majors [Recorder's note: The totals below do not sum to 96.]
 - i. 4 in the B.A. general track
 - ii. 30 in the B.S. general track
 - iii. 8 in the Cartography and G.I.S. Concentration
 - iv. 17 in the Travel and Tourism Concentration
 - v. 8 in the Environmental Sustainability Concentration (including students who were in the concentrations that were "canceled out")
 - b. 18 minors
 - c. 6 students in the grad. certificate, G.I.S.
 - d. about 3 students in the grad. certificate, tourism
 - i. The graduate certificate in tourism hasn't been approved yet, but the department already has students informally in the program who are taking courses from the hospitality program.
 - e. about 13 students in the M.S., G.I.S.
3. Steve and committee members discussed how dismayed they were at how the graduate hospitality program was developed and marketed.
 - a. Steve first saw billboards for the program and hadn't known anything about this marketing plan.
 - b. One member of the School of Business reported that she had been informed out of the blue that she was being made effective immediately the Coordinator for the Certificate for Hospitality Management.
 - c. Another member of the School of Business said that last May his department had gotten one-day notice to develop a new graduate concentration for the hospitality program so that the proposal could go to the graduate council the next day—the department chair hadn't known anything about this.
 - d. Within five years Geography would like to have a Masters program in tourism and development which would draw upon courses in the business school, but Geography's plans have been stymied as the department's faculty are "co-opted" by the graduate programs in the School of Business—Steve wants to support these programs but is bothered by the lack of transparency in how the programs were created.
 - e. A committee member suggested that the committee should use these incidents as examples of communications problems on campus.
4. The department started a new concentration recently and renumbered all of its courses a few years ago.
5. Future plans:
 - a. The department wants administrative help to have a sustainability day next year.
 - b. Steve wants to reach out on tourism and would like to have more cooperation with Marketing and SMS (Casey Bloom is teaching one of their courses this semester) and to have more offerings on cultural tourism. The college could note areas like sustainability and tourism where the departments could work together more easily.
 - c. Steve also would like to have more opportunities to work with Education.
 - d. The department has a long-term (10-15 years) goal for a Ph.D. program. The department proposed a Ph.D. in GIS over 10 years ago, but that is not what the department now wants (GIS is a specialty, not a discipline). The dept. would like a Ph.D. program in Geography because there are few in this area and few that have a specialty in GIS. The dept. hopes to hire someone in GIS soon and then with some more hires Steve could foresee a Ph.D.

program in Geography with a specialty in GIS. But for now, the department would like to improve the Masters program with a specialty in GIS—this (along with a new Masters in tourism) is where the department would get the most “bang for the buck.”

- e. The department would like to offer a Masters degree in tourism.
 - f. Steve would like minors in sustainability. The department has worked on sustainability with other departments in a variety of ways (e.g., learning communities, Darwin Festival, Earth Day, etc. Steve would like the administration to decide to put resources behind interdepartmental and interdisciplinary centers that would institutionalize a program (e.g., sustainability and tourism) with a coordinator, a formal list of courses, etc.—it’s for the “third floor” to say “Here are one or two things we have the faculty, time, money, course releases, etc. to support—we can’t be all things to all people, so here are our priorities (e.g., for public health, nutrition, sustainability).” (A medical geographer could support a nutrition center, but SSU would have to hire somebody in medical geography.) Even if a sustainability center was housed in Geography, that doesn’t mean that the chair couldn’t be from another department. The sustainability initiatives have arisen from the passion of faculty members in the department—they have provided the energy and vision to move things along.
6. A committee member observed that SSU doesn’t have clear procedures for new interdisciplinary programs and that this committee should identify promising new programs for development.

MEETING PART B

Present: James Cullen, Neal DeChillo, Edward Desmarais, Mark Fregeau (Chair), Arlene Greenstein, Nancy Schultz, Jeramie Silveira, Michele Sweeney, Louise Swiniarski

Guests: Douglas Allen (Chair, Geological Sciences), Gregory Carroll (Chair, Interdisciplinary Studies), Sanjay Jain (Accounting and Finance), John Purisky (Accounting and Finance), Fatima Serra (Chair, Foreign Languages), Pamela Shaw-George (Interdisciplinary Studies)

MANAGEMENT

N DeChillo went over the spreadsheet with the representative of the Management Department.

A committee member wondered whether the pursuit of AACSB accreditation might help explain why the Management department had seemingly not recently refreshed its curriculum. The committee member asked whether the Management Department had plans to reexamine its delivery methods and content, and to become more interdisciplinary.

E Desmarais discussed the decline in majors from a high of 268 to 63, but attributed it to both increased competition from other institutions and an adherence to higher standards than other programs. He also stated geography is a challenge, and that it’s difficult for working professionals to get from Boston to Salem State for an evening program. Endicott offers competition because it is less expensive and not accredited. It may be less rigorous. UNH is another competing institution. It was suggested that if we can’t compete, we may need to phase out the program. A committee member agreed we could be losing students to less demanding programs, and that we should not reduce standards. Salem State had adhered to a higher GMAT minimum.

It was noted that the School of Business has made a conscious effort to secure external funding to support its faculty and programs. Therefore, they are not in need of any faculty, and have the requisite number of PhDs on staff.

A committee member asked, given that many Management faculty have 3/3 teaching loads, with regular reductions for research, how the scholarly production of the Business faculty compares with competitive institutions. E. Desmarais answered that the rate of publication was on par with other state schools with 4/4 teaching loads, and some with 2/2 teaching loads. Salem State was the only regional state university invited to apply for this accreditation. Bridgewater was discouraged from applying. Desmarais noted that research output is part of the Academically Qualified (AQ) criteria for accreditation. Every faculty member in management is either academically qualified or professionally qualified. For accreditation, 85% of people need to be rated AQ—even part time faculty.

ACCOUNTING AND FINANCE

N DeChillo went over the spreadsheet with the representatives of the Accounting and Finance Department.

The report states there are no faculty needs; the department is fully staffed. They are in need of more faculty office space, and have developed a five-year strategic plan.

They do a lot of peer advising with special areas in micro lending and civic engagement. They would like to propose a minor in personal finance in the future. There is strong student interest in such a program, as shown by the Economics Department's successful program in financial literacy. A committee member observed that Education majors can also take some business courses and might want this minor

Once accreditation is complete, perhaps business will reach out to other majors. One possible collaboration might be with Economics. A committee member suggested that Business participate in passion courses.

J. Purisky and S. Jain indicated that the certificate program in accounting thrived during the recession. This department just hired three AQ faculty. They noted that they have a popular program in forensic accounting with Criminal Justice. Another certification in high demand is Certified Fraud Examiner.

A committee member asked about pass rates in licensing exams such as the CPA exam. Purisky and Jain explained that was hard to track because students need 150 credit hours to sit for the exam, and our degree is 120 credits, so students do not go directly from SSU to the exam. The big firms will only hire accountants who have passed the exam.

They host an annual alumni dinner to bring former students into contact with current students. Internship is a growing area

GEOLOGY

N DeChillo went over the spreadsheet with the representative of the Geology Department.

Geology has more undergraduate majors than UMass Amherst.

No other state school has a BS in Geology, so our program is unique.

They collaborate with the History Department in one of their programs. The department is discussing concentrations with lower enrollments, but the top 4 listed on the spreadsheet have healthy enrollments. The

department is in need of labs and funding for student research. Classroom technology is another need—Geology has a single room with a smart cart, one room with a mounted projector and smart board, but other classrooms without technology—what they termed “a smart and a half classroom.” Their laboratory is a makeshift classroom.

The department requires a senior research project, and they need to stay on the cutting edge of the field—this requires equipment and other resources. The papers are published and professionally presented. Salem State students have a 100% acceptance rate to graduate school with full support.

There is need for a general science department maintenance fund to keep the equipment in good repair. This is a category of shared needs by the science programs. Maintenance of equipment such as microscopes should be a budget line. A committee member asked whether fees could support this. The department is seeking entrepreneurial ways to fund their services rather than off-load to students. The department is working to establish an environmental sedimentology lab. The department has a tremendous amount of participation in community outreach, such as the earth sciences association and volunteer opportunities. One of their faculty members has a background in finance and the department is very cost effective, a department doing a lot with a few resources.

Their main need is for a “dirty” lab, where prepping samples can separate from equipment. Right now they need to cover with tarps—and are in dire need of this kind of lab space.

INTERDISCIPLINARY STUDIES (IDS)

N DeChillo reviewed the spreadsheet, and asked the guests about the accuracy of the numbers. G Carroll and P Shaw-George replied that it is difficult to get good numbers. Several of the minors and concentrations are low enrolled. A committee member asked how these could be streamlined. Carroll and Shaw-George replied that minors do not have a significant impact on their staffing because they use courses for other departments. Peace Studies is one example.

Discussion of the BLS and the role of undeclared students ensued. The IDS representatives reported that students usually go elsewhere once they declare a major, typically in sophomore and junior years. The first year seminar can fulfill both a division one and a division three requirement. The department has a large advising load because it advises all undeclared students, about 400-500.

The department considers itself a locus for interdisciplinary work. It is promoting the idea of a First-Year College. Every department would offer a 100 level course that would become part of the first-year experience. All students coming in would have the same experience, and it would meet a need for community. The IDS reps stated the department is already is doing many pieces of the first-year college.

A committee member asked how IDS planned to evaluate its several minors and concentrations. There are too many concentrations, more than the department can manage. Over the years, some faculty have created niche specialties in IDS, and then they leave. IDS has several of these orphaned programs.

IDS has introduced a mid-level IDS research course and a capstone for interdisciplinary research. A committee member asked if there is buy-in from other departments, and Carroll and Shaw-George replied they are talking with other departments. A committee member inquired about the criteria and guidelines for an interdisciplinary course, and asked if interdisciplinary work can be done on campus without going through IDS. P Shaw-George replied that learning communities are one example of such interdisciplinary work. Her position, however, was that all interdisciplinary degrees, concentrations, and minors should be housed in IDS.

FOREIGN LANGUAGES

N DeChillo went over the spreadsheet. The department has indicated its greatest needs are office space, lab space, and a server for language resource center. The department is in violation of 15% rule. The number of students taking languages is increasing.

The department wishes to change its name to “World Languages and Cultures.” The department was told during a previous attempt to change its name that it was “not the right time.” The department is anxious to shed what they consider the pejorative term “foreign” languages. A committee member asked if they had researched the names of other departments nationally, and F. Serra replied that they are continuing this study.

They believe the study of language belongs as an option in the core curriculum, and that this is in line with the university’s mission. B.S. students could fulfill Division I by taking a foreign language. The administration has pushed the department to expand language offerings, but they are short four full-time faculty to meet this demand. The French and Italian programs have grown.

The literature concentration has low enrollments; most students are moving into professional studies.

Serra explained that the department needs a server, not an additional lab: That way students would have 24-hour access. They still need a lab as well. That’s where the tutors can get together. Even with an improved server, they would still need a lab, which they would like to expand to a language resource center.

The department notes it needs an upgrade in classroom space and offices. Some offices have no windows, faculty are housed on different floors, and they have inadequate classrooms.

Graduate programs are a drain on the undergrad programs, much like History and English. They do not use part-time instructors in the graduate program.

The meeting adjourned at 2:30 p.m.

Respectfully submitted by William Cornwell (Recorder) and Nancy Schultz