

Minutes*

**Senate Committee on Faculty Affairs
Tuesday, March 9, 2004
2:15 – 4:00
238A Morrill Hall**

- Present: John Fossum (chair), F. R. P. Akehurst, Carole Bland, Carol Carrier, Terence Collins, A. Saari Csallany, Janet Ericksen, Patricia Frazier, Darwin Hendel, Robert Jones, Wade Savage, Kathleen Sellew, Timothy Wiedmann, Takeshi Yanagiura
- Absent: Jesse Daniels, Richard Goldstein, Theodor Litman, Larry Wallace, Aks Zaheer
- Guests: Associate Dean Dennis Ahlburg (Carlson School of Management), Associate Dean Ann Hill Duin (College of Agricultural, Food, and Environmental Sciences), Professor George Maldonado (School of Public Health), Dean Steven Rosenstone (College of Liberal Arts), Associate Dean Robert Serfass (College of Education and Human Development)

[In these minutes: college workload policies]

College Workload Policies

Professor Fossum convened the meeting at 2:15 and welcomed the guests from the several colleges. He recalled that at the last meeting the Committee had discussed faculty workload issues, particularly vis-à-vis the budget crunch, and agreed to extend the discussion to this meeting. He invited a number of the deans to join the meeting to talk about college workload policies. This is a very decentralized institution and workloads can vary across colleges; attention to workload has increased as the state appropriation has changed. Professor Fossum said he had asked three deans to provide information about their workload policies and asked Dean Rosenstone to go first.

Dean Rosenstone distributed copies of the CLA workload principles and guidelines and highlighted a number of its provisions. The principles were established in 1993 under the quarter system and were in place when he arrived in 1996. Changes to the principles in 1998, when the University moved to semesters, followed extensive consultation with the CLA Council of Chairs and the college Executive Committee. The College agreed to revisit the principles in 2001-02 to see if there was a need for changes; after additional consultation with the same groups, it was agreed that only minor changes were needed. The workload principles and guidelines include the following:

"This statement of workload principles is designed to encourage outstanding scholarly and creative achievement; to provide excellent undergraduate and graduate education responsive to curricular needs; and to advance effective service to the University and the community.

"Each faculty member is also expected to participate in an appropriate mix of teaching activities that involve the offering of courses as well as advising undergraduate and graduate students;

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supervising of M.A. theses and dissertations; serving on M.A. and preliminary examination committees; supervising undergraduate and graduate research projects, etc. As part of the unit's submission of annual faculty activity reports, the chair or director shall inform the Dean of any colleague who suffers a persistent diminution in his or her teaching activities and shall take appropriate steps under the Post-Tenure Review process to ensure a full workload.

"Except as indicated in Section I.B. below, each 100%–time, 9-month faculty member shall teach four semester courses each academic year within the college. (Except by special arrangement with the Dean, a “course” for this purpose shall carry at least three credits.)

"Authority to assign members of the faculty to teach specific courses rests with the chair/director of the unit in which the faculty member's tenure home resides. This authority includes determining whether a faculty member may teach courses on an overload basis (beyond the faculty member's standard four courses taught during the academic year) during the academic year, during the summer terms, and through distance education.

"I. A. Minimum course enrollment In order for a course to count as part of a faculty member's normal workload, it should meet the following minimum course enrollments:

1000 level courses	15 students
3000–4000 level courses	10 students
5000–8000 graduate level courses	5 students

"There are four circumstances under which a faculty member may teach less than the full complement of four courses:

1. To facilitate the ability of the faculty to assume administrative responsibilities in support of an academic unit and its graduate and undergraduate programs, the college will annually allocate to each academic unit a fixed number of course releases for the chair/director to assign to members of the unit who perform these administrative duties (e.g., chair/director, DGS, DUS, director of language instruction). Administrative course releases may not be carried forward for use in future years.
2. Occasional course releases help ensure that faculty have the time needed to engage in particular research, course-development, and outreach opportunities when the timing of these opportunities does not coincide with research leaves (such as sabbaticals, single semester leaves, or externally funded research leaves). Each year, the college will allocate to each academic unit one (1) course release for every (ten) 10 regular tenure and tenure-track faculty FTEs in the unit. The chair/director shall assign these course releases to faculty to facilitate their research, creative, teaching, and/or outreach activities. A unit may carry forward two academic years its unexpended research/course-development/outreach course releases.
3. With the approval of their chair/director, faculty may use funds provided by external grants to buy out of a course that would otherwise be considered part of the faculty member's regular teaching load during the academic year. A single course buyout requires a commitment of 25% of the academic year (B-base) salary including fringe benefits. . . .

4. In certain circumstances there may be reason to justify substituting on a temporary basis some research or creative activity for some teaching responsibility. All such releases from teaching not covered by Sections I.B.1, I.B.2 or I.B.3. must be recommended by the chair or director in writing and formally approved by the Dean.

" II. Research and creative activity Each CLA faculty member is expected to attain national recognition for research or creative activity relevant to her or his field or discipline. The unit's statement of indices and standards (mandated by section 7.12 of the *Regulations Concerning Faculty Tenure*) is critical to ensuring quality in research or creative activity.

"After a faculty member has earned tenure, she or he is expected to continue to make significant contributions to the field or discipline. The chair or director of each unit shall take appropriate steps under the Post-Tenure Review process to assure that any colleague who suffers a persistent diminution in scholarly or creative activity has a full workload.

"III. Service and outreach Each faculty member in the College of Liberal Arts is expected to engage in service that contributes to the well-being of his or her unit, the college, and the University. This service includes activities such as participating on departmental, college, and University committees and governance bodies. . . .

Each member of the faculty is expected to engage in service and/or outreach activities on an annual basis. Service or outreach activity shall not abrogate a faculty member's basic responsibilities to teach, conduct scholarly research or engage in creative activity. As part of the unit's submission of annual faculty activity reports, the chair or director shall inform the Dean of any colleague who suffers a persistent diminution in service and/or outreach activities and shall take appropriate steps under the Post-Tenure Review process to ensure a full workload."

What has happened to the workload principles with the budget situation? CLA's course loads are very much like its peer public institutions in the arts, humanities, and social sciences, except that Minnesota has a very high student:faculty ratio (29:1). Since the budget crunch, there has been no change in the number of courses faculty are expected to teach, no change in the minimum enrollment requirements for classes, and no one has asked to reopen the discussion about workload because of the budget difficulties. There have, however, been other changes on the margin.

-- There are fewer very-small enrollment classes (3-6 students). The College and departments try to schedule those courses less often so that enrollment is larger when they are scheduled.

-- The College and departments are trying to schedule classes so there are fewer empty seats.

-- The College and departments are paying attention to drop rates; certain courses surprise students with the requirements and many drop it after the first week or two. As a result departments permit certain courses to be over-enrolled on day one of the semester (while recognizing the limits imposed by good pedagogy and by health/life safety requirements when there are, for example, labs involved).

-- After consultation with the CLA Committee on Curriculum, Instruction, and Advising and the Council of Chairs, the College changed the threshold for the allocation of TAs for Writing Intensive courses, which does affect faculty/P&A workload. Before last year, 25 students in a class meant it was

assigned a .25 TA and an additional .25 TA for each additional 20 students; now the additional .25 TA comes only with each additional 25 students, rather than 20. For non-Writing Intensive courses, 45 students meant a course received a .25 TA and each additional 20 students meant another .25 TA; now the additional .25 TA is assigned only with each increment of 30 students. The college does work with departments to accommodate curricula where these formulae do not work and there is a process for granting exceptions.

In broad strokes, Dean Rosenstone said, the core principles have not changed with respect to teaching, research, and service because of the budget crunch. There has been a little more work assumed by the faculty--just as there has been a little more work assumed by every employee of the University.

Professor Fossum commented that the teaching requirements of the CLA principles are quite explicit; he asked Dean Rosenstone to interpret the statement, under Research, that "the chair or director of each unit shall take appropriate steps under the Post-Tenure Review process to assure that any colleague who suffers a persistent diminution in scholarly or creative activity has a full workload." What does that mean? He asked also about the sentence, under Service, which contained similar language. What adjustments would be made?

Dean Rosenstone said that the general principle is that everyone should have a full workload. If someone stops doing something, they should do more of something else. The question is how to decide if there has been a persistent diminution of responsibilities. Before he came to the University, the dean decided. Between the first and second versions of the document, the University added post-tenure review to the tenure code; he and the Office of Human Resources concluded that the post-tenure review process is what they should rely on to make the decisions. The issue has not come up, but if it does, CLA will rely on post-tenure review.

How is a full workload defined, Professor Savage asked? A full course load, scholarly or creative activity, and service, Dean Rosenstone said. What happens if scholarly/creative activity declines, Professor Savage inquired? That is worked out with the chair, Dean Rosenstone said. They would need to look at the amount of the diminution; there is no formula and the decisions are made on a case-by-case basis.

Professor Frazier noted that one issue that has arisen both in this Committee and in others is how workload is calculated for those on parental leave. Can the releases be used in that case? He said he did not know if the releases are used for parental leaves. If someone is out for half a semester, units have identified other responsibilities that the person can pick up when it is not be feasible to do half a course. He said he does not micromanage the allocation of releases. She said she asked the question because parental leave is not one of the four reasons itemized for granting course releases, Professor Frazier commented. A department could provide two course releases to do research for a semester, Dean Rosenstone said, and he believes that chairs have been thoughtful in granting the course releases.

Professor Wiedmann asked if the faculty in the departments are aware of the number of releases and to whom they are given. The policy is on the web, Dean Rosenstone commented, and each new faculty member is given a copy of it. There are different norms across the college in terms of how they are handled--it may be decided by an executive committee in concert with the chair, or just the chair alone. In some cases faculty may be aware of how the releases were used, in others not--chairs are the executive

officers of the department and their performance is reviewed by their colleagues and by the Dean. He trusts them to make the decisions.

What is the ratio of TAs to RAs who must be supported by the faculty, Professor Csallany asked? TAs are supported by O&M funds, Dean Rosenstone said; he said he did not know the precise ratio of TAs to RAs but guessed that it might be 3:1 or 4:1. Some RAs are supported by college funds, he said, because many CLA departments do not have access to external support. The college nonetheless supports RAs because it is important to advance the research of the faculty.

From the student perspective, how does the college deal with cancelled courses, Professor Hendel asked? The College does not like to cancel courses, Dean Rosenstone said. Two or three years ago, the record was not very good; last year, with more careful management of the curriculum, there were significantly fewer cancelled courses. They cancelled about 10 or 11 courses out of about 2400 offered. Graduate courses are often granted an exception because they are usually essential for the graduate students in the program. Professor Savage said this has been a severe problem in his department (Philosophy): a lot of their graduate courses do not enroll the required 5 students. They make exceptions when the chair requests them from the college, Dean Rosenstone said; the broader question is whether there is more curriculum than is needed to serve those students. If the graduate curriculum is larger than it should be, it may mean fewer classes are available at the undergraduate level. The question is the appropriate size of the graduate curriculum, given the number of students, and the balance with the undergraduate curriculum.

Professor Maldonado told the Committee the School of Public Health is wrestling with the workload question. He asked Dean Rosenstone what proportion of CLA faculty are funded by external grants. Dean Rosenstone said that CLA faculty are 100% funded by O&M funds except for those who have endowed chairs; the CLA situation is very different from that of Public Health. What happens if a faculty member has been doing research in an area for a number of years and is funding 50% of his or her salary, and temporarily loses the external funding; would the person be assigned to teaching or expected to continue with the research even though there are no external funds? Dean Rosenstone said that would depend on the department chair; the chair could grant a release so the faculty member could get proposals in to obtain the funding, or the chair could decide the individual needed to teach a full load. He pointed out, however, that only one or two faculty in CLA are able to raise that kind of money--it is not a world that most CLA faculty live in. CLA receives only about \$14 million per year in external research funding.

Professor Bland asked Dean Rosenstone what he thought the average percentage of time CLA faculty spent on research, given the teaching and service requirements. He said he did not know the exact number and that it would vary a lot with the courses the faculty member teaches. He said he did not know the number who buy out their courses, there are 21 or 22 faculty on single semester leave, it will vary if the person has administrative responsibilities and where the faculty member is in the life course. Does he think that many spend less than 20% of their time on research? He thought most certainly not.

As a summary comment, Dean Rosenstone said, there is a balancing act between meeting the needs of students, performing the administrative responsibilities that fall to the faculty, and providing the resources for faculty to do great research. All of those must be balanced against the financial realities the college struggles with. That is reflected in the workload principles, Professor Fossum said, because they are most explicit about teaching, which is the source of most of the college's revenue. CLA will receive

69% of its revenue (apart from sponsored research) from tuition this year, Dean Rosenstone reported, and that amount is likely to rise to about 74% next year.

Professor Savage said that in a department like his, and perhaps all of CLA, the distinction between research and teaching is not clear, especially in graduate teaching. Many faculty do research in their teaching. That is why enrollment is a problem for faculty as well as graduate students. Dean Rosenstone agreed, and said he also worries about undergraduates and the need to balance concerns in order to generate the revenue to meet the payroll. There are opportunity costs; should they sacrifice faculty lines to deliver merit salary increases because they have failed to serve an adequate number of students? Those are the tradeoffs. They have a consultative process in the college to decide the compensation increases and the size of classes, etc., but it is difficult to balance these tradeoffs.

Professor Fossum turned next to Associate Dean Ann Hill Duin. She sent regrets from Dean Muscoplat, who asked her to speak on his behalf about the workload policy of COAFES. They have 1121 undergraduates and 438 graduate students in 16 departments (of which five are research/outreach stations across the state). The faculty almost all have dual appointments that are funded by O&M funds, extension funds, and research/industry funds. The majority are on 11-month appointments.

COAFES faculty workload policies were established about 1993 and, like CLA's, were revised in 1995 and modified again in 1999. They are discussing part of the policy now but do not see the need for any major overhaul, Dean Duin said. That they have three funding sources means they have three different kinds of appointments, which can dictate the kind of position someone will have. Faculty generally are supported by more than one type of fund except in Rhetoric, whose faculty are 9-month and supported completely on O&M funds. Faculty workload is generally guided by percentages; if one is 50% research, one puts in 50% of one's time on research (although, she observed, that does not mean only 20 hours per week!). Dean Duin said she has been struck on a personal level during the 24 months she has been in the office by how people introduce themselves by their appointment fractions because they are asked to justify their time.

The role of the COAFES faculty is distinct in a number of ways. They have special funding, legislative mandates to work on certain things, and carry out their work both on the Twin Cities campus as well as across the state. COAFES has faculty who are located at and serve primarily as researchers at the five Research and Outreach Centers throughout the state.

The COAFES workload principles are these. An individual on a 100% O&M appointment for 11 months is responsible for teaching 15 semester credits per year (five 3-credit courses). Those on 9-month appointments are responsible for 12 semester credits per year. People receive credit for new courses, multiple sections, department needs, and so on; there are negotiations just as there are in CLA. These principles were developed through the college faculty governance system and approved by the Executive Committee and the College Leadership Council, and the college assembly votes on them.

COAFES has no set policy on the distribution of instructional dollars vis-à-vis course size, Dean Duin said, but they do monitor closely class sizes. The college has instructional compacts with each department that includes a review of classes. They also have shared departments and many students who cross college lines as they progress, so COAFES must be very flexible in seeing what works best to serve the students and faculty in each unit.

The challenges include a question about TAs--they have probably the reverse ratio from CLA, with 3-4:1 RAs to TAs. They have no standardized policy on which courses will receive TAs. One issue being discussed by the Council of Undergraduate Deans and associate deans for undergraduate instruction is more attention to levels of service--which has become an elevated priority as the amount of the budget that comes from tuition increases. In terms of nine- versus eleven-month faculty, the budget has not permitted hiring many new faculty in recent years, but of those who have been hired, the majority have been nine-month. These appointments, however, have largely been the faculty's choice in negotiation because it offers the opportunity to obtain grant funding for the summer. The Plant Biology faculty all have nine-month appointments but often work twelve months and give the money to their graduate students.

COAFES has very high expectations for research and outreach. Some appointments may be 40-50% research, 20-30% extension, and the rest O&M.

Professor Fossum noted that COAFES appears to be explicit about the sources of funding tied to faculty pay (with a small number solely on O&M funds) and that Dean Duin had commented that people seem to identify themselves by their source of funds, which means that people are thinking about the work they are involved in related to their sources of support. If a faculty member has had 50% external funds for some time, and then is not funded, what does the college do? Help the faculty member get the funding back? What is the expectation? It is rare that a faculty member would bring in that much of his or her salary in external funds, Dean Duin said, but they have bridge funds in the college to cover events such as that. Even with the budget cuts, they figure out some way to keep those commitments.

What are the expectations or typical workload for someone who receives significant support from industry, Professor Fossum asked? If someone receives significant support from industry, it is similar to receiving significant support from a grant, i.e., the person devotes that percentage of time to the specific project and its goals.

Professor Collins commented that the full-time teaching load of 12 credits for a nine-month appointment is de facto either three 4-credit courses or three 4-credit courses. Do they have 4-credit courses? They do, Dean Duin said, but the college looks at the student credit hours (SCH) of a department as a whole; assignments are worked out in the departments. So it is an aggregate load, not an individual load, Professor Collins said. It is, Dr. Duin said, but in fact it works out pretty closely to an individual expectation as well.

Professor Fossum noted the different mix of graduate and undergraduate students in COAFES and CLA. COAFES has 438 graduate students and 1121 undergrads; CLA has about 2000 graduate students and about 14,500 undergraduates.

Professor Wiedmann inquired if the salary of faculty at the research and outreach stations is entirely covered by tenure. If they are tenured, it is, Dr. Duin said. Asked how many faculty they have, Dean Duin said that including department heads and deans, they have 199.

Professor Fossum turned now to Dean Ahlburg to discuss the situation in the Carlson School of Management (CSOM). Dean Ahlburg said that all faculty are to be productive in teaching, research, and service but they do allow tradeoffs over the life cycle. They have adopted the language of the University policy, but there must be a significant contribution in all three areas in CSOM. The faculty voted on the

workload document, which is on the web, and it specifically states that faculty are expected to be available to meet with students, other faculty, and others all year (during the academic year) and are expected to be on campus so that an effective community is operating.

The base teaching load in CSOM is 14 credits. For research-active faculty, the teaching load is 10 credits. The college has a set of criteria to determine whether someone is research-active (quantity and quality of publications, involvement in the graduate program, participation in national professional matters, etc.) but try to be flexible in interpreting them; it is a not an AND and AND and AND. All faculty are evaluated every year; all are evaluated every three years for determination of whether they are research-active or not. One can see one's teaching load increase if one is less research-active; some have 12 credits, some have 14, some have 16. Endowed chairs have 8 credits of teaching. So CSOM has a range of 8-16 credits in teaching responsibility. All assistant professors have a 10-credit teaching obligation. (Professor Fossum later explained that CSOM courses are either 2 or 4 credits because it would have severely damaged their evening program to offer 3-credit courses because part-time students usually come to campus only one night per week. With the change to semesters, without retaining the 4-credit course size (or the 2-credit, 7-week courses), time necessary to graduation would have increased by 1/3.

CSOM has P&A teaching faculty, about 24 FTEs (and 112 tenured or tenure-track faculty). They decided they did not want nomadic faculty by stealth, so decided that up to but no more than 1/3 of the faculty could be full-time P&A staff who are provided benefits, integrated fully into governance, who teach 24 credits.

They will cancel any class with fewer than 15 students, Dean Ahlburg said. They have one department, unfortunately, where a lot of classes have been cancelled. The school has a department with about a dozen faculty who offer courses that few want to take, which means they have a difficult question to face. They also have TAs for helping faculty; the document that determines how they are assigned is "shrouded in mist, written before Conan Doyle wrote the first Sherlock Holmes mystery." There appears to be no relationship between the number of students in a class and whether one receives a TA; they are trying to come to grips with their policy. Whether one receives a TA, of course, directly affects a faculty member's workload.

Next year the Carlson School will receive no funds from the state--it will essentially be a private business school whose prices are controlled by the state, a school that likes being part of the University.

If they see no evidence of teaching in the file of a job applicant, that person will not get the job. That was not always true before, when someone could be the brightest person around in research but with no teaching experience. That is no longer true. They also have a fourth-year review, essentially a tenure review without outside letters, so they know a lot about their probationary faculty and the faculty understand the requirements. If the review does not go well, they assist with a development plan to give the individual every chance to achieve tenure. He recalled having heard Senior Vice President Robert Jones say that the University will not tenure poor teachers; CSOM has taken that to heart. Given the source of their funding, they cannot afford to hire poor teachers.

What is changing as a result of the budget situation? An increased emphasis on teaching and service; CSOM funds research through its teaching in the Executive MBA and part-time MBA programs,

which pay for everything. They have a matrix for service; if someone has no service activities when they are reviewed, they have a chance to have a talk with the dean.

They are serious about the 16 credits, Dean Ahlburg said. They have invested \$500,000 annually on a teaching center to help faculty teach better with a professional staff who work with faculty who seek help. They also do house calls. There is a different skill set required for teaching in the Executive MBA program than there is in the undergraduate class. They are trying to obtain a new building, because they lose \$15,000 every time an assistant professor stands in front of a class--they lose several million dollars per year on their undergraduate program and need to have larger classes. They also offer Saturday classes. in the MBA program.

With the emphasis on teaching as the way to generate revenue, what has been the impact on research, Professor Bland asked? None, Dr. Ahlburg said. If they do not know how to teach well, they hire professionals to help them. He said he believes there may be some inefficiency in the way they teach and they hope to identify it. So increased time and increased quality of teaching does not affect the percentage of time faculty spend on research, Professor Bland inquired? CSOM is a research-driven business school, it always has been, and intends to remain so, Dr. Ahlburg said; he estimated that CSOM faculty spend 80% of their time on research. And only 20% to teach 14 credits, Professor Bland expressed some surprise about? Where they fail is on interaction with students, Dean Ahlburg said; they interact in classes but not much outside them. They are trying to change that. The percentage time could be 65-70%--the point is that the most emphasis is on research.

How is work output rewarded, Professor Savage asked? He said he assumed rewards were based on merit; does CSOM segment increases into percentages based on teaching, research, and service? They do, Dr. Ahlburg said, and all increases are based on merit. The faculty work with the chair to allocate weights. Assistant professors are 40-40-20 t/r/s; a full professor must be at least 30% service and no less than 20% on either of the others; associate professors must be at least 20% on all three. Faculty are evaluated on a weighted score; the chairs in two 8-hour meetings develop plans for all faculty. They also had the extra merit for the top 20%, and CSOM has stuck with that practice even after the rest of the University did not. They intend to continue to award extra merit to the top 20%; CSOM pre-emptively adjusts salaries with the extra merit money so that other places do not look attractive to its faculty.

There is the perception that the CSOM faculty have a lot of opportunities for outside consulting, Vice President Carrier observed. How does that fit into the overall picture? There is the perception that CSOM faculty are all out consulting, Dr. Ahlburg agreed, but it is difficult to see. If they find someone absent more than the policy allows, they will talk to the individual, and they have removed some. For many CSOM faculty, there is a complementarity between consulting and the classroom--but in fact most CSOM faculty do not consult. Does the opportunity to consult help in recruiting, Dr. Carrier asked? It never comes up in recruiting, Dr. Ahlburg said. They recently saw a \$150,000 Porsche in the parking lot and everyone wondered to whom it belonged--it turned out to be owned by someone who comes in to teach one class for the college. CSOM is VERY sensitive about consulting and it is not a big issue. Professor Fossum related that no one in his department consults more than 15-20 days per year, and many consult only two or three days.

Professor Hendel asked Dean Ahlburg to address the question of how faculty advising of doctoral students fits into the workload policy. Dr. Ahlburg said that there is about one doctoral student per faculty member--they have about 105 Ph.D. students--and the expectation is that advising doctoral

students is part of the joy of being a faculty member. It is part of what a faculty member is evaluated on. What happens to the tuition revenue from dissertation credits, Professor Hendel asked? They have debated that, Dean Ahlburg said; they estimate they spend about \$3.5 million per year, which is a great deal more than they receive from tuition, so they subsidize the program to the tune of about \$2 million per year. How are graduate students supported, Dr. Hendel asked? They have five-year fellowships from school funds.

Professor Csallany described the difficulties in supporting graduate students in her program, who cost about \$25,000 per year. They would like to teach more students, and would like more support for students, but in the budget situation they cannot so they are canceling classes.

Professor Bland inquired about the use of P&A faculty who only teach. Research is funded from funds generated elsewhere in the school, so teaching is subsidizing research. The P&A faculty must feel that they are teaching in order to support research. Presumably they could do even more teaching and generate more revenue to support more research. How does CSOM decide that only one-third of the faculty may be P&A? How do they feel those faculty are doing? They identified one-third as the limit on how far they would go without changing the nature of the school, Dean Ahlburg replied. How do the P&A faculty feel? Most feel fine, a few complain. But it is an attractive job, to teach 20 hours, and the salary is very good. Those who take the position have freedom of choice--they could do something else. Some of them think they are in seventh heaven and would be miserable if the school made them do research. It is a slippery slope, Professor Bland commented; the school could bring in more P&A faculty. It could, Dean Ahlburg agreed, but they must hire to meet demand, and they are not cross-trained. They do have faculty in areas where there is no demand and do not know what to do. They need to face that question--if students do not want what some faculty do, should the school force them to have it?

Dean Duin said that COAFES has changed its curriculum; where the demand for traditional programs has declined, they have begun new ones. That works with faculty who are willing to learn new skills, Dean Ahlburg said, but some do not.

Would one research article per year and a stellar teaching record lead to a good merit raise for a faculty member, Dean Serfass asked? It would depend on the article, Dean Rosenstone said. Dean Ahlburg said it would; they have developed term chairs for good colleagues who are great teachers. Dr. Duin said it would.

Professor Savage said he was struck by the similarity between CLA and CSOM--both must obtain revenues from teaching. In his department they have not been using P&A staff to teach lower division courses, they use TAs; the financial pressure is so strong that departments are bound to go in that direction. There is a real tension in CLA, he said, because it is thought that to be good, a department should have full professors teaching lower division courses. Perhaps departments need to abandon that perception; one cannot have a research-driven school unless one hires P&A staff or uses more and more graduate students. In CSOM, the research-driven faculty teach 8 semester credits, Dean Ahlburg said, and those who are not teach 16--and there is no shame in doing the latter. The expectation is that one will contribute to all three missions.

Dean Rosenstone said that CLA has worked hard to move more faculty into lower division courses (in part that is a function of the freshman seminars). They are also trying to build the size of the CLA faculty to reduce that 29:1 ratio. They have also discussed the appropriate use of non-tenured

faculty and it is very clear how they will be used; the opportunities for doing so have been narrowed in CLA. Financial pressures are going in the other direction, he said; it has become less expensive to hire P&A faculty than graduate students--this is going to lead to a crisis in graduate education. There are big differences across the colleges, he pointed out; CSOM has 112 faculty and about 100 graduate students while CLA has about 500 faculty and 16,500 students. They struggle in a different way, because CLA does not have Extension funding or an Executive MBA program. But over the last six years, there have been more undergraduate courses taught by regular faculty.

Other differences involve staff and support services, Dean Ahlburg commented. There is little support for chairs in CLA, which makes an enormous difference. What CSOM has accomplished did not fall in its lap, however; it made investments that paid off and it has flexibility that CLA does not. He said he wished that all colleges had the flexibility that CSOM had. Professor Savage said he repeats as often as possible that the liberal arts are the workhorse of the University.

Professor Bland asked if the workload has changed in the last three years. Dean Rosenstone repeated that it has changed at the margins (e.g., there are a few more students in classes). Dean Duin said there has been a decline in the level of support for the faculty and staff roles. But this does not show up in student credit hours, Professor Bland commented. Across the University, work has been pushed down to the unit level, Dean Rosenstone observed. They are now serious about students and expectations, Dean Ahlburg said; earlier it was more laissez-faire. They are now serious about contributions to the activities of the college and VERY serious about teaching. If they provide inadequate teaching, they make an entire cohort of students upset, which has an impact on ratings, which could mean a loss of students, which would mean a loss of revenue. The word is out that faculty must do a good job with students.

Do they have an overload policy, Dean Serfass asked? Dean Rosenstone said the department chair is responsible for saying whether a faculty member can teach on an overload basis. He said he does not encourage overload teaching because it takes time away from research; he would rather find the resources to support research. CSOM takes the same view, Dr. Ahlburg said. COAFES has guidelines, Dean Duin said.

Professor Bland said another conclusion one could reach is that all three colleges, given difficult times, have tried to increase quality and efficiency without destroying the makeup of the faculty and that they have put more teaching responsibilities on the faculty. Dr. Duin said that COAFES continues to improve access and quality but that it has a much better understanding of cost (e.g., high-cost programs). Dean Ahlburg said that CSOM has had to replace \$10 million in lost state funds over the last three years; the money has come from the programs--but they are unusual in their ability to do so. Dr. Duin pointed out that agricultural experiment and extension funds have also been cut consistently in recent years and they see a transition to a greater emphasis on teaching.

Professor Fossum thanked the Committee's guests for their time and adjourned the meeting at 4:20.

-- Gary Engstrand