

Current Curricular Issues of Departments, Schools and Programs

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I. Overview:

This chapter identifies current curricular issues for academic programs. Academic programs are defined here as departments, schools and interdisciplinary programs. Information included in this chapter comes from several sources. First, department heads, school, and program directors were asked to send to us a brief report on what they saw as major curricular issues with their program. Second, we used formal reports, such as the annually published Academic Ratios Report, to obtain numerical information on certain curricular issues. Third, members of the Task Force visited departments, schools and programs early in the year to obtain information on certain curricular issues. Finally, informal discussions between Task Force members and faculty colleagues have continued throughout the year.

To provide structure to our analysis we focused on six areas of concern:

- **Faculty staffing problems to meet current needs.** These problems can arise, for example, from high enrollment per full-time equivalent (FTE) faculty member or from difficulties in filling open faculty lines.
- **Missing Critical Curriculum Component.** For a variety of reasons some programs are unable to offer areas of curriculum that are critical components and are commonly offered at peer institutions.
- **Need to Meet General Education Requirements Weakens the Major Program.** Some academic programs are major contributors to the General Education program. Responsibilities to General Education sometimes make it difficult to develop depth within the major.
- **Conflicts with Other Programs to Deliver Curriculum.** Some departments, schools and interdisciplinary programs are dependent on other programs for the delivery of some components of their own programs. This is especially true of interdisciplinary programs that depend on disciplinary based departments for faculty resources and course offerings. This dependence on the goodwill of other programs can lead to conflicts in terms of such things as class scheduling, course content, and the allocation of faculty members time across programs.
- **Serious Deficiencies in Physical Facilities.** Some programs lack the physical facilities necessary to deliver their current curriculums.
- **Lack of Supplies and Adequate Support Staff.** Several programs rely heavily on supplies and well trained support staff (e.g., office coordinators and technicians) to deliver curriculum effectively. Inadequacies in basic supplies or lack of support staff can compromise curriculum.

Section II of this chapter presents a brief description of the curricular issues for each academic program. The summary reports in Section II are organized by division with departments and schools discussed in alphabetical order for each division. Interdisciplinary programs are placed in a special category. The order of presentation is business and economics, humanities, sciences/math, social sciences, interdisciplinary programs and professional programs. Although anthropology and computer science are not independent departments, we chose to include separate reports on them because they are quite independent, in terms of curriculum, from their home departments (Sociology and Mathematics).

To provide a context for the discussion of current curricular issues, each program is introduced with a brief overview of curricular loads within the academic programs. Here we rely on the annual Ratios Report and other data gathered by the university.

For each department, school and interdisciplinary program, we also try to identify critical curricular issues for each program with special emphasis on the six issues just identified. It is important to note that these short descriptions are not intended as any sort of comprehensive curricular review. Comprehensive program level reviews are best conducted at the program level, often with the help of external consultants. Our purpose is more global. We want to identify broad patterns of curricular issues. What are the major curricular issues at Illinois Wesleyan University? Are there any issues that are systemic across most programs? Or, are the curricular issues more isolated and discipline specific?

Therefore, faculty and administrative colleagues should not view these short reports on each department as a comprehensive program review. We only attempt to identify those curricular issues that seem especially pressing to the unit. More comprehensive reviews of any given unit would, of course, reveal other issues.

While the focus of Section II is on curricular issues within individual units, Section III attempts to identify patterns in curricular issues campus wide. The focus here is on trends in each of the six categories of curricular issues identified above. Are any of these general issues pervasive across all programs? Are some issues isolated to a small number of disciplines? Are the issues fundamentally different for liberal arts departments when compared to professional schools and interdisciplinary programs.

II. Program Reports

Business and Economics Division

Business

The Department of Business Administration is a large department with several major programs (accounting, business administration, international business and risk management) and a very large number of majors. The 2006/07 Ratios Report indicates

that Business Administration leads the university with 32.5 majors per faculty full-time equivalent (FTE). Of the 13.33 FTE faculty members, 3.33 were adjuncts or visiting. Therefore, a fairly substantial portion of the curriculum, about 25 percent, is delivered by non-tenure-line faculty members.

In academic year 2006/07, 24.5% of the university's graduates had majors in one of the Business Administration programs. The department also had the university's highest class size index with an average class size of 23.8 students, which is much higher than the 15.9 average across all departments and schools. Finally, the number of units of credit generated during calendar year 2006 was the highest on campus at 1833 units with a very large number of those units (1376) produced for business majors.

Inadequate staffing seems to be at the center of most of this department's problems. Because of extremely tight job markets, especially in accounting and finance, Business Administration has often had unfilled tenure-line positions. The department is unable to offer many cross-listed courses that would be invaluable to students in the major, such as those emphasizing the relationship between business and culture, history, and values. Currently the department cannot participate in curriculum beyond the major. For example, the department is unable to offer many General Education courses and only offers a couple of Gateway courses per year. The need to offer basic business courses during the fall and spring semesters results in very few Business May Term courses. The cause of almost all of these problems is a **serious faculty staffing problem to meet current needs**.

The Department of Business Administration also indicates some need for **improvements in physical facilities to deliver its curriculum**. For example, the department needs more high-tech classroom space and technologically supported facilities

In sum, the most pressing curriculum issue is securing and retaining faculty with terminal credentials in the areas of need. The department feels that this will require a significant commitment of resources. Members of the department feel that seeking external accreditation the Association to Advance Collegiate Schools of Business (AACSB) would generate ideas for curricular innovation and provide stimulus for improving the business curriculum at IWU. Others argue that a more market oriented salary structure would help.

Economics

The Department of Economics has much higher than average class size. The 2006/07 Ratios Report indicates that the average class size is 22.4, which is quite high. The number of majors per full time equivalent faculty member is 11.8, which is slightly less than the 13.1 average for all liberal arts departments. The Department of Economics puts considerable curricular focus on student research with all majors completing a senior project and about one-third of these students successfully completing research honors. Thus, department members spend many hours working one-on-one with students on their

research and supervising the two undergraduate journals published by the economics department (*The Undergraduate Economics Review*, and *The Park Place Economist*).

Many of the curriculum problems faced by the economics program stem from the multiple constituencies that take economics courses. For example, ECON 100 (Intro to Econ) and ECON 227 (Statistics for Business and Economics) are populated by a large number of business majors. Also, many students take ECON 100 as a General Education requirement. Upper division economics courses are populated largely by economics, business, international studies, and environmental studies majors. Having students with such diverse experience in upper division economics courses creates teaching challenges. Economics faculty members worry that there is not enough depth and rigor in some of the upper division economics courses for economics majors even though students from non-economic backgrounds find these courses difficult. It would be desirable to have more upper division courses with the depth to meet the needs of majors and other courses with less depth that could meet the needs of students from interdisciplinary programs and students from other disciplines who want to fulfill General Education credit or take one or two electives in economics. Therefore, we conclude that economics **faces inherent conflicts with other programs** as it struggles to build depth for majors and, at the same time, meet the needs of students from other programs.

The Economics Department **is facing moderate staffing problems**. The large class sizes make it difficult to deliver an adequate writing component. Also, as mentioned above, there is a problem of depth within the major. It has been suggested to add more prerequisites, and thus more depth, but this would disservice non-majors, particularly those in international studies and business administration who tend to take economics courses to supplement their majors. Currently, the staffing problem prevents the offering of two courses in the same area with one intended for majors and the other for non-majors.

Humanities

English

English serves a large number of majors and contributes to the general education program with numerous courses. English ranks fourth among all liberal arts departments in terms of the total number of majors, trailing only Business, Biology and Psychology. In academic year 2006/07 English had a total major to faculty FTE ratio of 15.0 which is slightly higher than the 13.1 ratio for all disciplines within the liberal arts. The average class size index in English was 18.2 for academic year 2006/07 which was slightly less than the average class size of 19.0 for the liberal arts departments.

English expressed a need for a capstone experience for creative writing students. A position to meet this need was being recruited this year.

The largest curricular concern of the English Department is the role of the Humanities in the university, particularly in the General Education program. There is concern that the category-driven General Education program has had the effect of stripping some disciplines of their particular values and uses. Therefore, a curricular concern of English faculty members is that the **need to meet General Education requirements weakens the major program.**

Publications and co-curricular events play an important role for English students: *MUSE*, *Tongue & Ink*, *Tributaries*, and *The Delta* are funded through Student Senate. The English department would like to be able to support them through department budgets.

Another physical need involves seminar sized classrooms equipped so that they can be used to teach with technology. Thus, there seems to be a **need for some improvement in physical facilities and a need for additional budget to support student co-curricular activities.**

Hispanic Studies:

Hispanic Studies, like MCLL, has a relatively large number of minors. For example, in 2005, there were 109 minors which constituted about 14.3 percent of all declared minors on campus. Although there are a significant number of Hispanic Studies minors, the number of majors per FTE faculty member is a relatively low 8.1 according to the 2006/07 Ratios Report, which was somewhat lower than the all liberal arts ratio of 13.1. Of course, Hispanic Studies is an important contributor to the General Education program, which requires all students in BA degree programs to achieve language proficiency through the intermediate level. Overall, Hispanic Studies has a class size index of 16.8. While this is somewhat lower than the class size index of 19.0 for all liberal arts, it is reasonable to keep class sizes reasonably small to facilitate faculty-student interactions in the language training courses.

The Hispanic Studies report highlights curricular directions they have taken since the North Central Review in 2003. They are developing their curriculum strategically in several directions and have identified the following needs for resources to make that development happen:

The Hispanic Studies Department has indicated several areas where additional faculty and staff resources would enhance their curriculum:

- One additional tenure line faculty to cover existing pressure on courses, some administrative leaves, and sabbatical rotations;
- Heritage speakers (and a possible expansion of the curriculum relating to US Spanish speaking populations);
- Additional course release for the chair reflecting the time it takes to direct a program of this size with the number of full time and adjunct faculty that the program has;

- More support for instructional technology for second language learning;
- Permanent position for the Language Resource Center coordinator.

This list indicates **faculty staffing problems to meet current needs**, some **deficiencies in physical facilities**, and a **need for additional support staff**.

Modern and Classical Languages (MCLL)

MCLL houses two majors (French and German) four minors (French, German, Japanese, and Russian) and General Education sequences in Greek, Latin, and Italian. It provides General Education courses in language instruction and through the Literature and Culture rubric. MCLL is also a major producer of minors at IWU. For example in 2005 MCLL had 74 minors which was nearly 10 percent of all declared minors on campus. While MCLL does have a relatively large number of minors, the number of majors is only 1.7 per full-time faculty equivalent which is much lower than the liberal arts average.

The Academic Ratios Report for 2006/07 shows that MCLL has a lower class size index (15.6) than the average class size across all liberal arts departments (19.0). However, the average class size is comparable to Hispanic Studies and seems appropriate given the interactive teaching style typical in the language courses. MCLL relies heavily on adjuncts to deliver curriculum with about 16 units delivered by adjuncts in 2006/07.

MCLL's highest priority for curricular support is replacement of the French/Francophone studies line. This could be considered a **missing curricular component**. In addition, MCLL expresses a desire for additional faculty members in Russian, Japanese, and Latin in the form of 3-year positions or post-docs. Finally, they desire to hire native speakers from the IWU student population to serve as teaching assistants or tutors.

Their second major concern is the need to restructure programs to deal with overlapping curriculum in MCLL and International Studies. There is a problem with duplication of programs and with an insufficient number of course offerings to meet curricular needs in both programs. This creates **conflicts with other programs to deliver curriculum**.

MCLL's third priority is for recognition of the programs beyond the two majors in budgeting for library resources, departmental needs, and the Language Resource Center. **Thus, deficiencies in supplies and support staff seem to be a curricular issue for MCLL.**

Each of the language areas has its own needs and concerns. Often, individual tenure-line faculty members cover a specific language and culture (Japanese, Russian, Italian, Latin, Greek, and soon Chinese). Having few faculty members specializing in each language poses curricular challenges.

MCLL also identified difficulties with scheduling courses: One problem is the heavy use of Tuesday/Thursday times, resulting in time conflicts. A different problem arises for double majors and minors in foreign languages who want to study abroad, but have requirements in their (other) major which need to happen in particular semesters.

Philosophy

Philosophy courses tend to be discussion oriented and writing intensive. Given discipline specific pedagogy that suggests fairly small classes, we were surprised to discover that Philosophy actually had an above average class size index of 23.3 according to the Academic Ratios Report for 2006-2007. In part, these large numbers stem from the relatively large contributions that Philosophy makes to several General Education categories. While Philosophy makes significant contributions to the General Education program, there are not currently very many majors. For example, there were 4.8 majors per faculty FTE according to the Academic Ratio Report for 2006/07.

The major concerns of the Philosophy Department relate to General Education. They, like English and Religion, think that the category driven General Education program is undermining the integrity of the Humanities disciplines and think that the Humanities sequence needs to be rethought and strengthened. In general, they feel that **the need to contribute heavily to the General Education program as it is currently structured weakens their own major program.**

They view Philosophy as shouldering an unfair burden in the teaching of writing and call for a comprehensive writing program. In particular, all of their courses call for extensive writing, even those that are not designated as writing intensive or Gateway. They feel that we should distribute the teaching of writing more widely or else recognize that some areas are better suited to teaching writing than others and give them resources and responsibility to do it well.

There are also some conflicts arising from demands from interdisciplinary programs.

Finally, the Philosophy Department sees a need for a greater variety of rigorous upper division courses to support the major and minor.

Religion

The Religion Department, like all departments in the Humanities, provides many courses in the General Education program. Class sizes in Religion courses tend to be large with a class size index of 24.9 in academic year 2006/07. This index is the highest of any program on campus! However, the number of religion majors per faculty FTE (2.3) is substantially less than the average for all liberal arts departments (13.1).

The Religion Department, like other Humanities departments, notes their heavy contribution to General Education and expresses some concern that the need to service the General Education program relegates them to a service department role. Looking beyond the 2003 Self-Study, these are currently their top curricular concerns:

1. Maintaining the strength of our major program, given the many demands on teaching by General Education courses and requirements;
2. Developing one or more majors-only seminar(s), particularly a separate senior seminar; and
3. Extending and maintaining the diversity of our course offerings to include more regions and world religions, by hiring and retaining the faculty who teach them.

Therefore, Religion, like English and Philosophy sees conflicts between the **need to meet General Education requirements weaken their major program**

Science Division

Biology

Biology is a relatively large department. In terms of number of majors, Biology only trails Business, Music and Psychology. In academic year 2005/06, for example, 6.8 percent of all IWU graduates had a major in Biology. The Academic Ratios Report for 2006/07 shows that Biology has a very high 24.3 majors per faculty full-time equivalent. Given the large number of majors, it is not surprising to see that 576 out of 968.5 units generated in calendar year 2006 were for majors. The class size index for academic year 2005/06 was 17.6 which is slightly lower than the liberal arts average of 19.0 and slightly higher than the university-wide average of 15.9. While the overall loads of the department seem to be roughly in line with university averages, Biology faculty members feel pressure to meet the research and other instructional needs of their majors. Since many of these students aspire to medical school and PhD programs after graduation, the faculty is under considerable pressure to prepare students to do research and to counsel them regarding graduate study.

The Biology Department is anticipating a number of retirements in the upcoming years, so a problem of staffing is imminent. They currently cite a need for one more faculty member to meet curricular needs. Immunology, **a critical component of the curriculum, is missing.** Finally, the high number of independent studies and research projects that are supervised by professors on their own time leads to many unpaid hours of work.

The department is in need of more office, lab, and research spaces in CNS. The hope is that they will have access to the dance studios once the dance classes are relocated to the new Theatre Arts building. The department also needs support staff to prepare more labor-intensive labs and repair equipment. They also need an additional secretary. There is a need for new lab equipment as well as repairs to old equipment.

The department has only five permanent projectors and computers, and they mention having to search out free classrooms should such technology be necessary in any given class.

In sum, Biology has a set of interrelated curriculum problems. First, there is a **critical missing curriculum component**. Second, there is a need **for improvements in physical facilities**, especially lab space. Third, there is a curricular need for **additional support staff**.

Chemistry

Since the task force did not receive a written report from the Chemistry Department, we rely on other sources. Chemistry has a highly structured program partly because of the demands of external accreditation. Many Chemistry majors participate in faculty led research projects and present their research at the John Wesley Powell Conference and external venues. Over the years, many students have co-authored papers with faculty members. The academic year 2006/07 Ratios Report indicates that Chemistry has a class size index that is lower than the average for all liberal arts department (14.6 vs. 19.0) and is also lower than liberal arts departments in terms of majors per faculty full-time equivalent (8.9 vs. 13.1). However, Chemistry does serve a fairly large number of minors.

While the General Education program does not necessarily weaken the major, the high number of prerequisites and vertical sequence of the program make it difficult for chemistry students to graduate in four years without having begun their Chemistry coursework as first-year students. Due to cross-listed courses, Chemistry professors often find themselves supervising the research of non-majors on a somewhat regular basis and many hours of work supervising such research goes unpaid.

Mathematics and Computer Science

The Mathematics and Computer Science major programs are housed in the same department. Since they are quite different programs, we will discuss the curricular issues of each separately. The Academic Ratios Report for 2006-2007, which combines both Mathematics and Computer Science, shows a class size index that is somewhat below the class size index for the entire College of the Liberal Arts (15.6 vs. 19.1). Mathematics generated 644 units of credit in calendar year 2006, which was considerably greater than the 325 units of credit generated in Computer Science.

Mathematics has a major program that is very vertical in its structure. This makes it difficult for students to enter the major after the first year. Mathematics also serves students from many other majors who need to develop quantitative skills. Finally, many formal reasoning general education credits come from the mathematics program. Recently, the calculus sequences were changed by adding an additional course to the sequences. One consequence of adding a course to the calculus sequences was to further

increase the verticality of the major since it creates an additional required course unit for upper division courses in the major.

Another curricular issue is the lack of incentives to supervise student research projects. The major program is not large enough to create a special senior research course. A possible solution would be the banking of independent studies for a course release.

The staffing in Mathematics is currently balanced. The department is aware of the low number of writing courses within the mathematics major and intends for such classes to be taken elsewhere. The department cites difficulty in offering special topics courses. The verticality of the major makes it difficult to complete in four years, but a curricular review is scheduled to take place next year.

Computer Science has experienced significant declines in the number of majors in recent years. Recently, enrollment trends are down, following a national trend. Computer Science generated 325 units of credit in calendar year 2006, with about two-thirds of these to non-majors. Several years ago, Computer Science had its own department, but in recent years has recombined with Mathematics. The number of Computer Science majors has been falling steadily. For example, in fall 2002, the number of majors was 84, but by fall 2007 that number had fallen to 20.

The Computer Science major is facing a severe staffing problem, especially with a recent sudden resignation. **Therefore, we conclude that there is a serious faculty staffing problem to meet current needs.** This need, however, is complicated by the recent decline in enrollment. The severe decline in the number of majors over the last several years is mirrored in a national enrollment trend away from computer science. Because of current staffing shortages and the need to offer core courses, it is difficult for Computer Science to offer special topics courses. There is also a need for a lab coordinator and new software.

With declining enrollments nationwide in Computer Science programs, departments everywhere will be facing decisions about the goals and content of degree programs in their area.

Physics

The task force did not receive a written report from Physics. However, the program is scheduled for an external review and much will be learned through that process.

The Physics program contributes to the General Education program with several popular courses. The major areas of concentration within the major are Condensed Matter Physics, Astronomy, and Optics. The department encourages students to work on research projects in collaboration with faculty members. The department also advises

students who intend to enter a 3/2 program with a Physics major at IWU and an Engineering major at another university.

The Academic Ratios Report for 2006-2007 shows a class size index is 18.4 for Physics, which is near the average for all liberal arts departments. However, the total number of majors per faculty full time equivalent in Physics is 7.6, which is less than the average ratio of 13.3 for all liberal arts departments and the lowest among science departments.

The Physics curriculum is a structured curriculum with six required courses and three electives in Physics. In addition, Physics majors are expected to take three courses outside of Physics including two chemistry courses and a calculus course.

Psychology

Psychology is one of the fastest growing academic programs at IWU with the number of majors in Psychology increasing rapidly in recent years. According to the 2006/07 Ratios Report, the number of majors per full-time equivalent faculty member in Psychology was 17.7 which was significantly greater than the 13.1 average for all liberal arts departments. Among all departments and schools, Psychology only trailed Business (32.5) and Biology (24.6) in the number of majors per full-time equivalent faculty member. Psychology is also one of the university's leading producers of minors with 10 percent of all minors in 2005.

Since Psychology generates so many General education units in addition to serving majors, the average class size index is one of the largest on campus at 22.7 which is significantly higher than the class size index for all liberal arts majors (19.0). Clearly, psychology faculty members have a heavy teaching load both in terms of average class size and numbers of majors. Psychology also supervises an unusually large number of student research projects with the department often leading the university in the total number of research honors projects and being very well represented at the John Wesley Powell Research Conference.

Staffing in the Psychology Department is a severe problem. There also are critical missing components to the curriculum including Sensation and Perception and Industrial/Organizational Psychology, which would benefit the many minors who are Business majors, and Sensation and Perception. Large class sizes make it difficult to meet the writing component, especially in General Psychology.

The department also feels that it needs improvement in physical facilities to adequately deliver its curriculum. For example, the department needs more labs, especially those focusing on human rather than animal research. There is also a need for more lab staff.

Social Science Division

Educational Studies

The relatively low ratios in the Ratios Report may be a little misleading in the case of Educational Studies because students seeking secondary certification take major courses outside of the Education Studies major. Also, much of the effort by faculty members in Educational Studies involves activities outside of the classroom, such as the supervision of student teaching programs. With this caveat in mind, the Academic Ratios Report for 2006-2007 shows that educational studies has a lower class size index than the average for liberal arts departments (12.3 vs. 19.0) and a lower number of majors per faculty FTE than for the average for liberal arts departments (10.2 vs. 13.1). Note that Music Education majors are not included in this ratio even though the Department of Educational Studies administered the certification process for these students. Also Secondary Education majors are not included in the ratios, but are counted by the departments corresponding to the disciplines of specialization (e.g., History and Mathematics). Thus, the standard ratios do a poor job capturing the contributions of the Department of Educational Studies.

In a report to the Task Force, Robin Leavitt characterizes the top three curricular concerns of Educational Studies as follows:

“(1) inadequate number of tenure lines to deliver a comprehensive curriculum, (2) the challenge of delivering a professional curriculum in a liberal arts context, and (3) the challenges of partnering with the public schools and collaborating with departments with whom we have students in common.”

A continuing challenge is to meet the changing state accreditation requirements. For example, there are increasing requirements that education students be exposed to technology instruction. This is difficult, according to Dr. Leavitt because “an optimal solution is not possible without a concurrent and considerable upgrade in the level and quantity of teaching technology on this campus.”

Educational Studies feels that they are often pulled into programs outside of Educational Studies. Dr. Leavitt estimates one and one-half of their five tenure lines are dedicated to administrative service and programs external to Educational Studies.

One area that has inadequate curriculum is the non-certification major and minor programs in Educational Studies. Dr. Leavitt argues that one additional tenure line is needed to meet the needs of this program, including cultivating student interest in the program.

A major drain on faculty resources and energy is the need to place as many as 75-125 students in local schools and then to supervise these students. Dr. Leavitt estimates that IWU has fallen short in meeting State expectations in this regard. Long term, the

department may propose dropping the certification programs and opt for only non certification programs, a model that is used by some liberal arts colleges.

Reform of the Educational Studies curriculum is complicated by the fact that the program overlaps with other major programs (e.g., English and History) that have many Secondary Education majors. Many changes in Educational Studies will affect these programs as well.

In sum, the major curricular issues faced by Educational Studies involve **conflicts with other programs to deliver programs**. Many of the struggles of this department stem from the difficulty of meeting state requirements.

History

The Academic Ratios Report for 2006-2007 indicates that History is in line with the college of liberal arts averages in terms of loads. History's class size index is slightly above the liberal arts average (19.4 vs. 19.0) while its majors per faculty FTE ratio is somewhat less than the liberal arts average (9.9 vs. 13.1). The total number of majors in History currently stands at 85 which is a slight drop from several years ago when the number of majors averaged slightly more than 100. Thus, History is a large department with 7 tenure lines. It serves the university by providing many units of General Education credit and by contributing to the International Studies program while at the same time servicing a relatively large number of majors.

We did not receive a written report from the History Department. However, from a visit to the History Department by a task force member, we learn of concerns about **missing curriculum components**. For example, courses dealing with the Middle Ages and African History would add important elements to the curriculum. Also, adding Chinese language courses to the curriculum would allow students to read texts in their original language. History faculty members suggested that there was strong support for the addition of Chinese language training across campus.

The **fairly high ratios** – at about the average for all liberal arts—combined with the **missing curriculum components** suggest some need for an additional tenure line.

Political Science

The Department of Political Science currently has load ratios that are in line with the averages for all departments in the liberal arts. Academic Ratios Report for 2006-2007 shows that Political Science has a class size index of 20.2, which is slightly greater than the 19.0 average for all liberal arts departments. However, Political Science does graduate a significant number of majors with an average of 26 graduates per year over the past eight years.

Terry Renner identified several important **missing curriculum components** that would strengthen the political science program:

1. The department is concerned with a lack of faculty expertise on the Middle East. Current events make it essential to educate students on this volatile region. Therefore, a new tenure line with either area study or foreign policy expertise in the Middle East would help the curriculum.
2. Resources are needed to finance statewide and regional public opinion surveys. This has implications for **supplies and staff**. A modest budget could fund the purchase of voter lists and pay for long distance phone bills. Students in various Political Science courses would conduct the surveys and help with the analysis.
3. Resources are needed for a new Action Research Center and internship program. This is consistent with the university goals of promoting active learning through community service. This curricular need also has implications for **supplies and staff**.

Sociology and Anthropology

Sociology and Anthropology are two distinct majors that reside in the same department. There is very little curricular overlap between the two disciplines. According to the Academic Ratios Report for 2006-2007 the class size index for the Department of Sociology and Anthropology of 21.3 is somewhat higher than the 19.0 class size index for all liberal arts departments. However, the same report also shows that the 8.2 majors per faculty full-time-equivalent which is significantly below the 13.1 average for the liberal arts.

The number of IWU graduates with majors in Sociology varies from year to year, but seems to average about 15 in recent years. Sociology offers majors a strong research track and has effectively sequenced courses. The startup of the Action Research Center supplements core research requirements and contributes to the research and community service dimensions of the department.

The North Central Report (2003) indicates that that the department is pleased with its ability to attract and retain students and with its strong experiential and service learning components.

With Chris Prendergast's impending retirement, the department is reassessing their curriculum. Social Theory will certainly need to be continued with the replacement line, but other curricular areas have not yet been prioritized. All in all, the Sociology program seems strong and is contributing to the university in important ways. While the teaching loads are not high, there is considerable emphasis on experiential learning and a strong research track. It is important the replacement line be filled with a person who can cover the hole left in Social Theory by Chris Prendergast's departure and contribute to the important research tracks that the department has worked to build.

Currently there are only two tenure lines in Anthropology, making it a relatively small program in terms of course offerings. Typically, about five Anthropology majors graduate per year which is about one-third the number graduating from Sociology. The total number of Anthropology majors has been relatively stable over the past 6 years, averaging about 12. In fall, 2007, there were 14 majors. Although the number of majors in Anthropology is relatively small, the program does contribute significantly to the General Education program and interdisciplinary programs, especially Environmental Studies, International Studies and Women's Studies. It is a little difficult to discern loads in Anthropology independent of Sociology since the Ratios Report includes anthropology and sociology together.

The main curriculum problem faced by Anthropology is that a **critical curriculum component is missing**. Because certain important areas of Anthropology receive no coverage by the two tenure line faculty members (Gearhart and Springwood), a major goal of the Sociology and Anthropology department is to gain approval to hire a third tenure line in Biological Anthropology. The department feels that an additional line would attract more majors. It also would improve the breadth of the program. Greater breadth is critical for students planning to do graduate work in anthropology. The new line, for example, would allow for more archeology courses to be offered.

The department's report to the task force provided the following rationale for adding a third tenure line:

"...the discipline of anthropology is defined by four subfields: 1) socio-cultural 2) linguistic 3) biological (often termed 'physical') 4) archaeology, all of which are considered to be equally important. While the two full-time anthropologists ... are able to provide substantive offerings in the first two subfields, we have been consistently been unable to respond (due to lack of training) to growing student interest in the latter two subfields. These significant gaps in our major have compromised IWU students in a number of ways, including more recently, their likelihood of being accepted into graduate school."

To close these gaps, the department strongly endorses creating a new tenure line for a biological anthropologist. A more complete offering of courses would attract additional students to major or minor in anthropology and would better prepare majors for graduate study.

Interdisciplinary Programs:

Interdisciplinary programs have a unique structure at Illinois Wesleyan University. Unique feature of these programs is that they do not have faculty members dedicated only to the interdisciplinary programs. Typically, a faculty member from a "traditional" department will be appointed as director of the interdisciplinary program and a group of interested faculty members will work with the director to organize curriculum and advise majors and minors. These programs, for the most part, are very

dependent on the goodwill of liberal arts departments to deliver courses for the interdisciplinary majors in a timely way.

This section of the report reviews a sample of some of the larger interdisciplinary programs. Smaller programs, such as American Studies and Women's Studies, are not reviewed here.

Greek and Roman Studies

Since the last North Central Association report, the following goals have been achieved: a major in Greek and Roman Studies has been established (2005); five faculty members in four departments now contribute 8 – 9 courses per semester, including independent study; the Theta Iota Chapter (2007) of the classics honors society Eta Sigma Phi has been established; the monthly "Ides Lecture and Performance Series" has been created; students now participate in three affiliated study abroad programs: College Year in Athens, Bilkent University in Ankara, Turkey, and Arcadia in Rome, Italy; a number of new courses have been added to the curriculum; the Latin language program has grown; and there has been an increase in membership in the Classics Club.

With respect to the future growth of this program, two priorities have been identified: the establishment of a three-year post-doctorate position in Latin/Roman Studies; and increases in library holdings. Because of the Latin program's substantial growth, it now needs to offer Latin 101 every fall and to increase the number of offerings in Latin language and Roman culture. It also needs assistance with its Greek sequence and with its introductory courses in Humanities 101, History 120, and mythology so that it can expand its offerings while delivering courses in a more frequent rotation. It is believed that the addition of a three-year post-doctorate position would address these particular goals successfully and would enhance the program overall in general. Finally, as for library holdings—and since Heritage Grants are no longer available, the program needs funds with which to purchase numerous "must have" books, to replace older items that are now in poor condition, and to create a media library for the program (DVD, VHS, and audio materials). **In sum, the Greek and Roman Studies program desires to expand the program into new curricular areas and to increase library related materials.**

International Studies (IS):

Like all of our interdisciplinary programs, IS is almost totally dependent upon faculty who reside in other departments and schools. Also, most courses that generate credits toward the IS major and minor programs are offered through other departments and schools. Therefore, the normal ratios that are available for departments and schools do not apply to interdisciplinary programs. Being dependent on other departments, however, does suggest an ongoing curricular issue. **Conflicts with other programs to deliver the program are inevitable.**

The number of IS majors has been remarkably stable in recent years with an average of 42 IS majors from 2002 through 2007. The fall 2007 count was 44 majors. Although this number is not large compared to the number of majors in many liberal arts departments and professional programs, it is the largest interdisciplinary program and student interest in the program over time is quite stable.

The IS Major program is interdisciplinary by nature. The idea is to bring together several disciplines to explore each of several concentrations in the program. The major sequence in international studies consists of

- Introduction to International Studies (IS 240);
- One course in international systems, structures and processes to be selected from a long list of courses;
- One course on the nature and the analysis of culture to be chosen from a long list of courses;
- Senior Seminar in International Studies (IS 488);
- Six additional courses chosen from an area of concentration that the student chooses.

IS majors are also strongly encouraged to complete a study abroad experience and where appropriate to study a language that relates to their area concentration.

The areas of concentration for the IS major program are:

- Development Studies
- Diplomatic Studies
- African Studies
- Asian Studies
- Latin American Studies
- Russian and East European Studies
- Western European Studies

The Director of the IS program is assisted by a Steering Committee with representation from each area of concentration. Each area of concentration, in turn, has a committee of faculty members that direct activities within the area of concentration and make recommendations regarding curriculum to the IS Steering Committee. A very large number of faculty members are involved in the IS program through membership on these committees. However, no single faculty member is totally dedicated to the International Studies Program. Even the current director, William Munro, is in the Political Science department and splits his time between two programs. Therefore, many International Studies faculty members see a **current staffing problem to meet current needs**. They argue that there should be at least one faculty member with sole responsibility to the International Studies Program. Also, they are eager to pursue the possibility of joint appointments between departments and the International Studies Program. This means that the delivery of this very complex program is almost totally dependent on the willingness of liberal arts departments to offer appropriate courses to allow the various concentrations to be viable. The lack of faculty who are dedicated full-time to the IS program is a problem present in all interdisciplinary programs.

While the IS program may lack dedicated lines, there is strong faculty support. Each Area Team consists of faculty members from many disciplines. Many hours are spent by these teams planning events and thinking about curriculum issues in their respective areas. Considerable curricular lobbying occurs through the efforts of these groups and this lobbying often produces resources that are used to change curriculum in departments. A recent example is the agreement to begin to offer Chinese language courses by hiring adjunct faculty members. Parallel to these efforts to lobby for internal resources is grant writing activity to bring more resources to campus to enhance aspects of the program. Thus, while the IS program is relatively small in terms of enrolled majors, it seems to have significant impact on curriculum. Paradoxically, the changes that come about may have less influence on IS students than on students in other disciplines. It is fair to conclude, however, that the IS program has an interest in identifying **missing critical curriculum components** in our international studies curriculum. Two areas that are currently receiving attention are development of a Chinese language program and finding a replacement for departing faculty member who specialized in French and Francophone curriculum (especially Twentieth Century, and French African studies).

A spillover benefit from the IS program is that its complex organizational structure brings together faculty from many disciplines. The resultant interdisciplinary collaborations are healthy in a liberal arts institution. Offsetting this benefit somewhat is that many faculty colleagues may reason that participation on these teams substitute for traditional service on elective and appointive committees. Could the problems in recruiting filling traditional committee slots in recent years stem from increasing faculty service to interdisciplinary efforts?

Environmental Studies:

Environmental Studies is a relatively new interdisciplinary program. There are three core courses in the Environmental Studies Major: Environment and Society, Earth Systems Science, Ecology and the Environment, and Ethical Dilemmas in Environmental Politics. The remaining six courses are determined largely by the track that students select. There is one track that leads to a General Major in Environmental Studies and five other tracks that lead to concentration in one of five fields: Ecology, Environmental Chemistry, Environmental Toxicology, Environmental Policy, or International Environmental Sustainability. Some of the tracks have a fairly vertical structure with many of the courses being prerequisites for others. Environmental Studies is similar to International Studies in the sense that the program is very dependent on courses that are offered by a range of departments. Therefore, success of the various tracks depends on the ability and willingness of other departments to offer the courses that are important to the Environmental Studies major. Thus, one of the principle curricular issues facing Environmental Studies is the potential for **conflicts with other programs to deliver curriculum.**

Environmental Studies currently has 5/12 of a faculty line (1/3 of a position shared with Chemistry and ½ of a ½ time position shared with Political Science). It depends on faculty in departments (particularly Biology, Philosophy, and Political Science) and on additional units of adjunct faculty to deliver key parts of its program. Occasionally the reliance on other departments leads to scheduling problems and a perceived insufficiency of mid level electives. Frequency of offerings is also a problem when other departmental and university needs lead to reduced availability of the relevant faculty. (This has happened both in Political Science and Philosophy offerings cross listed in ES).

In an analysis of how they manage to meet current curricular needs for the majors in Environmental Studies, they identify specific needs for faculty in earth systems science, environmental analysis (with geographic information systems emphasis), and environmental health (conversion of a current adjunct). They feel quite short on core faculty in the area. If new hires in the Natural Sciences and the Humanities were to have expertise and interest in Environmental Studies, it would offer an opportunity to expand offerings through coordination with departments.

Several of the Environmental Studies courses serve both majors and the General Education program. So far this has not caused problems, but might if the number of majors expands. While the number of majors in Environmental Studies is quite small, the numbers are growing. When the program was just getting started in Fall, 2005, the number of Environmental Studies majors was 8. However, by Fall 2007, the number of majors was 22.

The Environmental Studies faculty would like to see the position of coordinator of the Environmental Studies program put on a par with department chair. Thus, the absence of a full-time faculty position in Environmental Studies could be considered an emerging **faculty staffing problem to meet current needs**.

Professional Schools: Fine Arts and Nursing

School of Art

The School of Art indicated that its curricular problems were unchanged from what they reported in the North Central Report (2003). The School of Art has a curriculum that is oriented toward the study of art, design, and art history. Class size tends to be small and the instruction in techniques and design highly individualized depending on the needs and interests of students. The curriculum has concentrations in ceramics, graphic design, drawing, painting, printmaking, photography, and sculpture. Of course, faculty members must also attend to the gallery and to helping art majors prepare their work for exhibition. Delivery of the Art curriculum requires a well-equipped building, including studio facilities with equipment and materials for ceramics, drawing, design, painting, printmaking, and sculpture.

While the program is oriented toward servicing the needs of majors, it also generates quite a few units of credit for General Education. With five tenure track lines, Art is the smallest of the four professional schools. The Academic Ratios Report for academic year 2006-07 indicates that Art has a class size index of 12.8 which is the highest among IWU's four professional programs. The School of Art's total majors per faculty FTE ratio is 6.1 which is slightly lower than the 7.1 ratio for the four professional schools.

Discussion with faculty members shows that they feel that they are spread quite thin in their attempts to meet the needs of majors, offer May Term Courses, and produce General Education units. Also, there are concerns about the adequacy of some of the studio and gallery space and some concerns over safety in some studios.

School of Music

In terms of the number of faculty members and the numbers of courses offered, the School of Music is one of the largest programs on campus. Music employs more faculty members than any other department or school. Music currently has 18 filled and one unfilled tenure line positions. In addition, there are 31 part time faculty members. The delivery of such a large proportion of curriculum with adjuncts is a major concern for the School of Music. It should be noted that none of the adjunct faculty members are full-time. Some of this is unavoidable given the need for very specialized instruction in certain performance specialties (e.g., oboe, tuba, and certain voice areas).

In calendar year 2006, Music ranked second only to Business in terms of total number of units generated (1541 units vs. 1833 units). Almost three units were generated for majors for every unit generated for non majors. This ratio was very similar to the pattern for Business Administration. In fact the ratio of major units to non-major units was far higher for these two disciplines than for any other department or school on campus. Therefore, the Music Curriculum focuses on its major programs. However, it is important to keep in mind that the Music curriculum serves other interests of the university. For example, the School of Music sponsors numerous student and professional concerts and recitals, all of which are available to the university community and to the broader community; also, it provides music for numerous university events. The Music Preparatory program is a resource that is available to youth in the Bloomington/Normal Community and many non-music majors participate in the many ensembles.

Given the labor intensive nature of quality music training, it is necessary to offer a great deal of individual instruction and to offer many partial units of academic credit for lessons and ensemble participation. Therefore, some of the academic ratios for Music are lower than for liberal arts departments. For example, the number of Music majors per faculty FTE was a relatively low 5.6 in academic year 2006/07. The class size index is 8.4 which reflects the pedagogical need for individualized instruction. It should be noted that some traditional classroom courses, like Music History, tend to be quite large.

The School of Music has a very long list of curricular concerns. Some of these concerns relate to deficiencies in staffing and others to resource needs. The following list attempts to summarize some of these needs indicated by the School of Music to the Task Force.

- Establish six new tenure-lines in order to reduce the current reliance on part-time adjunct faculty members. There are currently 33 part-time faculty members which is nearly double the number of tenure-line faculty members. Currently, too many history, theory and theory related core courses are covered by adjuncts. Desired areas for new tenure-lines include composition/music technology, music history, music education, theory, strings, and voice. Some of the new positions could be created by creating new endowed professorships.
- Support the music curriculum by increasing the number of full-tuition scholarships from 4 to 18. The scholarships should be focused on attracting students to specific music disciplines (e.g., bass voice, flute, piano, composition, etc.). The School of Music goal is to maintain about 200 majors.
- Support the curriculum by increasing the number of support staff. Currently one office coordinator supports 18 full-time and 33 part-time faculty members. The School requests one additional office coordinator and a facilities manager/technical assistant.
- Build a properly equipped performing arts center that includes a concert hall that would seat about 1,000.
- Enhance, and modernize, curricular offerings with new course offerings in such areas as audio recording technology, American music, world music, film music composition, the business of music, arts management (in possible conjunction with the Business Administration Department). Also, create full-year courses in elementary and secondary music education as well as a capstone course to be taken in the fall of the senior year. More resources should go to the library to support the Music curriculum.
- Improve existing facilities through improvements and better maintenance (e.g., install better sound system in Westbrook, purchase new pianos; improve maintenance of existing pianos, organs and other instruments; purchase four computer/keyboard workstation/carrels for composition majors; add instructional technology to the classrooms that need it; increase support for a recording studio; replace the Westbrook organ; improve the HVAC system throughout the music facilities; replace windows in Presser Hall; reconstruct room 167 to accommodate the larger orchestra; establish at least five more studios/offices for adjunct faculty; build more storage spaces for instruments; and upgrade the electrical system.
- Increase budgets to support ensembles, workshops, and important auxiliary functions of the School of Music (e.g., increase budgets for orchestra, opera, ensembles, and preparatory program; establish endowed guest artist fund; create new budget lines for summer music camps, new music activities and a new music ensemble)

In sum, Music identifies several curricular problems that need attention. First, there are **faculty staffing problems to meet current needs**, especially the need to

replace many part time adjuncts with tenure line faculty members. Second, there are emerging **critical curriculum components** that need to be developed to keep pace with peers. Third, there are a number of **deficiencies in physical facilities**. Finally, **better maintenance and additional support staff** are desired.

School of Theatre Arts

The School of Theatre Arts (SOTA) is a complex program that requires significant numbers of faculty and staff members to operate effectively. Because of the need to produce many performances, SOTA also has significant need for physical space and a significant operating budget. Like the School of Music and the School of Art, SOTA the nature of the training requires individualized pedagogy.

SOTA is a large program with 15.22 total instructional FTE faculty members according to the Academic Ratios Report for 2006-2007. This is roughly equivalent to total instructional FTE faculty members in the Department of Business Administration, but significantly less than in the School of Music. However, with only seven tenure lines, SOTA is very dependent on instructors, visitors and part-time adjuncts to deliver the program. This is similar to the situation in the School of Music.

The Academic Ratios Report for 2005-2006 indicates that there were 108 majors in the program which amounts to a total major total faculty FTE ratio of 7.1. While this ratio is quite low relative to the liberal arts major ratios, it is in line with the professional school ratios. The average class size index was 9.3, which is low compared to liberal arts majors, but consistent with the individualized demands of delivering a performance theatre program and slightly above the average class size for all four professional programs. It should be noted that these ratios do not accurately reflect the work load of SOTA faculty members who spend a large amount of time working on performances.

The School of Theatre Arts (SOTA) reports to the Strategic Curricular Task Force indicate a large number of curricular concerns. Some of these concerns relate to staffing shortages that put a great deal of stress on the SOTA faculty to deliver curriculum and quality performances at the same time. SOTA finds it very difficult to respond to new trends in theatre because of faculty and staff shortages. To meet basic curricular needs of the program and permit adequate production programming requires more release from teaching for SOTA faculty so that they can more fully support production efforts.

Here is an abbreviated summary of some of the major staffing changes that would be required to enhance the quality of IWU's Theatre program and relieve the pressures on current SOTA faculty members:

- Long-term goal to create two new tenure lines in scenic and costume design;
- Long-term goal to create two new tenure lines in lighting design;
- Increase operating budgets and staff to support these new positions and insure a safe working environment.

The SOTA report to the task force suggested that a failure to adequately staff and fund the program could result in a drastic cut in the number of productions to one main-stage and one student-directed production per semester. The report suggested that such drastic cuts in productions could well result in an exodus of theatre students to better funded programs.

Another major curricular problem identified in the SOTA report is the total inadequacy of current physical facilities. Faculty members and staff are scattered across campus which makes communication and collaboration difficult. Also, SOTA faces serious logistical problems trying to operate out of nine distinct spaces scattered around campus. Many of these spaces have multiple uses and, in some, only one use is possible at a time. The SOTA report details many problems with these facilities. Complicating operations further are operating budgets that are frozen in the face of rising costs. The prospects of continuing increases in minimum wages further compromise operations. McPherson Theatre is inadequate in many ways and a new production facility that allows consolidation of operations from the current nine sites would be helpful and assist in the delivery of SOTA curriculum.

Here is an overview of a few of the major changes that the SOTA report suggested that relate to physical facilities and budget. Many important details are found in their report:

- Expand teaching, design, rehearsal and performance facilities;
- Equip those facilities to disciplinary professional standards;
- Add monetary support in non-salary budgets to maintain and expand the production program;
- Add an additional faculty line in lighting design;
- Add staff lines to support current staff in production areas.

In sum, Theatre Arts has rather severe needs to remain a viable program. First, there are **serious deficiencies in physical facilities**. We also identify a need for **additional support staff and supplies**. Finally, there are **faculty staffing problems to meet current needs and critical curriculum components that** should be addressed.

School of Nursing

The School of Nursing is a multifaceted program with a curriculum that includes important clinical experiences as well as more traditional coursework. Because the clinical responsibilities take considerable effort and time, the traditional academic measures of load should be interpreted carefully. The Academic Ratios Report of 2006/07 shows an average class size of 9.5, which is exactly the same as the average class size for all professional schools combined. The total number of majors per faculty full-time equivalent is 8.5, which is slightly greater than the 7.1 average for all professional schools and somewhat less than the 13.1 average for the liberal arts departments.

An important curriculum issue for the School of Nursing is the growing National shortage of doctoral qualified nursing professors. About one-half of the current regular nursing faculty are expected to retire over the next decade. The university will need to compete very aggressively to fill these positions with qualified professors. The nursing program already relies on a fairly large number of part time adjuncts and instructors and this situation could worsen if the university is not proactive in this very difficult professional market. Therefore, we identify a potential serious **emerging faculty staffing problem to meet needs.**

In the spring of 2007, the IWU Faculty approved an extensive curricular revision of the School of Nursing's academic program. The revisions occurred in response to internal and external forces, including, for example, IWU's strategic planning initiative; stakeholders, including faculty colleagues, administrative staff colleagues, students, and alumni; recommendations from external professional and community health care organizations; prospective employers of graduates of the School of Nursing; and comparisons with other nursing programs.

The School's revised curriculum includes a new initiative: cultural immersion. Because of the School's and the University's new global focus, and in response to expectations held by many external stakeholders, the School hopes to offer this immersion at IWU, or as part of the University's Madrid or Urban Studies Programs.

The faculty in the School of Nursing embraces the integration of the liberal arts and professional learning and acknowledges the opportunities for sharing with the University community its collective expertise in health-related content; e.g., through the Health Minor, the School now provides general education courses and travel courses to all students at the University.

In order to deliver its curriculum more effectively, faculty members in the School of Nursing have identified a variety of concerns: 1) they believe the number of faculty members needs to increase, particularly in the area of clinical experiences, thus lowering the faculty to student ratio; 2) faculty salaries need to be more competitive (e.g., it was noted that recent graduates of the School of Nursing have been offered salaries at levels comparable to or greater than those paid currently to IWU nursing faculty); 3) they believe that they, and IWU faculty in general, need more assistance with understanding the learning styles of current and future students; they would like more assistance with their efforts to contribute to the General Education Program, which now includes concerns for globalization, social justice, and the environment; and they believe they have become too dependent on adjunct faculty.

With regard to mid-level depth and critical thinking/writing skills, all courses emphasize critical thinking exercises, which occur both in the classroom and in clinical settings. However, the nursing faculty has acknowledged the challenge of developing writing skills at the middle level of its curriculum; i.e., after the Gateway Colloquium, nursing students typically have limited experience with writing until they take the

School's capstone course (N485). In response to this issue, the nursing faculty will continue to consider how it can incorporate more mid-level writing into its curriculum.

As for how its curriculum is integrated with other disciplines, the School of Nursing contributes to this form of integration through its minor program, through required courses for the major, and periodically through May Term travel courses. At present, there are two minor programs: the Human Services Management Minor, established in 1990 in cooperation with the Department of Business and Economics (the Science Division also provides courses for this minor); and the Spanish Nursing Minor, established in 1997, which has become one of the more popular minors on campus. Also, the School of Nursing has offered travel courses in collaboration with the Department of Sociology and Anthropology.

Finally, The School of Nursing must respond to a nation-wide external accrediting organization: the Commission on Collegiate Nursing Education, which accredits baccalaureate and higher degree programs in nursing. This organization requires that accredited programs be evaluated every ten years for re-accreditation. At this time, the members of the nursing faculty are awaiting the new accrediting standards that they will need to follow as they prepare for their 2009-2010 re-accreditation visit.

III. Summary

IWU has a very interesting mix of academic programs, each contributing to the university in different ways. Some contribute primarily by providing curriculum in support of their major programs and others contribute by supporting the General Education program or providing electives that might have broad appeal. In addition, many programs connect with the broader community by integrating curriculum with co-curricular activities.

Table I indicates a brief summary of major categories of curricular problems experienced by academic units. Each column indicates one of the five categories of curricular problems that have been the focus of this chapter. To review:

- **Faculty staffing problems to meet current needs;**
- **Missing Critical Curriculum Component;**
- **Need to Meet General Education Requirements Weaken the Major Program;**
- **Conflicts with Other Programs to Deliver Curriculum;**
- **Serious Deficiencies in Physical Facilities;**
- **Lack of Supplies and Adequate Support Staff.**

We used the following criteria to measure the severity of the problem for specific departments, schools and interdisciplinary programs.

1. **Urgent**—Indicates a curricular related problem that needs immediate attention. The viability and/or quality of the program depends on attending to the problem.

2. **Emerging**—Indicates a curricular related problem that may not immediately threaten the viability and/or quality of the program, but could become a more serious problem if not attended to in the near future.
3. **Developing**—Indicates a curricular problem that could become serious if expected trends in the program (e.g., enrollment, curriculum development) continue.

Table I shows a matrix of the five categories of curricular problems by the 25 academic programs discussed in this chapter. Many of the cells in Table 1 contain an indicator of the seriousness of the problem (i.e., urgent, emerging, or developing). The idea is to provide a visual summary of some of the curricular problems discussed in the preceding section.

An important caveat is that these rankings of current curricular problems represent primarily the judgment of current members of a subgroup of the Strategic Curricular Review Task Force and are based on the findings from our curricular review. Departments, schools and programs will have the opportunity to respond to these rankings and to indicate why our judgments may not be correct. We plan to create links to these responses in this report. As the examination of our curriculum continues and as academic areas weigh in with their responses, additional evidence is certain to emerge and the pattern of needs shown in Table I will likely show some change. Still, we view these efforts as a good first step to understanding our current curricular problems.

Table I shows some interesting patterns. Column 2, for example, identifies academic programs that are experiencing serious **faculty staffing problems to meet current needs**. We find **urgent** staffing needs for this category in several academic programs. Enrollment pressures from a large number of students majoring in Business Administration and Psychology, for example, presented especially **urgent** needs for additional faculty lines for those departments. Other programs had urgent staffing problems because of severe difficulties that current faculty members were having in delivering a comprehensive program. These programs did not necessarily have large numbers of majors per full time equivalent faculty member, but they did present convincing reasons that there were currently an insufficient number of faculty members to deliver their programs. Computer Science, Music and Theatre Arts were all identified as having **urgent** needs for these reasons. Eight other programs were identified as having emerging or developing faculty staffing problems to meet current needs.

The second category, **a missing critical curricular component**, is shown in the column 3 of Table 1. Sociology/Anthropology, Mathematics/Computer Science, Biology, Psychology and Theatre Arts all seem to have an **urgent** need to fill large voids in their curriculum. In the case of the positions in Anthropology, Computer Science, and Theatre Arts, the long term viability of programs seem to depend on filling curricular components. In the cases of Biology and Psychology, on the other hand, the viability of the programs is not in question. However, filling missing components would provide a higher quality curriculum to their large numbers of majors. Missing curricular components is one of the most common curricular problems. In addition to the five

programs with urgent needs just mentioned, there are ten other programs with either emerging or developing needs to fill a critical curricular component.

The third category of problems involves **conflicts between the need to provide General Education courses and the ability of the academic program to meet the curricular needs of its majors**. While most departments feel a degree of pressure in this area, the conflict is the most intense for Humanities disciplines. Although we did not characterize this problem as urgent for any academic program, there are three programs in the Humanities where this pressure is classified as an **emerging problem**. English, Philosophy and Religion, for example, deliver many units of General Education credit. They feel that these obligations to contribute to the general education program inhibit their ability to further develop major programs.

Not surprisingly, **conflicts between programs to deliver curriculum** are common among interdisciplinary programs. For example, International Studies and Environmental Studies are very dependent on the goodwill of other departments to deliver their curriculum and thus face **emerging** problems in this area. The fundamental problem is that interdisciplinary programs depend upon traditional majors and schools that have other objectives beyond serving the curricular needs of interdisciplinary programs. We found, for example, that MCLL often has conflicts with international studies in part because language training is a critical component of most of the international studies area concentrations.

Part of the problem is that interdisciplinary programs involve a great deal of faculty energy and time for programs that do not serve very many students directly through interdisciplinary major and minor programs. Yet the faculty members who devote time to these programs are counted in the reports of their “home” departments thus lowering ratios and output in those departments. Therefore, when large numbers of faculty members devote large amounts of time to interdisciplinary programs, these efforts may not be properly allocated across programs by our curricular accounting systems.

Also, Educational Studies faces significant conflicts between programs. They must work closely with other departments, especially in their secondary education program. The need to cooperate with other departments and simultaneously conform to State requirements is difficult. The result is the presence of some **urgent** curricular problems that are going to require significant cooperation to solve.

Several programs indicated the **need for improvement of physical facilities in order to deliver curriculum**. Physical facility concerns were especially common in the fine arts professional programs. Theatre Arts, for example, seems to be experiencing very **urgent** needs since program is physically scattered across campus in a manner that makes it difficult to deliver curriculum. Other programs needing improved physical facilities include Business, Hispanic Studies, MCLL, Biology, Psychology, Art and Music.

Finally, a wide range of programs indicated that deficiencies in **supplies and support staff** have caused significant curricular problems. We have identified Political Science and Theatre as having urgent current needs and supplies and/or support staff, but there are many other programs that also expressed serious needs, including English, MCLL, Philosophy, Biology, Psychology, Greek and Roman Studies, Art and Music.

Although this list of developing, emerging and urgent curricular needs is certain to change as we learn more about our curriculum through continued research, we have begun to identify an important set of needs. Since these needs vary so much across disciplines, a “one size fits all” policy for curricular reform will not meet the needs of all academic units. Meaningful curricular reform will require tailoring with attention to the unique needs of each academic unit.

Also, it is clear that given the current budget realities we will not be able to solve all of our curricular problems at once. It will be critical for the administration, faculty and students to establish priorities and move systematically toward curricular reform.

Table 1: Department and School Curricular Issues

Program	Serious Staffing Problems to Meet Current Needs	Missing Critical Curriculum Component to Major Program	Need to Meet General Ed Requirements Weakens Major	Conflicts With Other Programs to Deliver Curriculum	Need Improvement in Physical Facilities to Deliver Curriculum	Supplies and Support Staff Problems Cause Curricular Problems
Bus/Econ						
Business	Urgent				Emerging	
Economics	Developing	Emerging				
Humanities						
English			Emerging		Developing	Emerging
Hispanic Studies	Developing					Emerging
MCLL		Developing		Emerging	Emerging	Emerging
Philosophy		Developing	Emerging			
Religion	Developing	Developing	Emerging			
Science/Math						
Biology		Urgent			Emerging	Developing
Chemistry						
Math & Comp Science	Urgent	Urgent				Developing
Physics						
Psychology	Urgent	Urgent			Emerging	Developing
Social Sciences						
Ed. Studies				Urgent		
History		Emerging				
Political Science	Emerging	Emerging				Urgent
Sociology/Anthropology	Developing	Urgent				
Interdisciplinary						
Greek & Roman		Developing				Developing
International	Emerging	Developing		Emerging		
Environmental	Emerging	Developing		Emerging		
Professional Schools						
Art					Developing	Developing
Music	Urgent	Developing			Emerging	Emerging
Nursing	Emerging	Developing	Emerging			
Theatre Arts	Urgent	Urgent			Urgent	Urgent

RESPONSES FROM DEPARTMENTS

The task force has received the following responses from departments regarding their individual sections of the report. These responses are included here without comment.

MCLL

MCLL would like to suggest that the FTE number for their department could be misleading, in part due to the way in which contributions from adjuncts are computed. The department employs four adjuncts, three of whom teach one class per semester and one of whom teaches two classes per semester. MCLL faculty also feel it is important to recognize that the smaller language programs support major programs in other departments, and are also imperative to the liberal arts mission of the university.

ENGLISH DEPARTMENT

The English Department faculty asked to clarify the wording that reads “(a) position to meet this need was being recruited this year” to read instead “(a) new assistant professor was hired this year to fill this position.”

The English Department faculty would also like to offer the following additional information regarding average class sizes in the department:

"This average class size, however, is in large part due to the many writing courses the department offers; writing intensive courses in the major, both foundation and senior seminars, are capped at 15, as are all sections of creative writing, whether offered as part of the writing concentration English major or for general education. In 06/07, for example, the department fielded over over twenty such writing courses."

June 2008