Departmental Needs

Faculty Senate
March 6, 2013
Sociology/Anthropology

The Department of Sociology & Anthropology is the tale of 2 programs. While our Anthropology program is relatively well staffed (especially if we continue to receive funding for our fulltime NTT instructor), our Sociology program is in a state of crisis, largely due to resignations and advancement to administrative/leadership positions. Indeed, even with our new hire (Fall 2013), we have a significant dearth of TT faculty in sociology. Being able to meet our teaching demands (we are the 6th most popular major in the college, and we are witnessing a surge in enrollments in majors and SCHs in sociology, where our upper division courses are now routinely overenrolled beyond our caps) is only part of the picture, however. With so few faculty (7.5 full-time faculty across 2 programs, excluding the DH), we strain to meet the service obligations of the university, college, and department (and our faculty are heavily committed to such service).
Sociology/Anthropology

This dilemma is further exacerbated by the fact that the sociology and anthropology department’s base budget has fewer dollars assigned to NTT instruction than any other department in CLS. We have grown increasingly dependent on NTT faculty to teach the majority of our course offerings, yet the lack of base dollars creates instability for the department, our students, and the NTT faculty (who are actually real people!) alike.
Sociology/Anthropology (con’t)

Our current academic needs are summarized below:

1. Allow our department to hire a replacement TT faculty member for a vacant line (Vice-Quinn). This line has sat unfilled for a few years now, despite the dire need to hire more TT faculty that can serve our surging criminology option. We presently have been using these funds (after tedious annual negotiations with the Dean) to fund an NTT faculty member (see above concern about lack of stability and uncertainty generated from this process).
2. Provide a growth-driven TT faculty line that will allow the department to hire a criminologist/sociology of law professor. Despite compelling evidence that our program has seen a strong surge in student & major enrollment, we were denied our request to hire such a TT faculty member. Indeed, it appears that a significant factor in the denial of our request stemmed from an associate provost’s failure to understand the differences in enrollment pressure across our 2 programs—we are experiencing much greater enrollment pressure in our sociology/criminology courses/major than in our anthropology major. Additionally, such a hire would provide a replacement line for a TT faculty who moved full time into an associate dean’s position.
3. Provide enough dollars in our base budget to fund 3 NTT lines (full time positions). Presently, we have about enough money in our base budget to fund a .5 FTE NTT faculty line. Being granted the sufficient monies to fund the other 2.5 FTE NTT faculty (1 ANTH; 2 SOC) would provide stability to the daunting process of recruiting and retaining quality NTT instructors, while addressing the enrollment growth needs already delineated.
Extension

Extension Specialists have not seen an increase in their teaching budgets in a very long time, some in excess of ten years, while costs have continued to rise.
(1) More Faculty: Faculty want to see commensurate increases in tenure-track faculty to match the increases in student enrollment and in increases in class sizes. Please don't just tell the faculty that we need to learn to teach more effectively and/or more efficiently.

(2) More Time (Freed Up Simply by Having Fewer Fringe Committees): Ever-increasing committee work, with its typical accompanying increases in deliverable reports, necessarily puts strains on faculty's ability to do good research. Or, a faculty may choose to continue to be productive on the research front at the expense of compromising his or her family life. This point is not to say that faculty doesn't still want greater representation on the various committees that are more integral to MSU's overall success. The fringe committees seem to be the ones that are draining so many of us of our time.
Plant Science & Plant Pathology

There is a common academic need for all departments and that is to reinstitute the “MSU for a Day” program. It took a handful of faculty out to lecture on the “light at the end of the high school tunnel”. Especially effective were lectures in high school sophomore and junior classes, and advanced placement classes. It helped recruit bright kids to MSU. It could be trimmed down to include a van full of faculty. It would be nice to include administrators but the budget probably would preclude their participation.
Dept of Mathematic Sciences

Retention of existing TT faculty (includes addressing salary inversions with the long-term goal of raising TT faculty salaries to 75-80% of the OSU data numbers) AND recruitment of talented, energetic new TT faculty to fill the void left by recent and upcoming retirements as well as recent resignations of senior people (this includes offering nationally competitive starting salaries and administrative flexibility that allows for opportunistic spousal hires).

The supplementary budget system used within CLS is broken, demeaning and takes decision-making completely out of the hands of the department. Fixing this problem includes developing a base budget system for each department that is reasonable for delivering the number of sections that are actually offered each semester as well as the ability to keep vacancy savings within the department.

With increasing enrollments, NTT faculty are taking on a greater responsibility for the delivery of 100- and 200-level courses as well as other services to our dept., and they should be compensated for the outstanding job they are doing - this includes increasing the pay rate for each section taught by NTT faculty (COE pays $7000/class and we pay about $3600-$4800/class) and a commitment to multi-year contracts that give NTT faculty better pay (that is based on education and performance reviews) and more job security.
Electrical & Computer Eng.

We are maxed out on the amount of time faculty can spend supervising graduate students and conducting research, additional faculty is required to maintain research growth while still handling teaching loads with increased enrollment.

We have curricula that are lab-intensive, and therefore require many hours of faculty and GTA time. We do not have sufficient GTA lines to support existing programs, and now with we are seeing enrollment growth the problem is becoming worse.

The department has no “operating budget” to cover the cost of basics like photocopier toner, paper, telephone charges, whiteboard markers, much less cover the cost of faculty and staff computers, professional development travel, etc. We cover these academic program costs out of various savings from buy-outs, dipping into NTT funds, and by taking funds from our research indirect cost allocations. Supporting the day-to-day budget on “soft money” is not sustainable.
MUS Libraries

While we have some workplace related issues relative to our 12-month faculty contracts (compared with 9-month contracts of most faculty), these issues are Union-related. I don’t have anything for the Faculty Senate list at this time from the Library.
Within 6 or 7 years, the Department of Chemical and Biological Engineering has almost across the board doubled to tripled its class sizes, while faculty numbers are increasing only slowly.

The established tools and strategies to teach our classes are not necessarily working anymore and time & opportunities for learning new strategies is not readily available, especially for highly research active faculty.

As a result, of the increasing student to faculty ratios, the one-on-one interaction time for students with faculty has been cut in half or decreased even more.

The department as a whole is worried about maintaining the high quality educational experience, we (the faculty) are proud of and have been maintaining.
Space issues are becoming abundant and logistic issues have to take priority over directly teaching-related issues. These include first and foremost:

Finding appropriate classrooms (size and room organization to teach the larger classes (many classes are over 50 and some even over 100 students) – to our knowledge, TEAL classrooms have a maximum capacity of about 45 students ; and

Finding appropriate laboratory and office space as well as financial support for graduate students if we are -as communicated to us- to increase our Ph.D. student output 3-fold.
School of Architecture

We went to a year-round program to deal with overall space constraints, so currently do not have any. We have no outstanding needs in general.

The nature of design instruction & pedagogy has been shifting over the last 10 years. Because we now do many hands-on type projects, the school would benefit from a materials & construction lab space for large-scale mock-ups – a fairly simple workroom space with room for materials storage. The wood & metal shop space is filled with machinery, so there is no room for the assembly of large components. We currently use the south-facing “porch” at Cheever Hall (where the bike racks are) for construction mock-ups and hands-on work.
School of Music

Faculty lines - In 6 years we have doubled our majors - our average faculty workload is over three 3-credit courses per semester. We need at least three TT lines to meet our current needs (this is also supported by the Delaware data).

Space for students - We have had to limit the size of our orchestra and band to fit our available space (last Friday at the concerto concert, the Steinway grand piano was 1.5 inches from the edge of the stage. We have been asked to double the marching band, and need more space (this includes practice space, studio space, classroom space, and music technology space). These space deficiencies may affect our upcoming accreditation visit.

Budget for academic-related expenditures - We have a $5000 budget for professional development that is divided between 30 faculty members in the School of Music.
School of Art

We need more technical support: such as a second technician position. Or at least a full-time position. Our technician only works three days per week. The Sculpture Workshop, Metals, Ceramics, Computer Lab and Printmaking. All of these areas require technical support and maintenance. There is also health and safety concerns related to some of these areas.

Another big issue is space, and the space being fit for purpose, i.e. equipped with appropriate task chairs, stools, tables etc. Just the basics that students need, but EFAC & CFAC does not cover these items. This has been a yearly, on-going frustration. And it is very unclear who to go to for requests like this. (EFAC proposals never get funded for items like this, even though it seems like the appropriate venue for this kind of request).

We could use a seminar room for our Art History grad students. Windowless, equipped with a projector and a table that could seat 10-15 students for smaller group discussions. This would be helpful for all of our reading-intensive 400 and 500 level courses, which at the moment are held in large lecture-style classrooms intended for 30-40 students.
Education

1) more faculty lines
   · we have more students without additional support
   · we have the possibility for an excellent graduate program, but we will be shortchanging the undergrad program if we don’t have more faculty lines
   · people are teaching too much and have no time for research

2) workload change
   · less teaching
   · more research

3) change field experiences
   · we need more supervision
   · we need a lab school to test innovative teaching and assessment

4) funding for an MSU Education Department Literacy Summit
   · we need to serve the state with creative professional development
History & Philosophy

Smaller Class Sizes. We have only one writing-intensive course for the entire History major. That is, students who major within our Department only take one course that is capped below 40 students. That one course is our capstone course. So, you can go through our entire major and never write a research paper until your last semester of College. Our inability to teach small courses impacts the quality of the education that we offer in our Department. It also may affect the hiring and retention of faculty.

Basic Infrastructure Support. We have no money for computers or printers or anything like that for any of our faculty. We have no money to pay for IT help.

Student Research Funds. We do not have money to support undergraduate, PhD or MA students for research travel to visit archives, museums, and libraries, or to undertake any type of research beyond MSU. We do not have money within the Department for undergraduates to give papers at conferences.
Animal & Range Science

1. Funding for a research laboratory manager/laboratory methods instructor (we have two community research labs – physiology and nutrition – shared by 17 faculty and >20 graduate students)

2. Graduate student stipends

3. Faculty position to teach entry level animal and range science courses and potentially coordinate internships (allowing tenured, expert faculty flexibility to teach/add/enhance upper level and graduate courses).
Mechanical & Industrial Engineering

Our rapidly expanding department is facing unprecedented growth in student numbers. In Fall 2012, our departmental enrollment stood at 1019 students, 55% growth since 2008. Additional growth has occurred during this Spring 2013 term. M&IE is thus the largest department on campus, and the laboratory-intensive nature of the three programs makes scaling difficult. This growth drives most items on this list of top-3 Mechanical and Industrial Engineering Department Academic-related needs:

1. **Space:** Undergraduate instructional and research laboratories, graduate student laboratory and research space, and faculty research space is inadequate to cover our present needs, and even more real estate will be required in the very near future.

2. **Funding for Laboratories:** Funding for laboratories is inadequate. Increasing lab sizes (as a means to handle increased program enrollments) requires additional apparatus. Increased use of existing equipment results in increased maintenance expenses and shorter life of apparatus. Funding is also desired for improving our facilities layouts and infrastructure, as a means to increase efficiency and student throughput. EFAC funding is not adequate to cover these infrastructure, maintenance, and equipment purchase needs.

3. **IT funding:** This is a very large expense for M&IE. IT and computer support is as important as building space, heating, lights, or power. Yet this expense is passed along to the individual departments. Further, there is no “market-based pricing” model for IT, since MSU IT department is the only available source. This expense should be covered by MSU, not passed along to departments.
4. **Startup Package oversight:** The present model for determining startup packages is that the more well-connected departments can more successfully beg or barter for $ or space (from VPR) than can other departments. There is apparently no oversight to provide a measure of equity in startup funding for new faculty. This results in large variations in quality/experience level of new hires, which in turn affects research productivity, IDCs, and program success.
1) We believe that appropriate departmental (and College) autonomy regarding departmental chair selection, departmental budgets, and hiring decisions plays a key role in our department's improving research and teaching production.

2) We would like to see the university's primary commitment be to improving teaching and research quality over simply concerns for efficiency.

3) As our departmental research output improves--both quantitatively and qualitatively--we would like to see comparable increases in funding and other opportunities to support this increasing research output.
One of the main academic-related needs for faculty in IMID is that we have a total of 0.9659 Academic FTE spread over 9 tenure-track faculty members. However, we teach far beyond the assigned FTE. Thus, we are significantly underfunded for instruction and need additional academic FTE to support the expected teaching for the department.
Physics

The operations budget has been the same for many years ($46k) and only satisfies about half of the departmental needs. The remainder ($60k) is paid with IDC funds.

It would make sense to change our NTT faculty salaries to regular budgeted funds. The need for these faculty has persisted for 10+ years.

Most of our staff salaries come from IDCs, but these staff are performing many academic-related tasks. It would make sense for a larger portion of their salaries to be paid from university funds.

Most recommendations from our external review (April 2010) were adhered to by the current Provost and CLS dean. These include increasing the number of GTAs from 24 to 26. The external review did recommend raising the number of faculty to 20, we are now at 18. Currently have one search going on and a second seeking a replacement department head, for ours who is retiring.
Modern Languages

1. Our most pressing academic need is the flexibility to be authorized to offer multi-year contracts to NTT faculty we are in danger of losing because they have no job security. Our best NTT faculty often sustain and increase enrollment in upper-division classes due to their extraordinary teaching performance in our lower-division courses. They typically teach large classes and carry heavy credit loads. Departments do not have any real means to validate their contribution to our academic programs. It should be possible to present proposals to upper-administration for helping to retain our best NTT teachers by offering them multi-year contracts on a case by case basis. This is especially important in an environment in which Tenure-Track positions remain vacant. Deans should be empowered to present cases from their colleges to the Provost or be given the authority to grant such contracts themselves.

2. We need more administrative help. Our one office admin, who is exceedingly dedicated, is overstretched. She has been here many years, and points to expansion of student population and the trickled down of administrative tasks from the univ to the departmental level.

3. 2. TT line in French

4. Mandarin NTT

5. Ability to stream video content via d2l or the library for our cinema classes 5 plus annually.

6. Office staff has more responsibilities than in the past. Many of these are things that Montana Hall used to take care of.