

Chair Mortazavi called the special meeting of the Academic Senate to order at 9:00 am on Saturday, April 3, 2010, Founder's Hall, Room 118. A quorum was present.

Members Present: Altschul, Berman, Bolick-Floss, Cannon, Chapin, Cheyne, Craig, Ellerd, Faulk, Flashman, Fulgham, Goodman, Heise, Knox, Margell, Mola, Mortazavi, Moyer, Paynton, Rizzardi, Snyder, Thobaben, Van Duzer, VerLinden.

Members Absent: Butler, Gunsalus, Nordstrom, Olson, Richmond, Rodriguez, Ryerson-Replogle, Tripp.

Proxies: Boyd for Meiggs, Cannon for Powell, Craig for Reiss, Craig for Yarnall.

Chair Mortazavi reviewed the order of the agenda for the day. He announced that the meeting is open to the public to attend, but that only members of the Senate will participate in the meeting. Senators will ask questions of department representatives. Departments will answer questions but will not make presentations.

Proxies were announced.

TIME CERTAIN: 9:00-10:00 – Question and Answer Panel for the following:

- Computer Science
- Computer Information Systems
- Rangeland Resource Science
- Physics
- Chemistry

Panelists introduced themselves: Professor Ann Burroughs and Daniel Olivares (student) for Computer Information Systems and Computer Science; Professor Susan Edinger Marshall and Stewart Wilson (student) for Rangeland Resource Sciences; Professor Bob Zoellner and David Janssen (student) for Chemistry; and Professor Bob Zoellner and Tess Senty (student) for Physics.

Questions:

All programs, beginning with Computer Sciences, were asked to comment on the following: is it possible to combine the two programs or find synergies in any programs so that rather than eliminate, a program in a different form is created?

Answer: Two phenomena have occurred over the past several years. The faculty has shifted its focus from computer information systems (CIS) to computer science (CS), due to retirements, etc. At the national level, with the 'dot com' busts, enrollments fell in computer science and associated programs. As a result, there has been a re-evaluation of CS and CIS educational programs. CS has become the umbrella under which CIS, Information Technology, Computer Engineering, etc. reside. Nationally the focus is shifting to CS and away from CIS and

Information Technology. CS is a general purpose degree program. The department has been looking at the elimination of CIS and its merging with CS for the past year and had made the proposal as part of the prioritization process. The department sees this as an opportunity to re-focus with a streamlined program.

Follow-up question: According to the rebuttal document on the Moodle site, it looks like the department's focus is CS and that CIS is not a priority right now. Many of the IT staff at Humboldt are students; if the program is cut, will HSU have to spend more money to hire staff to replace these students. Answer: There is great overlap between CS and CIS and it is hoped that most of the current CIS students would transition fairly easily to a CS degree. CS is an amalgamation of both theory and practice. CIS is less theoretical and more applications oriented. There is great overlap between the two. It is not economically viable to maintain both programs at an institution of this size. The program of choice is clearly CS, primarily because of the predicted demand. It is hoped that CS students would continue to be able to fulfill the demand for IT positions.

Question: What is the cost savings of cutting the program versus the costs to the university, if IT staff positions are lost? Answer: If both programs are cut, there will be an impact to the university.

Question: CS and CIS were slated to be part of the prioritization hearings last fall, but due to time limitations this did not happen. If it had occurred, would the department have had a proposal to restructure its curriculum? Answer: The department had submitted a draft proposal and it was in process.

The other programs were asked to respond to the question of synergies or ways of combining with other programs.

Rangeland Resources: The degree program produces rangeland management specialists, soil scientists and soil conservationists. The program has a draft proposal to pare its 128 unit degree program to 120 units. The core classes required by both range and soils students were previously about 40 units (each) and now comprise a shared core of about 70 units. A merging of interests and core requirements has been proposed. In addition, a project to create synergies across universities was noted. HSU, in collaboration with six other universities in the west has submitted a grant proposal to the USDA on "Re-positioning Range Education for Changing Times." The project will look at sharing courses and teaching responsibilities across universities and as well as providing a catalog of online courses that are available. The results of the proposal will be known in July.

Follow-up question: How long would it be before sharing courses with other universities occurs and where would tuition be paid? Answer: The latter is a question that has been debated and there are different models that could be used. The grant would last for three years; during that time all of this would be figured out. Once that it gets going, it should be self-perpetuating and continue beyond the term of the grant.

Is there any way that Chemistry can combine with any other major or program to save the integrity of the program? Answer: Short answer is no. Chemistry is a pre-requisite to many other science majors, but there aren't ways to combine Chemistry with any of those areas. The same applies to Physics. It is fundamental to many other majors. There is some synergy with Environmental Resources Engineering.

Question: Historically has CS or CIS had the preponderance of majors? Answer: CIS has had the preponderance of majors. However, it was not immune to the national fall-out and loss of majors. Regardless of the fact that HSU historically has had more CIS majors than CS majors, the right thing to do is to transform the focus of the department, college, and faculty to Computer Science. It is the umbrella discipline, the discipline of the future, and where the jobs are going to be.

Question: To what extent do the faculty in Chemistry interact with other disciplines, for example, the atmospheric station in Trinidad. It is only one of a very small number in the world. Answer: A list of groups was provided in the rebuttal statement. There is less interaction on the departmental level; it is mostly an interaction of individuals across departments. The same applies to Physics. Atmospheric chemistry is a very small discipline. HSU hired an atmospheric chemist, but he has left.

Questions: Would it be possible for the Chemistry program to have a Biochemistry or Physical Chemistry focus? Answer: No. The culture of Physics is different than the culture of Chemistry. An undergraduate degree in Physics ensures that graduates can do whatever the need to do to get into graduate school in any specialty. An undergraduate degree is a foundation degree for further work. The same applies to Chemistry. There are some jobs that only require a B.S., but for the most part the degree is a foundation degree, preparing students to go on to graduate work. There are no undergraduate degrees in Physical Chemistry.

The difference between advanced courses in Chemistry and Physics was emphasized; they do not overlap at all.

Question: The student program representatives were asked to comment briefly on their experiences in their programs.

Computer Science: Has had a great experience and wouldn't change the decision to come to HSU. Follow-up: Did you come to HSU to major in CS and what other schools did you consider? The student stated he came to HSU for the CS degree after looking around a little. He chose HSU so he could stay locally and transfer from College of the Redwoods.

Rangeland Resource Sciences: The student representative stated that entering the program at HSU was the greatest decision of his life. He is applying to UC Davis to a graduate program and been offered a post-graduate research position there. He is a lifetime resident of northern California and HSU has the only range and soils programs in northern California. Agriculture is a hundred billion dollar industry in California, etc. It is important to realize the obligation that HSU has to northern California and its natural resources. It is important to realize that not everyone can afford to attend UC Davis or other institutions to pursue a natural resources

education. HSU cannot call itself a natural resources school if it does not have a range and soils program.

A point of order was raised and the speaker was asked to respond to the question rather than making a presentation.

Chemistry: The student representative stated that he came to HSU for both Marine Biology and Chemistry. His primary interest initially was Marine Biology, but he wouldn't have chosen HSU if it had not had a Chemistry program. He only looked at HSU because of its reputation as a good science school. After his freshman year he chose Chemistry because of the opportunities it offered. Because it is a relatively small department, he was able to begin doing research in his second year.

Follow-up question: Did you consider Chemical Oceanography and why did you end up in Chemistry as a major? Answer: After speaking with some oceanographers (which he will pursue as a graduate degree) he felt he would be significantly more employable with a Chemistry degree, as well as having what he needs to a graduate in Oceanography.

Physics: The student representative said she could not imagine obtaining a Physics degree from another institution. HSU has prepared her for her future better than any other school could. The faculty works closely with students and provides them with more individual attention than they would receive at a larger institution.

A point of order was raised and the speaker was asked to speak to her specific experiences rather than generalities.

The speaker continued and described her experience doing research at the astronomy laboratory in Arecibo, Puerto Rico. She also spent a summer at Cornell University doing research in astronomy. There is a local observatory here which provides students with an opportunity to learn how to use a telescope as well as for teaching others how to use a telescope.

Question: Will there be any cost savings if the CS degree is combined with CIS? Answer: Yes – there would be savings. Fewer classes would be offered. There will be a critical mass of three faculty members with no requirements for lecturers. The cost savings indicated for the elimination are CIS are real.

Question: If the average number of students graduating with a Physics degree is 5.5, according to the cost savings data, the per-student cost is quite high compared to most departments, ca. \$16,000 per student. Is there any reason to believe that the number of undergraduates in Physics would increase? Answer: Yes – based on the number of majors that HSU has been getting the last couple of years (after re-vamping the curriculum). The new Astronomy option has been bringing in new students. Last year, out of the 15-17 new students in the program, 10-12 were specifically interested in the Astronomy program. It is expected that this growth will continue. The amount saved per student is over-estimated; it depends upon which year the data is coming from. The program does need to have more graduates than it currently has, and the enrollment numbers are showing an increase. Nationwide trends indicate that HSU is

in the upper 25% of number of graduates per year for undergraduate programs. With only four faculty members, it is one of the most efficient undergraduate programs nation-wide.

Questions for Rangeland Resources: Given the proposed curriculum changes in Range and Soils, what is the expectation of enrollment in classes and how does that affect the FTES and SFR? Answer: With the increased number of shared courses in the core curriculum, along with other disciplines that have students taking the courses, the enrollment in upper-division classes will continue to increase. As shown in the rebuttal statement, enrollments have already increased, even without the merger. The proposed curriculum will dramatically increase enrollment, especially on the Range side.

Question for each faculty representative: What measures, if any, have been discussed by or with faculty in your program, regarding re-training or re-assignment if the program is eliminated?

CS/CIS: There was no knowledge of discussions having taken place. The natural place for faculty to teach, if both programs were eliminated, would be Mathematics. Re-training is what computer scientists do all the time to stay current.

Rangeland Resources: There have been no explicit discussions. The one professor in the program (Marshall) holds degrees in several areas and is employable, not only locally, but in other places, because of her well-rounded education. In the short-term, she will probably take on some of the Range courses because there are other faculty available to teach Soils. There are also opportunities in the discipline to apply for post-doctoral positions.

Chemistry/Physics: The departments have not had any discussions. Even if either program is eliminated, about 80% of the classes would need to be retained. It is unlikely that the chemists or the physicists would need to be re-assigned or re-trained. The program would lose part-time and perhaps full-time temporary faculty. Since most of the courses are service courses, they will be retained.

Question for CS/CIS and Physics: All of these programs have pretty close to the same numbers in terms of head counts and the numbers of degrees awarded (which seems low). What is the explanation for why the number of degrees awarded isn't more commensurate with number of majors?

Answer: Over the years about a fifth of the majors, per year, have graduated in CIS. The number of incoming CIS majors has dropped significantly beginning about 2001. There are relatively few majors in CS at the moment and the graduate rates are reasonable, if you consider about 20% of the majors graduate per year.

Answer: Physics is a tough major; essentially it requires a minor in Math and a lot of Chemistry. Not all students who start the major have the ability and/or the drive to finish it. It is also a long major (over 122 units). It is a difficult question to answer. It's like asking why we have a problem with retention.

Question for all student representatives: Did you come to HSU for your major or did you come and decide on your major once you got here?

CS: The student representative stated that he came to HSU for the degree.

Rangeland Resources: The student representative stated that he came to HSU specifically to study Soils, and if HSU had not had a Soils program, he would have gone elsewhere.

Chemistry: The student came for both Biology and Chemistry programs, and chose Chemistry.

Physics: The student came for the Physics program.

Question: Is CS going to be too hard for the students in the CIS programs; i.e., will the numbers not convert easily? Answer: Many of the current CIS students will be able to step up to a CS degree, particularly the one that has been drafted. The department will need to change its target marketing. CS is probably harder than CIS – however, it is the correct way to go for the future job market.

Question for students: Did you come to HSU as a freshmen or a transfer student?

CS: Transfer.

Rangeland Resources: Transfer.

Chemistry: Freshman.

Physics: Transfer.

Question: Is the GE course in Range required for the major? Answer: Yes – it is required for both options. If that GE course is removed, the average class size goes way down, even though the enrollment trend goes in the opposite direction. With the merged curriculum, the class sizes should increase.

Question for Physics and Chemistry: The rebuttal documents for both programs discuss the difficulty of hiring qualified faculty if both become service departments. From a professional perspective, what happens to people who graduate with PhDs in Chemistry or Physics, i.e., what percentage finds jobs? What are the difficulties in hiring? Answer: The applicant pools at HSU have been small, i.e. 25-30 applicants for a position as compared to 80-100 at other institutions. It is difficult to get people to apply to HSU; it is isolated and is not a PhD granting institution. For those who want to teach at an undergraduate institution, you need to have undergraduate researchers. Without a major, there will be no students to do undergraduate research. It is difficult to attract quality faculty with offering them an opportunity to continue to do their own research. It is unusual to have a Chemistry department and not have a major, except at a community college.

Question: Have any of your departments looked at the money you bring into HSU versus the cost savings, and if so, what is the net savings or net loss to the institution?

Rangeland Resources: In terms of grants, the program has brought in more in student support that what would be proposed to be saved. In addition, there are pending grants.

Chemistry/Physics: There are grants that support projects, but grants can't be depended upon as a source of income at an undergraduate institution with no graduate program.

The session adjourned.

10:00-10:15 – Short Break

TIME CERTAIN: 10:15-11:15 – Question and Answer Panel for the following:

- Oceanography
- Fisheries Biology
- Nursing
- Liberal Studies Elementary Education
- Philosophy

The meeting resumed at 10:15. Everyone was reminded to turn off their cell phones and to speak up so that everyone can hear the questions.

Panelists introduced themselves: Jeff Borgeld (professor) and Amanda Admire (student) from Oceanography; Dave Hankin (professor), Andrea Dockham (undergraduate student) and Michael Hellmair (graduate student) from Fisheries Biology; Piri Ackerman-Barger (professor) and Beth Weissbart (student) from Nursing; Chris Hopper (Program Director) and Erika Miranda (student) from LSEE; Michael Goodman (professor) and Cole Kirtchner (student) from Philosophy.

Question for Oceanography and Fisheries: Is there any way to combine the two programs, or combine them with any other programs to create a more streamlined major that would still protect the integrity of the programs, or has this already been done? Answer: From Oceanography's point of view, the short answer is "no." It has been discussed for many years, but the focus of the two departments is very different. Fisheries is more of resource, biological-based system and Oceanography is more a physical/chemical, broad-based interdisciplinary program.

The same question was asked of Philosophy and in particular, the possibility of combining with Religious Studies. Answer: No – the possibility of combining Philosophy and Religious Studies into one degree program has been discussed. The courses are very different. There has been discussion of linking the two programs administratively but it hasn't taken place.

It was noted that Fisheries has two options, fresh water and marine, while Oceanography is exclusively a marine science.

Question for Nursing: The population of Humboldt County is ca. 128,000 people and there are four regional hospitals. In this context, how does the HSU nursing program coordinate with the nursing program at College of the Redwoods (CR) with regard to clinical placements so the

availability of practitioners is not saturated? Answer: Faculty at both institutions have been working together and have mapped out ways to best meet the needs of both programs. There are also relationships with multiple community agencies that are shared. The HSU program has a good relationship with CR based on the common goal of producing excellent nurses for the area. It was also noted that the LVN nurses have fewer choices in terms of positions than baccalaureate prepared nurses. There are also collaborations between HSU and CR students in their clinical work.

Follow-up question: What is the cohort of students at CR? Answer: Currently HSU admits 30 students every semester, so there is an annual cohort of 60 students. CR has 40-50 RN students and a cohort of ca. 20 LVN students.

Question for Nursing: What have the challenges been in terms of attracting faculty and finding a department chair? Answer: Part of it is location, i.e. being in a rural area. There is a national shortage of nurses. There are not enough institutions providing higher education in nursing and there is a shortage of nurses who are able to teach; this is a statewide and nationwide problem.

Question for Oceanography: The rebuttal document states that HSU has the only undergraduate Oceanography program in California. Why is this – is it because Oceanography is usually taught at the graduate level? Answer: The reason dates back to World War II and the realization that a number of major disasters and loss of life occurred because of the lack of understanding of the ocean. Both the Army and the Navy established different funds to support the study of ocean sciences. Oceanography developed as a specialty over time, primarily at the graduate level. The need for undergraduate study has erupted and most of the coastal states around the country have a program; they are not always called Oceanography, but they are some kind of marine program. Several California schools incorporate marine science in other programs at the graduate level.

Question for Nursing: One of the arguments put forward is that the program supports the community. What information is available in regard to placement of HSU nursing graduates? Do they stay in the area and work in local hospitals? Answer: A large amount of graduates stay locally and are employed in local hospitals. It was pointed out that HSU graduates baccalaureate-level nurses who differs from associate-level nurses in that BA nurses are eligible to be employed in the community health area. Many local graduates work in this area; for example many were able to help provide immunizations during the H1N1 crisis. HSU graduates are able to move more quickly up the ladder in terms of leadership and have valuable critical thinking skills.

Follow-up question: Given the fact that currently there is a cohort of 60 students, and the job market is fairly consistent – does this mean there is a high turnover in the profession locally? Where are these graduates getting jobs? Answer: There are a lot of jobs locally. Health care continues to expand with our ageing population. And it is likely there will be increased expansion with the new health care package and the need to serve increasing numbers and handle more demand. Some students are going out of the area. It is difficult to estimate how many.

Question: Is there a large turnover in the nursing profession in Humboldt County? Answer: It is difficult to answer that question. There are so many different places a nurse can be employed.

Question for Oceanography: It has been mentioned that the program is unique. The rebuttal document doesn't refer to the research vessel "The Coral Sea." How much does the Oceanography program use the vessel, what is unique about its usage, and how much does it cost? Answer: The rebuttal didn't address The Coral Sea, because that is the program's facility – other programs' facilities were not addressed in cost considerations. The only other facility used on campus is the Natural Resource building where there are four offices and one classroom. In terms of need, without a vessel the program should probably be eliminated.

Does the vessel pay for itself? Answer: Over the past several years, the level of contract work either through faculty-generated research or from outside sources such as USGS has escalated substantially. This has allowed the vessel operations to become more self-sufficient. A formula is being developed for future cost-sharing. About 2/3 of the cost of operating the vessel (the vessel, its maintenance, and crew would be provided by funding generated by the vessel). This is an unusual level of support generated from outside. This kind of activity will continue. A series of laws have been passed by the State of California that will guarantee an abundance of future funding levels.

Question for Nursing: There are two types of degrees, one offered at CR and one at HSU. Why are there two different nursing programs located so closely together; what is the history? Answer: There have been ups and down of nursing shortages throughout nursing history. Ca. fifty years ago, an associate-level (quicker) degree was developed to increase the number of nurses working in nursing homes, etc. There are several differences between the degrees. A baccalaureate degree provides a more well-rounded education, critical thinking, and a course specific to leadership skills. They also gain experience in research so they are better able to go to graduate school. Recent research states that patient outcomes for baccalaureate prepared nurses are better, with less mortality, fewer medication errors, and overall better patient outcomes.

Follow-up question: Could CR handle the baccalaureate degree if it is cancelled here at HSU? Answer: The baccalaureate level also enables students to get a public health certificate (so they can do community health nursing) – this is something that CR cannot do. CR would not be able to develop a baccalaureate program.

Question for Nursing: The rebuttal documents notes that the program is only one of about a dozen which are holistic nurse baccalaureate certified. What does this mean and what does it mean for the local community? Answer: The holistic component of the program is based on a new model; rather than just performing tasks on a patient, the nurse works with the patient as a whole and as an equal member of the health team and looks at all aspects of the patient (physical, psychological, spiritual, etc.). This model appeals to students and gives them an entrance into studying complimentary therapies if they want to.

Questions for Oceanography: The rebuttal document notes that changes have been made which will reduce the total [not heard]. But this involves some issues with regard to the Math and Physics track being established. If changes are made to the Physics program, how will that affect the Physics track in Oceanography? Answer: It will affect the program if those courses are not offered. The program is already relatively efficient – only two undergraduate courses are offered. The remaining lower-division units required are in other majors (Math, Physics, and Chemistry). This provides students with a broad background for an interdisciplinary program like Oceanography. If those courses are eliminated, it will have an immediate and direct impact.

Each faculty representative on the panel was asked: What measures, if any, have been discussed by or with faculty in your program, regarding re-training or re-assignment if the program is eliminated?

Oceanography: The Associate Dean in CNRS has mentioned the option of re-training, but beyond that, there have been no discussions about re-training. All of the faculty in the program have training in others areas like Geology and Chemistry.

Fisheries Biology: It has not been discussed.

Nursing: There have been no formal conversations in the department and it remains optimistic about the process. Some faculty will retire and some may re-locate out of the area.

LSEE: There have been no discussions. The courses in LSEE are distributed across the university in departments that have faculty members who are experts in education issues. These are the faculty who teach in LSEE in addition to having responsibilities in their own departments for teaching.

Philosophy: There have been no formal discussions at this point.

Question for Nursing: The question pertains to the difficulty in attracting and retaining qualified faculty. The rebuttal documents states that the applicant pools are very small and a pool is considered 'good' if there is a candidate with a doctorate. Yet the department expects its permanent faculty to have doctorates. A practice has developed of hiring Master-trained nurses (who have been accepted into a doctoral program) into tenure-track positions with the expectation that by the time they are tenured they will have completed their doctorate program. This is a unique and exceptional arrangement in the university. Being able to attract and retain qualified faculty is critical for the accrediting of the program. Currently, the only tenured faculty are close to retiring. Recognizing the difficulties, two searches per year have been authorized for the last three years. One person has been hired, and one tenured faculty member left – so no progress has been made. Is the department confident that it can attract and retain faculty? Answer: Yes, the department remains hopeful. The current search underway for a department chair seems promising. There are individuals in the department who are dedicated and are bringing new perspectives to the program. The program has been attracting qualified people. Unfortunately, things are happening outside of the department that are causing searches to fail. It is common for Master's nurses to work on their doctorates

while they are teaching and there are Ph.D. programs that recognize this and are set up to accommodate this.

Question for each student panelist: Was the program you are in the main reason why you came to HSU? If so, what set it apart from other universities you might have considered?

Oceanography: HSU was chosen for its Oceanography program and was a first choice. Other schools were considered, but HSU offered the only hands-on undergraduate experience in Oceanography.

Fisheries (undergraduate): After considering possible career choices, HSU was chosen for its Fisheries Biology program. No other schools were considered.

Fisheries (graduate): After completing an undergraduate degree in Fisheries at HSU, it was the exclusive choice for a graduate degree.

Nursing: HSU was chosen because of its size, and for the attractiveness of the science programs. The decision to apply to the nursing program was made after coming to HSU.

LSEE: HSU was chosen because it provided the ability to stay in a small community and the opportunity to observe in classrooms for different subjects.

Philosophy: After coming to HSU because of its natural resources program, different interests developed and were pursued. The decision to major in Philosophy came after taking an Introduction to Philosophy course.

Questions for Nursing: Do you know if employers have a preference for nurses with a B.S. degree over nurses with an A.A. degree? Is there support from the community, i.e., lecturers, etc., to help supplement the program staffing? Answer: Yes, there is a preference for HSU graduates and there is now a pay incentive; B.S. nurses get paid a little higher. For public or community health nursing, B.S. nurses are preferred because they are qualified. The HSU program gets a lot of support from St. Joseph's Hospital; they pay for one of the clinical instructors and they partner with HSU for the care transitions program. They also donate a lot of nursing supplies to the department.

Questions for Fisheries: What fraction of students are in the WUE (Western Undergraduate Exchange) program and bring in extra money? Could you state your opinion of the quality of the Fisheries program compared on a national level? Answer: Had the revenue generated by the WUE program been included as one of the criteria, the Program would not have been considered for elimination. Fisheries has a substantially greater proportion of non-resident students than the university as a whole. It is difficult to measure the quality of the program; no professional society rankings are available. Over the years, there has been a remarkable improvement in the caliber of Master's students who apply to the program and great success with placing undergraduate students in jobs, both locally and throughout the Northwest. Many go on to Ph.D. programs in some of the best institutions. Program quality can be indicated by

the demand for graduates, both undergraduate and graduate, and HSU students have no problem finding jobs.

Question for LSEE: The primary role of the undergraduate program is to prepare students to go into a multiple teaching credential. After looking at the credentials web site, it looks like any degree program would qualify a student to do this. Is it necessary to have the LSEE program, if any degree program is acceptable? Answer: California allows two ways for students to enter a credential program. One option is to major in a particular subject and then take an exam. The other option is to complete a program that prepares students to teach. For example, in a mathematics class, students learn concepts and theories appropriate for use for certain age groups. Students who do not choose this second option don't get the same background and are often slower to become as effective in the classroom. There is substantial evidence based on research that teachers who have had significant undergraduate preparation, including fieldwork experiences, are more effective when they enter a credential program and when they become a teacher. Often students enter a credential program without ever having been in a classroom and after going through a credential program decide that they really don't want to become teachers. It is not effective for the state of California or for the university to train people in a credential program and not have them become teachers. The LSEE program provides real classroom experience so students realize whether or not they really want to teach. The program weeds people out and provides students with experience they can apply to making good career decisions early on.

Question for Oceanography: What do graduates of the program do after completing the program and what percentage of graduates go on to graduate school. Answer: In the past five years, ca. 40-50% of graduates have gone on to graduate school. Most of them work 1-2 years before going to graduate school, but then they go on to get a Master's and Ph.D. In terms of jobs and what they do following graduation – it has changed dramatically with the current administration. Under the Bush administration, many worked in private concerns (research laboratories or research vessels). Now many are going into other government jobs, primarily with NOAA or private corporations with money directed towards things like ocean energy. The program at HSU provides them with a broad enough background that students can apply for just about any job that is out there.

Follow-up question: It has been mentioned that the undergraduate program is unique and that the majority of Oceanographers are trained at the graduate level. Does that mean that HSU graduates are competing with people with graduate degrees or is there a niche of jobs available to bachelor's-trained students that is not being addressed anywhere else in the country? Answer: They don't compete directly, unless there are not enough jobs for those with graduate degrees; this depends on the current economic situation. In the past, there have been plenty of jobs that most graduate-trained oceanographers would not apply for.

It was noted that at a recent conference, representatives from several companies participating in a job exposition remarked that graduates with degrees from HSU are high contenders in the applicant pool, because of their strong field experience. Most undergraduates don't get this kind of experience.

Question for Nursing: What percentage of students in the program are local students?

Answer: No hard numbers were available. It was estimated that four or five students in the current class of 30 were from the local area. Question: What percentage of pre-nursing students are from the local area? Answer: A lot of students in pre-nursing come from out of the area and it is a draw for diverse students as well. Exact numbers were not available.

The rebuttal statement states that there are about ca. 180 pre-nursing students. What happens to the 88% that don't get into the program? Answer: There is a fairly rigorous screening process to get into the nursing program. Nursing programs everywhere are impacted. HSU draws students because the ratios for getting in are more in their favor. Currently, the Nursing Department is working on models to help students be more successful in getting into the program. It is working in collaboration with EOP to get a more diverse population of students.

A point of order was raised. The speaker was asked to address the question of what happens to the pre-nursing students who don't get into the program. Do they switch majors or leave HSU? Answer: The students that are extremely committed to nursing will look elsewhere, either community colleges or other CSU campuses. Some students will move into other majors after realizing that nursing is too rigorous.

Question for LSEE: A lot of data has been received on each program and it has been suggested that some of the data is flawed. Each program was asked to respond as to whether or not the data for the program is accurate.

Answer from LSEE: The rebuttal document points out that the data is significantly flawed. The enrollment in the LSEE program (which is an all-university cross-disciplinary program) is spread out across the campus in many departments and the tracking system does not allow LSEE enrollment in specific courses to calculate the SFR. The SFR calculation provided to the Senate is based on five units that are an LSEE prefix course, i.e., primarily the fieldwork and seminars. The rest of the program (ca. 50 units) was not included in the calculation. LSEE is present today partly because of this inability to provide accurate calculations. It is the sixth ranked program on campus in terms of number of graduates per year. The other metrics are not accurate.

11:15-11:30 – Short Break

TIME CERTAIN: 11:30-12:30 – Question and Answer Panel for the following:

English Literature, MA

Kinesiology, MA

Theatre Arts, MA (Film Production)

Theatre Arts, MFA (Scenography)

Theatre Arts, MA (Theatre Production)

The meeting resumed at 11:30 am. The panelists introduced themselves: David Scheerer (professor) for Theatre Arts, MA-Film Production, Bernadette Cheyne (professor) and Kristin Mack (graduate student) for Theatre Arts, MA – Theatre Production, Justus Ortega (professor)

and Stacy Steffen (graduate student) for Kinesiology-MA, Mary Ann Creadon (professor) and Kerry Marsden (graduate student) for English Literature-MA.

Each faculty representative on the panel was asked: What measures, if any, have been discussed by or with faculty in your program, regarding re-training or re-assignment if the program is eliminated?

Theatre, Film and Dance (TFD)-Film Production: No re-training or re-assignment would be involved, because the program does not current have any graduate students and has not had any graduate students for six years.

TFD-Theatre Production: There would be no need for re-training or re-assignment.

Kinesiology: No re-training would be needed, but faculty would need to be re-assigned to teach other undergraduate courses.

English MA: No re-training would be needed but faculty would need to be re-assigned to teach undergraduate courses currently being taught by graduate students.

Question for Kinesiology: The department has two new faculty members and the program has been growing. What is the explanation? Answer: New faculty were hired to revitalize the graduate program and the number of enrolled students has increased dramatically since the arrival of the two new faculty members. As a result, SFR has doubled in that period of time. The numbers that were used for the prioritization process have changed since the arrival of two new faculty members. The Biomechanics lab has been reinvigorated which allows for graduate students to conduct research as well as provides a facility that serves the community.

Follow-up question: Prior to the arrival of new faculty, what was the status of the Master's program? Answer: There was some question whether or not the existing graduate program would be able to survive. A choice was made to invest in and revitalize the program.

Question for English: The IR web site has a head count for English grads. The rebuttal document separates English Literature and English Writing. What is the head count for each of those, or is it known? Answer: When the program elimination process began, English was counted as one program. When the rankings came out and the deans were asked to provide cost savings data, the college dean separated the two programs. Currently there are 30 students in the graduate program (total); ca. 11 are MA Literature.

Question for TFD-Film Production: The rebuttal documents states that there would be no cost savings because a graduate degree hasn't been offered for some time. But if it is re-instituted, wouldn't there be someone teaching graduate level film classes? Answer: At this time, the department is asking that the program not be eliminated because it wants the opportunity to re-invent the program.

Are there other classes currently taught by the two faculty members in Film that would have to shift if the Film program is revived? Answer: Possibly. A curriculum has not been established

yet; it is still under discussion, including the idea that it may be trans-disciplinary so TFD faculty would not be the exclusive teachers of the program. It is likely that there would be costs associated with a reinstatement of the MA in Film. However, it would have to be put forward and go through the decision-making process. At this point in time, there is no money to be saved by eliminating the program.

All faculty representatives were asked to speak to the accuracy of the data that has been presented and shared for their respective program during this process.

TFD: The department is mystified by the cost savings. There was no consultation between the dean's office and the program to provide the figures, and the department was not provided the figures that were used in the calculation, in order to determine where they came from. The calculator does not take into consideration a number of special circumstances and this was clarified in the rebuttal document. The other data appears to be relatively accurate.

Kinesiology: The prioritization report score is accurate based on the numbers that were available at the time. However, the report itself does not reflect the current program. It was based on old data, before the re-vitalization of the program. The rebuttal document addressed this. The cost savings data does not reflect the revenue taken in through the "Healthy U" program and the Biomechanics Lab, and the future growth of the Health and Human Performance Institute (run by graduate students), which would be lost (\$20,000-60,000 annually).

English Lit.: According to Analytic Studies, the program has 27 students; in reality it has 30 students. The SFR is skewed incorrectly because of cross-listed (undergrad/grad) courses which aren't included in the figures. The cost savings does not take into account the GTAs who teach English 100: Basic Composition. During the past five years there have been as many as 13 sections a year (average is 10-11) taught by GTAs. Based on the average, there is a cost savings of \$40,000 that doesn't get figured in. There is one unique course in the MA Lit track which would save \$1,077.00.

Question for TFD: It sounds like a reason for not eliminating the Film Production is because there is potential for the future. Would there any advantage to having a Masters program in which people can do separate things? (i.e., combining the programs) Answer: They are very different and there is very little overlap between the areas. The tools that are used are very different – this would be more challenging than staffing. At the graduate level, it is like apples and oranges. The theater graduate students support the film area in many ways through roles as designers or actors, but they are not film makers.

Question for TFD-MFA Scenography: The Scenography program was put in category five in the prioritization process. How long has it been a program? Answer: It was reinstated in 2006 and this is the third year that students have been admitted to the program. It is just now being re-built, along with the MA program. The MA Theatre Production program is 40 years old.

Question for TFD: During the time when the MA program had been suspended or curtailed, how did the undergraduate program operate, given the lack of graduate students? Answer: It

operated with great difficulty. The department learned how important and critical the graduate programs are to the function of the department. Without the graduate students, more staff would be required as well as more assigned time for designers, to take on the responsibilities covered by current graduate students.

Having both the MA and MFA programs creates additional opportunities for undergraduate students which they wouldn't have otherwise. For example, the number of productions have increased.

All student representatives were asked where they obtained their undergraduate degree and how they found out about the program at HSU.

TFD: After receiving a BA in Film at Chapman University and coming to HSU and meeting with Bernadette, she decided to pursue an MA in Theatre Arts. A major draw of the HSU program is the amount of production opportunities.

Kinesiology: The growth of the program was witnessed while an undergraduate student in Kinesiology. The increased opportunities, through new labs and new structure of program, were a draw.

MA Lit: After transferring from a community college, received a BA from HSU. An interest in cultural studies made HSU a draw. In addition, a university with a strong foundation in science was a draw. HSU faculty resources are immense and students are encouraged to take part in intellectual work outside of the classroom.

Question for Kinesiology: What does the program do with the revenue that comes in; what does it support? Answer: It supports the equipment, funding for graduate students who run labs, disposable supplies for the labs, etc. It greatly reduces the department's equipment costs. The department hasn't identified where the new revenue coming in through the Health and Human Performance Institute will go yet. It will probably be re-invested into the program.

Question for all programs: This process has come at a difficult time in terms of the way the university is beginning to think about curriculum in graduate programs. The discussion regarding courses that serve both graduate and undergraduate students has just begun. There is some concern that HSU has more of these courses in some of its graduate programs than the state of California officially allows. What percentage of courses like this does each program have?

TFD: The term is 'co-scheduled.' Part of the discussion at the Graduate Council was how does a department ensure that the content for the graduate students is at the appropriate level and vice versa for undergraduate students? TFD has a number of co-scheduled courses, a few graduate-only courses, and a very large component of every graduate student's degree program is their project work. What is in place now is better differentiated than in the past and confidence about the quality of the education graduate students are receiving was expressed.

Kinesiology: No classes are co-scheduled.

English: A minority of courses are co-scheduled; students are not in danger of crossing over the state mandated line. Co-scheduled courses occur in a variety of ways and there is no regular format for how they are run. For the most part they are run as seminars. Often graduate students are encouraged to use co-scheduled courses as an opportunity to gain teaching or tutoring experience.

Question for Kinesiology: If graduate students are used to help with undergraduate courses and run labs, what would the cost be to replace them if the program is eliminated? Answer: There are a considerable number of classes being "TA'd" and/or run by graduate students. The actual calculation is included in the response on the Moodle site. Without graduate students, 13.1 WTUs would need to be covered. In terms of lecturers, this is an equivalent of .81 FTEF. The cost savings estimate was based on a 1.31 FTEF lecturer savings. Without the graduate students, there would be only a .5 true savings if the department continues to provide the same undergraduate courses and lab experiences.

Question for English: What would the cost be to replace graduate students? Answer: The answer is similar to the above. If GTAs go away, at the rate of 13 sections per year, they would have to be filled lecturers and other faculty.

Question: The University's mission is about undergraduate teaching. Graduate programs are a supplement. Another part of the mission, historically, is to provide teachers. What would the loss of your program be in terms of the undergraduate program's ability to fulfill this mission?

TFD: Many of the graduates in theatre production, both MA and MFA, go into teaching. The MFA is a terminal degree and graduates may teach at the university level. Those with MA degrees can teach at the community college level. A significant number go into teaching. Graduate students provide an important teaching and mentoring function to undergraduates while they are in the program.

Kinesiology: The majority of graduate students have a teaching or coaching emphasis. Many go on to teach/coach in high schools or community colleges. Others will continue on to graduate school and obtain Ph.D.s or go into professional positions. Part of the university's mission statement is "to improve the human condition." The program does that by working to contribute to the health and wellness of the community. The external demand is enormous for graduates.

English: The graduate programs teach the teachers of reading and writing; this follows the mission of the university. The program's success in finding placement for teachers is remarkable. There are a number of students from the MA program in PhD programs all over the country. The program is well-suited to the HSU mission. Many job announcements require that applicants have a strong foundation in teaching both composition and literature and HSU graduates are able to fulfill this. The program also focuses on critical thinking and social justice issues – both of which are related to the broader HSU mission.

Question for Kinesiology: The rebuttal document states that the program provides significant service to both the HSU community and the Humboldt-Del Norte community. How would this change with the loss of the graduate program? How would the numbers reflecting revenue (external grant funding) change based on the number of graduate students? Answer: The number of graduate students involved in service to the community is astounding; this would be severely diminished by the loss of the program. Undergraduate students do not have the training to provide the same kind of services. External grant funding has increased from a minimal level (\$10-15,000) to ca. \$400,000 currently. Ongoing growth is dependent upon having a number of graduate students who can conduct research. The number of graduate students has increased by 102% in three years.

Question for TFD: The MFA and MA are strongly linked together. Is it possible to have one program with a broader umbrella? If the department had to choose one of the programs, which one would it choose? Would students enrolled in one program switch to the other? Answer: The MFA terminal degree program has considerably different requirements than the MA program; and students would not be interested in the MA program. MA students would have to demonstrate a level of skill and interest in the discreet area of Scenography in order to switch to the MFA program. The MA focuses on acting, directing, and playwriting. They are synergistic in the way they support each other in terms of projects and they provide a critical mass of students so that important courses can be offered. There are courses common to both programs.

Question for TFD: It was stated earlier that students at HSU have more opportunity to be involved in productions. Why does HSU have more production opportunities? Are students more involved with community theatre? Is it more of a burden for the faculty? Answer: HSU has more student-based productions (different from university-supported productions or 'main stage' productions). The student productions are performed as workshops, and costs are minimal since royalties don't have to be paid and the productions use existing costumes, etc. Students are involved in every aspect of the production process and it benefits the community as well by offering free shows.

Without the graduate programs, would there be fewer productions requiring faculty oversight? Answer: Main stage programs have already been cut and reduced as much as possible and still allow the program to attract students. There would be fewer student productions and the loss of opportunities that they create. Additional expense would be needed for faculty members to do all of the design and technical work and backfill in terms of staff to the place of graduate students who oversee the aspects of the production.

The meeting adjourned for a lunch break from 12:30-1:00.

The meeting resumed at 1:00 pm in Founder's Hall Room 118.

Chair Mortazavi clarified the task for the small groups:

1. Packages that small groups identify should include only the programs that were presented in the morning. Small groups should not consider any programs further up on the list.
2. Partial packages are possible to consider, as long as everyone understands that if the amount of savings is not reached in this round, the Senate will need to go further up the list.

The Senate needs to make a decision today on how it will vote on Tuesday. It has been assumed the voting would be by secret ballot, as was done with the prioritization process. Is this acceptable to senators, and if so, can it be agreed that no one will challenge this?

Discussion:

If someone asks for a roll call after a secret ballot, would that eliminate the secret ballot? The only people who can call for a roll call are senators. So if all senators agree not to do that, then it will remain a secret ballot.

The Senate Bylaws state, "Voting shall normally be done by voice vote. The Chair or a member of the Senate may require a division of the house when the result of the voice vote is unclear. Senate action on a matter shall be by roll call whenever requested by a member." If the Senate does not want to follow the rules, then a special motion needs to be made to set aside the rules. The Bylaws also state, "A Senate or parliamentary rule may be temporarily suspended by a two-thirds vote of those voting members present at a meeting."

Chair Mortazavi asked senators to come to an agreement among themselves, regardless of the rules, on whether or not to cast a secret ballot.

It was clarified that the Senate discussed and made a decision to vote by secret ballot for the prioritization process. It has not done so for the program elimination process.

It is important for elected senators to distinguish between a secret ballot and voting as an elected representative. The Senate is a representative body and in a democracy, members of a representative body are held accountable. It would be highly unusual for a representative body to decide to engage in a secret vote on an issue that, in all probability, is one of the most important that the Senate at HSU has ever had to contend with. Senators were urged to exercise extreme caution in going in that direction.

It was noted that the Senate has already determined that when the Senate votes on Tuesday, none of the votes will be revealed until all packages have been voted upon. It was clarified that this was not intended as a secret ballot.

The Senate has a responsibility to be open about what it is doing. It should be forthright and accountable for its recommendation.

It is important to be open and clear about what is being voted upon, and on the impact of the decision. Senators were urged to think carefully about the impact; there are other ways the institution can explore to cut costs.

The Senate is being forced to do this and must do this, even if some would rather not. Despite personal discomfort with having people know how individuals have voted; the Senate has a duty to vote openly.

Faculty members hold both the President and the Provost responsible for their actions. As public figures, they are accountable and take responsibility for their positions. The Senate should accept the same responsibility and apply the same standards, both individually and collectively.

If the Senate wants to have a secret ballot, the motion needs to be made now and decided, rather than waiting until Tuesday's meeting.

It was clarified that the response cards used for voting can be set up so they are anonymous or so they are identified individually by senator. When the vote is tallied, it will be like a hand vote in the Senate. The minutes will reflect the number of yes votes, etc. Unless a senator calls for a roll call vote, individual names will not be recorded in the minutes.

If senators vote openly, they will have to accept the fact that there are people who will take it personally and that they may be subjected to a certain lack of professionalism on the part of colleagues. It happened with the vote on the German program last spring, and there is no reason to believe it won't happen again.

M/S/F (VerLinden/Van Duzer) that the Academic Senate suspend the rules on Tuesday to allow senators to vote secretly.

The motion is being made so that the Senate can come to a decision.

It was noted that the rules state that a motion to suspend the rules must occur at the actual meeting. Chair Mortazavi stated that if necessary the vote can be repeated on Tuesday.

[Article XX, Section 1 of the Bylaws states, "A Senate or parliamentary rule may be temporarily suspended by a two-thirds vote of those voting members present at a meeting."]

M/S/P (Van Duzer/VerLinden) to close debate. Voting occurred and **PASSED** with 16 Yes votes, 2 No votes, and 3 Abstentions.

Voting on the motion to suspend the rules **FAILED** with 4 Yes votes, 13 No votes, and 4 Abstentions.

Chair Mortazavi announced that the Senate will vote as usual on Tuesday. It was requested that Chair Mortazavi make it clear to everyone present at the meeting on Tuesday that senators are voting as representatives, not as individuals.

Names will only be attached to votes if someone asks for a roll call.

It was also suggested that positions be attached to individuals' names (i.e. CNRS representative, etc.) to clarify for the media and the public.

It was clarified that senators will vote for each package that comes forward on Tuesday.

Senator Flashman provided a spreadsheet in electronic form to enable groups to calculate savings based on elimination of programs. The spreadsheet only included programs discussed during the morning sessions.

The Senate broke up into several small groups. Groups were asked to meet in assigned locations and return in 30 minutes.

- Group 1: Cannon, Craig, Ellerd, Berman, VerLinden
- Group 2: Goodman, Flashman, Knox, Faulk, Fulgham
- Group 3: Heise, Mola, Van Duzer, Cheyne, Altschul, Margell
- Group 4: Moyer, Mortazavi, Chapin, Snyder, Boyd
- Group 5: Paynton, Rizzardi, Thobaben

The meeting resumed at 2:11 pm in Founders Hall Room 118. Groups were asked to identify their proposed packages for elimination and briefly discuss them.

Group 1:

Undergraduate package: Computer Information Systems and Nursing.

Graduate package: Theatre Arts, MA (Film production) and Theatre Arts, MFA (Scenography).

Group 2:

Undergraduate package: Computer Science, Computer Information Systems, Nursing, and Physics.

Graduate package: Theatre Arts, MA (Film Production), Theatre Arts, MFA (Scenography), and Theatre Arts, MA (Theatre Production)

Group 3:

Undergraduate package: Computer Information Systems and Nursing.

Graduate package: None.

Group 4:

Package A – undergraduate: Computer Information Systems and Nursing.

Package B – undergraduate: Computer Science, Computer Information Systems, and Nursing.

Package C – undergraduate: Computer Science, Computer Information Systems.

Graduate package: Theatre Arts, MA (Film Production), Theatre Arts, MFA (Scenography).

Group 5: It was noted that the group lacked consensus.

Undergraduate package: Computer Science, Computer Information Systems, and Nursing.

Graduate: Theatre Arts, MA (Film Production), Theatre Arts, MFA (Scenography).

Discussion:

There seems to be a majority favoring one of two packages: Nursing and CIS, or Nursing, CIS and CS. The first package would save \$1,002,944 and the second package would save \$1,069,803.

Time was spent on figuring the amounts of savings for each proposed package. The target reduction is \$1,000,000 for undergraduate programs and \$110,000 for graduate programs.

It may make more sense to look only at savings from undergraduate programs, given the relationships between graduate and undergraduate programs and what the effect on the undergraduate programs would be by eliminating the graduate programs.

The Provost was asked if he would accept a package from the Senate that provides only part of the needed savings that have been targeted. He stated it would be okay if the Senate can get close to the target.

If more than \$1.1 million is cut, can the Senate then choose to improve other programs as suggested by the prioritization process?

The Provost noted that the cost savings calculation was done in a generalized and stylized way. The actual savings will depend on which programs are eliminated; a careful analysis will be done at that time. All of the current figures are 'ballpark' – the Senate needs to try and get close. If the Senate recommendation results in more money than has been asked for, the Provost has a number of options: 1) eliminate all of the programs suggested and reduce cuts in other areas, or 2) keep some of the programs recommended for elimination and reduce the amount to the savings needed.

Concern was expressed that only two programs are being recommended for elimination. There will be tremendous backlash from eliminating Nursing.

There does not seem to be interest in eliminating a lot of small programs. There seems to be general agreement on one or both of the computing sciences programs and the only large program on the list is Nursing. The Senate could look further up the list and see if there is another large program other than Nursing that it would be willing to consider. Whether or not Nursing can be eliminated is a question beyond the Senate, the Provost and the President.

If the savings offered by the Senate is more than what is needed, would the Provost offer programs an opportunity to re-organize and re-structure? The Provost responded that for the computing science programs it would depend on the Integrated Curriculum Committee and the plan that is being developed.

The Senate has discussed suspending rather than eliminating programs at this point. The Provost confirmed that his inclination is to suspend rather than eliminate programs at this point.

Are there options other than elimination for a large program? For example, could Nursing eliminate one of its two cohorts or are there other ways to cut costs? The State gave money to the CSU which in turn has given money (\$200,000) to HSU for the Nursing program to increase the number of admits from 40 to 60 per year. Next year the program will return to 40 admits. It is likely the system will ask for the \$200,000 back; that is what would be saved by reducing the cohorts.

Where is the money in Nursing being spent? The actual expenditures in Nursing are \$1.2 million per year. Reducing the numbers of students won't save enough money. Are there more significant savings in Nursing because there are fewer faculty? The Provost reviewed the current personnel in the program and their status in regard to tenure and retirement.

There was discussion regarding the change in the CSU's funding formula which occurred in the 1990's. Campuses began to be funded on enrollment growth, i.e. average cost of instruction. Everyone was grandfathered in based on costs at that time. Because HSU had a lot of expensive programs and facilities that were being funded, the campus received a lot more money per student than other campuses. Over the years, other campuses grew their enrollment and HSU did not. Ongoing fixed costs have now eaten up the budget and the Chancellor's Office is not going to be receptive to HSU making the case that it needs more money.

If the decision on Nursing is beyond HSU's jurisdiction, will the Provost go along with the Senate recommendation or come back and say no? The Provost responded that he will take the Senate's recommendation seriously, but will also need to have conversations outside of HSU before making a final decision.

The process of determining packages to present to the Senate meeting on Tuesday began.

The first package proposed was Nursing, CS, and CIS. Concern was expressed about eliminating both CS and CIS and not having a computing based at the university.

It was suggested a straw vote be taken. It was asked to have the Senate wait and vote on Tuesday, rather than taking straw votes today.

Three different undergraduate packages have been proposed and three graduate packages have been proposed (by the small groups).

It was proposed that two undergraduate packages be forwarded (Nursing, CS, and CIS) and (Nursing and CIS) and three graduate packages.

If the Senate votes no on all of the graduate packages, does it then move further up the list? It was noted that letters have already been sent graduate programs further up the list (Natural Resources-Range and Soils and Environmental Systems-Geology).

The Senate needs to look up the list and see if there is a big program it would consider substituting for Nursing.

If Nursing is eliminated and the actual budget figures are ca. \$1.2 million, then we've already overshot the budget reduction target.

M/S (Van Duzer/Paynton) to offer the following three packages of combined graduate and undergraduate programs (rather than breaking them up):

Package 1: Computer Information Systems, Nursing

Package 2: Computer Science, Computer Information Systems, Nursing, Theatre Arts, MA (Theatre Production), Theatre Arts, MFA (Scenography)

Package 3: Computer Science, Computer Information Systems, Nursing.

Resistance to getting rid of both CS and CIS has been expressed; there are no packages with this option.

A friendly amendment was made and accepted to include a fourth package:

Package 4: Computer Information Systems, Nursing, Theatre Arts, MA (Theatre Production), Theatre Arts, MFA (Scenography).

In what order will the packages be voted on?

A request was made for clarification of the cost savings data for TFD, if possible, by Tuesday's meeting. It is difficult to make a decision without the correct numbers or an explanation of the existing numbers. There was discussion about re-visiting data and whether or not it is feasible to do at this point.

If getting rid of the graduate programs in TFD means that the undergraduate programs are no longer viable, then is the discussion really about the entire theatre arts programs all together? If that is the case, then should there be a discussion about theatre arts taking the place of nursing?

Is it within the purview of the Senate to request that the Provost speak with the Interim Dean of CAHSS and ask for an explanation of the numbers? It was agreed that this is a unique situation and is a reasonable request.

When the Senate makes a recommendation to the Provost it needs to state why it is recommending certain programs and it also needs to make statements about the programs that are not being recommended for elimination.

The Provost was asked what the turnaround time will be. He responded that it would take at least a week or two to have discussions that are needed to make a decision.

The Provost asked the Senate if it is thinking that Nursing should be eliminated and that it shouldn't go further up the list. Or, if there were other large programs on the list being considered, would the Senate still choose Nursing? There is always the option of going up the list.

Concern was expressed that the time will run out and the campus will find out that Nursing cannot be eliminated. Should the Senate come up with additional packages?

The Provost was asked if he would eliminate any other programs without running them through the Senate. The Provost responded that he didn't think that would work. The general public is not going to care about the process in its reaction to the idea of eliminating the Nursing program. The Senate shouldn't let itself get trapped by the process.

Everyone was reminded that there is a motion on the floor for discussion.

After further discussion it was agreed that separate packages for undergraduate programs and graduate programs would be better.

Senator Van Duzer withdrew his motion.

M/S (Paynton/Mola) to form the following packages to vote on at the next Senate meeting:

Undergraduate #1: Computer Information Systems and Nursing

Undergraduate #2: Computer Information Systems, Computer Science, and Nursing

Graduate #1: All Theatre Arts – MA (Film Production), MFA (Scenography), MA (Theatre Production)

Graduate #2: Theatre Arts, MA (Film Production), Theatre Arts, MFA (Scenography).

Voting occurred and **PASSED** with 2 No votes.

The Provost was asked if he wanted a rationale for every program that is not recommended for elimination. The Provost responded that good rationales for the programs recommended for elimination will suffice.

There will be four packages presented at the Senate meeting on Tuesday. If all four packages are voted down, then the Senate will begin voting program by program.

Meeting adjourned.