

1-16-1997

## Board of Trustees Meeting Packet, January 16, 1997

Framingham State University

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Framingham State College

Board of Trustees

January 16, 1997

Present: Trustees: Lepore, Chair; Wiggin, Vice Chair; Buckley; Coyle; Flaherty; Johnson; Larrabee; Vrabel; Weinroth; and President Kieft.

Absent: Trustees: Duffy and Gadbois.

Trustee Chair Lepore called the meeting to order at 7:15 p.m.

Chair Lepore congratulated and welcomed newly appointed Trustee Joe Vrabal to his first meeting of the Board.

Chair Lepore stated that in addition to the items listed on the agenda, Trustees will be asked to consider action on a personnel matter and on funding for the new Athletic Fitness Facility.

**APPROVAL OF MINUTES:**

\* \* \* \* \*

On motion duly made and seconded, it was

VOTED: Unanimously, to approve the November 14, 1996 minutes, as presented.

\* \* \* \* \*

**REPORT OF THE PRESIDENT:**

President Kieft stated that Provost/Vice President Heineman will report on the implementation of the new General Education program and Vice President Horrigan will update Trustees on the status of the Higher Education Endowment Program and on improvements made over the past year in technology and the computer networking areas.

President Kieft reported the following:

- ... On January 3, 1997, the College was notified by Massachusetts Department of Education Commissioner Robert Antonucci that all education programs under the new state certification regulations for the preparation of teachers and school administrators received approval through December 1999. Dr. Kieft congratulated members of the Education Department for their outstanding efforts in accomplishing this important endeavor.

- ... Thanks to the assistance of Dean Chet Roskey and the Continuing Education staff, the College hosted a very successful Regional Multi-Chamber Business After Hours Social on Wednesday, January 15, 1997. More than 300 executives from area Chamber of Commerce's and the MetroWest business community attended the event which included tour visits of the Career Services Office and McAuliffe Center.
  
- ... The Board of Higher Education, at their meeting on Tuesday, January 21, 1997, will review the State and Community Colleges Five-Year Capital Spending Plan for approval. Identified projects included in the Spending Plan for Framingham State College include: \$1,332,000 for the renovation and restoration of the Ecumenical Center; \$680,000 to upgrade the College's electrical distribution system; and \$6,266,000 for the new Athletic Facility.

President Kieft distributed to members of the Board an updated information list of off-campus meetings held since the November 14, 1997 Board meeting.

#### **ACADEMIC AFFAIRS REPORT:**

Provost/Vice President Helen Heineman distributed materials from the January 3, 1997 "Mini" Snowflake Conference. Dr. Heineman stated that since 1987 members of the College community have been combining efforts and working together on the new General Education Reform. With the lengthy process of updating the curriculum completed, the new general education program is now ready to be phased in over a four year period, beginning with the freshman class entering in the Fall of 1997. Students already enrolled will not experience any difference in their course requirements. However, they will benefit from this transformation of the curriculum, since they will be taking the courses approved for the new curriculum, and will realize the benefit of the cross-curricula criteria and a strengthened focus on a goal-directed curriculum.

The new model consists of 16 goals, two of which are optional. The model requires that students meet 14-16 of the General Education goals by taking a total of 12 General Education courses. The General Education courses are designed to introduce students to discipline-based modes of thinking, while developing habits of critical analysis and judgment necessary for life-long learning. The General Education courses will provide students with a cross-curricular, broad and comprehensive program of study, and will prepare them for participation in an increasing diverse community.

Dr. Heineman stated that thanks to the assistance of many faculty, administrators, and students, the new General Education Program will be totally implemented in the year 2001.

**FINANCIAL AND ADMINISTRATIVE SERVICES REPORT:**

Vice President for Administration and Finance John J. Horrigan provided Trustees with a handout listing major upgrades and improvements in technology completed by the staff of the Computing Services Department during the Summer and Fall of 1996. Vice President Horrigan provided Trustees with a slide presentation describing the many new campus technological improvements.

Vice President Horrigan stated that Trustees had before them a listing of gifts totalling \$77,653.96 received by the College and the Framingham State College Foundation for the period ending January 6, 1996 (Attachment A). Under the new Public Higher Education Endowment Incentive Program established by the Legislature, the State will match these monies in the amount of \$38,826.98 if approved by the Board.

\* \* \* \* \*

On motion duly made and seconded, it was

VOTED: Unanimously, to accept the gifts received in the amount of \$77,653.96 as listed in Attachment A and to forward to the Commonwealth of Massachusetts to be matched under the Public Higher Education Endowment Incentive Program.

\* \* \* \* \*

**PERSONNEL REPORT:**

Following discussion,

\* \* \* \* \*

On motion duly made and seconded, it was

VOTED: Unanimously, to approve all Personnel Actions: Appointments, Full-Time Tenure Track Appointments, Full-Time Temporary Appointments, Reappointments, Salary Adjustments, Retirements, Promotion, Sabbaticals, Change of Status, Leave Without Pay, Salary Correction, and all Personnel Actions of the Continuing Education Evening Program (Attachment B).

\* \* \* \* \*

On motion duly made and seconded, it was

VOTED: Unanimously, to approve the elimination of the Assistant Dean of Academic Affairs position effective February 1, 1997 as presented in Attachment B of the January 16, 1997 Personnel Actions. It was further approved that the Board of Trustees authorize President Kieft to implement Article IX, Section D, Item 2d of the Collective Bargaining Agreement as necessary.

\* \* \* \* \*

**OTHER BUSINESS:**

Trustee Chair Lepore stated that the Trustees had before them the 1997 Commencement Speaker and Honorary Degree Recipient Recommendations (Attachment C).

\* \* \* \* \*

On motion duly made and seconded, it was

VOTED: Unanimously, to approve the following 1997 Commencement Speaker and Honorary Degree Recipient Recommendations (Attachment C).

Commencement Speaker and Honorary Degree Recipient

Doris Kearns Goodwin (Author, Historian, and Commentator)

Honorary Degree Recipient

Barbara E. Gray (Recently Retired State Representative)

It was further approved that in the event Doris Kearns Goodwin is unable to accept the invitation, Barbara E. Gray will be asked to present the Commencement address.

\* \* \* \* \*

Trustee Chair Lepore stated that the Trustees had before them the "Preliminary Plan for Implementing the Board of Higher Education's Policy Directive Regarding Academic Program Productivity" (Attachment D) for action.

Following discussion,

\* \* \* \* \*

On motion duly made and seconded, it was

VOTED: Unanimously, that the Board of Trustees accept the "Preliminary Plan for Implementing the Board of Higher Education's Policy Directive Regarding Academic Program Productivity" (Attachment D).

It was further approved, unanimously, that the Board of Trustees direct President Kieft to continue to refine the plan with the expectation that the recommendations for program retention, program discontinuance and future program direction will be approved at the May 1997 meeting of the Board.

\* \* \* \* \*

**NEW BUSINESS:**

Vice President for Administration and Finance John Horrigan stated that in 1995 the Legislature approved legislation with 50% funding for the new Human Performance, Wellness and Athletic Center. Representatives from the Division of Capital Planning and Outlay have been reviewing and updating costs on the 1994 study for the Center in preparation of submitting the plan to the Designer Selection Board. At the January 21, 1997 meeting of the Board of Higher Education, the Five-Year Capital Spending Plan for State and Community Colleges will be submitted for action. Included in the Spending Plan is \$6,266,000 for Framingham State College's new Athletic Center. Approval of the Capital Spending Plan by the Board of Higher Education will authorize Framingham State to secure funding for \$6,266,000 through the Massachusetts Health and Educational Facilities Authority (HEFA), following approval by the Board of Trustees.

Following discussion,

\* \* \* \* \*

On motion duly made and seconded, it was

VOTED: Unanimously, that the Board of Trustees of Framingham State College hereby authorizes the President of the College to take any and all actions required to secure funding of \$6,266,000 through the Massachusetts Health and Educational Facilities Authority (HEFA) for the planning, design and construction of an Athletic Fitness Facility as authorized by Chapter 267 of the Acts of 1995.

\* \* \* \* \*

On motion duly made and seconded, it was

VOTED: Unanimously, that the Board of Trustees of Framingham State College hereby declares that it is committed to fund the debt service of such borrowing without raising student fees.

\* \* \* \* \*

**PUBLIC COMMENT:**

Trustee Chair Lepore recognized Dr. Thomas Eames, President of the Framingham State College Professional Association, in his request to address members of the Board regarding the Board of Higher Education's Policies on New Academic Programs and Program Productivity and the proposal for the Commonwealth College.

On behalf of the Faculty and Librarians, Dr. Eames expressed appreciation for the opportunity to speak before the Board.

Dr. Eames stated that the Framingham State College Professional Association (FSCPA) unanimously passed the following motion:

The FSCPA urges the President to support the retention of the philosophy major at Framingham State College and to work with the Philosophy Department to formulate an appropriate defense based on the Board of Higher Education Guidelines.

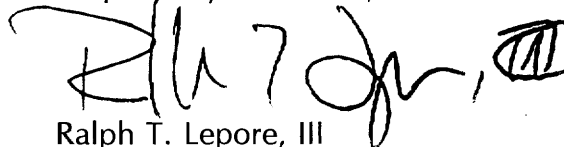
Dr. Eames noted that this motion was derived from the conviction that all of the academic majors are important and vital to the mission of the College and that one of the great structures of the College lies in the diversity of its program.

Dr. Eames stated that he wished to inform Trustees of the following official position of the Board of Directors of the Massachusetts State College Association regarding the Commonwealth College Proposal as voted and adopted on December 6, 1996:

As State College faculty and librarians, we are committed to providing the highest quality education possible for all our students. Our collective mission includes programs designed to meet the diverse educational needs of the citizenry of Massachusetts. Campus-based honors programs provide the exceptional and focused academic preparation and rigor for talented and motivated students who attend our public institutions. The Massachusetts State College Association believes strongly that strengthening these programs is the best way to provide honors-level education to as many Massachusetts students as possible in all liberal arts and professional programs throughout all regions of the State. The Massachusetts State College Association will oppose any Board of Higher Education motion or legislation that creates a single Commonwealth College which would serve to drain limited resources from the public higher education system and segregate academic acceleration to a single campus.

There being no further business, the meeting adjourned at 8:05 p.m.

Respectfully submitted,



Ralph T. Lepore, III  
Chair

Framingham State College Board of Trustees



Raymond N. Kiert  
President

Framingham State College

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FRAMINGHAM STATE COLLEGE  
PUBLIC HIGHER EDUCATION ENDOWMENT INCENTIVE PROGRAM  
GIFTS RECEIVED BY THE COLLEGE AND THE FRAMINGHAM STATE  
COLLEGE FOUNDATION FOR THE PERIOD ENDING 01/06/97

GIFT RECEIVED OR ACCEPTED	AMOUNT RECEIVED OF GIFT FROM		NATURE OF GIFT/ RESTRICTION	NUMBER OF DONERS
08/01/96	30000.00	NCN	ACADEMIC	1
08/19/96	500.00	SGRO PROMO ASSOCIATES	ACADEMIC/ECON	1
09/09/96	1140.00	VARIOUS ALUMNI	ACADEMIC	28
09/12/96	1000.00	MOTOROLA FOUNDATION	ACADEMIC	1
09/14/96	10000.00	INTERNATIONAL ED PROG INC	ACADEMIC	1
09/27/96	500.00	SGRO PROMO ASSOCIATES	ACADEMIC/ECON	1
09/28/96	100.00	VINTON BROWN+ALICE MCCARL	ACADEMIC	2
10/09/96	11288.00	ALUMNI ASSOC FSC	ACADEMIC	1
10/14/96	730.00	VARIOUS ALUMNI	ACADEMIC	8
10/21/96	150.00	VARIOUS ALUMNI	ACADEMIC	4
10/21/96	3270.00	VARIOUS ALUMNI	ACADEMIC	9
11/14/96	1000.00	EURO-NOTIONS, INC	ACADEMIC/C&T	1
11/29/96	5000.00	RETAIL TECH INT.	ACADEMIC/FCS	1
12/13/96	3710.96	VARIOUS ALUMNI	ACADEMIC	81
12/23/96	2995.00	VARIOUS ALUMNI	ACADEMIC	75
01/06/97	1775.00	VARIOUS ALUMNI	ACADEMIC	4
01/06/97	4495.00	VARIOUS ALUMNI	ACADEMIC	70
*** Total ***	77653.96			289



PERSONNEL ACTIONS

APPOINTMENTS

Foster, Erin	Staff Assistant Residence Director	Effective: 01/05/97 - 06/30/99 Annual Salary Rate: \$18,500.04
Goguen, Ann	Staff Assistant McAuliffe Center	Effective: 12/15/96 Annual Salary Rate: \$31,500.04
Young, Unicia	Staff Assistant Residence Director	Effective: 01/05/97 - 06/30/97 Annual Salary Rate: \$18,500.04

FULL TIME TENURE TRACK

Allen, Richard	Assistant Professor History	Effective: 01/12/97 Annual Salary Rate: \$37,000.08
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FULL TIME TEMPORARY APPOINTMENTS

Kelly, Elizabeth	Assist. Professor Communication Arts	Effective: 12/01/96 - 12/01/99 Annual Salary Rate: \$35,000.16
Overland, Jody	Instructor Economics & Business Admin.	Effective: 01/12/97 - 05/31/97 Annual Salary Rate: \$32,645.08

PROMOTION

Thomas, Terence	Assistant Director Media Department	Effective: 02/01/97 Annual Salary Rate: \$45,661.20
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REAPPOINTMENTS

Craig, Mary Pat	Assist. Librarian Whittemore Library	Effective: Academic Year 1997 - 1998
Robin, H. James	Librarian Whittemore Library	Effective: Academic Year 1997 - 1998
Snyder, Ben W.	Assistant Professor Biology	Effective: Academic Year 1997 - 1998
Zimmerman, Ellen	Assistant Professor Sociology	Effective: Academic Year 1997 - 1998

January 16, 1997

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SALARY ADJUSTMENTS

Arsenault, Susan	Staff Assistant Computer Services	Effective: 02/01/97 Annual Salary Rate: \$40,598.48
Call, Robert L.	Staff Assistant Computer Services	Effective: 02/01/97 Annual Salary Rate: \$33,227.48
Campbell, George (Ted)	Staff Associate Computer Services	Effective: 02/01/97 Annual Salary Rate: \$38,598.56
Chisholm, Peter	Assistant to the President	Effective: 02/01/97 Annual Salary Rate: \$49,000.12
Doyle, Alice	Staff Assistant Computer Services	Effective: 02/01/97 Annual Salary Rate: \$42,045.12
Dutilly, Richard	Director Financial Aid	Effective: 12/29/96 Annual Salary Rate: \$60,000.20
Gallagher, James	Staff Associate Computer Services	Effective: 02/01/97 Annual Salary Rate: \$44,331.04
Heal, Edwin	Staff Assistant Computer Services	Effective: 02/01/97 Annual Salary Rate: \$43,721.60
Klaas, Judy	Dean of Undergrad. Educ. & Academic Support Services	Effective: 02/01/97 Annual Salary Rate: \$71,750.64
McElroy, Lee	Assoc. Director College Center for Operations	Effective: 02/01/97 Annual Salary Rate: \$37,819.08
Miller, Scott	Staff Assistant Computer Services	Effective: 02/01/97 Annual Salary Rate: \$35,912.76
Sweeney, James	Staff Assistant Computer Services	Effective: 02/01/97 Annual Salary Rate: \$37,813.36
Turcotte, Maurice	Staff Assistant Computer Services	Effective: 02/01/97 Annual Salary Rate: \$35,450.48

RETIREMENT

Sullivan, Gene	Professor Art/Music	Effective: 05/31/97
Weller, Paul	Christa McAuliffe Fellow for Inst. Advancement	Effective: 02/02/97

CHANGE OF STATUS

Margulies-Ellias, Marie      Director      Effective: 01/05/97  
Counseling Center      To: 4/5 time  
Annual Salary Rate: \$43,843.28

LEAVE WITHOUT PAY

Kelly, Elizabeth      Assistant Professor      Effective: 12/01/96 - 12/01/99  
Communication Arts

POSITION ELIMINATED

Woodbury, Flata J.      Assistant Dean      Effective: 02/01/97  
Academic Affairs

SALARY CORRECTION

Koretz, Ellen      Instructor      Effective: 01/12/97  
Education      Annual Salary Rate: \$29,790.28

SABBATICALS

Bloomquist, Douglas      Psychology      Effective: Fall 1997

Devine, Robert      Economics &  
Business Admin.      Effective: Academic Year  
1997 - 1998

Koshy, Thomas      Mathematics      Effective: Spring 1998

Lowe, Diane      Education      Effective: Spring 1998

Ludemann, Pamela      Psychology      Effective: Spring 1998

Sevin, Anne      Mathematics      Effective: Academic Year  
1997 - 1998

Whitburn, Kevin      Chemistry      Effective: Spring 1998

FRAMINGHAM STATE COLLEGE  
CONTINUING EDUCATION EVENING PROGRAM  
PERSONNEL ACTIONS

January 16, 1997

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Effective: 1/13/97-5/09/97

INSTRUCTOR	FIRST NAME	Rank	Department	SEMESTER	TOTAL SAL/LAB
ALTER	ROBERT	VISITING INSTRUCTOR	COMM. ARTS	SPRING 97	3,028.00
AMAZEEN	BEVERLY	VISITING ASSISTANT PROFESSOR	PSYCHOLOGY	SPRING 97	3,188.00
AMBACHER	JOHN	VISITING PROFESSOR	POLITICS	SPRING 97	3,520.00
AUSLANDER	SAUL	VISITING PROFESSOR	ALLIED HEALTH	SPRING 97	3,520.00
BAIANO-BERMAN	DEBORAH	VISITING INSTRUCTOR	SOCIOLOGY	SPRING 97	3,028.00
BALLENGER	CYNTHIA	VISITING INSTRUCTOR	EDUCATION	SPRING 97	3,028.00
BECKWITT	RICHARD	VISITING PROFESSOR	BIOLOGY	SPRING 97	3,520.00
BLISS	VIRGINIA	VISITING INSTRUCTOR	BIOLOGY	SPRING 97	4,542.00
				SPRING 97	4,542.00
				SPRING 97	2,271.00
BLOOMQUIST	DOUGLAS	VISITING PROFESSOR	PSYCHOLOGY	SPRING 97	3,520.00
BOYD	KENNETH	VISITING ASSISTANT PROFESSOR	PSYCHOLOGY	SPRING 97	3,188.00
BREUNING	CORNELIA	VISITING INSTRUCTOR	COMPUTER SCIENCE	SPRING 97	3,028.00
CANELLA	ALFONSO	VISITING INSTRUCTOR	ECONOMICS	SPRING 97	3,028.00
CANNER	MARY	VISITING INSTRUCTOR	EDUCATION	SPRING 97	3,028.00
CHARTIER	RICHARD	VISITING PROFESSOR	ENGLISH	SPRING 97	3,520.00
CRAWFORD	ROGER	VISITING INSTRUCTOR	ECONOMICS	SPRING 97	3,028.00
FRAMINGHAM	RICHARD	VISITING PROFESSOR	ENGLISH	SPRING 97	3,520.00
CZARNEC	WALTER	VISITING PROFESSOR	MATHEMATICS	SPRING 97	3,520.00
DAILEY	ANN	VISITING ASSISTANT PROFESSOR	JOURNALISM	SPRING 97	3,188.00
DARGAN	SUSAN	VISITING INSTRUCTOR	SOCIOLOGY	SPRING 97	3,028.00
DEVINE	WALTER	VISITING ASSISTANT PROFESSOR	ECONOMICS	SPRING 97	3,188.00
DIAS	ANTONE	VISITING ASSISTANT PROFESSOR	PSYCHOLOGY	SPRING 97	3,188.00
DING	JOHN	VISITING ASSISTANT PROFESSOR	ECONOMICS	SPRING 97	3,188.00
DITTAMI	PETER	VISITING ASSISTANT PROFESSOR	EDUCATION	SPRING 97	3,188.00
DONOHUE	ROBERT	VISITING ASSISTANT PROFESSOR	PSYCHOLOGY	SPRING 97	3,188.00
DOYLE-BURKE	CHRISTINE	VISITING ASSOCIATE PROFESSOR	ECONOMICS	SPRING 97	3,356.00
				SPRING 97	3,356.00
DWINELL	ROLAND	VISITING ASSISTANT PROFESSOR	ECONOMICS	SPRING 97	3,188.00
EGAN	BRENDAN	VISITING INSTRUCTOR	ALLIED HEALTH	SPRING 97	3,028.00
ENG	JAMES	VISITING PROFESSOR	ART	SPRING 97	3,520.00
FARINA	LOUIS	VISITING ASSISTANT PROFESSOR	ECONOMICS	SPRING 97	3,188.00
FARRAND	PAUL	VISITING ASSISTANT PROFESSOR	ECONOMICS	SPRING 97	3,188.00
FEINMAN	LAUREEN	VISITING INSTRUCTOR	ECONOMICS	SPRING 97	3,028.00
FLYNN	JAMES	VISITING INSTRUCTOR	EDUCATION	SPRING 97	3,028.00
FLYNN	LEONARD	VISITING PROFESSOR	PSYCHOLOGY	SPRING 97	3,028.00

FRAMINGHAM STATE COLLEGE  
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Effective: 1/13/97-05/09/97

INSTRUCTOR	FIRST NAME	Rank	Department	SEMESTER	TOTAL SAL/LAB
GAUDET	JOSEPH	VISITING INSTRUCTOR	MATHEMATICS	SPRING 97	3,520.00
GOOD	ARNOLD	VISITING PROFESSOR	MATHMATICS	SPRING 97	3,028.00
GRAFTON	RICHARD	VISITING INSTRUCTOR	COMPUTER SCIENCE	SPRING 97	3,520.00
GRAY	MICHAEL	VISITING INSTRUCTOR	ALLIED HEALTH	SPRING 97	3,028.00
GREENLEAF	RICHARD	VISITING ASSISTANT PROFESSOR	SOCIOLOGY	SPRING 97	3,188.00
HANNIGAN	JOSEPH	VISITING INSTRUCTOR	MATHMATICS	SPRING 97	3,028.00
HARRINGTON	JOSEPH	VISITING PROFESSOR	HISTORY	SPRING 97	3,520.00
HORN	BERNARD	VISITING PROFESSOR	ENGLISH	SPRING 97	3,520.00
HYLANDER	GARY	VISITING ASSISTANT PROFESSOR	HISTORY	SPRING 97	3,188.00
JARNIS	GEORGE	VISITING PROFESSOR	PUBLIC ADMIN	SPRING 97	3,520.00
KENNEDY	MARTIN	VISITING INSTRUCTOR	ALLIED HEALTH	SPRING 97	3,028.00
KIESS	HAROLD	VISITING PROFESSOR	PSYCHOLOGY	SPRING 97	3,520.00
KLAR	WALTER	VISITING PROFESSOR	EDUCATION	SPRING 97	3,520.00
KORGEN	KATHLEEN	VISITING INSTRUCTOR	SOCIOLOGY	SPRING 97	3,028.00
KOSHY	THOMAS	VISITING PROFESSOR	MATHEMATICS	SPRING 97	3,520.00
KRIER	DONALD	VISITING PROFESSOR	ECONOMICS	SPRING 97	3,520.00
LESS	LUCILLE	VISITING INSTRUCTOR	SOCIOLOGY	SPRING 97	3,028.00
LEBLANC	RENE	VISITING PROFESSOR	BIOLOGY	SPRING 97	3,520.00
LIDBACK	MARGARET	VISITING ASSOCIATE PROFESSOR	EARTH SCIENCE	SPRING 97	3,356.00
LOWE	DIANE	VISITING PROFESSOR	EDUCATION	SPRING 97	3,520.00
LUDEMANN	PAMELA	VISITING ASSOCIATE PROFESSOR	PSYCHOLOGY	SPRING 97	3,356.00
MACRITCHIE	DONALD	VISITING ASSOCIATE PROFESSOR	ECONOMICS	SPRING 97	3,356.00
MCCARGAR	LARRY	VISITING ASSISTANT PROFESSOR	PHILOSOPHY	SPRING 97	3,188.00
MCCAUL	JOSEPH	VISITING INSTRUCTOR	COMP SCI	SPRING 97	3,028.00
MCGRATH	EDWARD	VISITING INSTRUCTOR	BUSINESS AND EC	SPRING 97	3,028.00
MELEGIAN	EDWARD	VISITING ASSOCIATE PROFESSOR	MUSIC	SPRING 97	3,356.00
MERSON	RAYMOND	VISITING ASSISTANT PROFESSOR	HISTORY	SPRING 97	3,188.00
MESSINA	MARIANNE	VISITING ASSISTANT PROFESSOR	ENGLISH	SPRING 97	3,188.00
METALLINOS-KATSARASELIZABETH		VISITING INSTRUCTOR	FAMILY & CONS SCI	SPRING 97	3,028.00
MILASZEWSKI	RICHARD	VISITING PROFESSOR	CHEMISTRY	SPRING 97	5,280.00
MOONEY	CONSTANCE	VISITING INSTRUCTOR	FAM & CONS SCIENCE	SPRING 97	3,028.00
MURPHY	MARY	VISITING PROFESSOR	ENGLISH	SPRING 97	3,520.00

FRAMINGHAM STATE COLLEGE  
CONTINUING EDUCATION EVENING PROGRAM  
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Effective: 1/13/97-05/09/97

INSTRUCTOR	FIRST NAME	Rank	Department	SEMESTER	TOTAL SAL/LAB
NAJJAR	YASER	VISITING PROFESSOR	GEOGRAPHY	SPRING 97	3,520.00
NAYLOR	PETER	VISITING INSTRUCTOR	COMPUTER SCIENCE	SPRING 97	3,028.00
NARRETT	EUGENE	VISITING PROFESSOR	ENGLISH	SPRING 97	3,028.00
NEUBAUER	SUZANNE	VISITING PROFESSOR	HOME ECONOMICS	SPRING 97	3,520.00
NOWERS	DEBORAH	VISITING INSTRUCTOR	EDUCATION	SPRING 97	3,028.00
NUTTING	P. BRADLEY	VISITING PROFESSOR	HISTORY	SPRING 97	3,520.00
O'MALLEY	JAMES	VISITING INSTRUCTOR	COMPUTER SCIENCE	SPRING 97	3,028.00
OSTROW	LESLIE	VISITING INSTRUCTOR	EDUCATION	SPRING 97	3,028.00
PACKARD	ANNETTE	VISITING INSTRUCTOR	EDUCATION	SPRING 97	3,028.00
PALMER	RONALD	VISITING INSTRUCTOR	ENGLISH	SPRING 97	3,028.00
PANAGORE	DAVID	VISITING INSTRUCTOR	POLITICS	SPRING 97	3,028.00
PERLMUTTER	MARK	VISITING INSTRUCTOR	MODN LANG	SPRING 97	3,028.00
PHELAN	MARY	VISITING ASSISTANT PROFESSOR	ECONOMICS	SPRING 97	3,188.00
PREVITE	JOSEPH	VISITING PROFESSOR	BIOLOGY	SPRING 97	2,640.00
REMILLARD	DANIEL	VISITING INSTRUCTOR	PSYCHOLOGY	SPRING 97	3,028.00
IN	HARVEY	VISITING INSTRUCTOR	COMPUTER SCIENCE	SPRING 97	3,028.00
ROGERS	MARY	VISITING ASSISTANT PROFESSOR	ECONOMICS	SPRING 97	3,188.00
ROSSITER	ALISON	VISITING INSTRUCTOR	ALLIED HEALTH	SPRING 97	3,028.00
RUGO	JANET	VISITING INSTRUCTOR	MODERN LANGUAGES	SPRING 97	3,028.00
SACCO	CHRISTINE	VISITING INSTRUCTOR	COMPUTER	SPRING 97	3,028.00
SATAKE	EIKE	VISITING ASSOCIATE PROFESSOR	COMP SCI	SPRING 97	3,356.00
SCANDRETT	JULIA	VISITING ASSISTANT PROFESSOR	ENGLISH	SPRING 97	3,188.00
SEDERMAN	CECILIA	VISITING INSTRUCTOR	NURSING	SPRING 97	4,542.00
SEIDEN	MARK	VISITING PROFESSOR	ENGLISH	SPRING 97	3,520.00
SEYFFERT	AUDREY	VISITING ASSISTANT PROFESSOR	EDUCATION	SPRING 97	3,188.00
SHIRKOVA	IRINA	VISITING PROFESSOR	PHILOSOPHY	SPRING 97	3,520.00
SPENCE	WILLARD	VISITING PROFESSOR	BIOLOGY	SPRING 97	3,520.00
STANFORD-POLLOCK	MEREDITH	VISITING ASSISTANT PROFESSOR	PSYCHOLOGY	SPRING 97	3,188.00
STAROBIN	LESLIE	VISITING ASSOCIATE PROFESSOR	COMM. ARTS	SPRING 97	3,356.00
STOCKWELL	JAMES	VISITING INSTRUCTOR	PSYCHOLOGY	SPRING 97	3,028.00
STRAUSS	RICHARD	VISITING INSTRUCTOR	COMP SCI	SPRING 97	3,028.00
SWARTZ	SHARON	VISITING INSTRUCTOR	PSYCHOLOGY	SPRING 97	3,028.00
TITA	WILLIAM	VISITING ASSOCIATE PROFESSOR	ECONOMICS	SPRING 97	3,188.00
				SPRING 97	3,188.00

FRAMINGHAM STATE COLLEGE  
CONTINUING EDUCATION EVENING PROGRAM  
PERSONNEL ACTIONS

January 16, 1996  
Page 4 of 4

Effective 1/13/97-05/09/97

INSTRUCTOR	FIRST NAME	Rank	Department	SEMESTER	TOTAL SAL/LAB
TOWLE	LAWRENCE	VISITING INSTRUCTOR	ECONOMICS	SPRING 97	3,028.00
				SPRING 97	3,028.00
TUCKER	FRANCES	VISITING ASSOCIATE PROFESSOR	ALLD HLTH	SPRING 97	3,356.00
WALLACE	ROBERT	VISITING PROFESSOR	ECONOMICS	SPRING 97	3,520.00
				SPRING 97	3,520.00
WEED	SANDRA	VISITING INSTRUCTOR	HEALTH	SPRING 97	3,028.00
WESTERMAN	BARRIE	VISITING PROFESSOR	PSYCHOLOGY	SPRING 97	3,520.00
WHITBURN	KEVIN	VISITING PROFESSOR	CHEMISTRY	SPRING 97	5,280.00
WHITE	CHARLES	VISITING PROFESSOR	ECONOMICS	SPRING 97	3,520.00
WHITMAN	BETSEY	VISITING PROFESSOR	MATHEMATICS	SPRING 97	3,520.00
WU	ALAN	VISITING INSTRUCTOR	COMPUTER	SPRING 97	3,028.00
YOSCA	ROBERT	VISITING ASSISTANT PROFESSOR	MATHEMATICS	SPRING 97	3,188.00
ZAMPINI	CHARLOTTE	VISITING ASSISTANT PROFESSOR	XXXXXXXXXX	SPRING 97	4,782.00

  
Framingham State College

100 State Street, Framingham, MA 01701-9101


Office of the President

(508) 626-4575 • FAX (508) 626-4592

Access to Excellence

MEMORANDUM

TO: Framingham State College Board of Trustees

FROM: Ray Kieft  
President 

SUBJECT: 1997 Commencement Speaker and Honorary Degree Recipient  
Recommendations

DATE: January 9, 1997

The Honorary Degree Committee of Framingham State College met several times and has forwarded the following recommendations for approval by the Board of Trustees for Commencement on May 18, 1997:

**Commencement Speaker and Honorary Degree Recipient**

Doris Kearns Goodwin  
(Author, Historian, and Commentator)

**Honorary Degree Recipient**

Barbara E. Gray  
(Recently Retired State Representative)

I concur with the recommendations of the Honorary Degree Committee and recommend approval by the Board of Trustees. It is further recommended that in the event Doris Kearns Goodwin is unable to accept the invitation, Barbara E. Gray will be asked to present the Commencement address. Each recipient will enrich the graduation ceremony, the graduates, their families and friends, and the entire College.

RNK:amd



# Framingham State College

100 State Street, Framingham, MA 01701-9101  
Office of the President  
(508) 626-4575 • FAX (508) 626-4592

*Access to Excellence*

January, 1997

## **PRELIMINARY PLAN FOR IMPLEMENTING THE BOARD OF HIGHER EDUCATION'S POLICY DIRECTIVE REGARDING ACADEMIC PROGRAM PRODUCTIVITY**

### Background

In summer 1996, the Board of Higher Education (BHE) issued a policy directive regarding academic program productivity. The directive requires state-supported institutions of higher education to critically examine those academic programs whose average number of annual graduates is less than five for a three year period of time.

In October, Chairman Lepore requested that President Kieft provide a preliminary plan to the Board for its January 1997 meeting as to how the BHE's policy directive would be implemented.

### Preliminary Plan

As requested by Chairman Lepore, a preliminary plan for implementing the BHE's policy directive has been prepared by President Kieft and is hereby provided to the Board.

### Recommendations and Requested Actions by the Board of Trustees

1. It is recommended that the Board of Trustees accept the preliminary plan.
2. It is also recommended that the Board direct President Kieft to continue to refine the plan with the expectation that the recommendations for program retention, program discontinuance and future program direction will be approved at the May 1997 meeting of the Board.

IMPLEMENTING THE BOARD OF HIGHER EDUCATION'S POLICY  
DIRECTIVE ON ACADEMIC PROGRAM PRODUCTIVITY

A PRELIMINARY PLAN FOR THE BOARD OF TRUSTEES  
OF FRAMINGHAM STATE COLLEGE

January 1997

Raymond N. Kieft  
President

**THE CONTEXT**

One need only peruse the literature of higher education to realize that across the United States, state-supported higher education is being bombarded with demands that it be responsive to four main issues:

1. Expanding access to an increasingly diverse student population.
2. Improving the quality and effectiveness of the total learning experience.
3. Reducing the cost of attendance to students (e.g., tuition and fees).
4. Accomplishing all three with a shrinking or, at best, stable resource base that involves the reallocation of resources within the institution to better meet the educational and economic goals and objectives of the region and state.

Massachusetts is no exception. Remarks by the Chancellor of Public Higher Education have outlined these issues:

*... the goals of the review are to make the best use of available resources and enable institutions to reallocate resources to respond to priority program needs. (Memo from Chancellor Koplik to State and Community College Presidents, October 10, 1996.)*

*The overriding question that must be asked and asked again of every activity is, "If we were not already doing this, would we start it today?" When the answer is no, the only responsible course of action is to embrace change with a passion for improvement and a tough skin to ward off the defenders of the status quo, who will be tenacious. (Higher Education Must Change Or Be Changed, Stanley Z. Koplik, *Boston Globe*, June 3, 1996.)*

The policy directive of the Board of Higher Education (BHE) regarding academic program productivity is meant to examine whether particular academic programs are effectively meeting student and state needs. The assumption behind the BHE's policy is that programs with small enrollment should be discontinued in order to "free up" resources for reallocation to strengthen other programs or provide support for institutional priorities. The message to state-supported higher education in Massachusetts is clear and unambiguous. Institutions of higher education cannot be "all things to all people". Decisions must be made to examine program offerings. Institutional activity must be more focused and programs more integrated. Low demand, low need, redundant or costly programs must be discontinued in favor of high demand, high need, unique and cost effective programs and other priorities of the institution. For the foreseeable future, resource reallocation is the primary funding mechanism to strengthen programs and support institutional priorities.

### **THE CHALLENGE**

The challenge is simple to state - but difficult to meet. Simply stated, the challenge is to eliminate low demand, low need, redundant or costly programs so that resources can be "freed up" for reallocation in support of high demand, high need, unique and cost effective programs, and institutional priorities. The difficulty comes in determining which programs, if any, are low demand, low need, redundant or costly and how to achieve a discontinuation process that is not disruptive of institutional as well as individual lives. The interrelatedness of programs, the mission, history and traditions of the institution, the departmentalization of programs, the inward-looking perspective of institutions, the complexity of defining program "productivity", the difficulty of measuring program costs in an academic setting, the lack of incentives to change - all contribute to a complex decision-making landscape.

In its determination of low demand and low need programs, the Massachusetts Board of Higher Education (BHE) used as its decision-making yardstick the "productivity" of the program as measured by the average number of graduates from the program over the most recent three years. The BHE set the productivity "trigger" at five (5) graduates per year. Thus, if a program averaged five or more graduates per year over the most recent three years, the BHE determined that the program was "productive" enough to be continued. If less than five graduates was the average for the program over three years, the BHE considered the program potentially expendable.

Arguments have been advanced that discussion of "productivity" has no place in an academic setting. Other arguments have been offered stating that while "productivity" is a legitimate concern when reviewing academic programs, the number of graduates from a program is an inappropriate measure of "productivity". (Some of the attached reports from departments present this argument.) Other debate has focused on the number of five graduates per year as being too great a "productivity trigger".

On the other hand, individuals not associated directly with higher education feel that the number of five graduates is too small. Using benefit/cost analysis, the proponents of a greater "productivity trigger" than five graduates per year recommend that institutions need to "cut their losses" and focus all their resources on meeting the educational demands brought about by a rapidly changing society.

Arguments about the BHE's five graduates per year "productivity trigger" are counterproductive. **What is lost in such arguments is the importance of determining the relationship of the program to the mission of the institution, the demand and need for the program, the quality and effectiveness of the program, sustainable enrollment and student interest in the program, and the resources utilized by the program.** Some programs, for example, may have very few graduates of their own while providing students from other programs the broadening benefits of exposure to another field of learning. Indeed, the foundation of a liberal arts and sciences education and the importance of the general education component of the curriculum necessitate students gaining exposure to and an understanding of several fields of learning to be truly educated.

The BHE's "productivity trigger" of five graduates provides a first level of analysis. The BHE never intended this level to be the only level of analysis. For example, the BHE acknowledges that a program which averages more than five graduates per year may be less important than a program averaging less than five graduates. The program with more than five graduates may be one of many such similar programs offered by other state-supported institutions or may be a costly program while the program with fewer than five graduates may be one of a kind in Massachusetts or have distinguished itself and be recognized for its quality.

## **REVIEW CRITERIA**

The BHE specified that five criteria be addressed by institutions as they implement the BHE's policy directive regarding the retention, discontinuation, consolidation or transfer to another public institution of higher education of an academic program:

### **1. CENTRALITY TO THE MISSION OF THE INSTITUTION**

Would the mission of the institution change if the program were discontinued? If so, how? Are there examples of other institutions where the mission of that institution has been impacted by not having the program? What would be the impact on institutional priorities if the major were discontinued? What would be the impact on other programs offered by the institution if the major were discontinued?

### **2. DEMAND AND NEED FOR THE PROGRAM**

How many other public institutions in the state offer a similar major? What would be the potential impact on current and projected region/state social and economic needs and priorities if the program were discontinued? If similar programs exist at other public institutions in the state, should those programs be discontinued in favor of the retention of this program (citing impacts on region/state social and economic needs and priorities)? Provide an assessment or evaluation as to whether the program can be consolidated with or transferred to a similar program offered by another public institution. What prohibits students from attending another public institution to access this program?

### **3. MEASURES OF QUALITY AND EFFECTIVENESS**

Include data elements that objectively demonstrate quality and effectiveness such as student learning outcomes, program assessment results, student achievement on licensure or professional examinations, placement results, and employer surveys. What have been the departmental or institutional efforts to enhance program quality and effectiveness? What would be the impact of discontinuation of the program on the academic quality of the institution or on the quality of affiliated programs?

4. ENROLLMENT AND STUDENT INTEREST

In addition to the number of graduates, what other enrollment and demographic factors should be considered to assess the level of student interest and involvement in the program? What is the level of student interest, other than students who are majors, in the upper division specialization courses of the program? What has been the average enrollment over the past five years in each upper division specialization course? What new teaching strategies or collaborative program initiatives has the department or the institution developed and implemented to increase enrollment in the program or in the upper division specialization courses?

5. RESOURCES UTILIZED

What is the cost per student FTE or student credit hour of the major? Of the lower division or general education courses of the program? Of the upper division specialization courses of the program? What is the student FTE per faculty FTE or student credit hour enrollment per faculty FTE of the program? What is the extent of discretionary released time for faculty involved in the program, i.e., for activities related to program delivery (e.g., coordinating student research, coordinating student use of equipment, etc.)? What is the average cost for supplies and equipment (replacement or new) for the program over the past five years? Include a description of the overall cost of faculty and staff devoted to providing the program, including all part-time and temporary faculty and staff.

**PROGRAMS IDENTIFIED BY THE BHE'S "PRODUCTIVITY TRIGGER"**

Table 1 lists the number of graduates for each of the most recent three years by major along with the total number for the three years. Any major having a total number of graduates less than 15 for the three years is a program identified by the BHE's "productivity trigger".

TABLE 1

## NUMBER OF DEGREES AWARDED BY MAJOR

<u>Major</u>	<u>1993-94</u>	<u>1994-95</u>	<u>1995-96</u>	<u>3-Year Total</u>
Art	36	22	23	81
Biology	27	23	28	78
Business Administration	92	82	79	253
Chemistry	4	2	2	8
Clothing and Textiles	45	36	33	114
Communication Arts	43	40	43	126
Computer Science	12	9	13	34
Consumer & Family Studies	17	11	15	43
Early Childhood Education	42	10	13	65
Earth Science	0	3	1	4
Economics	29	20	20	69
Elementary Education	46	7	11	64
English	48	62	38	148
Food and Nutrition	25	25	20	70
Food Science	3	4	5	12
French	1	0	2	3
Geography	17	16	9	42
History	18	16	14	48
Individualized Major	0	2	0	2

Liberal Studies	12	15	9	36
Mathematics	6	3	5	14
Medical Technology	6	2	3	11
Nursing	14	13	22	49
Philosophy	1	3	4	8
Politics	15	9	13	37
Psychology	81	76	101	258
Sociology	72	52	75	199
Spanish	9	7	3	19

\*\*\*\*\*

<b>TOTAL</b>	<b>721</b>	<b>570</b>	<b>604</b>	<b>1,895</b>
<b>AVERAGE PER MAJOR</b>	<b>26</b>	<b>20</b>	<b>22</b>	<b>68</b>

\*\*\*\*\*

**MAJORS IDENTIFIED BY "PRODUCTIVITY TRIGGER"**

To be identified by the BHE's "productivity trigger" (average of five graduates per year), the major must have a graduation rate of 22% or less of the College's average graduation rate. Another way of saying this is that such majors are "underproducing" graduates at more than 75% of the College's average graduation rate.



There are eight majors identified by the BHE's "productivity trigger":

<b>MAJOR</b>	<b>THREE YEAR TOTAL OF GRADUATES</b> (% of College Average)
Chemistry	8 (12% of College Average)
Earth Science	4 (6% of College Average)
Food Science	12 (18% of College Average)
French	3 (4% of College Average)
Individualized Major	2 (3% of College Average)
Mathematics	14 (21% of College Average)
Medical Technology	11 (16% of College Average)
Philosophy	8 (12% of College Average)

Each of these majors has graduated, on the average, less than five students per year over the past three years. The College average has been 20-26 graduates per major per year during each of the past three years. Only three of the programs: Food Science, Mathematics and Medical Technology have graduated five or more students in any of the past three years. Taken together, the eight majors have graduated 64 students during the past three years which is 1/4 of the total of just one major -- Business Administration or Psychology.

## WHAT IS THE PURPOSE OF THE COLLEGE?

Anyone or any group attempting significant change in an institution of higher education invariably is faced with answering the question: "What is the purpose of the College?" A corollary might be "For whom does the College exist?" How these questions are answered has a profound impact on the perspective one brings to the issue of change within an institution of higher education.

Fortunately, these questions are answered in the very first sentence of the mission statement of the College:

*The mission of Framingham State College is to offer a dynamic and affordable program of educational excellence to its most important constituency, its students. ("Mission Statement, 1996-97 Undergraduate Bulletin, page 1.)*

Framingham State exists for its students. The College's purpose is to offer educational excellence to its students. By contrast, the College does not exist to perpetuate certain programs nor to provide an environment for faculty and staff to "work in" or pursue their own personal academic interests or agendas.

Furthermore, the College "...is to offer a dynamic and affordable (emphasis added) program of educational excellence". The word "dynamic" connotes change. The word "affordable" means that resources and costs must be carefully scrutinized and evaluated with an ever watchful eye toward "the bottom line" in terms of cost to the student. By contrast, the College is not to be content with merely maintaining the status quo nor with ignoring the resource and cost implications of its programs, activities or administration.

## STUDENT INTEREST IN AND DEMAND FOR MAJORS AND UTILIZATION OF FACULTY RESOURCES IN SUPPORT OF THOSE MAJORS

Student interest in and demand for a specific major is measured by the enrollment in that major. Since enrollment can fluctuate, an average enrollment over a three year period is usually used rather than any one year in order to level out any anomalies in enrollment.

With approximately 70% of an institution's resources devoted to personnel, the single most important measure of the resources utilized to achieve an enrollment level in a program is the number of faculty positions devoted to that enrollment. With an average compensation of approximately \$61,000, each full-time equivalent faculty position (faculty FTE) utilized in support of a particular major

represents an ongoing investment of that amount in that major regardless of the level of enrollment in that major.

When the two measures are brought together in ratio form (average enrollment per average faculty FTE), another measure of program "productivity" results. This measure is not dependent on the number of graduates. Rather, it measures the overall student interest and demand for the major and the resources devoted to achieving that interest and demand.

While not 100% true for all majors, the upper division courses (junior & senior level courses) are, for the most part, populated by students enrolled in the major. On the other hand, the lower division courses (freshmen & sophomore level courses) are often populated by students enrolled in other majors or completing the College's General Education program. For this reason, it is important to distinguish between student enrollment in upper division and lower division courses and between the faculty FTE utilized in support of each level of enrollment.

Table 2 on the subsequent page displays the average student enrollment for lower and upper division courses over the past three fall semesters by department. Table 2 also lists the average faculty FTE utilized to achieve that average enrollment. The respective measures are then brought together as a ratio and listed as average enrollment/average FTE. This measure provides a second and more broadly defined measure of program productivity than the BHE's measure of graduates of a program.

It must be pointed out that there is not necessarily a one-to-one correspondence between a department and a major. For example, the Department of Economics and Business Administration offers two majors: Economics and Business Administration. The Department also participates in a third major - Coordinate Major in Early Childhood or Elementary Education. Because the College's data base is not currently capable of separating departmental enrollments into the various majors offered by that department, departmental enrollment serves as a proxy for enrollment in a major. However, if it proves necessary to accomplish a more precise accounting of enrollment by major, such an accounting can be manually accomplished.

#### **TIMELINE FOR PHASING OUT DISCONTINUED MAJORS**

A major that is discontinued is not here today and gone tomorrow. A planned and structured phase out of the major will last several years. Students currently enrolled in a major slated for discontinuance must be allowed to complete their major over a normal span of time. For example, day student freshmen who have

TABLE 2

Upper and Lower Division Enrollment and FTE by Department  
(across 3 semesters: Fall 94, Fall95 and Fall 96)

Dept Name	Lower Division (crsnum<300)			Upper Division (crsnum>=300)			Lower & Upper Division		
	Average Dept Enrollment	Average Dept FTE	Ave Enrlmt/ Ave FTE	Average Dept Enrollment	Average Dept FTE	Ave Enrlmt/ Ave FTE	Average Dept Enrollment	Average Dept FTE	Ave Enrlmt/ Ave FTE
Art/Music	524	7.0	74.9	100	3.4	28.9	624	10.4	59.7
Biology	332	6.5	51.3	148	5.4	27.7	481	11.8	40.6
Chemistry	268	6.4	41.5	64	3.5	18.0	331	10.0	33.2
CommArts	394	6.2	63.3	99	2.9	34.3	493	9.1	54.1
CompSci	363	5.0	72.6	48	2.2	21.6	411	7.2	56.9
Econ/Bus	713	9.9	72.1	383	8.9	43.1	1096	18.8	58.4
Education	73	1.3	54.8	244	7.8	31.2	317	9.1	34.7
English	1,107	16.3	67.8	150	3.8	39.6	1257	20.1	62.5
Fam/Cnsmr	484	7.7	63.2	327	10.7	30.7	811	18.3	44.3
Geog/Geol	486	5.6	86.2	15	1.4	10.8	501	7.0	71.3
History	467	5.3	87.6	94	3.6	26.3	561	8.9	63.1
Math	723	9.4	76.6	52	2.1	24.8	776	11.6	67.1
ModLang	270	5.0	54.1	118	3.7	32.2	388	8.7	44.8
Nursing	0	0.0	0.0	115	4.4	26.2	115	4.4	26.2
Philosophy	268	2.8	96.4	11	0.9	12.0	278	3.7	75.9
Physics	82	2.1	39.5	0	0.0	0.0	82	2.1	39.5
Politics	128	1.7	77.0	43	1.7	26.0	172	3.3	51.5
Psych	748	8.4	88.6	240	4.9	49.1	988	13.3	74.1
Sociology	669	6.6	102.1	204	3.9	52.5	874	10.4	83.6
Interdisp/	14	0.3	43.0	1	0.2	3.0	15	0.6	27.0
<b>All Depts</b>	<b>8,115</b>	<b>113.6</b>	<b>71.4</b>	<b>2455</b>	<b>75.2</b>	<b>32.6</b>	<b>10570</b>	<b>188.9</b>	<b>56.0</b>

been admitted into or who have declared a major that is subsequently discontinued must be allowed a minimum of at least four years to complete the major.

## **IMPACT OF DISCONTINUING MAJORS**

The impact on the College and individuals of discontinuing majors is recognized.

### Students - Already Enrolled

For students already enrolled, the impact is negligible. The College will continue the major for a reasonable period of time allowing students already enrolled in the major adequate time to complete their course of study. In certain circumstances, students may complete the major through a special arrangement.

### Students - Seeking to Attend

For students seeking to attend Framingham State, they must choose either to enroll in some other major at the College or attend some other institution that does offer the major.

### Faculty

For faculty, the initial impact is minimal. Since the major must be maintained for a period of time, faculty already assigned to the major continue their involvement with it. Over time, however, faculty may be impacted as the upper division courses of the major are eliminated meaning that for those faculty who historically have taught these courses, other teaching assignments will occur.

### Academic Departments

Departments, for which the major is the only major offered by the department, will become service departments or part of another department. Such departments have a role in providing courses to support the College's liberal arts and sciences curriculum, its General Education program and other majors offered by other departments.

### Resources

Given that the timeline for phasing out a discontinued major spans several years, at first the impact on resources is minimal. Resources allocated to the major must remain with the major for the first year or two of the phase out period. Only

gradually can resources be reallocated to other needs and priorities as the need diminishes for those resources in the discontinued major.

## **DISCONTINUATION OF A MAJOR DOES NOT MEAN ELIMINATION OF COURSES IN THAT DISCIPLINE OR FIELD OF LEARNING**

One of the misconceptions of program discontinuance is that when a major is discontinued, all courses in the discipline represented by that major are automatically eliminated. This is not the case with the vast majority of program discontinuances.

In nearly all occurrences, the discontinuance of a major means that the upper division and/or specialty courses taken only by students enrolled in that major are eliminated. Other courses -- lower division, requirements for the General Education program or for another major -- are continued as part of the College's commitment to its mission statement:

*... broad based curriculum that blends outstanding programs in the liberal arts and sciences with several equally strong programs in professional fields." (FSC Undergraduate Catalog, Page 1.)*

**This distinction between discontinuation of a major and the continuation of courses in the discipline or field of learning embodied in the major is very important to remember when considering questions about providing access for students to a liberal arts and sciences curriculum.**

## **RECOMMENDATIONS FOR DISPOSITION OF IDENTIFIED MAJORS**

The faculty were asked to review each of the identified majors according to the stated review criteria and provide recommendations for the disposition of the majors. Each respective department was asked to submit a report specifying its recommendations. Each of those reports is included as an appendix.

For three of the identified majors, the respective department recommended discontinuance of the major (see Appendices 1, 2 and 3). The administration concurred with these recommendations. The three majors are: Earth Science, French and Medical Technology. In addition, the Department of Modern Languages recommended that the Spanish major also be discontinued and in the place of the two discontinued language majors (French and Spanish), a

single new major in Modern Languages be implemented (see Appendix 2). The administration also concurred with this recommendation.

One identified major - Individualized Major - is not administered by any department but relies on the participation of faculty as needed throughout the College. The administration is recommending its discontinuance.

Two identified majors were recommended for continuation by their respective departments: Food Science and Mathematics (see Appendices 4 and 5). The administration concurs with these recommendations. Reasons for concurrence with the departments' recommendations are presented below.

Two identified majors, Philosophy and Chemistry, were recommended for continuation by their respective department (see Appendices 6 and 7). In addition, the Framingham State College Professional Association (faculty & librarian union chapter) recommended that the major in Philosophy be continued (see Appendix 8). The administration does not concur with these recommendations for the reasons presented below.

### **MAJOR IN FOOD SCIENCE -- CONTINUE THE MAJOR**

The major in Food Science is offered by only one other state-supported institution -- UMass-Amherst. Thus, discontinuing the major would eliminate access for Massachusetts residents to state-supported institutions in the state college sector and reduce it to only one state-supported institution in the university sector. The major shows an upward trend in graduates over the past three years having achieved the "productivity trigger" of five in the most recent year. The faculty FTE resource commitment to the program is not large. Its history of attracting outside funding to the major is outstanding, perhaps the best at the College. Such outside funding helps offset the cost factors associated with an equipment intensive major. Placement of its graduates is strong. The one "dim cloud" for the major is the workload implications of the 1-1 teaching-to-laboratory contact hour practice which raises costs significantly. This may cause a reassessment of the major at some future date should costs be driven upward by enrollment decline. A strategy of integration with other programs may lead to enrollment increases. Integration with other programs will be encouraged as the College examines an expanded and enhanced presence that integrates Food Science, Nutrition and Dietetics.

### **MAJOR IN MATHEMATICS -- CONTINUE THE MAJOR**

With its total of 14 graduates over the past three years, the Mathematics major is just shy of the not being identified at all by the "productivity trigger". In two of the past three years, five or more students have graduated in mathematics. The integration of mathematics with other programs, especially with teacher preparation, is very important. This integration with teacher preparation and the potential for enhanced integration is the principal reason why the major should be continued. In particular, the Coordinate Major in Elementary Education (MAE), the Secondary Education concentration (MAT) and the Post-Baccalaureate Teacher Preparation program are dependent, to a large extent, upon the presence of upper division mathematics courses and thus a mathematics major. With teacher preparation one of the primary professional programs of the College, the importance of integrating mathematics with teacher preparation is an area of priority. The enhancement and expansion of the integration of mathematics with teacher preparation will be watched closely over the next two years. Failure to achieve more integration may cause a reassessment of the mathematics major should upper division course enrollment not improve.

### **MAJOR IN PHILOSOPHY - DISCONTINUE THE MAJOR**

Student interest in the major is very limited. Upper division and specialty courses for the major have very small enrollments. The major has averaged only eleven students in upper division courses during the past three years. The principle role of Philosophy has become one of providing access to lower division courses for the General Education Program and breadth to the College's liberal arts and sciences curriculum as evidenced by healthy lower division enrollment and a lower division student enrollment - faculty FTE ratio of 96, well above the Collège average of 72. Several of the other state-supported institutions in Massachusetts, including Bridgewater State, North Adams State and the four campuses of the University of Massachusetts, offer a major in philosophy. Access to Massachusetts residents at both the state college and university levels is therefore guaranteed. No regular faculty member will be affected by discontinuing the major.

### **MAJOR IN CHEMISTRY - DISCONTINUE THE MAJOR**

The Chemistry and Food Science Department offers both the chemistry and the food science majors. A refinement of the data presented in Table 2 for "Chemistry" shows the following data for chemistry courses (excluding food science courses).



Lower Division			Upper Division			Lower & Upper Division		
Ave. Enrol	Ave. FTE	Ave. Enrol/FTE	Ave. Enrol	Ave. FTE	Ave. Enrol/FTE	Ave. Enrol	Ave. FTE	Ave. Enrol/FTE
234	6.1	38.3	50	2.9	18.2	284	8.9	32.1

The chemistry major, similar to all of the laboratory-based natural and life sciences majors, is more expensive to offer than non laboratory-based majors. This is true at every college and university. The costs associated with the laboratory-based sciences, as well as the specialized facilities required to support the laboratory components, are the main reasons why many colleges and universities have avoided even establishing certain majors in the laboratory-based sciences. Once facilities are established and assuming the ongoing costs of repairs and maintenance are covered, the extensive need for instructional equipment and the rapid replacement of equipment that is required due to changing technology are often cited as the main contributors to the higher costs of the laboratory-based sciences. While it is certainly true that the equipment needs (and thus costs) of the laboratory-based sciences are extensive, the most significant costs are personnel costs. These costs are driven by two factors: enrollment and workload requirements brought about by the laboratory environment.

Framingham's chemistry major has limited enrollment. The comparative resource commitment to the major is high as shown in the above table. The upper division student enrollment-faculty FTE ratio of 18.2 compares to the overall College average of 33.2 -- approximately 45% less. For each of the past two years, the average amount of faculty FTE teaching upper division courses has exceeded the number of graduates -- 2.9 faculty FTE compared to 2 graduates.

The integration with other majors is minimal. The Chemistry Department has not sought teacher certification for its majors. Thus, there is no integration with teacher preparation. Similarly, the Chemistry Department is not involved in any Coordinate or Interdisciplinary majors. Hence, there is no integration with other programs through these majors.

Fall 1996 student records show 24 students as declared majors in chemistry. Of these 24 students, 6 (28%) are older than 25 years of age. While each semester may be different in terms of the profile of student majors, there is no reason to not assume that future students interested in a chemistry major would be much different in terms of age. With only a handful of the student enrollment

in the major being non-traditional students who, for the most part, are not capable of attending other state-supported institutions in Massachusetts, it would not prove to be cost effective to maintain the chemistry major for such a small number of place bound adults. Six other state colleges and all four campuses of the University of Massachusetts provide access for students to chemistry majors. Bridgewater State and the four University campuses are approved by the American Chemical Society (as is Framingham) thereby providing access for students desiring to enroll in an ACS approved major.

The workload implications of the 1-1 teaching-to-laboratory contact hour practice is the principal reason for the imbalance between enrollment and resources. This factor is a primary reason for discontinuing the major. Other than changes in teaching assignments over the next few years, no full-time faculty member should be adversely impacted by the discontinuation of the major.

#### **FUTURE CONSIDERATIONS AND POSSIBLE PROGRAM DIRECTION**

In reviewing the reports provided by the departments, considering other program-related and institutional information, and analyzing data, some considerations have been formulated which bear on possible future program direction. Since the purpose of this report is to inform the Trustees regarding the College's intentions vis-a-vis the programs directly impacted by the BHE's policy directive on program productivity, these considerations are merely listed with little supporting rationale. **Discussion and review within the College community must first be undertaken before these considerations are presented to the Trustees for possible action.**

##### **1. RETENTION OF FRESHMEN AND FOCUS ON THE FRESHMEN YEAR**

While the College claims to be concerned with the retention of students especially after the first and second semesters of the freshmen year, the disparity in the distribution of faculty FTE between lower division and upper division coursework calls this claim into question. Table 2 on page 11 shows that, on the average, over the past three years, the College has devoted 39% of its faculty FTE to teaching 23% of its student course enrollment -- all in upper division courses. While there is not a perfect one-to-one correspondence between course level and student level (e.g., junior and senior students may occasionally enroll in a lower division course), the correspondence is heavily in favor of upper division courses being populated primarily by juniors and seniors while lower division courses are primarily populated by freshmen and sophomores. Thus, it is

safe to assume that the vast majority of students enrolled in lower division courses are freshmen and sophomores and similarly, juniors and seniors in upper division courses.

This distribution of faculty FTE indicates that faculty teaching is not distributed in proportion to course enrollment. In particular, since almost all freshmen enroll in only lower division courses, instruction of freshmen is not receiving the attention of the faculty commensurate with the College's belief regarding the importance of making student success during the freshmen year a priority. The freshmen year is the most vulnerable year in the student's educational career in terms of retention. The following table gives the retention rates for each of the past three years for entering freshmen:

TABLE 3

	FALL 1993	FALL 1994	FALL 1995
# In Entering Class	504	452	598
% Leaving After Fall Semester	10%	12%	11%
# Continuing In Spring	451	396	530
% Leaving After Spring Semester	24%	29%	32%
Total Attrition After One Year	32%	37%	39%
Total Attrition After Two Years	45%	53%	
Total Attrition After Three Years	51%		

Nearly 2/3 of the attrition of students occurs after the freshmen year. Thus, if actions can be taken to reduce the attrition at this point in a student's educational career, there is a good chance that the student will finish her/his educational career with a degree.

Many factors impact retention. One is the level of direct faculty involvement with freshmen in the classroom. Another is the size of class sections taken by freshmen. Both are influenced by the number of faculty that teach freshmen courses and the number of smaller class sections primarily for freshmen. Less faculty teaching freshmen class sections means that freshmen sections must be larger. Larger sections often translates into increased attrition.

The College intends to carefully examine the distribution of faculty FTE by course level. The College means to shift the balance more in favor of lower division courses, especially courses populated by freshmen. Resource allocation decisions, especially the allocation of faculty positions, will be influenced by their potential impact on teaching freshmen courses and the retention of freshmen. It may be that the number of upper division courses will need to be scaled back to accommodate this shift in the allocation of faculty resources.

2. TEACHER PREPARATION

Framingham State and teacher preparation have been and continue to be inseparable. Throughout Massachusetts and New England, Framingham State is considered one of the area's premier teacher preparation institutions. The "graying" of the K-12 teaching cadre portends a large number of teachers will retire over the next several years. The need for well prepared K-12 teachers will be great. To meet this need and further enhance its reputation for offering a quality teacher preparation program, the College will give high priority to strengthening and expanding its teacher preparation program. Resource allocation decisions, including the allocation of faculty positions, will be made to accomplish this strengthening and expansion.

3. NUTRITION, DIETETICS AND FOOD SCIENCE

Framingham State is recognized throughout New England for its programs in Nutrition, Dietetics and Food Science. Because the programs are not well integrated, the College has not taken full advantage of this recognition. Distinction for the College is possible in this area through more integration of programs and more aggressive resource support. The College will give high priority to strengthening and expanding this area. Examination of differing organizational arrangements will occur to determine which best implements this area as a priority of the College.

4. BUSINESS ADMINISTRATION

Business Administration meets an important need in the MetroWest region for well prepared professionals for the region's corporate and business workforce. The emergence of the MetroWest Economic Research Center (MERC) has brought a new dimension to the program's offerings and service. Distinction for the College is also possible in this area through expansion of MERC and more aggressive resource support.

The College will give high priority to expanding and strengthening this area by incorporating the support of the MetroWest business community.

5. COMMUNICATION ARTS

Communication Arts is a relatively new area of the College which has experienced significant enrollment growth. Student interest and demand are high. Meeting student interest will require more aggressive resource support. The College will examine ways to increase support for this area.

6. NURSING

At Framingham State, nursing is an upper division program only. Small upper division enrollment cannot be offset by large lower division enrollment. Average enrollment per average faculty FTE is the smallest of all the College's departments (see Table 2). There is no integration with other programs, including the General Education program. The restrictive environment brought about by professional accreditation standards and the clinical nature of instruction result in a program that cannot become more efficient. The number of faculty FTE are dictated by accreditation standards and leaves no flexibility. Community-based interest in the program has dwindled. The College will examine transferring the program to another state college.

**SUMMARY**

In summer 1996, the Board of Higher Education (BHE) issued a policy directive regarding academic program productivity. State-supported institutions of higher education were asked to examine their program offerings and determine which should be retained, consolidated, discontinued, or transferred to another institution. In particular, low demand, low need, redundant or costly programs were vulnerable to discontinuance while programs demonstrating high demand, high need, uniqueness, or cost effectiveness were to be retained. Resource reallocation, as the primary funding mechanism for the foreseeable future, was a driving force of the BHE's directive.

Framingham State College used several methods to implement the BHE's directive and determine which programs, if any, should be discontinued. First, programs at risk were identified by generating a list of majors that fell within the "productivity trigger" guideline established by the BHE -- an average of less than five majors per year over a period of three years (1993-94 through 1995-96). The eight majors identified were: Chemistry, Earth Science, Food Science,

French, the Individualized Major, Mathematics, Medical Technology and Philosophy. Second, departments responsible for these majors were asked to prepare an analysis and response using the five criteria the BHE had identified to be used for decision making about retaining, consolidating, discontinuing or transferring such majors. These criteria were: centrality to the mission of the College; demand and need for the program; measures of quality and effectiveness; enrollment and student interest; and resources utilized. Third, the FSC Professional Association was asked to review the BHE's directive and provide recommendations for its implementation. All faculty and librarians thus had the opportunity to participate directly in the review and the formulation of recommendations. Fourth, a matrix showing the average number of Full Time Equivalent (FTE) faculty devoted to the average departmental enrollment in lower and upper division courses was developed as an alternative and more broad measure of program productivity, thus reducing reliance on only the BHE's more narrow "productivity trigger" of the number of graduates.

Taking the information and data provided by these four distinct levels of review and analysis and considering it in relation to the history, mission and future of the College, the administration recommends the discontinuance of the following majors: Chemistry, Earth Science, French, the Individualized Major, Medical Technology and Philosophy. The Mathematics major is recommended for continuation because of its current involvement with teacher preparation and the strong potential for additional integration. The Food Science major is also recommended for continuation based on its potential to integrate its offerings and program with Nutrition and Dietetics and its past and probable future success with procuring outside funding.

Several suggestions for possible future direction of the College and its programs are also identified. These suggestions must first be discussed and reviewed by the College community prior to any action. First, it is recommended that there be heightened attention to retention of freshmen through such avenues as more allocation of faculty resources to lower division courses and more support for a comprehensive freshmen year program. Second, the teacher preparation program should receive higher priority in order to meet the growing need for well prepared teachers in the near as well as long term future. Third, Nutrition, Dietetics and Food Sciences programs should be better integrated and more aggressively supported in order to take full advantage of this area of strength, recognition and reputation in New England. Fourth, the Business Administration and Communication Arts majors should receive higher priority and increased resource support based on healthy and sustained student and community-based interest. Lastly, the Nursing program, which is costly and not well integrated with other programs, should be examined for possible transfer to another state college.