

Tentative Agenda  
Arts & Sciences Senate  
November 26, 2001

- I. Approval of Agenda
- II. Approval of Minutes from meeting of October 15, 2001
- III. Proposals for improving conditions for full-time lecturers (A. Tyree) (attached below)
- IV. Report of the Unmet Demand working group (A. Tyree) (attached below)
- V. Other Old Business
- VI. Other New Business
- VII. Adjournment

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Arts and Sciences Senate  
Minutes of the 10/15/01 Meeting

The Arts and Sciences Senate met on Monday 15 October 2001 at 3:30 PM in the Javits Room.

I. The proposed agenda was approved by voice vote.

II. The minutes of the 9/24/01 meeting were approved.

III. J. Shea presented the annual report, dated 20 June 2001, of the Academic Judiciary Committee. The report consists of a table summarizing the actions of the Academic Judiciary during the 2000-2001 academic year, and a report on other progress.

The Senate was interested in trends over the past 3 years, as shown in the report. Shea cautioned that the timescale was too short to draw significant conclusions. There is no clear evidence for any increase in the number of reports to the AJC. The most commonly reported infraction is plagiarism.

It was reported the N. Franklin will step down as Hearing Officer at the end of the academic year.

The Senate voted to accept the report.

IV. The (Interim) Dean presented a written report.

The Dean presented the report of the Unmet Demand Working Group.

The Dean reported on the next phase of the plan to improve faculty salaries. Faculty salary adjustments, based on performance, are being addressed on a case-by-case basis over a 3 year period.

Ten USB faculty honors were reported.

The Dean described the Supplemental Instructional Budget (SIB). This accounts for 6% of the Arts and Sciences budget, and includes support for some full- and all part-time lecturers, and TAs above those supported by the Graduate School. Departments that find they are unable to support their full instructional load can request SIB funds.

The Dean discussed teacher education issues. The University is preparing for NCATE certification. Stony Brook no longer has a Department (or school) of Education. Content and pedagogy are often not taught in the same department. BAs in teaching are being phased out in favor of MAs.

It was noted that NCATE certification will require a lot of paperwork, that the state of NY now requires lots of technology in the classroom (not in SINC sites), and that substantial library acquisitions will need to be made.

The faculty resoundingly stated that it does not want to go back to a system like that of the former Department of Teacher Education.



V. A. Tyree raised a question about language instruction. It seems that some native speakers of non-English languages may be enrolling in and taking advantage of introductory classes in those languages. The presence of fluent speakers is intimidating to the true novices in the classes. The perception is that this is more of a problem in east Asian language courses than in European language courses.

It was noted that some of these fluent speakers may have grown up speaking the language but may not be able to read or write it. There are no courses offered specifically for students like this. The general consensus is that students should be able to take introductory language courses, even if they are fluent speakers, for reading/writing review, or to reenforce their cultural identity. Teachers of the introductory courses should, of course, adhere to their syllabi. But overall, the system seems to work well, and no alternative has been suggested.

VI. A. Tyree reported on the difficulty in obtaining nominations for Senate offices, or in otherwise persuading faculty to run. Senators were asked to suggest names. A full slate of candidates for the election has now been obtained.

VII. There was no other Old Business.

VIII. There was no other New Business.

The Arts and Sciences Senate adjourned at 5:00 PM.

Revised 27 November 2001  
F.M. Walter  
Secretary



## PROPOSALS FOR IMPROVING CONDITIONS FOR FULL-TIME LECTURERS – 5/13/01

From the Interim Dean's working group on the status of lecturers in CAS  
(Nancy Squires, Anne Beaufort, William Dawes,  
Joe Lauher, Judith Lochhead, Sally Sternglanz)

### Background:

The situation of lecturers in CAS was discussed at the 3/28/01 meeting of the CAS chairs. Many issues regarding the hiring and retention of lecturers came up and it became clear that the issues are complex. Therefore Interim Dean Robert Liebermann established an ad-hoc working group to explore these issues further and to make recommendations for improving the working conditions of our increasing number of non-tenure-track faculty.

Prior to the first meeting of the group, input was solicited from all lecturers in CAS, asking for their opinion on the most important issues facing lecturers. Many responded individually, and the lecturers in the Program in Writing and Rhetoric, being the largest single group of lecturers in the college, provided a memorandum that represented the opinion of the group as a whole (see Appendix I.) At the first meeting of the working group, the areas of concern were itemized and each member of the group agreed to draft a section of this report. Some departments have made greater progress than other departments in particular areas, and to some extent the distribution of topics was dictated by the "expertise" of the committee members in these areas.

In this report we focus on the major issues, with the understanding that many less urgent issues may remain. We hope that in recommending solutions for the most crucial problems, we will at the same time enfranchise the lecturers, raise the consciousness of departments and administrators, and open a dialogue through which any remaining issues may be addressed.

It is important to note that improving the welfare of lecturers will also improve the quality of undergraduate education at USB, and will aid departments where lecturers have become a significant proportion of the teaching faculty by providing college-wide (or perhaps university-wide) guidelines for decisions about resources, salary, and career path.

### Recommendations to Dean and Provost:

#### 1. **Raise salaries to a competitive level:**

The pre-eminent issue that arose in the communications from the lecturers was salary. It was felt that the current salaries are not appropriate for the level of education and experience. Further, many lecturers are forced to supplement their work at USB with teaching at other institutions in order to make a living wage. This is undesirable in terms of morale and for the teaching mission of USB.

We propose that the administration provide \$150,000 to increase the salaries of lecturers, and that the salary increases take effect in Fall 2001. This figure is an estimate, arrived at by a formula that takes into account: 1) highest degree (bachelors, masters, or Ph.D.) and amount of relevant training and professional recognition in the field, 2) number of years since the highest degree and 3) number of years of service at USB. We do not propose that the monies be distributed by formula but that the relevant departments be given sums, estimated from the formula, that the department chair can



distribute in ways that take into account these and others factors (e.g., type and amount of teaching, scholarship, and other departmental service).

2. **Differentiate titles and provide a career path:**

Currently there is only a single official title in this category ("lecturer"). We recommend that the University follow the lead of departments such as Music and Chemistry that use function-specific titles (e.g., "Lab Coordinator," "Artist in Residence") and that titles be used to differentiate rank within the lecturer series. If possible, it would be desirable to institute a formal distinction between "lecturer" and "senior lecturer." (See also section below on review procedures.)

3. **Improve the options for family and parental leave.**

As per the recommendations of the *Women Faculty Issues Committee*.

**Recommendations to Dean and Departments:**

Full-time lecturers, in most cases, are not temporary faculty hired to cover temporary teaching needs. Instead, they are committed professionals who contribute to the service missions of the department as well as to its teaching. (See Appendix II.) The range of duties varies widely, and the departments and the college need to develop ways to recognize and reward the diversity of contributions that lecturers make to the institution. The recommended procedures are intended to go some way towards improving the morale and retention of these valuable University citizens.

1. **Institute improved reappointment-review procedures for lecturers**

Faculty holding a position as Lecturer should be evaluated in ways analogous to faculty in tenure-track positions. These procedures are based in part on those that have long been in use in the Department of Music.

Lecturers would be initially appointed for a three-year term. At the time of hiring, the Department shall construct a job profile for the faculty member that defines the criteria for renewal of contract. Such a profile will specify how particular activities of teaching, service, and scholarship will be evaluated. During the second year of the initial appointment, the Department shall conduct a serious internal review of the faculty member's Stony Brook profile. A Departmental committee shall vote on the reappointment of the faculty member, the chair shall send a recommendation from the Department to the Dean of CAS, and the chair will communicate the substance of the review with the faculty member.

At the end of the second three-year contract, the Department will conduct a serious, "tenure-like" review of lecturers. The Department will solicit letters from people relevant to the faculty member's Stony Brook job profile. When appropriate, the Department will solicit letters from people outside of the University community. The goal of the serious review is to determine the overall quality of the faculty member's teaching and service, and when relevant, scholarship.

The Dean's Office will establish a committee of faculty and administrators to review the





Departmental recommendation. [or the PTC will review the Department's recommendation]. The committee will make a recommendation to the Dean on whether it concurs with the Departmental recommendation.

A faculty lecturer who has been recommended for reappointment after the "tenure-like" review will be promoted to "senior lecturer." This title will recognize the faculty member's contributions to the University's mission and will constitute a Departmental and University commitment to the faculty member. As with promotion on tenure-track lines, these promotions should come with an increase in salary.

Subsequent reappointment reviews will be less extensive and will monitor overall job performance.

## 2. **Improve working conditions.**

We recommend that full-time lecturers, in order to work effectively with students and colleagues, be given at a minimum the following resources : an office space that is equipped with a telephone, voice mail, internet connectivity, and a computer capable of supporting university-endorsed software such as Lotus Notes, Microsoft Office, etc. Full-time lecturers should also have printing capability (a shared LAN printer) or an office printer and the same access to photocopying, library, email accounts and campus parking privileges accorded to tenure-track faculty.

## 3. **Integrate lecturers into the Department culture and activities.**

The roles and job descriptions of lecturers within the various Departments vary considerably, but in all cases the integration of lecturers into the Department culture and activities should be based upon one simple principle. The University has one faculty, not two, and all of us, lecturers and those in the professorial ranks, are colleagues who deserve and expect mutual respect.

**Department Meetings.** Lecturers should be full participants in general Department meetings. Since lecturers are on the front line with large teaching loads and many students, their input is especially important when matters of curriculum, student progress and evaluations are being discussed. Lecturers may often be more aware of developments in education and pedagogy than are their colleagues in the other ranks. They are often also much more aware of student opinion and moral, more in touch with campus reality.

**Department service and committee work** may be quite appropriate for some lecturers, particularly when such work involves curriculum and student affairs or advising. When such assignments are made one must take into account the heavier teaching load already given to most lecturers. Lecturers should not simply be given departmental tasks unwanted by others. Instead they should be given assignments appropriate and consistent with their primary teaching duties.

**Faculty recruitment** procedures at the professorial ranks are well defined by University and lecturers have no defined role. However, a wise Chair may wish to consult with the lecturers within the Department when hiring new lecturers and part time adjuncts. Since they know the job, the current lecturers may be better able to evaluate the prospective



applicants and may serve in a valuable recruitment role. Being consulted in recruitment also gives current lectures a valuable moral boost.

**Graduate Programs.** Most lecturers are not involved directly in graduate programs, but many teach along side and some supervise graduate-teaching assistants. Since teaching is an important part of the graduate student curriculum it is appropriate for the Graduate Program faculty to consult with the lecturers in regards to graduate student teaching. In some Departments lecturers are involved in teaching training programs and in some cases may be called upon to evaluate graduate student teaching.

**Social Aspects.** For most of us the University is not just a job, it is an important part of our lives, often with an important social component. Lecturers should certainly be invited to any official Departmental functions, celebrations, banquets and the like. It would be considerate if individual faculty members would be kind enough to include the lecturers within the Department when inviting colleagues to private events.

4. **Recognize outstanding teaching and service**

Lecturers should be considered for departmental rewards for teaching and service, whether these are discretionary raises or other kinds of recognition.

5. **Provide opportunities for professional development**

Lecturers are typically hired to teach entry-level courses and are given high teaching loads with no defined mission statement for scholarly work or research. Nevertheless as professionals within their discipline, lecturers should be allowed and encouraged to participate in various scholarly events. It is quite appropriate for lecturers to participate in seminars and symposia within the Department and the University. They should also be given the opportunity to attend and contribute to national meetings. Independent scholarly work and research should be encouraged and recognized even though it is not part of the formal job description.



## APPENDIX I

### Memorandum to the Task Force on the Status of Lecturers in the College of Arts and Sciences from the lecturers in the Program in Writing and Rhetoric

After meeting together, the lecturers in the Program in Writing and Rhetoric (PWR) have chosen to submit one communal document to the Task Force. It reflects issues on which we have established consensus, and is cast in the broadest terms. Next week we will submit a dossier of individual statements (which will reflect the nuances and particularities of each person's unique experience) along with other, more detailed, information about our experiences at the University and proposals for reform.

Although we are aware that some of what follows may be beyond the purview of the Task Force, we have decided to respond as fully as the communication from Prof. Squires suggested we should.

We are pleased and appreciative that our interim director, Anne Beaufort, helped to launch this initiative; her efforts have our full support. We thank the members of the Task Force for their time and attention. But we also are convinced that at least one of us should be included in the committee that is investigating our plight and planning our future.

#### Preamble

Before addressing our specific concerns, we felt that the following general overview of our unique situation should be considered:

The PWR is the only program/department, of any size, in the University to have a permanent staff consisting almost entirely of lecturers. Indeed, we constitute roughly half of the lecturers in the College of Art and Sciences. We were hired in national searches, presumably to become part of a long-term, high-quality staff of teachers. Those of us who have taught at Stony Brook for a number of years have already seen the results of this initiative, which has raised standards in our classes and given promise of a still more successful and cohesive Program.

The University has often expressed its dedication to improving the experience of undergraduates on this campus and to the teaching of writing as one of the basic elements in a Baccalaureate degree. We in the PWR do much to further these goals. In our classes students receive more focussed, individual attention than in almost any other course, and we believe we do everything possible to enhance their competence.

But we feel that our contributions, and the goals of the University, are compromised by the system under which we are currently employed. There is a high degree of dissatisfaction among us, and many of our number are either leaving at the end of this semester or exploring the possibilities of leaving in the near future. Each lecturer who leaves represents not only a waste of the time and money expended in his or her hiring (and the need to open yet another search), but also a blow to the morale and cohesion of those of us who remain. Teaching writing is, of necessity, a communal activity. Our community of writers and teachers is at risk.

Apart from our teaching load, which is demanding in itself, we make a contribution in several other ways. Good writing teachers are dedicated to pedagogy, and we conduct regular seminars, engage in mentoring, and conduct observations in order to improve and extend our teaching methods. We also participate in all of the usual duties and services expected of faculty: we sit on hiring committees, curriculum committees, reappointment committees, and so on. We attend conferences and present papers. Many of us have published articles and books. In short, we are like regular faculty in every way, except in the terms and conditions under which we serve.

It is our belief that this is, in the long term, an untenable position. Without any possibility of attaining security of employment or advancing in rank and salary, staff are given no incentive to stay at the University even if this is what they would prefer. Unless things change, the PWR could find itself functioning as a revolving door for short-term employees.



We also hold that it is wrong, in principle, for the University to use the category of 'lecturer' to hire people who serve as 'faculty', but without the rewards offered to genuine faculty members. Our positions are not to be equated with post-doctoral fellowships, visiting lecturers, or lines designed to bring outside personnel to campus for short periods so as to increase the diversity of thought and approaches in a department. Rather, we can only function to the best of our ability when allowed to work and plan together over the long haul.

With this in mind, we offer this summary of our concerns and our suggestions to redress matters.

### **(1) Salary**

This was the area that all felt was most in need of attention. The current stipend simply does not represent a living wage in this area, let alone what is needed to purchase property, educate children, or maintain a position in the middle class of society. Many of us spend half, or more, of our salaries on rent alone.

The current starting salary for our position is \$28,000. Our professional association, the Modern Languages Association of America, suggests a stipend of \$42,500 for equivalent positions. Graduate TAs, pro rata, are paid more. Other colleges in the area offer salaries that are in line with the MLA guidelines. Local public school teachers with our qualifications are even more generously compensated.

In light of our workload, which we all felt to be considerable (a proposition we will document in a later submission), we suggest both a substantial increase in the basic rate of pay, and a scale of salaries through which one might progress.

### **(2) Career Path**

Currently we are all hired under contracts lasting one or three years. After the third year of employment most will be earning on the highest possible grade, with small merit increases as the only avenue of advancement. Neither of these situations is satisfactory.

We suggest that the University give consideration to both increasing our job security and offering us a career path that includes meaningful, structured raises and promotions.

President Kenny has recently written that she hopes to increase the proportion of Stony Brook's academic employees who are tenured, or on the tenure track. In the light of this widely circulated assertion, we suggest the introduction of a tenure track based principally on teaching. Lecturers could apply to be moved to such a track, under terms to be negotiated. Such a system seems to us by far the best possible option. It would eliminate the prospect of a large body of permanently second-class academic employees and offer a real incentive for lecturers to stay at Stony Brook.

Failing this, we suggest an indefinitely extended contract, similar to that in place at the SUNY Fashion Institute of Technology, under which one could qualify for a Certificate of Continuing Employment. This system would imply that one's employment were indefinite and that dismissal would be the result only of an egregious offence or dereliction of duty. Consideration might be given to establishing a hierarchy of lecturers, the most senior of whom would be employed under such a contract.

In any case, we felt that longer contracts of any kind would be an improvement, and that the one-year contract should be abolished entirely.

### **(3) Working Conditions**

The facilities at our disposal are little short of disgraceful.

We all share offices and, since we all hold conferences with all our students several times in a semester, we are often in the embarrassing position of being unable to speak to an individual student in confidence or conduct a proper consultation. Often there are not enough chairs for two lecturers and two students. The furniture in the offices is dirty, broken, and ugly. Some rooms have no blinds or curtains (unless we provide them ourselves). The heating system is inadequate. It is considered remarkable to have the room cleaned once in a semester. There is no faculty lounge, no conference room, or any facility for preparing food and drink. None of the schools to which Stony Brook likes to compare itself expects its staff to work in such an environment.





Fewer than half of us have (shared) telephones in our offices.

Despite the fact

that we make more use of computer-based instruction than most departments, only five of the twenty two of us have computers in our offices, and some of these machines were castoffs from the Electronic Writing Classroom. Even those with computers do not enjoy the luxury of a printer. Several of us teach using the Blackboard online system, and find the lack of a computer a severe hindrance.

We realize that the Humanities Building is to be renovated, but believe that, in the interim, these conditions should not be tolerated. We are also uneasy about the prospect that, after the renovation, we should be moved out of the Humanities Building, as this seems to imply that we do not constitute one of the humanistic disciplines, and are to be relegated to the rank of a service department.

#### **(4) Professional Development**

We are offered no support in this regard, apart from those available to all employees under the general contract, or through the union. The Program's entire budget for travel and conference expenses would suffice only for a single faculty member, and staff have to finance their professional activities, even though these benefit the University directly and indirectly. Since our only chance of an increase in salary is by way of merit money, and these very activities are used to assess our merit, we are in effect being required to help fund our own increases.

No recognition or recompense is offered for published writing, public speaking, or taking courses that extend our competence. The Program is not able to host conferences or invite speakers, even though both Composition Studies and Rhetoric are active and lively fields of scholarly endeavour. This state of affairs would tend to persuade any lecturer with any professional ambitions to find a situation where such things are encouraged and supported.

We feel that resources should be made available to support each member's career development and the growth of our discipline.

#### **(5) Curriculum**

Though we are all committed to teaching, the current dispensation, which prescribes that the same courses (WRT 101 and 102) be taught indefinitely, without variation, is deadly and will lead to professional exhaustion. We feel that a more varied selection of courses is desirable and should be made possible. Many of us possess advanced degrees in Creative Writing and have considerable reputations as poets or writers of fiction. The English Department has no one to teach these courses. Others are eager to teach literary criticism, formal or classical Rhetoric, or other aspects of our discipline but do not have the opportunity to do so. Although the Learning Communities offers some linking opportunities in the social sciences, medicine, and technology, we have no links with our closest neighbor—the discipline for which most of us were trained. To further such links, we would like to see at least one of our number included in the University's Writing Committee.

To conclude: we reiterate our thanks to Dr. Anne Beaufort, the Task Force, and particularly to the Dean for his interest in our situation. It is most encouraging that we were asked to express ourselves freely and to give as detailed a picture as possible of our experiences. We hope for a rapid and satisfactory resolution to the difficulties we have described. Our case is not that we deserve especially favorable treatment, but that the current state of affairs treats us unusually poorly. Adequate compensation and reasonable conditions of service are, at some universities, standard terms of employment. We feel that this should be so here also.



## APPENDIX II

### INFORMATION ON FULL-TIME LECTURERS

In preparation for writing this report, the committee solicited information from the full-time lecturers. About half of the lecturers replied, so some of the information here is not complete, but it does give some idea of the range of backgrounds of the lecturers and their experiences at Stony Brook.

#### FULL-TIME LECTURERS BY DEPARTMENT:

Art – 1  
Biochemistry – 1  
Chemistry – 3  
Economics – 2  
English – 2  
European Languages – 3  
Hispanic – 1  
Learning Communities – 2  
Linguistics – 6  
Math – 1  
Music – 3  
Neurobiology – 1  
Philosophy – 1  
SSI – 1  
Sociology – 1  
Theatre – 1  
Undergraduate Biology – 2  
Women's Studies – 2  
Writing & Rhetoric - 2

#### HIGHEST DEGREE:

BA – 3      MA or MS – 25      MFA – 1      Ph.D. – 24

#### EXAMPLES OF TITLES & DUTIES:

While the norm is a 3/3 teaching load, many lecturers teach fewer courses because of their other responsibilities. Along with the additional duties often goes a special title, e.g., "Lab Coordinator," "Director of \_\_\_\_\_." In the Music Department the lecturers have the title "Artist in Residence." Here are some descriptions of individual lecturer's duties:

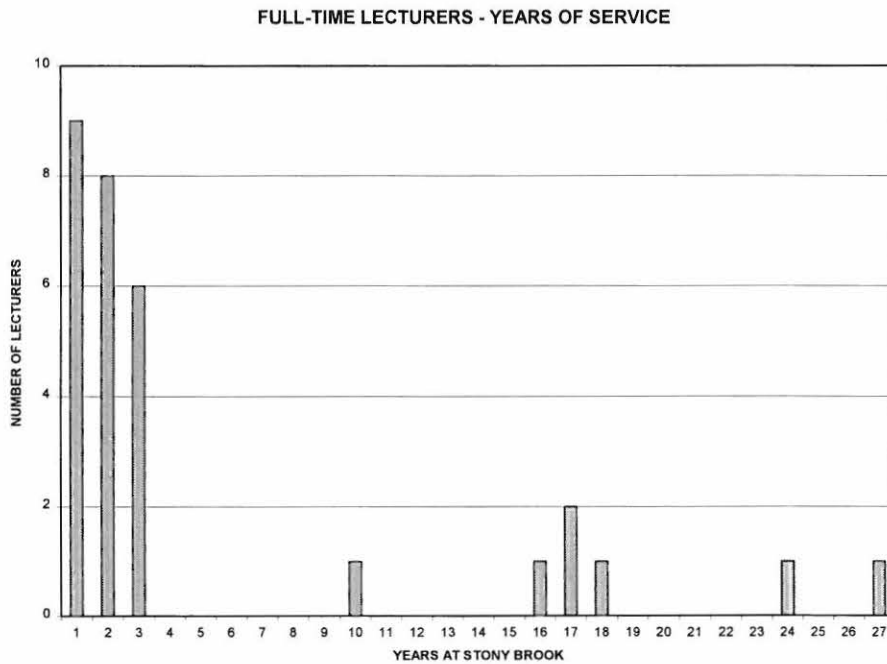
- Coordinate teaching lab; TA training; course & curriculum enhancements
- Coordinate teaching lab; Safety and Curriculum Development Committees
- Test lab experiments; write lab manual; write grants and administer funding; maintain instrumentation; orient lab course personnel; chair Department safety committee; member of University Faculty Committee for Health Professions



- Coordinate language program & writing center
- Serve on International Teaching Assistant Evaluation Panel
- Coordinate and administer writing in ESL
- Coordinate ESL Oral/Aural skills classes
- Supervise internships, readings, research; member of dissertation committees; direct CFS; member of Board of Stony Brook Child Care; Senate VP; and other activities
- Direct Biotechnology Teaching Lab; teach high school students; run summer programs for HS students
- Advisor to FMLA; resident faculty Hand College
- Serve on Program Committee; mentor graduate student teachers
- Mentoring
- Oversee computer-assisted instruction
- Coordinate EGC 100; direct mentoring, Assistant Director 99-01

**LENGTH OF SERVICE:**

The majority of the lecturers have been at Stony Brook for three years or less, but many have made their careers here, with as many as 27 years of service, as shown in the figure below. (NOTE: these are only partial data.)





## REPORT OF UNMET DEMAND WORKING GROUP

July 19, 2001

**Members:** Peter Baigent, Ruth Ben-Zvi, Donna Di Donato, Elaine Kaplan, Joan Kenny, Sara Lipton, Adam Ortiz, Mary Rawlinson, Nancy Tomes (chair), Judith Thompson

### **Charge to the Group:**

In April, 2001, the Provost, the Interim Dean of the College of Arts and Sciences, and the Dean of the College of Engineering and Applied Sciences convened a working group of faculty and administrators to take a systematic look at the "unmet demand" problem. This group has met regularly over the last two months.

### **Summary of Findings:**

#### ***Not all unmet demand problems are equal in significance.***

A significant number of courses are oversubscribed because the topic is especially appealing or the professor is charismatic. Being closed out of such a course likely will not adversely affect a student's success at Stony Brook. This type of unmet demand does not present a major problem to our educational mission and it is not practical to focus on it. We call this "tolerable" unmet demand. Approximately 1/3 of unmet demand falls into this category.

#### ***In some critical basic skills courses, portal or introductory courses, and major courses, unmet demand is a serious problem.***

We do not provide sufficient seats in certain courses that are vital to completion of skills requirements, some general education categories and some major requirements. Unmet demand in basic skills courses, such as writing, impedes students' progress in their other courses. Unmet demand in entry-level major courses can cause students to skip these courses and to enroll in other courses for which they are unprepared. Unmet demand may also cause students to change their majors, to delay their graduation or even to leave the university. To emphasize the seriousness of this problem, we call this "intolerable" unmet demand. Approximately 2/3 of unmet demand falls into this category.

#### ***There is no single quick fix that will reduce "intolerable" unmet demand.***

In reviewing the many ways that university and department-level administrators have addressed serious access problems; e.g., larger sections, use of non-tenure track faculty, and curricular modifications, we conclude first that there is no "one size fits all" solution. Second, reducing unmet demand by hiring large numbers of non-tenure track faculty raises serious pedagogical concerns. Lastly, we want to underline the connection between the unmet demand problem and two other chronic problems-- insufficient and inflexible classroom space and imbalances in the faculty and TA resources available, especially in certain social science and humanities departments.

#### ***Solving intolerable unmet demand problems requires better planning and resource allocation at the provostial, decanal, and department level.***





More and better long-range planning and coordination can help reduce the negative impact of unmet demand. A full set of recommendations follows at the end of this report. To underline the most important, we urge the Provost and Deans to:

1. Distinguish between the tolerable and intolerable forms of unmet demands.
2. Target the most serious areas of intolerable unmet demand and work with departments and administrators to develop action plans to address them.
3. Consider unmet demand as a priority in institutional decision-making.

### **Background:**

The term "unmet demand" entered the Stony Brook vocabulary about five years ago. Simply defined, the "unmet demand" number is the number of students who attempt to register for a course but are closed out.

Rising levels of unmet demand are a consequence of our increasing undergraduate enrollments. West Campus population has grown from 10,652 in fall 1996 to 12,665 in fall 2000, an increase of approximately 2,000 students. In curricular terms, the impact of such an increase is sizeable: assuming each student takes five courses a semester, it requires us to add 10,000 seats each semester. An increase of 2000 students equals 100 new sections of WRT 102.

The curricular interests of our students have shifted somewhat. While interest in undergraduate and graduate health professions programs remains strong, students now show interest in business, information systems, and computer science. (Appendix I, Changing Enrollment Patterns.) The spike in CEAS enrollments puts pressure on both CEAS and CAS. CEAS students are responsible for completing most general education requirements and take their mathematics, physics and other prerequisite courses in CAS. Student interest in computer science and business has placed intense enrollment pressure on Economics, a department that is now half the size it was 15 years ago. (See Appendix II Faculty FTE in Economics.)

The impact of rising enrollments became easier to track after telephone registration was introduced in 1996. Students no longer had to wait on line in the registrar's office to enroll in classes and could use the new system to attempt to register for classes throughout the registration period. The number of unsuccessful attempts at registration (or "hits" on a course) soared. (Note: a student may make multiple attempts to register for the same course, but unmet demand in that course is only recorded once.)

Rising enrollments and the ability to measure unmet demand coincided with an increased concern about undergraduate education under the leadership of Shirley Strum Kenny. The Office of Institutional Research (OIR) now produces unmet demand reports each semester that provide comparisons with previous years. Deans and departments have become much more sensitive to the need to meet student curricular needs and now factor unmet demand into their requests for new resources.



## Understanding OIR Data

The growing attention to unmet demand statistics makes it more important to understand how those figures are generated and what they tell us. One of the first activities of the committee was to review the "Unmet Demand Primer" (Appendix III), prepared by Elaine Kaplan, in order to understand how the data was collected and presented.

OIR unmet demand figures are useful in identifying areas where our curricular offerings may not match up well with changing student interests and needs. But the raw numbers generated by the telephone registration process must be viewed carefully. The OIR report reflects recorded "hits" on courses and compares them spring-to-spring and fall-to-fall. But there is no differentiation between the nature of the individual courses on the list and the significance of the problem identified.

For example, OIR's unmet demand information ranks courses as problems according to the number of "hits" on a course. But the size of unmet demand in a course is not always a good indication of its centrality to a student's curricular progress. For example, because there are multiple entry points for some portal courses in mathematics (e.g. in a given semester a student enrolls in only one of MAP 101, MAP 103, MAT 123, MAT 125, MAT 131, MAT 141, or AMS 151) the actual unmet demand number in each course may not qualify it as a significant unmet demand problem. Yet, viewed in the aggregate, there might be problems in portal freshman mathematics courses that need to be addressed.

OIR data for a specific semester also overlooks courses under enormous enrollment pressure that have been "fixed" temporarily but still represent a serious access problem. (See CSE 113 case study below.)

### **What other data do we have about the extent of our unmet demand problem?**

To get a sense of how serious and widespread the problem is, the committee reviewed other available institutional data. Peter Baigent presented data from the SUNY-wide student opinion survey. Students were asked about availability of courses needed to meet graduation requirements; availability of courses in proper sequence; availability of courses students want at times they can take them; registration procedures; and class size relative to type of course. Stony Brook ranked very low on student satisfaction measures-- 25th of 28 SUNY institutions and third of the four university centers. Peter also reported the results of the Fall 2000 telephone survey of new Stony Brook undergraduate students who were asked if they were able to register for the majority of the fall classes they wanted. 17% of the 533 respondents reported that they had some problems registering for desired courses.

The committee also decided to ask continuing undergraduate students for information about their experiences. A questionnaire (see Appendix IV) was distributed to students in the Advising Advising Center during spring 2001 Prime Time. Of over 300 valid surveys returned, 16% reported serious problems such as delayed graduation, change in major, or forced attendance at summer school due to unavailability of courses.

Based on this preliminary evidence, the committee tentatively concluded that, for a sizeable minority of our students, estimated at 15-20%, course availability is a serious problem.



## What are tolerable and intolerable types of unmet demand?

Based on a careful review of courses mentioned in OIR's lists and our experiences in academic departments and administration, we assign courses with unmet demand into two separate types: tolerable and intolerable.

*Tolerable unmet demand courses* represent student preferences for a popular professor or topic for which there are other acceptable substitutes. A student's inability to get into a particular course will not delay timely completion of their graduation requirements. Some unmet demand is practical: it allows the university to offer a wide variety of courses in different subject areas.

*Intolerable unmet demand courses* are those for which there are no easily accessible or acceptable substitutes. Students' inability to get into these courses causes significant problems in their timely completion of general education and/or major requirements.

Within the category of intolerable unmet demand, we found it useful to distinguish between intolerable unmet demand courses that meet key basic skill requirements, are portal courses required for entry to a major, or are other major requirements for which there is no substitute and intolerable unmet demand courses that meet general education requirements in impacted categories. The latter reflects the structure of the Diversified Education Curriculum, a program to which we are committed. Three DEC categories (B, D, and I) present access problems for students. (See Appendix V: Unmet Demand by DEC Category.)

Appendix VI places OIR's list of high unmet demand courses into tolerable unmet demand courses, intolerable unmet demand courses in skills and majors, and intolerable unmet demand in general education courses.

### The high cost of unmet demand: two case studies

The causes of unmet demand are complicated. There is no "one size fits all" solution to this multi-faceted problem. Some approaches to unmet demand cause other serious problems in terms of resource allocation and pedagogy. Two case studies illustrate these points well.

#### CSE 113:

CSE 113, Foundations of Computer Science I, is the portal course for students who want to major in computer science. Although it does not appear on the OIR's 2000-2001 list of the 20 courses with the largest unmet demand, the pressures on the course have been enormous. In Fall 1996 197 students were enrolled in five sections. Unmet demand was 41. In Fall 2000 were 677 students were enrolled in 24 sections. Unmet demand was 100. Two "fixes" were used to accommodate the increased demand for this course over the four-year period:

- Six *additional* lecturers were hired to teach lower-division CSE courses. There are now a total of seven lecturers.
- The lecture size was increased from 200 to 450. Recitation sections were increased from 25 to 37 students



Although many more students succeeded in enrolling in CSE 113 in fall 2000 and the course did not appear on the OIR highest unmet demand list, the quality of the learning experience was diminished by huge lectures and recitation sections too large for effective teaching. This is a negative pedagogical enterprise, a “band-aid” solution to accommodate demand and must not become institutionalized.

### ECO 107 and 109:

1500 students were unable to register in economics courses during the 2000-2001 academic year. Upper-division courses previously taught in small sections are now taught in classes of 70-100 students.

In 1997 the department introduced an innovative two-course, eight-credit approach to introductory economics intended to deepen and widen students’ understanding of economic concepts. ECO 107 (capacity 245) introduces the basic concepts within a historical/institutional framework. ECO 109 (capacity 320) provides an interactive computer-based approach to the discipline, emphasizing mathematical modeling and computers. The experiment has been very successful and has been cited nationally.

The legendary unmet demand in introductory economics courses is described in Appendix I Changing Enrollment Patterns. Students often try three or four times to gain access to ECO 107 and 109. Frustrated students sometimes skip 107 and 109 and register for the intermediate theory courses and upper-division courses. Although students do poorly without the proper prerequisites and the instructors are forced to lower their expectations, the department finds it ethically difficult to enforce prerequisites when students were unable to gain entry to those courses.

In order to satisfy unmet demand the department needs to offer two sections of ECO 107 and two sections of ECO 109 each semester. There are not enough faculty and TA’s to deliver four 100-level courses each semester. The department also cannot obtain Javits Lecture Center 100 four times each semester. The department has painfully concluded that, beginning in the Spring 2002 semester, it must return to offering only one four-credit introductory course.

### **What should be done? Strategies for reducing intolerable unmet demand**

The group reviewed the varied strategies that university and departmental administrators have used to reduce intolerable unmet demand. We make the following general observations:

- Re-allocating faculty to cover courses with serious unmet demand seems like a simple solution to the problem it is surprisingly hard to do. Our most serious unmet demand problems fall in areas where faculty numbers have declined dramatically (as in Economics) or were small to begin with (as in the Writing Program and some areas of CEAS). Deans cannot shift faculty from one discipline to cover courses in another. Chairs of undersized departments find that reassigning a professor to a high unmet demand course often results in unmet demand in another course or an unstaffed essential graduate course
- We have tried to solve the unmet demand problem largely through expanding our supplemental instructional budget and hiring part-time and full-time adjuncts and





lecturers—the “adjunctification” of Stony Brook. The dramatic increase in the size of the CAS (tripled since 1997) and CEAS supplemental instructional budgets is a direct response to the administration's increasing determination to meet intolerable unmet demand.

- Efforts to meet student demand have been stymied by the shortage of large classrooms. Some unmet demand in lecture courses could be eliminated by increasing class size when required. The registrar often must assign courses to smaller rooms than originally requested and cannot change classroom assignments once the semester begins. Unmet demand is closely connected to the problems outlined in the recent report of the provost's Task Force on Academic Space and Support.
- The university's curricular priorities must override student preferences and budgetary shortages. For example, implementing more rigorous writing placement procedures has resulted in many more students needing ESL and writing courses (Appendix I Changing Enrollment Patterns) and has required significant investments in money and personnel. The budgetary increases, however, have meant that other curricular needs could not be sufficiently addressed. The new SUNY general education program, especially the enhanced foreign language requirement, that must be implemented beginning this fall, is another example of an expensive curricular priority; this time it is one that has been externally mandated.
- Adding sections of a single popular course does not necessarily reduce unmet demand for that course. For example, in order to address the perennial unmet demand problem in RLS 270 I Christianity, we offered almost 250 more seats in the Spring 2001 semester than in the Spring 2000 semester. Yet unmet demand **rose** by nearly 100 students.
- Scheduling a course at less popular times affects the popularity of a course. The quickest way to reduce unmet demand is to offer a course on Mondays, Wednesdays and Fridays from 4:25 to 5:20 p.m.

### **Recommendations of the Working Group in Priority Order:**

There are no quick and easy fixes to the unmet demand problem. But we believe that the following actions will ameliorate intolerable unmet demand:

1. Address the classroom shortage problem. More large classrooms would yield some dramatic benefits in reducing unmet demand in some courses. *Suggested time frame:* Two years
2. Encourage departments to develop more courses and sections in DEC categories B, D and I. *Suggested time frame:* Begin now for implementation in Spring 2002 course schedule.
3. Work with OIR to improve data on unmet demand so that it better measures its curricular significance and helps track trends in student interests. *Suggested time frame:* Begin now to discuss the format of the fall 2001 unmet demand report.



4. Review curricular bottleneck situations, especially in Economics, Computer Science and Business, to be sure the approaches to the problems are consistent with quality delivery of instruction. *Suggested time frame:* Begin in Fall 2001 by asking the college curriculum committees to identify problem areas and discuss possible approaches.
5. Develop strategic plans about faculty hiring, considering the advantages and disadvantages of investing in the supplemental instructional budget versus hiring full time faculty or adding more TA lines. *Suggested time frame:* Begin planning now for the 2002-2003 academic year.



## Appendix I Changing Enrollment Patterns

### I Changes in Student Interests:

More students are selecting majors that lead to careers in business and engineering.

*Number of Declared Students in Selected West Campus Majors*

Major		
Anthropology		
Biology		
<b>Business</b>		
Chemistry		
Computer Engineering		
Computer Science		
<b>Economics</b>		
English		
<b>Pre-Computer Science</b>		
<b>Pre-Electrical Engring</b>		
History		
<b>Information Systems</b>		

Course enrollments in “service” and unmet demand in introductory economics courses support this premise.

*Course Enrollments in “Service Courses”*

Course		
CHE 321 General Chem		
CHE 321 Organic Chem		
PHY 121 PHY for Life Sciences (for pre-health students)		
PHY 131 Classical PHY I (for engineering students)		
BUS 114 Financial Accounting (enrollment plus unmet demand)		



*Unmet Demand in Introductory Economics Courses*

Semester		
Fall 1997		
Fall 1998		
Fall 1999		
Fall 2000		
Fall 2001 (as of 6/28/01)		

**II Changes in Writing Requirement:**

We have made a decision to enhance the writing skills of our students. We have significantly improved the placement procedures for incoming ESL students as well as native speakers. Strengthening the writing requirement has resulted in requiring many more students to enroll in two or more semesters of writing.

Course				
ESL 192				
ESL 193				
EGC 100				
EGC 101				
WRT 101				
WRT 102				
Total				

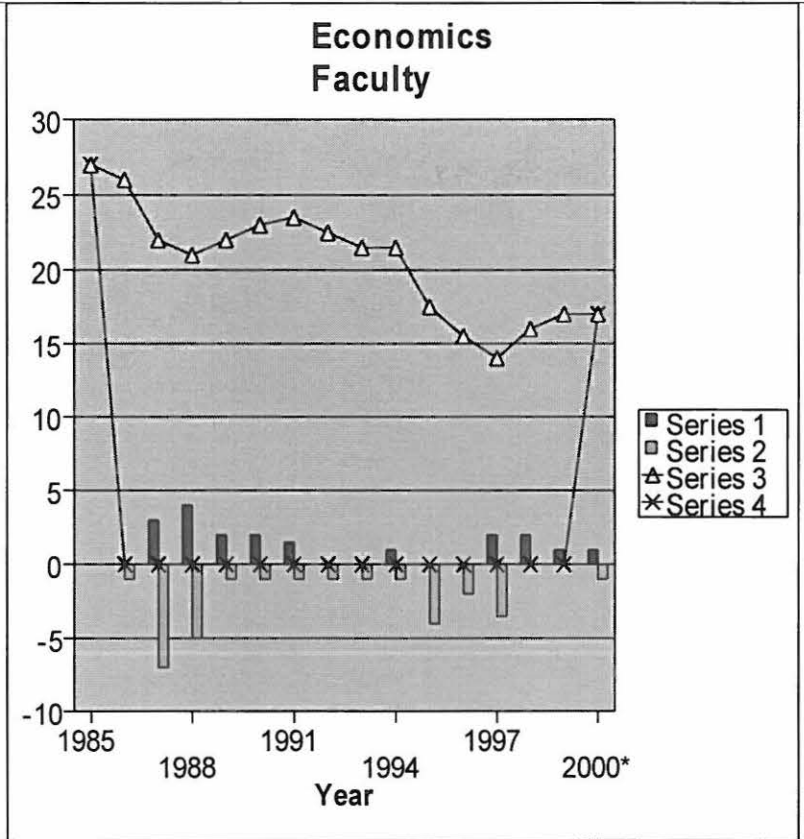
During the 1996-1997 academic year, the total number of seats offered in the ESL/writing continuum of courses was 2132. During the 2000-2001 academic year, the total number of seats offered in the ESL/writing continuum was 4156, **almost twice the number of seats offered only five years before.**





# Appendix II

year	Add	Sub	Total
1985			27.0
1986	0.00	-1.00	26.0
1987	3.00	-7.00	22.0
1988	4.00	-5.00	21.0
1989	2.00	-1.00	22.0
1990	2.00	-1.00	23.0
1991	1.50	-1.00	23.5
1992	0.00	-1.00	22.5
1993	0.00	-1.00	21.5
1994	1.00	-1.00	21.5
1995	0.00	-4.00	17.5
1996	0.00	-2.00	15.5
1997	2.00	-3.50	14.0
1998	2.00	0.00	16.0
1999	1.00	0.00	17.0
2000*	1.00	-1.00	17.0





### Appendix III Unmet Demand Primer

Unmet demand figures are obtained by looking at the number of students who attempted to register for any section of a course who could not be accommodated. If a student is later accommodated **in that course** (any section), it is subtracted from the total.

*In some cases, unmet demand looks larger than it is:*

- A student who attempts to register for a course that is closed may have three acceptable choices in mind to satisfy a non-major science DEC requirement. The student can make hits on BIO 101 and GEO 101 before gaining entry to MAR 101, which is satisfactory to him. But two unmet demand hits have been made, while there are enough total seats **overall** in the 100 level general science category and acceptable choices.
- Even if a course has fewer students enrolled than the number of seats available, there may be reported unmet demand . E.g. Unmet demand in WRT 102 for spring 01 was 221, but 60 seats were unfilled in the MWF 4:25-5:20 slot.

*In some cases, unmet demand looks smaller than it is:*

- Discouraged new students at orientation and continuing students who hear that a particular course is impossible to get into may not try. We have no way to record these numbers.
- There is no way to determine number of students who take courses at other institutions or in the summer to avoid unmet demand problem and are not recorded in the total

*In some cases, unmet demand figures need further clarification:*

- We count the number of unmet demand "hits" per course to come up with the top 20 list. The number of students who are unable to get into WRT 101 and 102 may be 300 for the semester, whereas the number of students unable to get into a PEC course is nearly 800. The access problem in portal courses like WRT is much more critical than the access problem in elective PEC courses.
- Unmet demand in some areas is practical-- in order to direct enrollment into areas that the university wishes to support. E.g. a variety of general science courses in addition to biology; a variety of languages in addition to Spanish.



## Appendix V Unmet Demand By DEC Category

DEC A: Unmet demand varies year by year, depending on how incoming freshmen score on the Writing placement exam. Approximately 50% of students now need WRT 101 and 10 instead of the former EGC 101. During the 1998-99 academic year, unmet demand in EGC 100 and 101 was 277. During the 2000-2001 academic year, unmet demand in WRT 101 and WRT 102 was 589. *Assessment: moderate problem; must continue carefully monitoring to ensure students have access to this critical skills course as freshmen*

DEC B: In the fall 2000 semester, the unmet demand tally was 390. In the spring 2001 semester, the unmet demand tally was 878. Institutional Studies top 20 list includes two category B courses-- PHI 108 Logic and Critical Reasoning and PHI 104 Moral Reasoning. The assumption is made that students tried to register for a course to satisfy DEC B, not just as an elective course, *Assessment: Moderate access problem in fall; severe access problem in spring.*

DEC C: There are enough seats, as a whole, in DEC category C and in at most levels of mathematics courses. *Assessment: Potential problem. We need to monitor mathematics placement scores carefully each summer to be sure that enough seats are available each entry point.*

DEC D: In the fall 2000 semester, the unmet demand tally was 558; in the spring 2001 semester the unmet demand tally was 1012. Scattered seats were available in less popular time slots in the fall; but not in the spring. Institutional Studies list of top 21 unmet demand problems includes three category D courses—ARS 154 Foundations of Drawing, MUS 119 Elements of Music, and THR 105 Acting I. Again, the assumption is made that students who try to register for these courses need DEC D requirement. *Assessment: moderate in fall; severe in spring.*

DEC E: Students may not always get their first choice in this category, but there are enough overall seats and options for students. *Assessment: no DEC access problem*

DEC F: While students may not always get their first choice in this category, there are enough overall seats and options. The Institutional Research list of top 20 unmet demand courses includes SOC 105 Introduction to Sociology and SOC/WST 204 Intimate Relations. *Assessment: no DEC access problem*

DEC G: There are enough seats overall in this category, but student preference is very marked towards WST 103 Introduction to Women's Studies in the Humanities and PHI 105 Politics and Society, which are two of the courses in the top 21 unmet demand list. *Assessment: mainly a student preference issue, but lack of access to WST 103 affects growth of this new major.*

DEC H: There are enough seats overall in this category, but students prefer courses that are upper-division so that they satisfy two requirements at the same time. EST 325 Technology in the Workplace is included in the top 20 unmet demand list. *Assessment: some unmet demand issues (if students cannot take upper-division courses they need, this may*



*cause delay in meeting the 39 credit upper division requirement); but mostly a student preference issue.*

DEC I: Seats are available in less popular courses such as ARH 303 Art and Architecture of the Middle Ages, EGL 205 British Literature I, but there is severe unmet demand in more popular courses such as RLS 270 Christianity and HIS/JDS 241 The Holocaust. (These two courses are on the top 20 unmet demand list. We have no faculty member who teaches Holocaust history and one faculty member who teaches Christianity. ) The elimination of intermediate and advanced foreign language courses in this category beginning in fall 01 will have an impact on overall unmet demand. *Assessment: significant problem. The overall number of seats available in this category is fewer than the total number of seats needed. Unmet demand for courses in this category may be ameliorated beginning fall 2001, when students will be allowed to use transfer courses to meet DEC categories I, J, and K.*

DEC J: Faculty in many departments teach in this area. There may be some preference issues (CNS/SSI 250 Modern China is on the top 20 unmet demand list) and some students may want to take upper-division seats courses, but there are enough seats overall. There may not be quite enough upper-division seats. *Assessment: student preference issue, but no DEC access issue*

DEC K: Faculty in many departments teach in this area. There may be some preference issues (SOC/WST 247 Sociology of Gender is on unmet demand list.) and some students may want to take upper-division courses (WST/SOC 371 Gender and Work is on unmet demand list) but there are enough seats overall and enough upper-division seats. *Assessment: student preference issue, but no DEC access issue*





# Appendix VI

## Unmet Demand in skills courses, portal courses or major requirements

Course #	Title	Grad or Major Req	Comments
WRT 102	Intern Writ Workshop A	graduation requirement	required for all students
WST 103	Intro to WST in Humanities	WST major	also popular DEC G choice
ECO 109	Intro Economic Analysis	ECO, BUS, ISE majors	see report pp 5-6
ECO 107	Intro Economic Reasoning	ECO, BUS, ISE majors	see report pp 5-6
BUS 347	Business Ethics	BUS major	
BUS 340	Management Info Systems	BUS major	
CSE 113	Found of Comp Science I	CSE and ISE majors	see page 5 of report

## Unmet Demand in DEC courses

Course #	Title	DEC category	Comments
PHI 104	Moral Reasoning	B	
PHI 108	Logic and Crit Reasoning	B	
MUS 119	Elements of Music	D	
THR 105	Acting I	D	
ARS 154	Foundations of Drawing	D	
RLS 270	Christianity	I	
HIS/JDS 241	The Holocaust	I	
SOC 105	Intro to Sociology	F; prereq for many H-K courses	also SOC major requirement

## Unmet Demand in courses with popular topics or instructors

Course #	Title	Explanation	Comments
WST/SOC 371	Gender and Work	upper div. DEC K ; popular topic	
PHI 105	Politics and Society	popular DEC G choice	
EST 325	Tech in the Workplace	upper div. DEC H; popular topic	
WST 103	Intro to WST in Humanities	popular DEC G choice	also major requirement
SSI/CNS 250	Modern China	popular instructor/topic; DEC J	
SOC/WST 247	Sociology of Gender	popular topic; DEC K	
SOC/WST 204	Intimate Relationships	popular topic; elective course	
PEC 270	First Aid and Safety	popular elective course	

