Before classes began, I met with representatives from governance committees to discuss charges and goals. Faculty members continue to contribute thoughtfully to the workings of governance through committees. Some examples this fall include the Faculty Technology Committee, the General and Cross-Cultural Education Committee, Academic Steering Committee, Academic Quality Committee, and Tenure and Promotion Committee. Upon the departure of two of the technological leaders on campus, the Faculty Technology committee was actively involved in thinking through how to meet faculty technology needs and restructure the IT Department. Committee members helped determine what role CETI would play in the future and have been involved in the hiring process to replace CETI’s director with an Instructional Technologist. The General and Cross-Cultural Education Committee is beginning an assessment of the Pioneer Core as it enters its fourth year and prepares to graduate its first class of students. Focusing on the cultural core of the program, GCCE members are analyzing the data in order to prepare an assessment report that will be used in the accreditation process as well as to determine whether the data being collected is appropriate for such assessments. Among its many other duties, GCCE plans to propose a revision of the governance charge for the committee to clarify responsibilities. The Academic Steering Committee is processing a proposed major in Music Therapy. The Academic Quality Committee plans to coordinate several program reviews this academic year. As a new committee, AQC began the year reviewing and revising the program review process. Next steps include the review of institutional data and program assessment reports. The Tenure and Promotion Committee has already proposed a modification to the Conditions of Employment that aims to clarify the dossier required from candidates for tenure/promotion.

The Instructional Staff have begun the process of electing their own Executive Committee. Mentioned in the Conditions of Employment, this committee has not before been in existence to my memory. The Faculty Executive Committee looks forward to working with this new body to address issues that may be unique to the instructional staff positions.

In the area of science facility renovation, faculty offices were relocated from Maxon Hall in late May. Existing classrooms in Main, Lowry, and Rankin were slightly modified to meet the needs of courses that were formerly held in Maxon. Overall, faculty are reasonably satisfied with these short-term solutions. Everyone is looking forward to the completion of Phase I and the beginning of Phase II. As I write this, faculty ask me on a regular basis when Maxon will be coming down!

Several departments are in the beginning stages of reviewing the program requirements for their majors. Focusing on the number of credits required, the goals are to make a four-year program more manageable and add flexibility to change majors, add minors, and/or take electives. These recommendations came from a task force with the broader goal of improving graduation rates.

On a larger scale, faculty are wondering how academics fits into the vision for Carroll University. Large amounts of money are being spent on renovations, expansion of athletic programs, and expansion of staffing in certain areas. Meanwhile, we see some fall courses exceeding enrollment maximums in order to consolidate sections (that had already met the benchmark of ten students) at the cost of best
pedagogical practices. In the name of trimming the budget for adjunct instructors faculty are sacrificing active learning in the classroom, safe laboratory environments, and deep student assessment. With the lack of transparency in the budgeting process, faculty wonder if Carroll's reputation as a place where students are treated as individuals will fade. Still not knowing the target amount of budget cuts to come, faculty unease is present and growing.

Respectfully submitted,
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