

# How to Run a College Like a Business... without running a college like a business

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Dan Ryan, Chair, Faculty Executive Committee 2010

*This essay is a thought piece on how the Mills faculty, through its Executive Committee, might work with the administration toward the formulation of a multi-year academic plan that would address academic staffing, retirement replacement, enrollment growth, class size, curricular innovation, changes in student demographics, and a shift toward systemic thinking about institutional policies more generally. These ideas are presented to provoke discussion, debate, and dispute as well as to envision a possible status futurus.*

## Introduction

Over the last two decades under the leadership of President Holmgren and with the hard work of the Board, the administration, and the faculty, Mills has seen one century out and ushered a new one in. With the firm foundation of stability and excellence this provides, it is time now to lay out plans the next decades of this century. This document puts forth some ideas about collaborative planning in the areas of faculty expertise and responsibility.

The title of this essay alludes to a comment made in discussions about characteristics we would like to see in the next President of Mills. Its content is intended to give some idea of what we might mean by this phrase. Rhetorically, it attempts to contrast a conventional way of "running the place like a business" with an approach that melds the best of rational, information-driven planning with the working knowledge that a faculty has about higher education and the liberal arts and professional education.

My previous reports discussed new ways of thinking about the liberal arts and the importance of *creating* conventional wisdom rather than merely following it: "when the rest of the world gets where it wants to be, Mills will already be there." In an appendix to this report I list the status of this year's projects, including a few ongoing projects that will guide our agenda across the summer and into academic 2010-11. Among these is one inspired by recent grappling with a tight budget and a faculty search halted by the hiring freeze: the importance of multi-year planning around things that fall within our bailiwick. Herewith, then, a preliminary sketch of an agenda.

### **Why Is Planning a Faculty Task?**

Faculty members have relationships with an institution that are sometimes decades longer than presidents, provosts, board members, and students. Faculty members typically live with the consequences of budget decisions and policy decisions far longer than those who make them. Faculty members are on the front lines of producing our "product." They have first-hand knowledge of what it takes to educate the students we are recruiting. Faculty are the point persons in the social structures where identities form and memories are anchored – seminars, majors, etc. Faculty are, for sure, a diverse bunch who see things from different perspectives ("herding cats" is a phrase they can inspire), but when that diversity is constructively engaged it represents a priceless institutional resource. That's what we want to do.

## Fulfilling Our Shared Governance Responsibility

We on the faculty take the idea of shared governance quite seriously. We do not think it means only transparency and consultation, though these are certainly *sine qua non* elements of it. Taking shared governance seriously means taking responsibility for leading the conversation about those aspects of the institution that one knows something about. While faculty have traditionally participated in conversations that come under the heading “strategic planning,” the focus of those efforts is typically more about expressing high level values and institutional aspirations than the formulation of concrete strategies and plans. Such statements are a critical component of the institution's ongoing conversation about itself, but there is another level of planning that involves a more down-to-earth focus on the nitty-gritty year-to-year operational realities where we live and where our “learning product” is produced.

We are in the beginning stages of conceptualizing a joint process between the Faculty Executive Committee and the Office of the Provost that would formulate the outlines and, eventually, the details of a 4-6 year<sup>1</sup> plan for the academic program of the college. We are more persuaded than ever that we need to do better than assuming the *status quo* will remain forever or just dealing with the ups and downs of our fortunes on a year to year basis. Among the issues we see as central to this effort are:

- Plans and rationales for faculty size and mix of tenured and adjunct faculty and the relationship between these numbers and undergraduate and graduate enrollments.
- Explicit plans for retirement replacements over next 5-10 years.
- Articulation of limiting factors with regard to undergraduate enrollment.
- A framework for thinking about curricular evolution, growth, expansion, consolidation.
- Refined hiring protocols from initial proposal and consideration in institutional context, through timing, budgets, negotiations, notifications, and mentoring new colleagues.
- Constructive conversation about standards, timing, and procedures for promotion.
- Proactive systemic planning around productivity, quality, and diversity of curriculum.

What we envision is a shift away from year-to-year planning in which the role of the faculty often ends up being to resist administrative proposals for change, and toward a system in which a rolling 4-6 year academic plan allows for year-to-year continuity and predictability and reduction in turf protection and short term thinking, an approach that will attenuate the sense of lurching from one crisis or opportunity to the next without a shared sense of a plan of where we are going and how we are going to get there.

The pages that follow outline some very preliminary thinking about planning in conjunction with academic staffing, retirement replacement, enrollment growth, class size, curricular innovation, changes in college student demographics, and systemic thinking about the institution. Some of these paragraphs run the risk of offering more detail than the reader cares to know about. Others will sound more definitive than merited by the current tentative state of our thinking. I proceed in full willingness to stand corrected and revised as we move forward.

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<sup>1</sup> This time frame makes sense given the nature of our business. An entering student should be able to enroll at Mills with the confidence that our planning horizon stretches forward to cover the time she can expect to be at Mills.

## Academic Staffing

The educational experience of the college is provided primarily by faculty members<sup>2</sup> who can be full-time or part-time, permanent or temporary. These categories bring with them differential costs and flexibility. A simple version of running a college like a business might mean paying attention to the bottom line – the cost of instruction and the shape of long term commitments – with an imperative to minimize the number of expensive employees. At its worst this leads to the “casualization” of the academic workforce. When this approach is taken, a common backlash is to denigrate adjunct, temporary, and part-time faculty themselves as inferior to the “real thing” and to demonize institutions and administrators that over-rely on adjuncts as exploiting workers or undermining academic quality.

Fortunately, there is way to avoid this clash of contradictory imperatives. It rests on two premises: there is nothing inherently wrong with so-called “adjunct” faculty; there IS inherent value in the continuity and commitment represented by tenured and tenure track faculty.

In fact, our optimal mix of “learning delivery” will include some new or soon-to-be PhDs, and who bring vim and vigor and exciting new developments to the curriculum. It will include excellent mid-career teachers who have stepped off the traditional academic career path, but who are so good in the classroom that we would be foolish not to employ them. It will include gifted teachers and leading intellectuals who have retired in the Bay Area and relish the opportunity to teach the occasional undergraduate course. And it will include practitioners who bring unique expertise to our professional programs.

For that optimal mix to work, there need to be academic departments and programs that are fully staffed with tenured and tenure track faculty who form the core of ongoing operations.

On both sides, problems can arise from sub-optimal planning. On the non-tenure track side, poor planning leads to last minute hiring, or repeated recruitment of single course instructors for the same courses semester after semester. On the tenure track side problems arise when we fail to make plans for retirements or other departures, and when we lack sensible protocols for aggregating and converting part-time positions (the marginal cost for doing so is often negligible), sharing new positions between academic units, or how increased enrollment or the emergence of new areas of study trigger faculty expansion. We end up pitting programs against one another and ultimately depend on the whim annual budget prognoses.

A multi-year planning framework could start by seeing adjunct instructors as an opportunity rather than a problem. Instead of seeing adjunct faculty as substitute-teachers, flexible staffing, or concessions when the institution is unwilling to make a longer commitment, we can reframe this in affirmative terms and design staffing around an optimal mix of tenured and tenure track fulltime faculty, senior adjuncts (perhaps as “post-retirement fellows”), mid-career non-tenured full/part-time instructors, and new (or soon to be) Ph.D.s. (perhaps as “prize-teaching fellows”).

This sort of planning could also allow us explicitly to be committed to treating our non-fulltime staff in a manner that befits our institutional values and aspirations AND in a manner that is consistent with making temporary and/or part-time teaching at Mills a premiere experience in the local higher education labor market.

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<sup>2</sup> Strictly speaking, of course, everyone at the institution is involved in producing the educational experience students have at Mills. The reader's indulgence is requested for this bit of rhetorical hyperbole.

## “Retirement Exposure”

A significant component of the need for academic staffing planning is connected to how we manage transitions around faculty retirements.

The academic operations of a small college like Mills are divided into departments and programs, each, typically, staffed by 3 to 6 professors. Together, these professors’ areas of expertise, interests, teaching styles, and pedagogical fortes, through a process of stretching and mutual adjustment, combine with, complement, and supplement one another to produce a coherent and consistent learning experience for a continuous stream of students. They simultaneously offer courses to the general student body, courses and advising for beginners, courses and advising that cultivate the intermediate student, and courses and mentoring facilitate the developing specialists. These faculty clusters evolve in response to student interest and preparation, and to changes in the disciplines and the wider world. When it functions well, it’s a marvel to behold. But these little engines of our productivity are extremely vulnerable to personnel changes.

A few recent retirements, and the failure to complete a search for a replacement in the case of one, have focused our attention on how we, as a faculty, plan for program continuity in the face of potential retirements. Over the next decade Mills faces exposure to the possibility of multiple retirements in multiple departments. While the transition from senior faculty to new junior faculty represents excitement and renewal, the prospect presents a number of challenges too: decisions about when an “exact replacement” is in order; continuity in program; loss of wisdom and expertise; changing centers of gravity. *Irregularity in this process wreaks havoc.* It is abundantly clear that we need to think about our overall plan for replacing positions in the face of inevitable retirements.

While legal constraints prohibit us from detailed consideration of individual cases we can make a back-of-the-envelope model of our short term (4-5 years) and medium term (~10 years) exposure. The number in the former category may be about 10 and the latter about 20. If we apply to these numbers some reasonable probability distribution<sup>3</sup> we can make educated guesses as the pattern of retirements we could face over the coming decade. We go into 2010-2011 with 2 or 3 unreplaced senior faculty and a few phased retirements in the works and so we can project a pattern as shown in Table 1.

**Table 1. Hypothesized Retirement Exposure by Year**

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	1	1	2	2	2	1	1	0	0	0
	0	1	1	1	1	2	2	2	2	2
Already Vacant	3	1	2							
Total	4	3	5	3	3	3	3	2	2	2
Cumulative Total	4	7	12	15	18	21	24	25	27	29

Some departments are far more exposed than others, and so it behooves us, as a faculty, to develop smart plans now for how to respond. Failure to do so can lead to the virtual collapse of a department and its associated majors with an impact on academic quality, student satisfaction, recruitment, and alumnae support that can take years to recover from. A more careful consideration of this situation and our preparedness for it should be a central focus of our planning effort.

<sup>3</sup> Say, short term normally distributed around mean of 4 years (standard deviation ~2) and long term centered at 8 years (standard deviation ~4).

## Toward an Academic Growth Plan

Although we have struggled with enrollment in the past, there is no external reason Mills cannot grow, and, arguably, such growth would be good for the institution on many fronts. Given trends in higher education and the fundamental quality of what we do here, there is no natural reason we cannot have larger enrollments. We know from experience, though, that just recognizing this fact will not make it so. Conventionally, enrollment targets are driven by revenue needs and reality and faculty are informed about the goals and whether they have been met and what the implications of shortfalls will be.

The faculty has not, though, typically, been as involved in thinking about the size of the college as it might be, and not on a longer term basis than "what's happening next year?" As the producers of the product that the admissions effort is marketing and as the staff that educates the students who are recruited, it makes sense to re-think faculty role in planned and managed growth of the student body and our stake in it. If Mills is going to participate more than it has in the production of women scientists and engineers, for example, how do we need to think about how and whom we recruit and the faculty's role in that? If Mills could grow systematically from 800-900 undergraduates toward 1200-1400, how would the size and shape of the faculty and academic facilities need to evolve? And what sorts of proactive programmatic and curricular changes could help make it happen rather than just waiting to react when it has already happened? It is time to think about involving the faculty as a whole, and individual academic departments, more in planning where Mills could be, what we would do if we were there, and how to get there from here.

## Class size

Class size is another feature in which the "run it like a business" perspective rightfully takes interest. Anyone can appreciate the idea that, other things being equal, larger classes make for a better bottom line. It costs just as much to teach 50, they'll tell you, as it does to teach 10.

Never mind that there is a hidden flaw in that logic,<sup>4</sup> class size as a measure of efficiency is inherently problematic. Most obviously, we pride ourselves on our small class-size – and students and alums cite it as a memorable feature of Mills. We recruit students with the promise of small classes and we boast of a low student-faculty ratio. But even here we contradict ourselves: we use class enrollments as a measure of student interest, instructor success, and program vitality – large enrollments garner attention and resources – and we disallow overly small classes.

While an efficiency expert might want to know only about average class size, the faculty perspective begins from the recognition that the learning we deliver is produced in different ways. Some faculty excel in larger format classes, some in small. Some subjects are efficiently learned in larger lectures and others require smaller, more intense encounters with teachers. Some teachers dazzle in the auditorium, others around the seminar table. Most fields of study proceed from the general to the specialized, and we bring students along from beginning status to advanced status along that same trajectory. What makes sense is for each program to have the right balance of small, medium and large classes, a mix that exploits the skills and styles of the staff and matches the curriculum plan of the program.

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<sup>4</sup> Teaching workloads extend beyond the classroom and may not be linear function of class-size. In the absence of graduate student teaching assistants and graders, classes beyond 30-40 are extremely work intensive.

Suppose, for example, a program has 22 total course offerings, 15 offered per year, five of these are required courses offered every year, one is an intro course offered every semester, and the rest alternating with some at about 22 students, some at 17, and a few small classes at ten and seven students. We'll label the courses A through X. The schedule is shown in Table 2. This

**Table 2 Hypothetical Distribution of Class Sizes in a Program**

Size	Class-Seats per Year	Year 1		Year 2	
		Fall	Spring	Fall	Spring
42	84	A	A	A	A
22	88	B,C	D,E	B,C	D,E
17	85	F,G,H	I,J	F,O,P	Q, R
10	20	K	L	S	T
7	14	M	N	U	V

represents a total of 291 course-enrollments – about 36 students – and so our three faculty FTE work out to a student faculty ratio of about 12 and average class size is about 19.

The point of this exercise is that it is possible to think in a manner that takes into account what we know about pedagogy and the structures of majors while still using traditional metrics. Combining sensible analysis with local knowledge yields better solutions that avoid perverse incentives that contradict our value propositions.

The next step in thinking through these things would be to examine how our various majors and programs fit into a schema like this, how to adjust it to our realities and the Mills education and how our structures might be adjusted to increase the efficiency and predictability of what we do.

### Curricular Innovation

We know that the world into which we graduate students is changing. The interests students bring to the college are changing. What the college offers in terms of majors and programs, though, is locked into a relatively slow moving structure. It would be easy to zero in on this as a problem in need of a fix, but for the most part, it is more virtue than vice: we do not chase erratically after short term fads and the quality of our product depends on us not doing so. But we do need to enhance our capacity to experiment and evolve. The problem is that moving all at once into new areas is a very expensive proposition, and it is hard to know if it is a good idea before you do it.

What we need is more institutional R&D<sup>5</sup>. To this end, we have begun conversations about cross-discipline or cross-school appointments. Faculty have begun talking about using the existing structure of the “college major” to explore new experimental majors with existing resources. We are trying to understand what interdisciplinarity will look like in the 21<sup>st</sup> century. We have begun to think about how, and when, the faculty ends majors and programs or morphs them into new forms. We are asking what’s the ten year trend in terms of majors? What’s driving the trends of what classes are popular? Where are the big enrollments today and where will they be tomorrow?

This kind of thinking requires that we shift our vision beyond the basic task of simply trying to make sure next year looks like this year. To do this, though, we need to help departments and programs get out of the trap of feeling like they are under assault or starved of the resources needed to do what they are already committed to doing. “Innovate or Die” is great as a slogan, but it is a poor guide in practice. To unleash the innovative side of the faculty, we need robustly to support

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<sup>5</sup> Research and Development

the *status quo* as well as the entrepreneurial efforts of faculty so that we move toward a future of having too many good, well thought out, and tested ideas to which new resources can be dedicated.

### What are the Real, Concrete Implications of Demographic Changes

People use factoids about demographic changes to legitimate all manner of claims about the future of higher education. But the fact is that changes in the total number of people who want/need to go to college, their socio-economic and educational background, the schools that prepare them for college, the labor market into which they will graduate, the world in which they will be adults all have implications for what our product is, how we deliver it, and how we market it to future students, donors, accreditation agencies, and employers.

What we need to think about is how to have an informed discussion about the implications of demographic and economic changes in the world, the U.S. and California. A discussion dominated neither by politics and ideology, nor crude bottom-line considerations, but rather informed by data and a clear sense of the college’s mission. That’s a part of our agenda moving forward.

### Seeing the System: Thinking Holistically

Each of the particular items mentioned above is a part of a system and we need to think of them as such. Every organization is plagued with problems of silo mentality – the urge to restrict information flow, stove-piping – information up and down the chain of command but never laterally, NIMBY-ism – change yes, but not in my back yard, turf protection – as long as the reform doesn’t reduce my budget, interdepartmental xenophobia, moral tourism, and tunnel vision, to name just a few. To get over these, we will need to retrain ourselves to think more systemically, to step back and see the connections between the parts, to walk each other through how the things we think we should do are going to produce the outcomes we jointly subscribe to.

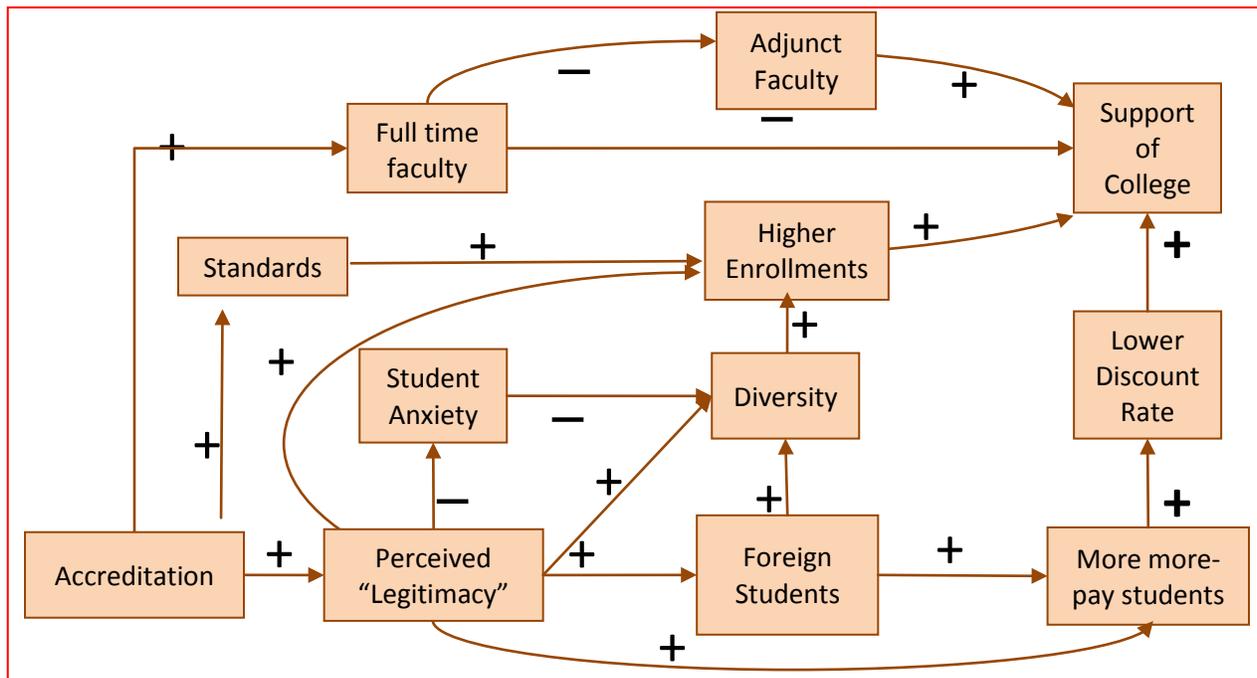


Figure 1. Seeing the System and Making the Logic Explicit

Even if the estimates and models and plans described here are complete back of the envelope guesstimates, we can have some rational discussions about how they fit together. Looking at the system in the same picture (as in the example in **Figure 1**) makes possible a public conversation about the future. What sorts of interdependencies exist among the different components? What sorts of priorities do we, at the present point in time, think that we have? And, most importantly, how can we get started thinking about how to move toward the states of affairs we are describing (rather than just waiting to see if they come to pass).

# Appendix: Issues and Dispositions 2009-2010

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Faculty Executive Committee (Burke, Cossey, Joseph, Nixon, Pavlik, Ratcliffe, Roth, Ryan, Wang)

## Salary and Budget

### 1. Faculty Salary Plan

**Status:** New figures are in. We do not expect progress toward "meeting" the plan this year unless it occurs by comparison schools moving toward our numbers. We are grateful to have avoided merit increase cancellations, cuts in retirement, furloughs, and layoffs of FTTT faculty, but we want to remain vigilant in focusing on maintaining competitive salaries, avoiding "casualization" of instructional workforce, and so on.

### 2. Budget Subcommittee revived.

**Status:** BS (Ratcliffe, Ryan, Wang) met with Provost/Assistant Provost 2/1/2010. President to meet with full committee 2/8. Strategy was to develop series of consultations beginning in Fall to track development of college budget and insure faculty input/awareness along the way. Further developments pending.

### 3. Early retirement

**Status:** FEC participated in structuring and rolling out of one time early retirement option in fall.

## Curriculum

### 1. Academic Integrity/Honor Code. Dissatisfaction with interim code and procedure as inserted into student handbook last year.

**Status:** Reverting to previous language while adjustments are worked out. These will be presented to faculty for approval, likely this fall.

### 2. College 60s

**Status:** Motion passed by faculty to rescind requirement. FEC charged with developing proposal for alternative "sophomore experience" and future of "interdisciplinarity" as part of gen ed in Fall.

### 3. Program Changes

- a. Biochemistry/Molecular Biology for a program revision
- b. French Dept to eliminate the Comp Lit major

### 4. 9 upper division course rule

**Status:** Faculty accepted ASC proposal that the nine upper division courses required for graduation can be taken any time during the student's career at Mills.

### 5. Undergrads in grad courses

**Status:** Discussed in divisions and between EPS and particular departments. After surveying grad departments, the EPS determined that each program is *sui generis*, & therefore each has to

be left to develop its own policy. Some programs, such as Dance, avoid the question by having undergrads enroll in an (undergraduate) IS to participate in a graduate level class; others, such as Mathematics, have specific policies to accommodate students' beginning to take grad courses during their senior year; and some, such as the GSB, prohibit undergrads from taking any of their grad courses. Each program/department encouraged to formulate and publicize own policies.

6. Proposal on **leadership education**. Following disbanding of Women's Leadership Institute, President expressed interest in seeing faculty consider another vehicle for implementing "leadership" components of college mission.

**Status:** FEC opted not to take lead on this issue itself. Open call to faculty made at March meeting. To date, no further focused interest. Administration remains interested; commitment to leadership is in mission statement. Do we require a separate program or whether it's something that's diffused throughout curriculum.

7. **Exploring alternatives for course evaluation.**

**Status:** Recommendation is to conduct pilot project with interested faculty and do it in parallel with existing so as to compare and overcome any fears of creating unusable information. Spring 2010 or Fall 2010.

8. **SSD Accommodation Process**, especially "extra time on assignments"

**Status:** EPS has had conversations with SSD. Current policy is accommodations must be worked out in advance with the instructor. We clarified that "additional time on exams" applies only to in-class, and not take-home, tests. This is a matter that the EPS may continue to pursue further next year.

9. Faculty concerns about **student assistance at writing center**.

**Status:** EPS discussed with Director of Composition in the English Department. EPS put the larger question of writing instruction students receive on hold as the College undertakes an assessment of the second writing course students are required to take, but the larger question should remain on the agenda of the EPS for Fall2010.

## Academic Staffing

1. **Faculty searches 2009-10**

**Status:** We ended last year expecting none of our recommended searches would take place. In July we learned that, in fact, 4 would be authorized and these were the four we recommended. Three of four were completed before a hiring freeze was instituted. FEC is in discussion with administration about adjusting the authorization process and working with administration on balancing likely income with anticipated faculty expenses so as to insure we can avoid canceled searches in the future.

2. **2010-11 Search Recommendations.**

**Status:** Educational Policy Subcommittee has not yet completed its review. Although it is unlikely that any searches other than GSB will be authorized, we plan to make a strong statement about what the priorities are in terms of maintaining the integrity of the academic program. On the business school searches, we are leaning toward withholding our

recommendation until meeting with the new dean after her arrival and being persuaded that the business plan of going forward with these searches at this time makes sense.

## Personnel Policies

1. **Fourth APT Essay.** There was confusion of requirement of fourth essay in APT reviews in the fall.

**Status:** Discussion between APT and provost office resulted in elimination of request for fourth essay in APT reviews starting this fall.

2. **"Conflict of Commitment"** policy.

**Status:** Presented preliminarily to divisions for discussion in spring. Wide range of useful (mostly critical) feedback. Provost and Attorney looking at and discussion will continue in fall.

## Other Shared Governance

1. **Handbook Revisions** on Deans and Shared Governance

**Status:** Negotiated between President, Provost and FEC. Passed by Faculty. Up for approval by BOT in May.

2. **Faculty and Board of Trustees**

**Status:** This has been a year of relationship building and increasing contact between members of the BOT and faculty. Over 25% of faculty had formal or informal contact with board members at most recent meeting and there's been some between board meeting contact as well. Continued work on relationship building is the agenda going forward.

3. **Consultation on deans searches**

**Status:** Members of the FEC met with representatives of the search firms for the deans searches early on in the process and had quite vigorous discussions with them. We were kept up to date as to the progress of these searches throughout.

4. **Consultation with Office of Institutional Research**

**Status:** Committee met with OIR director and counseled course of action on which version of FSSE to use and offered methodological guidance which was reflected in the survey faculty received in late March.

5. **Presidential Transition.** FEC and faculty involvement in announcement, planning, searching, the transition year.

**Status:** Good involvement in announcements and related events. Faculty participation in initial BOT conversations about transition. Nomination of faculty members to search committee handled completely by FEC. Faculty comments generated at March meeting on our timetable and these have been forwarded to search firm to inform its general conversation with faculty and search committee.

NEXT. Maintaining momentum for positive search outcome. Maintaining openness and transparency that Board Members strongly counseled during their meetings and faculty strongly opined in its initial discussion.

## Other

1. **Regularizing and rationalizing course release policy** for large classes, for research supervision, etc. Background: faculty members request course release or teaching credit for supervising student research. To what degree is this just a part of what we do (and something each of us gets to self regulate in terms of how much we can (or want to) do)? Or to what degree is it an institutional goal (that is, to make a certain amount of it occur) that we should construct incentives to achieve?

**Status:** On FEC 2010-11 agenda. Tentative plan generate a menu of current practices and alternatives that can be evaluated for their pros and cons in terms of impact on academic program and faculty work load and related issues.

2. **Graduation and Convocation speakers** and honorary degree recipients. Moving toward more awareness of how nominated.

**Status:** After informal conversation with President and Provost, agreement that Provost/President set and publicize a fall date and invite faculty nominations. FEC to issue reminder at start of academic year.

3. **Faculty meetings.** Move to new space in GSB. Various seating configurations have been tried.

**Status:** We have not yet sought formal feedback on this. We should.

4. **Science student recruitment.** Request for ideas about how to improve admissions office recruitment of science savvy prospects and their parents.

### IDEAS

- a) workshops for existing staff.
- b) Targeted hiring of admissions counselor with science background.
- c) Figuring out a low impact way to get faculty more involved in admissions in an effective manner
- d) Convene a thinking session between science (and any interested) faculty and COEM?

**Status:** put on hold for now awaiting discussion and recommendations in Natural Sciences Division

5. **Information and privacy.** With increasing subscriptions to services of various kinds that require information from students, faculty, and staff, how do we vet privacy policies and the use of information by vendors?

**Status:** Agenda item for fall 2010.

## Future Agenda

1. **Gender differentials in salary at Mills.** Recent AAUP data suggested noticeable differentials by gender at Mills. Is this an artifact of seniority, a few off scale salaries, or averaging in ranks or real pattern?  
**Status:** FEC and Provost to investigate. Fall 2010 agenda.
2. Intermedia Art letter from Fine Arts.  
**Status:** Received letter about preserving video position and program. On current agenda for discussion/response.
3. Examination of **APT procedures in handbook** – what updates, changes, etc. should we think about? Looking over handbook Personnel section for deviations from practice, nagging problems, innovations and updates that might be desirable.  
**Status:** Provost to identify issues she has concerns about. APT and FEC to meet spring or fall to identify sections it has had concerns about. Possibility of revision proposals forthcoming in fall.
4. **Reorganize FEC to take graduate programs/schools into account**  
**Status:** Newly asked question. For discussion Fall 2010.
5. **Reorganize APT to take graduate programs/schools into account**  
**Status:** Newly asked question. For discussion Fall 2010.
6. Appropriate **procedure for eliminating academic programs.** FEC recognizes that we have articulated procedures for expanding curriculum, but not for eliminating majors, minors, etc.  
**Status:** Possibly on 2010-11 FEC agenda. Consensus on importance of clarification for when change IS faculty driven (rather than FEC either carrying out admin decision against faculty will or similar) to assert faculty control of the question and to have a process in place for handling it.
7. Revise **handbook section on program heads** along same lines as revisions in deans or department heads.  
**Status:** Agenda item for fall 2010.
8. Work with Provost to develop a multi-year plan around academic program.  
**Status:** Agenda item for fall 2010.