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MEMORANDUM

To: Executive Committee

From: Bill Curington

Subject: Policy Discussion: Staffing the New Business Core Courses

Date: February 27, 2003

Estimates of the Number of Sections of New Core Courses to Be Staffed by Each Department by Semester: Spring 2004 – Summer 2007

At the September 2002 Executive Committee retreat, we agreed that, initially, staffing of the new interdisciplinary core courses would be related to the proportion of the current core taught by each department because these teaching obligations have influenced current staffing patterns across departments. We also agreed that, over time, we would seek ways to make the distribution of core course teaching more equal across departments. The following preliminary estimates of the number of sections of new core courses each department is expected to staff are based on the concepts we discussed at the retreat.

Methodology

- The core course semester credit hours taught by each department in Fall 2001 and Spring 2002 are used as the baseline data to calculate the proportion of the core each department is responsible for staffing.
 - The credit hours in BLAW 2013 are not included because the new business law course, WCOB 1012, will be taught by a specialized faculty who will not teach other core courses. Planning for the staffing of these classes will be handled separately.
 - The credit hours in ISYS 1121L are not included because the masters' students who teach this lab course are not candidates to teach new core courses.

- Upper division economics courses serve both as core courses (Jr.-Sr. Econ Elective) and courses for majors so to count all the credit hours would overestimate the Economics share of the core credit hours. Therefore, the Economics credit hours are adjusted for the proportion of junior-senior economics classes that are taught to satisfy the economics elective requirement in the old core. Average enrollment in other junior-senior core courses is 70 percent of enrollment in junior-senior economics courses. So, the economics credit hours are those in principles of economics plus 70 percent of the credit hours in junior-senior economics courses. Credit hours in “Economics for Elementary Teachers” are excluded from the calculation because this course does not satisfy core course requirements.
- The percentage of total core credit hours (after adjustments) that were taught in Fall 2001 and Spring 2002 by each department is calculated. Those percentages are as follows:
 - Accounting 18.66 %
 - Economics 25.29 %
 - Finance 7.71 %
 - Information Systems 25.43 %
 - Management 14.25 %
 - Marketing & Logistics 8.67 %
 - The percentages were not significantly different for Fall 2002 – Spring 2003.
- For each future semester, the total number of core credit hours that must be taught is estimated. The share of the total credit hours that each department is responsible for staffing is calculated using the percentages above.
 - For Spring 2004, the estimate of core credit hours is from the proposed class schedule already developed by each department. This planned schedule includes both old and new core classes.
 - For the semesters from Summer 2004 through Summer 2006, the estimated credit hours are based on the 2004-2006 enrollment by course estimates we refined after the September retreat (attached). Rather than make assumptions about enrollment growth, current enrollments are assumed to continue. The resulting estimates only indicate the relative magnitude of the departmental obligations. The enrollment estimates will have to be revised periodically as we have more accurate information. This periodic revision will yield more accurate estimates of actual departmental obligations.
 - The post-transition estimates for Fall 2006, Spring 2007, and Summer 2007 assume that the new core course enrollments in Fall 2005-Summer 2006 continue but the old core courses are all discontinued.
- Once the share of the total core credit hours is calculated for each department, the credit hours that must be taught in department specific core courses is subtracted.
 - During the transition semesters, this will include the old core courses that are still being taught.

- After the transition only the credit hours for principles of economics will be subtracted from the Economics Department share of total credit hours.
- Since the new core classes involved in this staffing plan all have a target section size of 60 students, the credit hour obligation of each department is divided by 180 (i.e. credit hours in a 3 hour class with 60 students) to determine the number of sections each department must staff.
 - Once the six hour course, Business Strategy and Planning, is included (beginning Fall 2005), the raw calculation of number of sections must be adjusted to reflect that each of the six hour sections is equivalent to two sections of a three hour course. In other words, a department staffing a section of this six hour course will be credited for staffing two three hour sections.

Estimates for Spring 2004 – Summer 2007

- The spreadsheets illustrating these calculations for each semester from Spring 2004 through Summer 2007 are attached.
 - The estimates for Spring 2004 and Summer 2004 should be considered firm estimates for departmental planning.
 - The estimates for future semesters are initial estimates that illustrate the relative magnitude of departmental obligations. They are based on current enrollments and will need to be revised as we plan the schedule of classes for each academic year and/or departmental staffing patterns change.

Issues Raised by the Staffing Estimates

- **The continuing unequal distribution of departmental staffing obligations:** The estimates of post transition staffing obligations illustrate that a large share of the interdisciplinary core courses will be staffed by Accounting and Information Systems. This, of course, reflects the larger shares of current core courses staffed by these departments. The pragmatic decision to base staffing obligations on relative shares of the current core courses makes sense for the short run because we do not want to have abrupt changes in departmental staffing because of the curriculum change. However, if we want a true interdisciplinary curriculum, we must find a way to have the core teaching obligations more evenly distributed across departments.
 - To aid discussion, the staffing estimates for Fall 2006, Spring 2007, and Summer 2007 are recalculated using an equal percentage obligation (16.67%) for each department. This shows the increase or decrease in staffing obligation when changing from the current to exactly equal obligations.
 - Reallocating staff is never easy. However, non-tenure track staff / positions are easier to reallocate than tenure track positions. It is also easier to reallocate a position when it is vacant. I suggest that our first approach be to examine the non-tenure track positions in the College and ask ourselves if (and when) any can be reallocated.

Executive Committee decision (3-3-2003): Whenever a non-tenure track position is open, it will be examined to determine if the resources and core teaching obligation can be moved to another department.

- **The Economics staffing obligation for interdisciplinary courses:** The post-transition staffing estimates indicate very little staffing obligation for Economics. This results from subtracting the principles of economics credit hours from the departmental overall staffing obligation. While the logic of the calculation is clear, the resulting minimal participation of Economics in teaching interdisciplinary core courses is troublesome. Relatively equal departmental participation in teaching interdisciplinary core courses is the, perhaps unattainable, ideal. Very little participation by a department is a potential morale problem for faculty in other departments who may feel they are going out of their way to fulfill their department's obligation to contribute to the core. This is exacerbated by the fact that the degree of integration of economics into the interdisciplinary courses was one of the most debated issues in the curriculum revision discussion. The resulting compromise might have been different if it was perceived that it would result in little participation by Economics in teaching the interdisciplinary core courses --- this statement applies equally to members of the Economics department who anticipated contributing to the teaching of the new core courses (three are on course development teams). I don't have a solution to propose at the moment but I think we should discuss the issue.

Executive Committee decision (3-3-2003): Because the principles of economics courses are a significant part of core hours, the Economics Department obligation to teach the other core courses will be less. Economics faculty may volunteer to teach the interdisciplinary core courses. If feasible, the economics volunteer will reduce the obligation of department with the largest obligation.

- **Unexpected need for additional core sections:** The case will arise, when we will need to add a section because of unanticipated demand. When this happens now the department must answer the question, "Who will teach the extra section?" In the case of the new core, this question is modified to, "Which department will supply the person to teach the extra section?" The natural answer will be, "Not my department."
 - One approach would be to use the raw calculations of the "number of WCBD sections required". For example, in the Spring 2004 calculations, the raw calculation is rounded (e.g. Finance is actually 3.472 --- rounded to 3 sections). When these unrounded calculations are examined, it is clear that, if planned credit hours had been higher, Finance would have been the first department to have its calculation rounded to a greater number of sections. So, Finance would have the obligation of staffing the unanticipated section.
 - The above is one approach. The discussion may lead to alternate approaches.
- **Who teaches which course:** Once departments know many new core sections they must staff, they will have to determine who will fulfill the department's obligation. The question of who will teach the core sections and what course(s) they will teach are often related, if not simultaneously determined. The person organizing staffing of

the new core courses will have to match the staffing requirements with this mix of people and preparation / preferences.

- I think we should agree on the principle that one department should never teach all the sections of an interdisciplinary core course.
- The problem of people, preparation, and preferences will be less severe in the initial years because the members of the course development teams are committed to teach their course for the first two years it is offered.
- One approach to the preparation / preference problem would be to require persons who are to teach in the new core to list a first and second (and possibly a third) teaching preference in order to give the core director flexibility in matching people with courses. This is one approach. Others may arise in the discussion.

Attachments:

WCBD Teaching Obligations 2004-2007

WCBD Enrollment Estimates 2004-2007