CLAS Council

April 9, 2020

Meeting via ZOOM

MINUTES

**Attending**: Michael Abeyta, Masoud Asadi-Zeydabadi, Jennifer Boylan, Sasha Breger Bush, Michelle Comstock, Candan Duran-Aydintug, Paula Espinoza, Gabriel Finklestein, Mia Fischer, Nick Fisk, Lorna Hutchison, Pam Jansma, Marjorie Levine-Clark, Darryl Mehring, Annika Mosier, Erik Oleson, Florian Pfender, Sarah Tyson, Maria Andrea Velazquez, Anna Warrener

**Recording**: Karen Fennell

**Welcome and Introductions**: Sarah Tyson

**Minutes from February and March**: Sarah Tyson

Minutes were approved.

**Dean’s Updates**: Pam Jansma

*Pass/Fail Grade Policy*: A new policy has been approved system wide for cureently enrolled students.

*Tenure Clock Stop Policy*: Faculty can email Katheen Bollard by 8/31/2020 with their decision on what they want to do regarding this option.

*State Budget*:

* There will be a big impact to the state budget, a lot is up in the air right now and we are encouraged to be careful with our spending.
* There will be a hiring “chill”, not a freeze right now, and we can make a case for replacing critical positions.

*Student Difficulties*: Can refer students who are having difficulties to David Tracer as Associate Dean for Student Success and he can connect students to resources, including CARE Team and the loving Lynx Fund.

*Summer Courses:*

* Will all be taught online.
* Enrollment looks down about 20% so far.

*Fall Courses*:

* We want to be back to face-to-face courses in the fall but it’s up in the air right now. We need to consider what we will teach in the fall so we can adapt courses accordingly if there will still be social distancing or we have to go remote.
* We’ve not talked about delaying registration for fall or waiting to have a better idea of what format the courses will be offered in.
* National trends show that more students will be enrolling closer to home, which could be good for us since a lot of our students are from Colorado. Although international and ICB enrollments are down.
* We would like to increase our online instructional capacity but we have to do this in the right way. Rich Allen is looking at this very strategically since we don’t have the budget or desire to develop everything as online courses.
* We don’t want to push the university instructional model away from face-to-face learning and it doesn’t seem like we will be going to a heavier online set of offerings as our students are craving that personal interaction.
* There are students who are concerned about wanting the in-person instruction versus online instruction. Some courses are difficult if not impossible to offer online.
* It was noted that online courses tend to fill faster than in-person courses when both styles of courses are made available in the same semester.
* College enrollment tends to go up when unemployment goes up, but we don’t know yet what will happen.
* We don’t know yet what we will do about FCQs for this semester. The consensus here will be that we will have some way to gage how students are reacting to this semester but it’s not finalized. Instructors want students to reflect on the transition they’ve experienced with going remote this semester and instructors do want that feedback.

**Comments on APS 1009**: Sarah Tyson

* Sarah has drafted an introduction for feedback on this policy addressing the ways FCQs are used in teaching assessment.
* There were comments about needing to separate in FCQs whether students are expressing the likeability of the instructor and teaching effectiveness along with student satisfaction and making these issues more clear.
* There were questions about what is the ultimate goal for this policy statement and what our options are as regards FCQs for the departments and CLAS. It was suggested the more concrete options and examples we could give to a department, the better so faculty know what to follow.
* We have until July to submit comments on this policy and this group can review this issue again during the May meeting.

**Strategic Plan**: Sarah Tyson

* Research and Creative Activities and Inclusive Culture, Strategic Plan sections review:
* Comments have been posted on these documents in Teams.
* The document seemed to focus on what faculty could do to create an inclusive culture but there needs to be something about how students are part of this effort in the classroom and on campus.
* There were questions about how do we fortify undergraduate and first year student engagement with the missions as outlined in the strategic plan.
* One thing that separates us from MSU is our research programs and our faculty engagement in research. Competition for funding for research projects can be problematic and impact our ability to engage and retain students in this way. The Eureca program is important to this student research mission and retention.
* We make lunchtime lectures available to engage students and encourage students to come to office hours, but students don’t take advantage of these opportunities as much as we would like them to.
* The strategic plan makes it clear we also need to tout our own interdisciplinary offerings, strengths and achievements as a college more.
* Making minority students more aware of HIPS, study abroad, intensive writing courses and other research opportunities could be part of this strategic plan and bring us more in line with the system strategic plan as well.
* Bringing the resources to the student, rather than just telling the student about the opportunities, could be helpful as exposure to the opportunity makes it more real to them as something they could be part of.
* There could be a lot of value in providing templates, resources and best practices to consolidate and present to departments for their use rather than having departments develop their own processes individually. It could be helpful for the Dean’s office to facilitate this.
* Certificates could also be a mechanism for integrating students into these kind of opportunities and to incentivize their engagement in research pathways.
* Internships, community engagement, and job/career opportunities are part of student retention and success as well.
* Faculty need to consider how to find the time and incentives to work on these efforts as well. It might be worth exploring a “research” release for some of these activities and also consider how these efforts would be represented in tenure and promotion dossiers.