**CLAS Faculty Council Agenda**

**April 13, 2023**

**9AM**

**Zoom-Only**

**Attending:**

Rich Allen, Peter Anthamatten, Masoud Asadi-Zeydabadi, Jennifer Boylan, Michelle Comstock, Nick Fisk, Pam Jansma, Marjorie Levine-Clark, Darryl Mehring, Florian Pfender, Vivian Shyu, Andrea Velasquez, Anna Warrener

**Recording:** Karen Fennell

**MINUTES**

**Welcome and Introductions**: Florian Pfender

* Vivian Shyu is joining CLAS Council from the Psychology Department. She is an Associate Professor CTT and is joining for next fall 2023.

**Minutes from March**: Approved with no changes.

**Dean’s Updates**: Pam Jansma

*Budget Realignment:*

* Budget phase one proposals have been accepted and there is a CLAS website that can be accessed with your university credentials to view the information.
* Phase 2 of the budget realignment will involve a 4% cut by 2024 and that process is currently in flux. We can likely get there through not filling positions achieved by resignations and retirements, but that is a lot of unfilled positions.
* The average cost savings across the college is about $100,000 per position including salary and benefits.
* We have some funds available from ICB to seed some efforts over the summer with a small stipend.
* The budget cuts are impacting DEI as it is hard to diversify the faculty when we don’t have any positions.
* There was a question about how the budget model might impact our future planning. Anne Sherman is the new AVC for budget and will be starting in early May. She is willing to take on looking at the budget model and Jen St. Peter says the current planned cuts are the budget model for now.
* Talk in upper administration has been around headcount more than student credit hours. There have also been conversations about avoiding curricular duplications among Schools and Colleges.
* We need to think about support for CLAS as a whole and not just individual departments. But we can be smart about this and take an interdisciplinary approach to do this flexibly to allow students to bring in credits that map to learning they have already done.

*CLAS Town Hall Meeting:*

* There will be a CLAS Town Hall on 4/14 looking at our values and options and Rich Allen will talk about this more.
* At the last Town Hall we put up some high-level questions about changes in the college. Each town hall is a platform for more discussion.
* The 4/14 Town Hall will start with a discussion around the proposals for curriculum, teaching status and teaching load, with a broader discussion around the changes and concerns. This includes the hard choices we need to make and how to make these decisions as we put together a plan to discuss them with our faculty governance groups.
* We will have a community conversation to guide the plan we will be making around these issues.

*CLAS Strategic Plan:*

The Strategic Plan needs to be voted on to move it forward. We are about 20-25 people away from quorum on the vote for the strategic plan.

*CLAS Graduation Requirements:*

* We will look again at the CLAS graduation requirements. This was last looked at in February 2020.
* We want to make these requirements more flexible, especially for transfer students and there will be more discussion about this.
* One of the things we are struggling with is how to take-in credits from community colleges as a lump, when they may not map as a lump onto a CU transcript. There will be a task force on this in the fall to look at this.

**EPCC P+/P/F Policy Discussions**: Stephen Hartke

* During the pandemic there was a change to the grading options to allow the P+/P/F grading policy and option.
* Florian attached a summary created by Sandra Quinn on the current campus and college policies on Pass/Fail grading, as well as a summary of the factors that came up when discussing P+/P/F policies.
* There are restrictions on what types of courses can be taken P/F and how many credits can be taken P/F. Currently, courses that count towards a major or minor cannot be taken P/F.
* Now the P+ can count as a C-. Some programs have stricter requirements on C- grades and whether a C- can count as credit for the degree.
* We also have to think about how these P grades impact the GPA requirements and honors classifications that use GPAs.
* Other schools and colleges may not allow counting of P/P+ grades for honors programs. There are impacts in the P/P+ grade on students applying for professional and graduate programs as well.
* The proposal from the EPCC here is to allow students to count at most 1 elective course with a P+ towards an undergraduate major. Each program will designate what constitutes an elective for their majors. There would be no change to the existing policy that courses with P+ cannot count towards minors or certificates.
* This is the proposal that was approved and recommended by the EPCC but there is still room to refine the proposal with this group.
* We still have to think about how these P/F courses would impact the GPA.
* If the proposal were approved, it might encourage students to try a broader range of elective courses if they don’t have to worry as much about the impact on their GPA if they didn’t do well and could take the course P/F. It seems this proposal is more-or-less aimed at students who get As and Bs but who aren’t confident about taking a class outside their area of expertise and are concerned about the impact on their GPA.
* The attached table is the current policy, which does not allow any P/P+ courses to count for the student’s major or minor. This proposal would allow for at least one elective course to be counted with a P or P+ grade for the degree.
* There was a concern that this proposal for allowing the P/P+ grade might add a layer of confusion and complexity in advising students that could become unsustainable.
* Sandra Quinn gave input to EPCC on behalf of the Advising office on this proposal.
* The instructor would not know if the student was taking the course P/F. The instructor would just assign a letter grade and the Registrar would convert the grade to P/F. The Registrar currently allows a student to select P/F grading up through week 10 if the course. Once a student elects P/F grading they cannot elect to convert it back to a letter grade to have the letter grade show up on a transcript.
* None of the current policies address the P+ grade as it didn’t exist before.
* For CLAS graduation requirements and undergraduate courses there are specific core courses that cannot be taken P/F and count for the degree.
* Electives can mean different things to different departments and departments would have to determine what would count if the P/P+ would be counted in credits for the degree or not.
* There was a concern that if the student takes the class P/F and does well, what would be the problem with allowing the student to switch back to getting the letter grade for the course if they do well, other than the complications involved in changing back to a grade on the transcript.
* Students have until week 10 to figure out if they want to take the class for a letter grade or not and by then they should know if they are doing well in the class or not. If we allow students to keep switching back and forth with their grading option and the advisors have to approve the changes, this puts a lot of work on the advisors.
* Before the pandemic, students had to elect their grading option before census date at 3rd week. After the pandemic the date was moved to week 10 as the P/F decision date.
* EPCC talked about giving departments the option to decide which of their courses could be counted for the degree using the P/P+ grading option, but at the same time providing some general structure for how this might work for the college overall.
* It was suggested to table voting on the proposal at this time so Council members could take this proposal back to their departments for further discussion and give feedback before this group could make a final decision on it at the next meeting.

**Principal Instructor Discussion**: Florian Pfender, Pam Jansma

* There was discussion as to whether we want college-wide language for this promotion step that was introduced recently university-wide or leave it up to the departments? Or, do we want some uniformity?
* This new third rank was driven a lot by CU Boulder and their structure and process is much different. Promotion to Principal Instructor after a certain amount of time and a certain level of excellence could be a factor. The job description for the position didn’t change with the promotion at Boulder.
* There was discussion about the impact of having the terminal degree and having an option for promotion in the career path.
* It was asked what language exists in the college currently for the other two ranks. It was noted it would be helpful to have something consistent with what we currently have.
* We have basic System definitions and then there are things defined at the unit level.
* It was suggested to have some general guidance from the college and then for departments to be able to decide on their own specifics internally in their bylaws.
* It would be helpful to have some level of consistency and equity established for this process. We are trying to get more consistency for our IRC faculty as well.
* The general consensus was to have general guidance from the college for basic criteria and then departments could develop their more specific criteria for what equals an instructor, senior instructor and principal instructor and when you should promote to each level.
* The Dean will talk to Faye Caronan and get some additional information to bring back to the Council with some suggested basic guidelines for the college for promotion for this new Principal Instructor rank and review these proposed guidelines with the Council.

**Mental Health Support Training**: Florian Pfender

* This is something CU Boulder sent out as a mandatory training to help their institution to deal with mental health on the campus.
* This training option was shared by the Dean as an FYI that this training is available since faculty and others have mentioned the need for additional resources. This type of training now exists in Skillsoft and people can take it as they wish.
* It was suggested that these kinds of training and resources could be put on a Canvas or campus page as a resource for students and others, rather than faculty having to put this on their individual pages every term.
* This group could encourage instructors to put this training on their Canvas pages and they can do this short training themselves if they want it.

**Internal Council Discussions**