**CLAS Faculty Council Meeting**

**Thursday, 9/8/2022**

**9AM-10:30 AM**

**Student Commons Building**

**Boettcher Conference Room 1401**

**or by Zoom**

**MINUTES**

**Attending:**

Michael Abeyta, Rich Allen, Masoud Asadi-Zeydabadi, Soumia Bardhan, Jennifer Boylan, Sasha Breger Bush, Michelle Comstock, Ben Crawford, Florian Pfender, Nick Fisk, Xiaofei Gao, Rachel Harding, Pam Jansma, Marjorie Levine-Clark, Darryl Mehring, Erik Oleson, David Tracer, Anna Warrener, Andrea Velasquez, Margaret Woodhull

**Recording:**

Karen Fennell

**Welcome and Introductions**: Florian Pfender

We will try hosting this meeting as hybrid for this meeting and the next meeting. If more people will be on Zoom, we may switch this meeting to entirely Zoom instead.

**Course and Curriculum Updates**: Rich Allen:

A group met over the summer to come up with ideas to enhance curriculum practices in CLAS.

We will develop curriculum management practices that are:

* Demand-responsive
* Fair and predictable
* Resource-minded
* Coordinated and communicated
* Continuously improved

Demand-responsive

* Seats are guaranteed for core, service, recommended, and required courses
* Courses are designed to accommodate a range of standardized section sizes
* Demand is accommodated and drives future curriculum and scheduling decisions

Fair and predictable

* Section caps and waitlist practices are standard across departments/course types. We are trying to get new sections out early during enrollment to add new sections as they are filling to avoid creating long waitlists. Once section gets to a certain size and we have a waitlist we will automatically split the section early, rather than accumulating more students in waitlists.
* Low enrollment is contextualized; cancellation reassignments are early and rare
* Teaching assignments consider expertise, faculty bandwidth, preference, need and hiring decisions

Resource-minded

* Historical demand informs future annual department baseline section counts
* Part Time Instructional budget and staffing demands are fairly distributed across departments. We’ve been trying to match that better to what’s been changing in departments because of repeated low enrolled courses.
* Decisions maximize use of space, technology, and financial resources that we have. An example of this is our classroom sizes. As we reduced our size as a college and in our classes we have asked departments to reduce the number of sections they will offer in spring to make better use of large classroom spaces.

Coordinated and communicated

* Categories of courses (e.g., introductory STEM; humanities core) are mapped to classrooms and scheduling grid with interdepartmental and College coordination.
* Schedule planning shifts from by semester to yearly or longer, with longer-term planning required in special circumstances (e.g., for smaller programs).

Continuously improved

* Metrics are developed to track effectiveness of practices and progress toward goals. We will be clear about what we ae changing and then we will track the outcomes to see what is working and what isn’t.
* Plans are developed to support work toward strategic goals (e.g., inter-disciplinary team teaching, active learning classrooms, evening course portfolios, etc.)
* Pilots with guardrails are used to support experimentation while mitigating burdens and risks (to faculty, to students, to budgets). We want to test out anything we do to make sure it is working.

Discussion

There’s going to be more work going forward based on this document on how to make this function well for our students.

*Courses and scaling demand*

* The question was raised about what to do when we cancel courses early but we have students who tend to register for courses late, and then they can’t take the class because it has been canceled.
* We are trying to track trends for courses more accurately and earlier so we know what we really need to offer in our departments to avoid offering courses that traditionally end up with low enrollment.
* We see a swell of registration towards the end of the enrollment period with freshmen and international students.
* This year there was a late surge in transfer student enrollment due to delays in the Registrar’s office in evaluating transfer credit on transcripts.
* Over the last three years we have crashed in demand and have had to cancel a lot of classes that lecturers and graduate students tend to teach, so there have been fewer opportunities for those people to teach in the last three years.
* Lectures bring connections to the community, expertise and long-standing connections. We need to make sure we have a better way of protecting these relationships, but in some departments the number of lecturers and classes are out of scale with the actual demand.
* It’s taken multiple years of a longer trend for us to make adjustments in section counts to better meet demands where they are happening. If a department wants to do something new or different there are ways to refit ourselves with our student count.
* We piloted some new interdisciplinary practices with new classes between Philosophy and Psychology and the new course had high enrollment. Psychology online courses are growing significantly as well.
* English demand is up 10% this semester in core Comp 1020.
* We want to do changes for departments and sections fairly and transparently across disciplines. We want to use our resources better and evaluate ranges of enrollment for courses.
* There are ways Advising can engage with our students to encourage them to enroll for the classes they need.

**Dean's Updates**: Pam Jansma

Faculty and Staff Forum:

* Will be on 9/16.
* Marjorie and Antonio Farias will present on DEI, Pam will give an update on budget and the Provost will attend with his team as well.

Budget:

* We’ve been asked to reduce our expenses over the next few years. Part of the problem is that since the pandemic we’ve had a merit increase of 3% that wasn’t budgeted.
* We were successful in covering our deficits with one time funds previously but we don’t have these one-time funds anymore. We want to get through this financial instability and be able to invest and grow in the right areas.
* Business and Engineering are booming and we see students enrolling in CLAS core, but this isn’t happening like you would expect. Core enrollment is down and 25% of those students don’t return the second year so our enrollment in core is still down.
* We need to get the retention rates higher and we need to understand if more students are transferring in more college credits before the students actually get to college. It is a national trend to have students take lot of dual enrollment college credits< AP, and IB while they are in high school. The transfer of these credits will not go away but we have the opportunity to think about what courses we offer in the core to make them more attractive. Our new reality is that we will have students coming in with 30-45 credit hours and need to attract them into our core.
* We need to create pathways that direct students through the core with topically-oriented courses so that students could get micro-credentials or badges. We could create opportunities for team teaching in interdisciplinary areas and if that attracts student to these areas.

*BS in Data Science*:

* New program has 2 students enrolled already and we are getting ready to post a position to hire a Director of Data Science for this collaboration with Business and Engineering.
* The Degree is housed in CLAS since we are the more generalist place to house it.

*BABS in Integrated Studies*: Program is continuing.

*Health Task Force*:

* Will reconvene soon.
* The legislature is going to fund free community college tuition for anyone interested in health pathways, which gives us an opportunity to partner with the community colleges to create these pathways for careers.

*New Associate Deans*: We have two new Associate Deans now in CLAS, John Swallow and Faye Caronan.

**EPCC Proposal for Dual Finance/Econ BSBA Degree**: Florian Pfender

* EPCC asked if this group wanted to review this proposal and look at the arrangement of course counting from Business in CLAS and counting CLAS courses in Business.
* EPCC approved this proposal but because it made changes to the CLAS graduation requirements to make it work they wanted this group to review it.
* This proposal looks like it would benefit the Economics department well because it would bring in more Business students as degree-seeking students into Economics.
* A plus is that this could also attract more ICB students in Economics as they cannot get the Business degree through ICB and they like the Finance courses.
* The decision was to not vote on the degree but to wait a week to see if there are any further concerns. If so, please email those to Florian.

**Campus Climate Survey Discussion:** Florian Pfender

* This is the main agenda item for the year for the Council on Diversity, Equity and Inclusion to analyze the survey at the college level and bring this information back to the Faculty Council.
* On October 24th the Regents are coming to campus to look at the outcomes of this survey. The data is available for all to look at and the request to see the raw data has been made to OIRE.
* Each department should analyze their data and come up with a plan to address what the data says. We will do the same at the college level.

**Other Items:**

**Campus ID Badge Wearing:**

* There have been issues of safety that have impacted some areas of campus more than others.
* The badge wearing effort is to try to create more of sense of safety and security.