CoCD Meeting

12/01/21

Minutes

In attendance: Steve Beaty, Layton Curl, Dan Lair, Adriana Nieto, Grant Denn, Eric Olson, Jess Retrum, Andrew Bonham, Elizabeth Ribble, Jessica Ross-Katz, Alex Fayman, Greg Clifton, Jacob Welch, John Wanberg, Deborah Horan, Chris Jennings, Maria Akrabova, Brooke Evans, Teri Buxton, Lynann Butler, Brian Hutchinson, Ford Lux, Melissa Monson, Abel Moreno, Mark Yoss, Andrea Borrego, Deanne Pytlinski

Announcement: Updates on health order: Steve Monaco will be announcing will have to wear masks in offices too, even if 6 ft. away.

1. Enrollments:
2. Still way down in many departments

If classes get cancelled, don’t have any extra courses to give them.

Especially senior classes

Computer sciences are up—they are doing well, social work, career-oriented classes?

Orientation completions were up, but we don’t understand that if there is still low enrollment in general studies classes.

We are only halfway through the orientation sessions, though.

1. Discussed Strategic Enrollment Management committee

Questions about whether we are an anomaly compared to other Colorado schools. Ask the SEM committee about this.

Also concerned about changing how students registered, without announcement previously, etc. so is this affecting our enrollments?

Jacob—traditionally when we talk about students who drop out, it has been because of financial aid. That has been worse this semester than ever in the past. It would be interesting to find out if there are trends.

1. Chris-technology limitations have hurt. Also brought up canvas, website changes that were made live, also haven’t helped. Not even a heads up about interface change for registration.
2. Adriana-we are also underestimating that we are still in the pandemic. We know students of color are disproportionately affected, so it’s not surprising that it impacts our enrollments. Going to college is not a priority, we just have to sit tight and be here when they come back.
3. Matt-There are external factors impacting us also. Demographic decline “the cliff” is real. (and early) jobs are up. CU Denver is not forthcoming with data, and we are the same. Have heard some other schools are up—CU Boulder is actively going after our students. Center of perfect storm. Need to continue to build our reputation. This year we got more funding. But lost a third of our enrollments.
4. Discussion about the enrollment management team securing an outside consultant.

Some concerns raised about the effectiveness of outside consultants, and whether they work in partnership with departments. When it comes to program evaluations, why aren’t program review consultants leveraged? They are in our disciplines.

Asked Enrollment Command Center reps to encourage Mary Sauceda to be partners with Chairs and faculty. Suggestion to have Mary come here—invite her next semester.

1. Transfer evaluation process—

What should be the maximum time for departmental course evaluation?

Shawn Schafer sent a draft FAQ for course transfer process

Can X class fulfill X requirement-they want to see something in there about how long the review will take.

Can we agree on a time? He suggested 3 business days—academic chair

Brought up whether this will be through email—more like workflow (PDE)

And occasionally if needs content expertise review may be longer

Also may need more info from the student (like international course description)

Need a proxy designated if out.

1. Dropping for non-attendance

Some departments do this

Student rights and responsibility in catalog says that’s ok.

How widespread?

Computer science shared

Art shared

Bursar says ok to have policy, must be posted widely, communicated.

Students assume they were being dropped, but they are not.

Psych—in winterim, they will really not be successful if they don’t attend at first week

Cautions that students could drop out of full time status and lose insurance, financial aid.

Student rights and responsibility does say its expected that they show up.

Counterpoint-Steve-some faculty say they don’t take attendance because students need to take responsibility for themselves. Does understand need when there are issues of health and safety covered in first week.

Those first two class dates are still in the census period, so should be able to do an administrative drop—to have systems in place. Better than getting to the end and still be enrolled and have to pay for the class.

Also questions about online classes—having a mechanism where they have to log in or they get dropped would be helpful.

Elizabeth will chat with Mike McCabe

1. Banking policy

went through faculty senate last week.

Policy basically that departments should create policy in consultation with their dean.

Psychology has a policy in place, no real problem with it. At times administration hasn’t approved it. How does administration view this?

Dan—does think it’s good to have a policy. How does that work once you reach the threshold? In past has used summer revenue to cover, so need to discuss w/ Deans about funding.

Sheryl says they use the CLAS policy

John Wahnberg—asked for clarification. If accrued enough students, could take course release in a future semester. Has done this occasionally, but hasn’t had a policy.

Jess—supports, but it is very difficult to have same guidelines across the whole university.

Career to classroom hub brought this to Faculty Senate APC, because having trouble getting students into internships. Hoping this will entice faculty to supervise them.

Jacob shared that he appreciates this. In the past it was presented as trade off for teaching low-enrolled classes.

Teri asked if it includes chairs. Answer is yes, but for the logistics need to discuss with Deans.

Greg-asked if there was a time limit.

Is this going to be the chair’s responsibility to keep track? Yes

Shared other cases about internships

Jacob pitched for flexibility.

Asked chairs to give senators feedback.

1. Reminder that Bill sent out the Reduced workload proposal, read it and let’s discuss next time
2. ODI research and NCFDD membership launch

Chalane LeChuga—guest , also Ofelia Schepers (Faculty fellow, liason wth education)

Chalane has done research on tenure and success on faculty of color

Hispanic faculty underrepresented

BIPOC faculty 24.2% full time

Get a sense of how our faculty are doing

Built faculty cohorts, followed over time, based on those on tenure process since 2005

22 of the 28 received tenure/promotion 78%

But only 53% of faculty of color

Doesn’t report those who apply for tenure but do not receive or whether they left.—not disaggregated

2015 cohort data shared

Tracked how women of color fared, but note that small numbers exaggerate results.

2012 department guidelines created to be more fair, but the data doesn’t support that result.

2013 all received tenure, but trend went down after that

Discussed intersections of success and gender

What are the opportunities?

Office of Diversity and Inclusion

Under Vice Provost Benitez, have been more strategic

Success efforts shared, tenure track supper club, flemon post-doc, FRIP, TOP (will go through faculty handbook)

This study is a starting point.

EDI Faculty Fellows, to address recruitment, mentoring, development; retention tenure and promotion

Faculty diversity resolution task force

NCFDD: National Center for Faculty Development and Diversity—Dr. Scheppers

Scheppers—mentoring has been going through CTLD

ACUE chohort—effective teaching pedagogy

Learning assistants (CTLD)

Teaching assistants (undergraduate studies)

She has been looking at these CTLD efforts and where they can collaborate

NCFDD – became institutional member

Webinars, also supports mid-career mentorship

Also WITS (write it this semester)

There will be monthly releases to make sure widespread communication

Want to be complementary not duplicative

i.e. 14 day challenges—pull them into WITS

want to share this with leaders of departments so that we can reach out to faculty who might benefit.

Core curriculum are skills that enhance success in higher ed as a faculty member.

Every semester needs a plan, Monday motivator, daily writing practice

Creating time and space

Art of saying no

Michael Benitez spoke—

In past two years, we have come a long way

Asking chairs to have grace and patience for these programs development

Looking to long run

Faculty fellows make ties with colleges

Questions: what is status of FRIP TOP and Flemon Post-Doc

Flemon—been working on systemic aspects of data is being tied in with policy in handbook

FRIP—being reviewed next

TOP—lots of challenges with Equal Pay for Equal work act. TOP could have gotten us into trouble. TOP was used for faculty and staff. It’s on official pause.

Is FRIP available now? It’s on pause, trying to address systemic issues.

If interested, reach out to their office to strategize. Focus on recruitment.

i.e. how to support Post-Docs being competitive in the hiring process.