
**METROPOLITAN STATE UNIVERSITY of
DENVER BOARD OF TRUSTEES**

*Academic and Student Affairs Committee Meeting
Minutes*

Thursday, March 20, 2025
3:45 p.m. – 4:45 p.m.

Jordan Student Success Building
890 Auraria Pkwy., Room 400 (*University Advancement
Boardroom*)

I. CALL TO ORDER

Trustee Marissa Molina called the Academic and Student Affairs Committee meeting to order at 3:50pm.

Board of Trustees Present: Chair Kristin Hultquist, Vice Chair Jerry Glick, Olivia Mendoza (virtual), Rachel Kaygi, Laura Pinnie, Ryan Frazier (virtual), Alumni Representative Amber Mozet; Marissa Molina (virtual); Emily Garnett; Student Trustee Michael Warner; Faculty Trustee Ann Obermann, Russell Noles

II. APPROVAL OF MINUTES

A. Approval of January 30, 2025, Academic and Student Affairs Committee Meeting Minutes. It was **moved by** Trustee Olivia Mendoza and **seconded by** Trustee Rachel Kaygi to recommend approval of the meeting minutes. The motion was **approved unanimously**.

III. ACTION ITEMS

Dr. Shaun T. Schafer provided a brief presentation about the Approval of Concentration Discontinuations for three concentrations:

- Application Development Concentration
- Network Systems and Administration Concentration
- Web Development and Administration Concentration

All three concentrations are within the Computer Information Systems major (BS); each is comprised of three 3-credit courses.

The Computer Information Systems major (BS) has ~240 majors and currently has six Concentrations.

Trustee Pinnie asked whether we are able to quantify the cost-savings by discontinuing these three

concentrations. Schafer responded that the cost-savings is a nominal change. It is difficult to quantify because, unlike with programs, concentrations are a smaller piece of the pie with respect to the number of courses associated with these three concentrations.

It was **moved by** Vice Chair Jerry Glick and **seconded by** Trustee Russell Noles to recommend the discontinuation of these three concentrations. The motion was **approved unanimously**.

IV. DISCUSSION ITEMS

A. MSU Denver Classroom to Carrer Hub (C2 Hub)

Guest presenters included: CLAS Dean John Masserini; C2 Hub AVP Adrienne Martinez; Psychological Sciences Chair Lisa Badanes; Professor Pam Ansborg; Professor Bethany Fleck Dillon.

- a. Curricular Alignment: Academic Features: *Psyched to Work* Program; the English Department

Trustee Molina provided introductory remarks, mentioning the January 2024 [Colorado Talent Pipeline Report](#) which was released in January 2025.

Dean Masserini kicked off the presentation featuring the Department of Psychological Sciences and the Department of English. He spoke to the value of Experiential Learning as well as the goals of Liberal Arts Colleges. Masserini also emphasized what should change is the *framework* surrounding *how* we teach the application of these skills to our students, while still honoring the content and traditions (foundations) of the disciplines themselves.

- For some departments, that framework of 'how' will be to modify their curricular delivery.

Chair Badanes, Professor Ansborg, and Professor Fleck Dillen, all of the Department of Psychological Sciences, began their presentation with a video about the [Psyched to Work](#) program, which featured several student testimonials.

The Department of Psychological Sciences currently serves ~1200 majors.

In 2020, the Department of Psychological Sciences embedded career readiness directly into its five-year strategic plan.

Now in its fourth year, the *Psyched to Work* program has been enhanced and adjusted each year since 2020. It has a blend of Psychology and STEM (scientific method)

Students must apply to be a part of the *Psyched to Work* program.

Chair Badanes explained the department has used several approaches to integrate career readiness into its strategic plan, beginning in 2020.

- (1) Course level changes, including elevating its Advanced Internship course, by making it a Senior Experience option for students.
- (2) Provide more internships (partners/partner locations) and extracurricular opportunities, like the *Psyched to Work* "Job Shadow Program".

Professor Fleck Dillen, Co-Coordinator of the *Psyched to Work* program, explained the structure of the program.

- One-year program; bridges gap between classroom, learning, and real-world opportunities.
- The program currently has 45 students, with 37 employer hosts, offering 110 shadowing opportunities.

Professor Ansborg shared highlights of the outcomes of the program with an array of statistics pertaining to participation percentages and data about outcomes,

Ansborg acknowledged the support of those who have helped make the program a success: Student Affairs; the C2 Hub; CLAS; and the Department of Psychological Sciences.

Vice Chair Glick asked, for students who shadowed with *Psyched to Work* partners, have they subsequently secured employment where they shadowed, or elsewhere. Fleck Dillen responded, in the affirmative, that many students placed permanently where they interned (shadowed).

Knowing that the *Psyched to Work* program currently has 45 students enrolled, Board Chair Hulquist asked Fleck Dillen and Ansborg what their vision is for the number of students participating in the program going forward. Ansborg answered they would love to have any student who is interested in participating in the program. For context, for this 2024-2025 year, *Psyched to Work* began with 100 students. It has whittled down to 45 because students must put in the work to commit to the shadow experience. Fleck Dillen also explained that it is a matter of right-sizing the program: number of employers, number of shadow placements, etc.

Trustee Kaygi asked whether all the students in the program secure jobs post-program. And also asked, "Are they tracked?"

- Fleck Dillen responded that tracking has been a bit difficult because, despite the *Psyched to Work* program being in its fourth year, each year significant enhancements and changes have been made to the program (as the program has grown; as the co-coordinators have incorporated more professional development into the program; etc.). That said, they have observed the trend the past four years that the *Psyched to Work* program – which started out just with students who were Seniors in Year 1 – in Year 2, Juniors also applied, and now they have a mix of Seniors, Juniors, Sophomores, and First Year students. Thus, who the program is serving has expanded since 2020.
- With respect to permanent job placements where the students have 'shadowed', Fleck Dillen stated that some students do subsequently land jobs with their shadow partners (as mentioned previously when answering Vice Chair Glick question). Fleck Dillen and Ansborg emphasized that a key part of the experience of students who participate in the *Psyched to Work* program is to help them learn which organizations and types of roles they want to pursue, to then inform which internships (and jobs) those students seek.

Faculty Trustee Obermann commented about her experience, regarding students she knows who are, or have been, in the *Psyched to Work* program. She highlighted that the *Psyched to Work* program's "research engine" is impressive, having their students apply research skills to employment opportunities. She asked Badanes, Fleck Dillen, and Ansborg to share about how they directly connect research programs to the shadow placements and other professional development opportunities.

- Badanes responded that their faculty are amazing researchers in addition to being educators. The department has faculty engaged in an array of research activities.
- Research is an integral part of the *Psyched to Work* program.

Trustee Molina thanked Badanes, Fleck Dillen, and Ansborg. She then highlighted one aspect of the Colorado Talent Pipeline Report: A student who completes an internship during their college experience is 49% less likely to be unemployed upon graduating.

Next in the meeting, Chair Wendy Weber from the Department of English presented about how her department has integrated Career Readiness by robustly revising aspects of its curriculum. Such enhancements include:

- Beginning this year, 2024-2025, completion of a structural revision of the English major.
- Creation of career-focused curriculum.
- Collaboration with the C2 Hub.

Board Chair Hulquist asked Chair Weber about how commonplace these two departmental (Psychological Sciences and English) strategies are for integrating Career Readiness into the curriculum. Weber answered that the Department of English is on the vanguard and explained why.

Faculty Trustee Obermann asked Weber to highlight how English faculty are using or featuring AI. Weber responded that it is tricky because Artificial Intelligence is constantly evolving. She provided several examples of faculty/courses who are using AI. She also mentioned that the department has created an Omnibus Course which is about how to write using Generative AI.

Weber further explained that the department has made curriculum additions to all courses, which include a menu of options for faculty to select from, with respect to what they can emphasize in their courses. In that menu, AI is an option (for example, skills in how to use AI).

Trustee Molina provided affirming remarks and again referenced the Colorado Talent Pipeline Report, noting that the top skill in the report is Communication (both Verbal and Written).

b. C2 Program Overview

AVP Adreinne Martinez presented about Industry Connections & Curricular Alignment.

She first provided an overview of the Classroom to Career Hub, also known as the "C2 Hub". It was established in 2019 and has experienced demonstrated growth since then.

Martinez next provided content about the C2 Hub's Industry Partnerships Team and the Colorado Talent Pipeline Report.

- The Industry Partnerships Team was formed with the Colorado Talent Pipeline Report as a guiding framework.

Then, she highlighted elements of, and a variety of data points about, Faculty Engagement and Curricular Alignment.

Martinez spoke about some of the strategies used by the C2 Hub in relation to the Colorado Talent Pipeline Report's Three Recommendations:

1. Strengthen support for Colorado's talent development
2. Increase the availability of career-connected learning opportunities.
3. Ensure the design of the Colorado talent development ecosystem is optimized for innovation, governance, and results

Her presentation also included a snapshot of the C2 Hub's Industry Navigators.

Key points of emphasis for the C2 Hub's engagement with students are: Career-Connected Learning; Early Exposure; and Informed Decision Making

Martinez mentioned that Faculty Engagement & Experiential Learning are conducted in partnership with Academic Affairs.

Trustee Noles asked how this collaboration with faculty occurs: do faculty come to the C2 Hub? Or does the C2 Hub go to them?

- Martinez said "both", in that it is a reciprocal relationship.
- In answering his question, she spoke about how the C2 Hub has evolved since its first inception in 2019. She stated that a future goal is to track faculty engagement.

Trustee Noles then asked, "If a student is interested in a summer internship... who does that student speak to?" Martinez responded that there are three staff/teams in the C2 Hub who can support such a student with securing an internship. She also mentioned the Earn & Learn Program.

Trustee Kaygi asked whether students receive credit for internships. Martinez answered that it depends on the academic program; it varies.

Trustee Molina reiterated some of the data from the Colorado Talent Pipeline Report. Additionally, she stated the importance of an individual having a college degree, for broader and elevated opportunities in the workforce.

V. ADJOURNMENT: 4:50pm