CoCD Monthly meeting

Minutes

2/16/22

Attendance not taken-meeting was online and recorded. This meeting was rescheduled from an original date of 2/2 due to snow.

1. Poll about ombudsperson—whether to bring them back
2. Wilton Flemon PTFP policy-Benitez and Goodnick visitors, Lasorski

Conceived 2013-14

Goal to provide new pathway into academic from historically underrepresented and support.

As rolled out, need for procedural clarity became evident. Needed to define the challenges. Several committees have worked on it since, and this is the fruit of that labor.

One tool to possibly address faculty diversity. Equal pay act required us to rethink how postdocs could become tenure line. Had to be integrated. So if we bring postdocs to campus, we set them up for success so they end up with us—a recruitment effort.

Policy-in handbook, this is first part. Reduced teaching load, course releases for research, no service in first year. To put them in the position that the person is well placed to apply. Yearly evaluation. Hybrid of cat I & cat II evaluation. Second half is guidelines, including department application process. Interview, review process. Using some of the confusion from past fellows to help inform. Need the council of chairs to vote so that the rep can represent.

Can email them with feedback.

Buffy-questions, if workload reduction adopted, will that change this? Potentially yes. Load is “no more than 9 hours” so could go down to 6, but could go down to 6 now if department pays. Search process takes a long time.

Integrated application process for departments, includes how they will support this person.

2nd question—maximum of 2 across the university per year in the past? Is that still true? Benitez—says this will be up to the Provost, hopefully as robust as possible, but will depend on what we are able to do. Part of this is also about transparency, and setting forth expectations for success. There will be a strong expectation for the support.

Marketing and Accounting put some info in the chat.

Clarified one office hour per week required. –this has been vetted by provost. He was emphatic that there should be no service.

Mentoring of the fellow is part of the proposal, but no certain number of hours.

Is this available for next year? Couldn’t be postdocs this fall, but departments could start applications in the fall. So postdocs here 2023.

Dan-question about eligibility—who are we targeting? They have to have the Ph.D. but limits on how long after completion? How far post-doc? Could someone in a tenure role elsewhere come and do postdoc here?

1. Retention-Sam Jay and Sean Petranovich

Sean has a predictive model for retention, semester to semester.

There is a minor ask of faculty and chairs next week.

This has support broadly from both academic and student affairs

We lose 5,000 from fall to fall from non-retention.

Aiming for reduction of uncertainty about who. Based on probability models

Looking at 15 years of student data patterns

Assign probabilities to students—2021

Hope we have a decent way – so we can reach out and intervene to keep some of them.

Metrics—attempts to be holistic—academic, demographics and socio/economic

Have been piloting up until now—in December 2021 engaged in a texting campaign of those predicted not to retain into spring and yet to register. Trying to nudge. See if need assistance remind.

1000 students—500 of them are registered today.

So are feeling confident that by engaging, we can bump up retention rate.

Were ready to do in March 2020, so got put off.

Proactive about messaging and knowing about other messaging.

In past ---too much redundancy, writing communications (i.e chairs emailing at same time). So trying to figure out what works—this will inform larger strategies going forward. Most being done behind the scenes, or in advising.

Ask faculty to nudge students about holds. Data shows the student – faculty relationship is big.

They will send us a script—telling students they will get info on holds, and to follow the steps to get registered. Ideally faculty will send that out by emails, or read in class, or post in canvas.

What else can chairs be doing with the model—if interested, reach out to Sean and Sam, they can take the list, and break down into courses. Can use this to have more engagement with students.

Questions and answers in the chat.

Adriana—about nature of the holds and dramatically understaffed divisions dealing with holds. Has there been a change in financial aid to help address this?

Is there any way students could not be sent to collections so quickly?

Connie Sanders about the collections,--send the student to Sam Jay because that can be handled. About Financial Aid, Michael Nguyen says ready for it now. We also are starting earlier than in the past. Better to address them now than later. Trying to front load the hold conversations.

Are we collecting info about why they are not coming back? Anecdotally seems tired of not getting (financial) needs met. (HR, Financial Aid, etc.)

Eary bird article coming

1. Banking policy, Zsuzsa Balough

Introduced to this months ago.

Policy started in experiential learning for all group. Under the co-chairs, Pam Ansburg and Sean Schafer.

Please review the last version.

Started in Academic Policy Committee—Senate. But was decided handbook was better location for it. Related to faculty, so seemed a good home. Needs to be approved by multiple constituencies. Also the union.

Aiming for end of this academic year to be done.

Questions from CoCD EC. Based on that, made it more general, not talking about credit hours. Talk about contact hours and the official place where that connects is in contact hour guidelines in curriculum manual.

Also decided it should be up to departments, and in the department’s hands. Every department develop a banking program. So faculty membrs and chairs collaborate to make it. Faculty members need to create together. Need the faculty to understand it. Will be approved by Dean, so work with department chair and Dean to get it done.

Approved submitted to office of curriculum and policy development. They will formulate a procedure for department to follow.

All departments handle these directed teaching, internships, etc. very differently.

Chairs are also considered faculty members and can benefit.
Greg C.—any thoughts to putting time limits on these? So that faculty can’t go back too far. Record keeping is complicated. Should be able to put a stop—moving into a new period.

Did have discussions, right now says does not expire. However course releases should be used within 3 years when credit is earned. Only one course at a time.

1. Deanne Pytlinski—on Handbook revision proposals from the Handbook Revision Committee

See the links for feedback on the revisions to Section X (Clarifying Disciplinary sanctions and when they can be considered tenure and promotion)

Section II proposed revisions regarding contractual obligations and professional standards as part of RTP are coming soon and will be posted for feedback.

1. OER-Andrew

There is a new website

Still trying to get more courses appropriately marked in schedule.

Also news about state support—$75,000 of support requested.

1. Workload proposal

Bill Henry

Setting up different forms/avenues for feedback

Qualtrics feedback already

Forums-

He has met with reps from union.

He is going to take notes, integrated and synthesized in a document with provost tatum

Consistent themes in terms of concerns are about cost, the effect on scholarship requirements, effect on class sizes, concerns that this is changing the nature of the university, away from teaching mission

Deanne—concerns about transparency—are we going to expect increased scholarship

Bonham—reducing teaching will cost money. Where is the money to support expected to come from? Without that data, hard to treat as serious.

Dan—brought up questions from program reviewer—asked about 4/4. He said our research expectations would be low for a 3/3. So how do we put in guardrails? How will we deal with pressure from external reviewers?

Annie butler—we have certain classes that have to be taught by certain faculty. Can I pay for overloads for 4/4—I’m already needing them to teach 5! I’m planning salary supps to pay them for 4/4. I’m having trouble getting the classes covered now.

Adriana-I don’t see problems. I believe the provost when he says expectations won’t increase.

Elizabeth—brought up the meeting between EC and Provost, he talked about wanting to reduce our load for scholarship. The scholarship will help you be a better teacher. Elizabeth sees this as more accurately differentiated workload.

Henry—message that Tatum has communicated to me is that his two primary areas of concern are fact that faculty are overworked and underpaid. He has communicated that he’s worried about the workload. At same time, been very clear that wants to elevate the research profile of MSU Denver. Bill thinks a differentiated workload can address that.

Buffy feels it needs to be the differentiated model, retract this one.

Bill summarized what he heard.