Council of Chairs

April 6, 2021

Present: Trisha Folds-Bennett, Amelia Harris, Robin Woodard, Ben Mays, Andy Cox, Jacob Somervell, Bryan Hoyt, John Cull, Scott Bevins, Tom Costa, Amy Clark, Nancy Haugen, Robin Benke

Also Present: Tina Willis and Narda Porter

**Fall Break Discussion**

* Some faculty have shared they want to weigh in on fall break decisions
* Academic calendar is part of the strategic plan so it will be discussed. Chairs will be able to weigh in.
* Consideration – shortening fall break could hurt faculty-led study abroad opportunities

**Course Scheduling**

* We need to address our 4 year graduation rates and retention. Timely graduation for our students is key.
* We will have to be flexible in some circumstances (i.e. a student needs one course to graduate and the class is full).
* We aim for educational excellence in all we do.
* Guiding principles that should help us achieve our primary goals (note that they are **not policies**, therefore they allow for flexibility as we put in place a more sustainable plan). Disciplines need to have discretion in what works for them.
1. Establish class size maximums that reflect our institutional mission to provide a highly personalized education with attention to the individual needs of students and the opportunity to build strong mentoring relationships between faculty and students.
2. In practice, do these class size guidelines make sense? Examples:
3. 1000 and 2000 level classes should have no more than 35 students. Exceptions will be made for classes with associated labs, studio or field experiences
4. Would a new section have to be opened if caps are reached? Probably not for fall and could be discussed.
5. Freshman enrollments will be a guiding factor as well.
6. Narda will keep the responsibility of lifting seats and can work with each chair individually. Trisha will only need to weigh in if we are getting courses that are close to being overloaded. Please help your faculty understand seat numbers can be a moving target and they can discuss concerns with her or Tina.
7. Faculty should have reasonable and equitable loads. Pay attention to total number of students for each faculty member.
8. We are in the process of working on the data-informed program portfolio review project and with the work to revise the liberal arts core.
9. Typically, instructors teach lower level courses, with the exception of nursing and the arts in particular. Cybersecurity courses and a few comm classes are also exceptions.
10. Are there concerns in faculty workload equity? Tom tries to arrange popular professors and popular courses staggered from semester to semester to balance workload out.
11. Guided pathways and managed curriculum can definitely help alleviate some issues we run into (freshmen or dual enrollment sophomores in upper level courses when they shouldn’t be, but run out of other options)
12. Narda and her team can code that a class is only for freshmen, seniors, etc. (cohort coding – including disciplines)
13. Prereqs: students can go ahead and register and will be verified they have met the prereq or they will not be able to take the course
14. If you need to think about additional adjuncts to manage course loads, have that discussion with Trisha.
15. No faculty member should have more than 100 students.
16. Consider looking at numbers for full-time faculty and move people around when possible.
17. Consider where students land in a more managed system
* **Online courses**
1. Trisha will talk to individual chairs who plan to offer online courses in the fall.
2. This will be a big part of the strategic plan discussion.
3. Andy and Trisha can talk regarding online PED course.