

CCC Notes, April 22nd, 2014

Next meeting: May 6th: Filippi Academic Hall 205 3:00–4:30pm.

Present: Jennifer, Sharon, Zach, Chris, Greg, Paul, Jim, Richard

1. The “There is no updates” Updates
 - (a) January Term proposals and designations: Travel courses informed, waiting on others
 - (b) Senate CCC language Update: To be on 4/24 Senate agenda
 - (c) LEAP & BALOS waivers Update: To be on 4/24 Senate agenda
 - (d) Integral: No update

2. Working Groups for 2014-15

The tentative Working Group chair assignments were briefly discussed. Jim asked for help in finding volunteers to staff the Working Groups.

3. How to support teaching within Collegiate Seminar, Jan Term, Engaging the World?

The Vice Provost outlined his document (attached below): There is sparse and irregular participation of ranked faculty in the Collegiate Seminar and January Term programs. Traditionally departments determine who to push to these programs not the programs. They sometimes send someone at the last minute, and sometime pull a faculty member back at the last minute. The programs have no control over the quality of faculty they are given. They are staffed primarily with part time and contingent. They asked him for assistance.

The Vice Provost indicated he worked with the programs, improved their ability to not accept faculty who have performed badly in the past. They are working together to regularize of the commitment of faculty, and have hired 3 ‘visiting professor’ who will teach 4 CS and 1 JT, to test the hypothesis that these programs need a cohort of faculty.

The Vice Provost approached the Senate, asking it provide guidance on what a policy about ranked faculty participation in these programs might be. The Senate and UEPC did not take strong action. He is frustrated with the lack of progress and is looking for help.

The document and associated issues were discussed. It was pointed out that the CCC's (in)ability to staff Community Engagement and The Common Good courses is somewhat similar, in that we have no way to coerce a department to provide us faculty. Several of the usual talking points were raised (many chairs can't put faculty into CS/JT without the faculty's permission, losing a faculty to CS/JT means having to hire, faculty feel like disciplinary courses come first, fear of Rank and Tenure, how is this connected to tenure to college)

It was agreed that

(1) The quality of curriculum is the area of the CCC's authority. Without dismissing the hard work of our many part-time colleagues, the CCC feels it is self-evident that the inability of any program to rely on a reasonable supply of trained and interested ranked faculty is damaging to the quality of the curriculum.

(2) The CCC is interested in potentially pursuing this, but only in coordination with the directors of CS and JT (and their governing boards). Jim is to approach those directors.

(3) The intent would be to go to the UEPC and Senate next fall with an eye toward receiving a renewed commitment from the faculty for the adequate staffing of these programs, and only then move toward the policies and procedures that would make this happen.

To restate, an agreement on the position (e.g., "JT and CS should be staffed by ranked faculty in proportions relatively similar to the levels the other portions of the TUG college is staffed" should come first, and only afterwards should some body be authorized to develop specific methods (e.g. "change R&T language") to bring this about.

4. End of Year planning

It was tentatively decided to follow the May 6th meeting with celebratory dinner including the new CCC members.

5. Learning Goal Assessment

There was a brief general discussion of the WG plans.

September 24, 2013
All figures approximate

R&T faculty participation in CS and JT

We need to think about participation in Collegiate Seminar and January Term along two dimensions. The first involves the correlation between their role in the curriculum and their role in rank and tenure teaching: each program constitutes 11% of the required undergraduate curriculum, which suggests it would constitute an equal part of the undergraduate teaching of the rank and tenure faculty. The other dimension involves the total participation of full-time faculty in the two programs: the College has articulated as a goal that 75% of courses in each program be taught by ranked faculty.

I. As a % of undergraduate teaching load

For 2014, SEBA is scheduled to have 34 R&T faculty. That would be a teaching load of 204, but there are 37 reassignments of various sorts, leaving a net of 167 teaching assignments (27.8 FTE). In 2014 there are 83 (13.8 FTE) graduate teaching assignments, leading to a reduction in the net undergraduate teaching assignments to 84 (14 FTE). There are four undergraduate teaching assignments to faculty on reduced services, for a total net undergraduate teaching load in SEBA of 88 (14.6 FTE). There are 3 assignments to JanTerm and 2 to Seminar, for a total of 5 (.8 FTE). 5/88 is **5.7%**.¹

For 2014, SOS is scheduled to have 40 R&T faculty. That would be a teaching load of 240, but there are 36.5 reassignments of various sorts, leaving a net of 203.5 undergraduate teaching assignments (33.8 FTE). There are 7 assignments to JanTerm and 4 to Seminar, for a total of 11 (1.8 FTE). 11/203 is **5.4%**.

For 2014, SOLA is scheduled to have 89 R&T faculty. That would be a teaching load of 534, but there are 83.67 reassignments of various sorts, leaving a net of 450 (75 FTE). In 2014 there are 12 graduate teaching assignments, for a net undergraduate teaching load of 438 (73 FTE). There are 31.66 undergraduate teaching assignments from faculty with reduced services contracts, for a final net undergraduate teaching load in SOLA of 470 (78.3 FTE).² There are 43 assignments to JanTerm and 47 to Seminar, for a total of 90 (15 FTE). 90/470 is **19.1%**.

In total, we have a net undergraduate R&T teaching load of 762 (127 FTE). Currently there are 106 (17.7 FTE) assignments to JT/CS, for a participation rate of **14%**. If we taught the full 22% of this load in CS& JT, that would amount to 168 (28 FTE) sections, combined.

¹ SEBA has been deploying its faculty in the last few years primarily on SEBA courses to meet the AACSB accreditation standards. It is in the process of developing a policy and process to increase the SEBA faculty's participation in Jan Term and Seminar over time.

² Nine (1.5 FTE) of the 31.66 courses taught by faculty on reduced services are in Collegiate Seminar or JanTerm, a rate of **28.4%**.

II. **As a % of total sections taught**

We teach about 150 Seminars and about 120 JT's each year. At 75% R&T (our state goal), that comes to 113 Seminars/year and 90 Jan Terms, or 203 courses/year. So given our current allocation of faculty, even at "full strength" in JT and CS (168 sections, see above), we will be 35 sections short (5.8 FTE).

If 22% of the current faculty load dedicated to undergraduate instruction is devoted to these two signature programs, we will achieve about 61% of classes taught by R&T faculty.

If ranked faculty teach 22% of their loads in Seminar and JanTerm, we would need 154 FTE ranked faculty devoted to teaching undergraduates, after accounting for all reassigned time (sabbaticals, chair releases, and etc.), a net teaching load of 924. This is alleviated a bit by participation by KSOE faculty, who have no undergraduate obligation, by faculty with reduced services contracts, by Adjunct faculty, and by ranked faculty currently viewed as staff due to administrative duties.