# Council of Chairs and Directors – General Meeting

February 5, 1-2:30pm Location(s): JSSB 400 and [Teams](https://teams.microsoft.com/l/meetup-join/19%3ameeting_YTMyNDQ1MWMtNjQ2ZC00MTg3LTkxNGMtMWRiMjAwYzgyNTc1%40thread.v2/0?context=%7b%22Tid%22%3a%2203309ca4-1733-4af9-a73c-f18cc841325c%22%2c%22Oid%22%3a%22d2ebc670-22ef-4315-97a7-02206e866203%22%7d)

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| **Topic** | **Lead** | **Min** | **Comments** | **Voting Item?** |
| Welcome | Jess |  | Plan for today. | No |
| Experiential Learning for All (ELFA) | Lisa (SSL) | 20 | ELFA first read of proposed packet on experiential learning: Alyssa Marks, Cassie Mullin, Ingrid Carter | No |
| Enrollment Cycle EM Survey | Connie, Long, Megan | 20 | discuss results and collect feedback. CoCD are an essential component to this work and collecting feedback. | No |
| Announcement & Q&A | Kim, David, and Sarah | 15 | Student Travel and Professional Development Resources | No |
| Chair Reps on Committees Report out  + Networking/  Discussion time | All | 35 | All chairs or directors who serve on a university committee report out on updates. Networking time/ Q&A | No |

**Experiential Learning for All – Alyssa, Cassie and Ingrid**

* The Experiential Learning for all Task Force and Working Group from the Student Success Launch Implementation Team is here to report on their recent survey and OKR’s. I know they are looking for feedback from folks too on the framework they have developed in consultation with faculty and staff.
* See slides for specific details as needed
* Efforts to clarify what EL (experiential learning) is, an agreed upon definition and framework
* To be on their list of EL courses, would need to qualify for Tier 2 or Tier 3
* Departments will tell us where we think a course falls within this framework. Asking for chairs to spearhead these efforts (either doing it themselves or designating faculty to do so). The SSL deadline for course lists from each department is April 15th.
* Q: Purpose of designating between Tier 2 and Tier 3 and will their be a rubric or other identification metric?
  + We have some examples or case studies that would be helpful to discern between the two tiers along with some guidance in lieu of a strict rubric
  + Built in this flexibility because of the initial pushback from faculty who disagreed with the initial EL designation that occurred.
* Q: What is the list for?
  + An EDW data source to understand what the impact of EL courses might be on student outcomes
* Q: How can me make this ask easier for chairs
  + People need to understand the why? What is the carrot for faculty to engage.
* Q: I can see faculty feeling pressured given that the initiative is called EL for ALL. Important to be clear on the why or purpose of this process.
  + The all is supposed to mean that everyone has access to EL if they want it.
* Encourage your senators to also provide feedback

**Enrollment Cycle EM Survey – Connie, Long, Megan**

* Presenting data collected last year on fall enrollment
* See slides for specific details
* Trying to identify systemic issues in registration and enrollment in an effort to remove student barriers
* Recommendations from chairs to emphasize the importance of advisors (and the shortage we continue to have) and the importance of having resources at our fingertips so that the roadrunner runaround is less likely to occur. The continued problems with financial aid
  + This slide deck was presented to our advisors
* Feedback that some of the question on the survey were hard to answer because they asked us to answer how students feel. Wanted to reemphasize the importance of financial aid and the service that occurs at the desk. That trauma-informed training would be useful for the staff at the financial aid front desk.
* Questions as to why students were not surveyed.
  + Wanted to get internal feedback first. Polling students via different mechanisms as well.
* Question about how to empower advisors to utilize technology and to incentivize enrollment deadlines to try and encourage earlier registration.
* Connie and Megan open to visiting departments for more opportunities to provide feedback of brainstorm ideas for removing barriers.

**Student Travel and Professional Development Resources – Kim, David, and Sarah**

* See slides for specific details
* Goal to increase awareness about student travel and professional development funds like conference travel, seeking out a credential, online or remote training for skill development or academics.
* Students must be enrolled in the semester they receive funding for
* Asking folks to spread the word about these programs.
* Q: How is the health of your funding especially for those late spring conferences?
  + We are student fee-funded and have built up some saving from COVID and our funds rollover, feeling good about funds for this academic year and next year.
* Q: Flexibility of funds to do other things like conducting research
  + We are much more flexible about what the funds can be used for as long as it meets program goals (academic enrichment, skill development, and contribute to the mission of the university). The only thing we cannot fund is study abroad or anything credit bearing or tuition related. Can complement a course experience, but cannot be part of the requirements of that course.
* Q: What about around an assignment in a course?
  + A bit of gray area but need more specific information. Goal is not to put up a lot of red tape around these funds.

**Research Symposium – Meghan and Kristy**

* 4th annual faculty symposium will take place in the fall
* 75 attendees in first year up to 200 this year, with 50 faculty presenters
* Asking chairs to encourage faculty to attend
* October 24th is the 2025 date and asking for them to attend department meetings to talk to our faculty about the symposium (Qualtrics in the chat)

**Committee Report Outs**

* Jess met with Provost Makley and the CoCD EC is scheduled to meet with him this semester. His main emphasis was to encourage that lines of communication be open among chairs, particularly around budget.
* Q: Things EC should focus on in their meetings with Matt?
  + The need for more advising support and more advisors
  + Enrollment minimums in our online courses, but in courses that students don’t do as well in, but that we cancel in person-courses where students do well in.
  + We are moving towards more lecturers, but promotion and pay for these faculty are not sufficient
  + Concern that Academic Affairs Strategic Plan was tabled
  + Faculty salary study and a study on process and that administrative demands on our support staff in each department as increased demand should necessitate staff pay increases