

**NTC Faculty Meeting Minutes
November 10, 2017**

I. Approval of Spring 2017 faculty meeting minutes

Dean MacLaren called the meeting to order. The minutes from the Spring 2017 faculty meeting were approved unanimously.

II. Report and announcements by Dean MacLaren

A. Updates on finalists for nationally competitive fellowships:

- a. One Mitchell finalist
- b. One Rhodes Scholarship finalist (our first in several years)
- c. Two Marshall finalists

B. Retention of students

Last year, 2017, was the highest rate of retention ever at 93.1%. This information is important in relation to rankings and USN&WR. We believe the increase in retention is largely due to Faculty's involvement with students and programs such as residential colleges, learning communities etc.

C. Provost has decided to expand Fall Orientation to 5 days

Currently students move in on a Friday and start classes on Monday. Starting next Fall '18, students will be moving in on Wednesday.

Goals:

1. To emphasize the focus on the university's academic mission.
2. Want faculty to play a bigger role in orienting students and engaging with them throughout their four years.

D. Implementation of New General Education Requirements

a. Foreign language

- i. Requirements changed so that students with exemption at the 2030 level through AP/IB or a placement exam will no longer have to take a course here
 1. Possible Challenges
 - a. How does this affect course offerings and redistribution of students?
 - b. Will fewer students take 3000 level language classes?
 - ii. Foreign language placement work will still be occurring.
 1. Proficiency exams will be available during freshman orientation.

b. Race & Inclusion

- i. The requirement became more restrictive when language was clarified to require that 60% of the course focus on race in the United States.

- ii. So far, 39 courses have been reviewed by the curriculum committee:
 - 1. 30 continuing courses
 - 2. 9 new courses
 - 3. 27 courses currently under review
- iii. The average seating per class, per year for these courses is 30. This works out to a total of 1800 to 2000 seats that we expect will be available each year to fulfill the new requirement, but we would still like to increase these numbers. We encourage faculty to develop new classes to meet this requirement.
- c. The NTCCC is sending department chairs a list of courses in their department that meet the new gen ed criteria- please consider whether courses meet the new Tier I writing requirement in addition to the other criteria they may meet
 - i. We will have two sets of requirements during the transition; current students will be grandfathered
 - ii. The Registrar's office has done this before
- d. Update on Review of Public Service Requirement
 - i. First consultants we hoped to work with ultimately decided they were unable to commit to the project; we are moving down the list to select a new consulting team
- E. Molly Travis is stepping down as associate dean at the end of this academic year
 - a. She works closely with the curriculum committee, summer school, and honor board

III. Impact of SoPA Decision to Add Full-Time Students

The agenda order was altered to accommodate guest Suri Duitch, Dean of the School of Professional Advancement.

Under SoPA's proposal, SoPA students with majors offered through the full-time schools must transfer to NTC by their 90th credit to receive their degree through NTC. Students that transition over from SoPA will have the same gen ed and major requirements established by NTC. Under this model, NTC would also be required to take part-time students because there are students that complete these majors who are part-time.

Language is important here- rather than saying SoPA is "adding full-time students," Dean Duitch says they want to lift the designation of SoPA being a part-time school, and allow students to take up to 19 credits in the Fall and Spring.

Issues include credits transferring between divisions and the criteria needed to transfer the credits. The proposal has gone through SOPA's governing process and is currently awaiting approval by the University Senate.

4% of bachelor degrees awarded to SoPA students over the last 5 years were for non-SoPA majors, so it's not a huge number of students. Students transferring to NTC would need to meet all transfer and degree requirements.

First time freshmen with no prior college experience (a small percentage of SoPA students) would be limited to 11 credits in their first semester. SoPA will be creating a specialized, required orientation because they need the most support when transferring to the school. Many of these students are faculty/staff dependents who plan to ultimately transfer into NTC.

These changes are primarily intended to help adult students/ professionals who are returning to school or those who face deadlines with funding. The part-time aspect of SOPA hinders such deadlines and hurts our students. We're sending the wrong message to non-traditional students if we limit them to a part-time program.

Dean Duitch answered several questions from the faculty:

- i. SOPA students would pay the per credit tuition that SOPA school charges. There would not be full-time tuition; there would be tuition and fees based on the amount of credits a student is taking in a given semester. Students charged full fare for non-SoPA classes can be eligible for financial aid.
- ii. What's to stop students from transferring back and forth to "game the system"? Courses offered through the schools will be charged at the same rate regardless; only cross-listed courses and SoPA courses are charged at the lower SoPA rate.
- iii. Theatre and Dance has several part-time students completing SLA majors- they would be paying the same rate but they would now be eligible for financial aid.
- iv. The provost is discussing the fee structure.
- v. The schools would set criteria for accepting online course credit.
- vi. Will look into the effects of more full-time students, from SOPA, possibly not paying various fees that are used to fund technology and other services (library etc).
- vii. This proposal also aims to increase the number of students enrolled in SOPA.
- viii. SOPA hopes to expand the existing Masters programs and offer more programs, as well as expand the faculty.

- ix. Proposals for two Masters degrees through SoPA, planning to launch within two years:
 - 1. Emergency Management
 - 2. Security Management
- x. Faculty expressed concerns about lack of student services for SOPA students- alerts entered into system seem to go nowhere- Dean Duitch is very concerned to hear this, and acknowledges SOPA does not have sufficient student support at this point, but they are working to develop resources including resources targeted to specific populations, recently hired Vanessa Rodriguez to this end.
- xi. Question re: demographics and concern about whether we are essentially creating a segregated system: no current information on the number of First Generation students, but current student body of SOPA is:
 - 1. 25% African American
 - 2. 15% Latinx
 - 3. 10% Veterans
 - 4. Age range: 17 to 82 yrs old
 - 5. 80% undergraduate, 20% graduate (aiming to shift this toward more graduate)
- xii. Will we end up going back to the old model where athletes were enrolled through University College? Provost has specifically said athletes must be enrolled in NTC

IV. Committee Reports

a. Curriculum Committee

Committee chair Lorelei Croyley presented six motions per the Fall 2017 NTCCC report circulated prior to the meeting:

-Courses approved to satisfy the new core curriculum requirements: These courses were APPROVED.

-Center for Global Education INTU courses: these are a sequence of three, one credit courses designed to enhance the study abroad experience. Jana Lipman requested more information. Scott Pentzer explained that Annie Gibson developed the courses to improve intercultural understanding and awareness. One course is taken on campus prior to studying abroad, one is taken online during study abroad, and one is taken following the study abroad experience. Charlotte Vail noted that a version of these courses has been offered fairly successfully through the Honors program. These courses were APPROVED.

-Proposal to rename CESL/EDUC courses in the EAPP (English for Academic and Professional Purposes/ESL Program and move them to NTC: This motion was APPROVED.

-New TIDES courses: Inside the Ivory Tower and Making New Orleans: These courses were APPROVED.

-Proposal to award one credit to the lab portion of the NROTC seminar, with the stipulation that the credit NOT count toward the Tulane degree: This motion was APPROVED.

-New and slightly revised courses in the Teacher Preparation and Certification Program: These courses were APPROVED.

b. Committee on Academic Requirements

Committee chair Mark Vail gave the following report: CAR has met only irregularly since its creation after Katrina. It is responsible for adjudicating cases such as when students are petitioning for waivers of academic requirements or for retroactive partial medical withdrawal. The committee was reconstituted so that the faculty could have a role in adjudicating exceptions to academic requirements and deadlines. The committee met earlier this week and discussed:

1. The SoPA proposal and its implications
2. Awarding transfer credit that doesn't fit in a Tulane program: the committee established a procedure for evaluating these for credit
3. Procedures for reviewing petitions for medical withdrawal from individual courses after the drop deadline: four such petitions were reviewed- one was referred back to the faculty member for approval, two which had been approved by the faculty member in question were approved, one was referred back to the Health Center.

c. Study Abroad Committee

Committee Chair Susann Lusnia presented the committee's report. As usual, numbers are large for the fall semester and much smaller for the spring, which is typical—our students prefer to study abroad in the fall. Since Fall 2016, the committee has approved 5 independent study abroad options, denied all three of the grade dispute cases that came before them, approved four new CIEE programs and three additional programs. The committee has also approved new learning goals, included in the report. In September the committee approved removing the requirement that students in independent study abroad programs have an independent research project. The committee is currently reviewing whether to continue the language & culture course requirement for students attending programs where there is no actual language requirement for students to attend the program e.g. Amsterdam, Copenhagen. It is difficult for the host schools to accommodate our students in these types of courses, and many of our peer institutions do not have such a requirement. The committee welcomes feedback from the faculty on this issue.

We are continuing to build our relationship as school of record with CIEE, and faculty are very involved in reviewing course syllabi, visiting programs, etc. CIEE wants us participating in their 10-year review processes for their programs, so over time many faculty may have an invitation to participate. Thanks to NTC for providing Global Enhancement Grants through CELT for faculty looking to incorporate global material in their classes or looking to engage in professional development abroad (funding comes from our CIEE partnership).

d. Committee on Major Advising

Mark Vail is also chair of this new committee that came out of the Undergraduate Experience Task Force. Major advising at Tulane is not done very systematically and varies widely between departments; this committee is attempting to address that and to develop incentives to attach more value to major advising. The committee is working on developing a handbook that would be available for all major advisors.

e. Committee on Honors

Honors program director Charlotte Maheu Vail gave some brief background: she started at Tulane in NCI, where she founded the Newcomb Scholars Program with the help of a very active faculty committee- she expects the Honors committee will be equally active. She has been with the Honors program since 2013 and stepped into the Director position on July 1. She is in the process of constituting this committee and has about half of the members so far. Charlotte concluded with additional details on the finalists for nationally competitive scholarships, and thanked faculty for their work with these students.

Jana Lipman wanted to add regarding the SoPA proposal: if faculty want to talk to the CEP people, Justin Wolfe, Carole Haber, Marty Sachs are all on the committee. Feel free to share your comments.

Terrence Fitzmorris expressed further concern about the brand of Tulane re: the danger of students using “back door entry” and transferring into NTC.

Carole Haber noted that if courses are designated as SoPA courses, ALL sections are considered SoPA.

Rebecca Mark asked how easy it is to transfer from SoPA into NTC and the response was it is easier than transferring from outside. She also expressed concern about SoPA students being counted as our actual numbers of students of color; we need to be very careful that we’re not creating a two-tier university. Terrence Fitzmorris noted that this has been an issue for many years.

f. Update on Executive Committee status

Dean MacLaren noted that this committee hasn't really had a lot of business over the years but we do plan to reconstitute it. However, since we recently staffed several of the other committees we feel we've asked a lot from the schools so we are going to hold off on staffing it until next academic year or until there is active business for it.

V. First reading of revision to NTC faculty constitution Article II.A. re: administrative faculty

CURRENT LANGUAGE: "administrative faculty members whose primary appointment is in one of the schools that grant undergraduate degrees to full-time students"

PROPOSED LANGUAGE: "administrative faculty members who teach full-time undergraduate students"

Dean MacLaren noted that the recent update to the faculty constitution might exclude administrative faculty, which was not the idea. Allison Truitt noted that administrative faculty were recently defined by the university senate as staff who would not have faculty voting rights. Mike Kuzcynski noted there is a conflict between the original language that created these positions and the interpretation- the provost probably needs to address this. Currently, the movement is to define them more clearly as staff, so this revision to the constitution is **TABLED**.

Susann Lusnia noted there is a short IT survey going out from CELT: please take a moment to fill it out!

The meeting was adjourned.