

**EPC Minutes
October 5, 2022**

Vlad Atanasov, Jim Barber, Candice Benjes-Small, Ben Boone, Susan Bosworth, Max Berckmueller, Annie Blazer, Magali Compan, Michael Cronin, Jim Deverick, Larry Evans, M. Brennan Harris, Oliver Kerscher, Sallie Marchello, John Parman (CLA), Christy Porter, Denise Ridley- Johnston, Megan Sandbury, Cory Springer, Kristin Wustholz

1. Approval of the September 28 minutes

- Minutes approved

2. Consent calendar

AMES - 330 - Palestine-Israel: A Dialogue	COLL 300
CONS - 370 - Environmental Justice	COLL 350
ART - ART 326 - Space: Real, Virtual, and Imagined	COLL 200
CHEM - 361 - Global Topics in Chemistry: Bio/molecular Imaging	Course change (delinking)

- Consent calendar approved

3. Discussion - COLL 100/150 Projections

- The TeamCOLL subcommittee considered ways to ensure C100 is sustainable as a curricular requirement.
- One possibility is increasing the seats in first-year seminars C100 and C150 from 25 to 50 students. Other suggestions followed later in the meeting.
 - Increasing seats would alleviate current registration pressure and afford more choice for students while maintaining faculty-identified academic goals for C100 and C150.
 - Ben provided numbers of seats for spring, 2023 for C100 and C150. We had 1700 total UG but this high number is anomalous; it will likely return to the more standard 1650 in fall, 2023.
 - Annie asks how many students are projected to need 100 and 150 in spring 2023.
 - Ben makes a conservative estimate sharing that numbers are ambiguous for transfers because they can have different profiles. Transfer students with 2+ semesters of higher ed get C100 waived. Others need to take C100 or be reviewed on a case-by-case basis.
 - 1650 C100 and 150 seats are projected for fall, 2023. We will admit 250 transfers (80 in fall 2023) plus Pathway and joint degree students.
- Kristin calculated the number needed based on 2050 seat number (and a 90% fill rate which may allow for some choices).

- If C100 sections expand from 25 to 50 students a department of 20 FTE faculty would require three C100 sections instead of the current 5 sections (see Appendix of sample departments).
- A different way sustain C100 is to make it “float,” so students take it in any year. The number of C100 seats required is the same, but seats are distributed over 4 years. There are some issues that arise from a floating C100.
 - C100 introduces students to foundational skills in their first year in digital literacy, campus resources, and shared experience amongst first years.
 - Lori will ask the C100 subcommittee to discuss floating the C100 into different years.
 - EPC will wait to see what the C100 subcommittee think before suggestion this idea to a wider audience.
 - EPC members endorse collecting data on quantitative assessment of goals for C100.
- EPC members discuss holding a Town Hall to present C100 issues to faculty at large related to C100 and 2 possible solutions (1. increasing size and 2. floating in different years).
 - Annie suggests circulating to faculty a spreadsheet before the Town Hall providing departments’ C100 contributions to demonstrate the scope of the problem. Vlad suggests circulating Ben and John’s information showing the majority of C100 and C150 are taught by TTE and that departments utilize their teaching power in different ways.
- Other considerations regarding C100 sections:
 - Vlad – we could recruit community members (e.g., retirees) who teach interesting and exciting C100 classes with sufficient incentive. There is an A&S policy, however, prohibiting teaching a C100/150 in one’s first semester at W&M.
 - Ben – notes the expectations for Business and Ed to offer more COLL courses which will need to pass FAS.
 - Larry - opposes C100s floating in other years noting departments don’t all need to teach the same number of C100s. Additionally, 80% of salaries come from tuition. We have more students, so could expect the additional revenue be used to cover additional C100 sections. For example, the Business School successfully taught 10-15 C100s online in summer programs for 2 yrs. Faculty earned additional summer income.
 - Ben – says state salary mandates are unfunded and W&M makes up the difference which may take up any additional tuition dollars.
- Perhaps EPC should decide this issue is beyond our scope, as the COLL system was intentionally planned without consideration of current or future resources to support it. It would help to analyze the contributions of different departments as they each play other roles as well.
 - Annie – suggests prioritizing participation of Faculty Assembly in the Town Hall to learn the systemic issues.

- Sallie – notes it's complicated but the C100/150 working group thought it was achievable. Michael agrees that it would have been ideal to see projected numbers before the COLL curriculum was approved by the curriculum review committee.
- Sallie – for perspective, 80-95% fill rate in these 100 sections is extremely high as an industry standard. Most schools are at 80%. Students would benefit from more choice in their courses.
- Vlad – suggests passing the COLL curriculum made constraints that are so difficult that faculty should either populate with adjuncts or make classes larger. Can A&S investigate which changes are the best (increase class size, allow teaching in one's first semester, teach in summer, utilize adjuncts, incentivize faculty) to solve the problem?
- Ben – suggests it would be useful to know how departments deploy new positions (e.g., are new faculty teaching upper-level electives or major requirements?). Michael says usually in his program they usually bring in someone new to allow established faculty to teach other things.
- Annie – wonders if C350 coming online affected C100 sections because C100 is more accessible than 350. Kristin agrees that data might point to a contributing factor.
- EPC should decide on an end goal. Should we remake the COLL curriculum to fit existing constraints or suggest that more resources are required for the administration to support COLLs as they are?
 - Vlad – notes another constraint is a maximum number of attributes allowed on a single course. Perhaps can double count more things? Ben asks if this is a SCHEV SAC COC stipulation?
 - Susan - says there is some double counting but SCHEV wants to see credit hours that meet the requirements for the major and SAC COC will probably be OK with it but these are generally W&M internal policies, not accreditation policies. Sallie adds there is a 30 cr. gen ed requirement so in double counting one runs the risk of not getting 30 hours of general education. Susan will check on this.
 - Vlad – asks is there a way to learn who can change these policies and determine the consequences for each solution? Knowing this we can make a better decision.
 - Christy – wonders if teaching power will shift if the proposed Teaching and Research faculty Framework passes. Ben is confident there will be no effect.
 - Jim – notes C100 group meets tomorrow (Thursday) and will consider how floating COLL 100 will affect the more hierarchical majors (e.g., STEM majors). Floating C100 may concern TTE faculty if as teaching a quota of C100 takes away time from research.
 - Michael – states C100 and 150 are good for skills building but by floating, first year students will miss fundamental skills. Furthermore, JRs and SRs require something different from fundamental skills. This is a change to C100.
- Kristin – sees a trade-off between providing opportunities to students but constraining faculty. Sallie notes COLL decisions were made 10 years ago. Kristin

agrees but COLL was also supposed to evolve to include the changes in the students and the institution.

- Ben – volunteers to find data if EPC needs it.

Appendix

- The number of 100/150 sections needed from each unit to sustain the COLL 100/150 level of the COLL curriculum was determined based on the number of 100/150 seats needed each year (2050), the number of FTEs in each unit, and a 90% course fill rate.
- For example, if COLL 100 remains a first-year course with 25 seats, then a department like Computer Science (with 25 FTEs) would need to provide 5 COLL 100 and 8 COLL 150 courses each year. If COLL 100 is allowed to grow to 50 seats, then that figure goes to 3 COLL 100 and 8 COLL 150 courses each year. For the departments represented by EPC voting members:

Department	# 150 sections	# 100 sections
Biology	6	9
Chemistry	3	6
Computer Science	5	8
Government	6	10
Health Sciences (Kinesiology &)	2	4
Modern Languages & Literatures	8	13
Psychological Sciences	5	8
Religious Studies	2	3