

Educational Policy Committee Agenda: February 1, 3-4:20 p.m., Williams 351

Attendance: Paul Salerni, David Peng, Terry-Ann Jones, Brook Sawyer, Linda Bell, Lori McClaind, Katrina Zalatan, Nobuko Yamasaki, Fathima Wakeel, Michael Gusmano (COH), Ashley Baker, Tim Ebner, Sabrina Jedlicka, Russ McIntire, Kelly Austin, Henry Odi

Guests: Provost Nathan Urban, Faculty Senate Chair Frank Gunther

1. *Approval of the Minutes from November 30, 2022*

2. *Our next meeting: February 15. Topic: First-generation students*

3. *RCEAS replacement for Angela Brown; Chair-elect still needs to be filled*

Paul requested that RCEAS find a replacement for Angela that could potentially fill the chair-elect position. Currently, no one on EdPol is eligible/appropriate for the position (e.g., assistant professors or insufficient time remaining in EdPol term). If not, we will need to find another solution.

4. *Housekeeping Deactivations and Course Re-numberings from CAS.*

Kelly Austin did a review of CAS catalog and found approximately 300 courses that were no longer being offered. All chairs were consulted. If course has not been offered in 2 years, can fast-track deactivation per R&P. Also, a large number of provisional courses (appx 100) each semester. And the special topics were under-utilized. Many provisional courses should be/have been special topics. Efforts were made to number special topics to align courses and support cross-listings. This will cut down on effort behind the scenes.

All voted to approve course changes.

Provost Urban encouraged other colleges to do similar housekeeping.

5. *Course Proposals passed by the Course and Curriculum Subcommittee for our approval.*

CSE 367 Blockchain Projects
ENGR 005 Introduction to Engineering Practice
ENGR 010 Applied Engineering Computer Methods

All voted to approve.

6. *Intercollege programs: Provost Nathan Urban*

Came on to Provost Urban's radar screen last year. University culture - fondness for these types of programs. Student self report data /conversations with the Provost: Intercollege programs are a draw to prospective students to immerse in different disciplines as well as the cohort nature of the programs. Students also perceived the elite nature of these programs as a boon. Faculty also appreciate these programs but they are resource intensive (e.g., takes more time for advising and administration). According to employment metrics, students in intercollege programs perform very well both in terms of placement and salary.

How do we create more access/expand opportunities for students and ease of administration? Provost asked the deans to look into opportunities to create more programs.

Potential barriers - how to major in 2 colleges or get a degree in 1 college with a major in another college?

In some colleges, these are designated as Honors programs (e.g., IDEAS), which means there are restrictions to entry at admittance and few students enter after initial admittance to Lehigh. Questions to wrestle with...is this how we want to do this?

Also, need to think about faculty involvement/faculty roles. Desire for more engagement than a 2 director model.

Do we want to decide on a particular consistent model for how these particular programs work? Or should there be flexibility?

Terry-Ann Jones, new deputy provost for undergraduate education, will be leading some of these discussions.

Questions/Comments from EdPol

- Are we conflating an Honors Program and cohort model?
- consistent model - programs with accreditations may look very different from programs without accreditations? Provost response- advocate for consistency in terms of infrastructure but not the curriculum.
- Need to consider/market the value of the degree- prospective students ask about the value of the degree. This data exists, but we need it to be accessible. Market research should also be done before launching the program- to determine if they are in line with students' goals (e.g., employment, professional/graduate school).
- Consideration of time of programs. Some students are very interested in programs that may be longer in duration but may not be able to afford to stay longer. Is there consideration of scholarships? There are current differences depending on the program in terms of financial aid. Provost response- we can work to address the financial aid. And he is an advocate for students graduating in 4 years; is there really a benefit for a 5th year (opportunity/cost)? Programs should really look at curriculum - what is necessary vs nice to have?
- Kelly Austin described how IDEAS is changing advising...will hire a staff member to be an initial advisor. Then 6 mentors in CAS and 6 mentors in RCEAS, who are knowledgeable in certain disciplines/concentrations. Students will be paired strategically to these 12 mentors. Faculty are attracted to this model since there is strong alignment of interests. Sabrina Jedlicka indicated IBE works similarly.
- Can be difficult to track which students are in programs; Yenny Anderson developed a coding system for existing programs so admin can identify who is in what programs. Be aware of this as you develop new programs.
- What does it mean to have a degree from 2 colleges, particularly when one is CAS/liberal arts? Provost- students from any of the colleges need a certain kind of education/skills. University does not have a set of requirements/they are different by college; this may come up in Middle States accreditation. The colleges should have input. However, counting credits is a shortcut...number of credits is not the only way to determine competencies. Katrina Zalatan says that they have created a document to CBE students why they take liberal arts distributions.
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7. **Other Business**

- Testing Center launched in Fall 2022. High levels of satisfaction from faculty/staff who used the testing center in the fall. Feedback welcome - provide feedback to Rick Hall or the Provost.
- Admissions -

- Context: Concerns about upcoming demographic cliff of declining high school graduation rate~20%. And demographics in the country are shifting. Smaller population in Northeast. And nationally, growing population of under-represented students.
- Encouraging news! Provost asks for faculty to participate in these efforts.
- 15,163 admission applications for 22-23 AY. Goal for 23-24 AY was 17K applications. Received 18,141 applications (21% increase over last year). Higher increase than peer institutions. Increase in applicants from Latinx students. And for the first time, more applications from women than men.
- Yield last year- 20% of women and 26% of men. Similar lower yield trend for students of color compared to White students. Working on this.
- Prior to the pandemic, 36% acceptance rate. In the 2nd year of pandemic rate, 46% acceptance rate. Last year- 37% acceptance rate.