**Department of Biological Sciences 2017 Retreat**

September 29, 2017

Duke Energy Hall, Hunt Library

8:30-9:00 Continental Breakfast

9:00-9:30 Welcome and State of the Department I (*Jerry* *LeBlanc*)

* Discussion of state of Department. Question raised regarding graduate enrollment. Do Math and Stats have more robust Masters Programs where students are self-supporting?
* Requested that faculty send accolades and media attention to us so we can recognize them
* With regard to student enrollment, it doesn’t take into account students we teach who are not declared majors. This statistic does not tell the whole story and we should look into entirety of student credit hours taught vs. student enrollment to determine workload (T. Petty)
* Why did our undergraduate enrollment decrease by 1000 since 2014? (Jim Mahaffey) We admit fewer students, we graduate students faster, LSFY students matriculation into other majors as a sophomore, conscious effort on part of university to decrease enrollment.
* Makeup of NTT vs. TT faculty makes sense based on our research portfolio (D. Reif) and the number of students we teach, and growing our research presence. Our teachers are professional teachers, and some (Goller) are getting grants.
* Jeff Thorne – convert NTT teachers to TT teaching positions? A strategy to reward teaching
* Melissa Ramirez. an advantage of transitioning to TT is voting presence- greater stake and greater influence on Department.
* John Godwin – inconsistent message from university/college regarding our size – first we were too big and needed to shrink, now we’re being told we’re too small and need to grow. Different administrations give us different messages. Jerry – maybe we need to make the argument that we just need to be structured so we can best serve our students vs. changing ratios.
* Tim Petty: In all of these conversations regarding enrollment and growing enrollment – we need to look at total enrollment, not just majors. This needs to be taken into account in reviewing enrollment. Jerry - In terms of dollars, the course prefix determines SCH dollars, not the declared majors. Tim – still, the provost needs to be viewing all enrollment, not just majors. Jane – the reason they do this is based on univ getting money is based on enrollment in specific majors.

9:30-10:00 Let’s Talk Science (*Trudy Mackay*)

10:00-10:15 Dealing with Increased Enrollment (*Jane Lubischer*)

* Gave a broader historical look at enrollment back to FY05. Did not see at the dept level a change in budget based on either increased or decreased enrollment. At our peak of enrollment, we were struggling to provide for our students – students forced to take summer classes, online classes, etc. which actually generated revenue for us. Fewer value added activities for our students. Also had very large advising loads – we’ve tried to reduce this after combining into the big dept.
* Getting hard to ensure freshmen aren’t falling through cracks – 2 advising meetings in first semester. If you teach first years and you notice someone not coming to class, contact me so I can contact their adviser.
* If we ever were to see an increase in budget due to increased enrollment (we’ve never seen that at the dept level), the funds come the following year
* Provost has no confidence that BOG will follow through with additional funds with increased enrollment
* BOG actually considering a tuition decrease and changing the funding model for universities
* DBS is middle of the pack with regard to SCH per faculty member when compared to the other COS depts. In DBS, our teaching faculty produce 40% of our SCH. We are going to be seeing more pressure to increase teaching.
  + These figures are a one-year snapshot, not a 3 year average
  + These figures don’t reflect quality – smaller sections, undergrad research, mentoring, etc – higher quality work. This comes in looking at student success. Need to make this argument
* Gave list of ways to use more teaching to improve programs and student success

10:15-10:30 Coffee Break

10:30-11:00 Let’s Talk Science *(John Godwin)*

* Safe Genes

11:00-11:30 State of the Department II: Good, Bad, and Hopeful (*Jerry LeBlanc)*

* Discussion of the new departmental budgeting process and faculty teaching workloads

11:30-12:00 Dealing with Hostile Groups on Campus (*Jamila Simpson*)

* Fear for safety impacts how underrepresented minorities perform in your classes
* Underrepresented minorities in tough classes don’t view it as a tough class; question whether they belong in science because there are so few “like” them in the sciences
* What can you do to improve inclusion in your classes?
  + Build trust
    - Come to student programming/events – puts you out there as an ally instead of a scary unapproachable Professor
  + Listen
    - When faculty listen to student experiences, it makes them feel like they matter. It has to be more than just Dr. Simpson.
  + Be Proactive, not reactive – come up with a plan
    - Reactive responses are defensive
  + Create a welcoming and inclusive environment
* Office of Faculty Development has workshops to assist faculty in creating a more inclusive, safe environment
* Office of Institutional Equity and Diversity
* Action steps:
  + What do we want?
  + What actions do we commit to take to get there?
  + How can we hold ourselves accountable?

12:00-1:00 Lunch – Q*spresso*

* This was delicious

1:00-1:30 Let’s Talk Science (*Fred Wright*)

1:30-1:45: Break

1:45-1:50: Strategic Plan – Introduction (Jerry LeBlanc)

1:50-2:00 Strategic Plan – Space (*David Reif*)

* Provide guidance on what we need for admin, research, teaching, labs, etc.
* Plea for faculty with labs with animals as well as teaching faculty to join committee
* Consolidate faculty and relocate to help reorganize faculty to facilitate research interest/collaborative opportunities
* Distribute survey to collect feedback/wish list of needs
* Long term plan to build a Bio Sci building with our input into the design

2:00-2:10 Strategic Plan – Center for Educational Excellence (*Miriam Ferzli*)

* Discipline-based education research
* Promote scholarship of teaching
* Support Teaching innovation – has impact on space needs – active learning, scale up classrooms
* Coordinate with existing units – grad school, DELTA, ORIED, etc.
* Enhancing student involvement
* Lots of money from funding agencies for DBER research
* Pull in Alumni to help fund/mentor – start when they are young by engaging undergrads

2:10-2:20 Strategic Plan – Integrated Curriculum (*Carlos Goller*)

* Curricular Integration, not Integrated Curriculum
  + Vertical integration from first year through graduation within each of our undergraduate curricula
* Would like a variety of faculty and advisers to map our programs
* Identify core concepts and competencies of UG programs
  + Review publications/ professional societies to ID frameworks
* Map program outcomes and curriculum map for each program
  + ID gaps
  + Good foundations
  + Good numbering and clear course order
  + Do required courses serve program outcomes
* Suggest concepts and competences that can extend throughout multiple courses in an intentional and explicit manner
  + Conversations have been started re: evolutionary theory, quantitative analysis, science communication, etc.
* Propose evidence based changes
  + Specific course development
  + Change course requirements
  + Improvements to scaffolding
  + ID courses to be used in program assessment
  + Use existing courses to address specific outcomes
  + Courses to add or better use pre-recs
* Want to add a few members to committee, create a timeline, divvy up action items

2:20-2:30 Strategic Plan – Undergraduate Research (*Beth Hawkins*)

* Want to provide all of our students to have one semester of an authentic research opportunity
* If planned well, UR can benefit faculty, too
* ~500 students per year need UR experience. How do we do this?
  + Connect students with what we already have
    - Need to audit our students to determine current UR participation – for credit, off campus, etc.
    - ID CUREs available and add to CURIOUS website. Monitor enrollment in these courses
  + Increase diversity of students in UREs
    - Increases access – summer, PackTrack, etc.
  + One semester UR requirement
    - Teaching credit for Bio493
    - Incentivize faculty to supervise undergraduate research
    - Increase SCH for intensive courses
* Join the committee!

2:30-2:40 Strategic Plan – Accessible and Inclusive Learning (*Melissa Ramirez*)

* Need to look forward – who we will be in the future. Not just who we are now. Looking at NC public schools, the population of students we will be serving is shifting.
* Create learning environments and pedagogy that are inclusive for everyone
  + Listen to students and ask about their experiences, determine if our plan worked, and make changes based on their feedback
* Attract, retain, and support a diverse faculty
  + Implementing best practices for searches, recruitment, advertising
  + Examine equity issues
  + Helps students to see people who look like them
* Join the committee!

2:40-2:50 Strategic Plan – Academic Advising (*Jill Anderson*)

* Join the committee!
* Irrespective of adviser type (professional adviser or faculty member) student should have the same high quality of advising
* Assessment current advising – program goals, outcomes to assess, improve advising
* Town Hall type meetings to establish sense of community in UG programs – need faculty involvement and buy-in
* Adviser Development Institute (ADI) certification for all advisers. 6 workshops
  + Increase awareness of UG research ops
  + Individualized training/action plans
* Current model could have 70% of our students graduating with no interaction with a real scientist
* Wide range of confidence in competencies in advising, especially noted in differences between professional advisers and faculty advisers.
* Should all advisers become experts in all parts of advising?
* Are students best served by our current model where faculty and professonal advisers have identical roles?
* How about transitioning to complimentary roles: mentor/adviser

2:50-3:00 Strategic Plan – Building a Critical Mass of Faculty (*Michael Cowley*)

* What is the critical mass? Many ways to calculate.
  + Undergraduate student: faculty ratio?
* ID research areas with greatest need for new faculty
* ID areas where faculty should grow
* Work collaboratively with other strategic plan committees
* Solicit input from all faculty
* Join the committee!

3:00-3:10 Strategic Plan – Infrastructure (*Jonathan Hall*)

* Join the committee! John is a Wolfpack of one right now.
* Invest in evolving technological needs of our research and teaching
* University should provide funds to purchase and maintain equipment
* Need committee members from research and teaching as well as from various buildings
* Petition to the College/University for small equipment grant programs

3:10-3:20 Strategic Plan – Museum Partnership (*Jennifer Landin*)

* First year goals:
  + Website visibility
  + Hold faculty meetings at NCMNS
  + Focus on museum partnership in year 1
  + Compile list of teaching activities at museum
  + Extension Assistant option for Graduate Students
* Want Liaison at College level
  + Coordinate faculty/volunteers for events
  + Creative approaches to interact with audience
  + Develop relationships
  + Communicate successful collaborations
* Develop skills in Science Communication
  + Faculty, graduate students

3:20-3:30 Break

3:30-5:00 Poster Session

5:00-6:00 Department Social