Meeting Minutes November 9, 2022

Microsoft Teams

Attendees: Dlynn Williams, Joe Robbins, Roger Marietta, Peter Brecke, Geoff Bowden, Michael Herb, Kris Beck, Susan Haire, Ryan Voris, Teresa Hutchins, Kimberly Gill, Felita Williams, Julie Lester, Lance Hunter, Michael Lewkowicz, Joshua Meddaugh, Thomas Rotnem, Brian Smith

Welcome by Dlynn Williams

Dlynn Williams: Opens by introducing himself and allowing all of the attendees to introduce themselves. Announces that he will be ending his term after next year, if anyone is interested in becoming the new chair of the Political Science Region, let him know. Wants to discuss the tasks given to the rack of this year from the Board of Regents. Invited a guest (Sarah) to discuss ecore and Political Science 1101.

Question (Dlynn): What is the vision of what the Board of Regents is doing with Ecore vis a vis the role of institution? Because what I've seen in the university system is that institutions are increasingly in this online space. So what is the plan long term for what that means?

Answer (Sarah): So, our general role is to fulfill the Regents mandate of 2014, which required that the core is available, broadly available, to all non-research institutions via the US GE campus. So that is kind of the role that we play. To make sure that we can help you all retain your students term to term by offering courses at scale online to help you with any pinch points that you may have and the core curriculum and to make sure that there is affordable and accessible courses available to students and within the USG, we prioritize low cost and student services essentially and that's all coming from stemming from that 2014 Ford resolution.

Question (Dlynn): What does this mean as institutions are increasingly in this online space?

Answer (Sarah): It means that as a service unit, we are here to help you scale. We are here to help you provide quality and affordable online offerings. And so we're here to help. Essentially, we meet with every USGS institution twice a year, at least to go over our student support services, the student performance metrics, and all ecore as well as major courses.

Question: As departments were increasingly looking at efficiencies and what occurs if a student doesn't take an online class at my institution, but takes it as an ecore, how do I make sure I capture that EFT when I'm arguing for programmatic funding and support?

Answer: I called a few privates and found out that the three that I talked to today, they do funding, tuition goes into a general fund, but all the EFT goes back to the appropriate academic unit on their campus. As far as you know, we're a service unit. We're not in a position to tell institutions how to budget or spend funds. We're here to make sure students are served.

Dlynn Williams: Mentions that they want to develop a module that will attract students to political science as a degree program and embed that and that American Government course, so hopefully that will help turn students back to your institution further down the road. Looking for faculty to help, anyone interested reach out to Dlynn directly and they can help facilitate that process.

(?): Are you casting this net look incredibly broad, you know, it was, of course we get a lot of majors who were looking at the law school. You know, someone will wind up in Atlanta or on the hill. But you know, we're seeing in South Georgia probably like a lot of other places where there's a lot of local public administration type positions available too.

(?): Local governments trying to fill these spots and you know, for South Georgia, you know, this could be really creative jobs. I mean, it's not living in downtown kind of set for like kind of stuff that, you know, pretty good paying jobs. I mean, if that's something that you all would be interested in, I think we could, you know, speak to that. Obviously, I know there's some folks aren't department that are getting increasingly excited about these experiential learning applied research projects that can lead to jobs. So, I think you could put us down.

Michael Herb: My main experience with this is a part time instructor who wanted to do this, but had to be hired by and paid by Georgia State. And then there is going to be a reimbursement process through ecore. Would potentially leave the department on the hook for paying an instructor to teach ecore while we wait for the university to figure out how to reimburse the department, which might or honestly might not happen. Is this the standard way to pay instructors?

Answer (Dlynn): 100% agree and some institutions are better at it than others. Obviously, the ones that do it more frequently kind of have it down to a science.

Dlynn Williams: There was a little bit of interest in talking about recruitment and recruitment strategies that people are using.

Kimberly Gill: We're trying to recruit heavily from the high schools, we do the dual enrollment, and that's where we try to put our full-time dynamic instructors in those courses to kind of say you know you enjoyed this class, I'll come pursue the major. We also open up all of our guest lectures and our lecture series, we hold them at night 6-8. Usually we open those up to the local high schools.

Dlynn Williams: (Basically talking about strategies for recruiting students) So, we go to the American Bar Association, pull all of our graduates, see where they go, right and then we can look at all of North Georgia's graduates going to law school, what percentages came up from our department. So, then we use that in our narratives. The other thing that we do is we have a really strong placement or representation rate. In national scholarships at my institution, so a large percentage of the national scholarship winners tend to come from the political, science and International Affairs Department. So, we point that out. And because national scholarships can be fairly large, then we point out to students how many, how many millions of dollars are students have gotten in the past five years or so. So that's one of our strategies. We also write an

e-mail to all students and our intro courses to say, hey, if you're enjoying your intro class, consider joining us for a major and minor. Whatever you're looking for. And this is a big long list. So those are some things we're trying.

Susan Haire: We have not had to focus on recruitment, but I've heard from colleagues elsewhere who have adopted mixed strategy, including making it easier to take upper division courses and minor in political science, students take a few courses and then take on a double major or change. We started an applied politics certificate for undergraduates. Partnered with the College of Mass Communications, it's limited to a small cohort, but seems to be useful for providing information on a career path for all political science majors.

Dlynn Williams: Michael Herb shared, we're in early discussions about a joint degree with computer science and data science. If anyone has an experience with this or thoughts, you'd be happy to talk about that.

Peter Brecke: Georgia Tech has an online masters in sort of data science, and we also now have a school on cybersecurity and privacy which is deeply tied to the College of Computing. And these online courses. They have an online masters in computer science and actually computer science. Like you've said, Michael, at GSU has exploded. Georgia Tech Computing now rivals engineering in terms of the number of students.

Michael Herb: Yeah, I thought that Georgia State's growth in computer sciences because we didn't have an engineering school, but maybe not. I think there's really some potential in bringing sort of some knowledge of substantive knowledge of a social science area to the working data, but we'll see.

Michael Lewkowicz: Have it going into the introductory American government classes and talking about our program talking about the opportunities we outward talk about specific opportunities, especially new initiatives like we have our paralegal certification program, which is still about five years old and thus you know, we think the American Government classes provide a good opportunity to reach out to students, especially those that are undecided or may not be thinking about political science. If you're not interested in politics, there's no point and trying to highlight the different career paths that one could take with the degree in political science. So, I think that has proven to be a pretty good recruitment strategy and trying to get some of the students that are already here on campus.

Peter also shared that Georgia Tech has a government and nonprofit oriented career fair. We tried that for the first time this year, was very successful. Directly targeted nonprofits and we invited local county commissioners as well to send their folks in, that was very helpful for the public admin side of the House.

Dlynn Williams: The partnership we're exploring is in geospatial. We have a partnership with our Institute of Environmental and Spatial Analysis, I have a major in strategic and security studies as well in political science, international affairs and we just added a concentration in geospatial intelligence. We already do a concentration in intelligence, but I think that geospatial is going to be an excellent tool for some other things that we're trying using campaigns used by

local governments that it's used everywhere. So, we're trying to figure out how that might end up working, but that's pretty much a three-year project. It's something that we're looking at on that I think the more data side, which is geospatial.

Question: Why are we releasing our students, or why aren't they coming to us? Shouldn't we answer that question before we develop? And I'm just wondering if you all are losing students like we are?

Answer: For us, it's probably very different than not a lot of other campuses. We have a very high proportion of first-generation students, if they're with us, there's something going on.

Dlynn Williams: Talks about tracking Associate to BS retention.

Peter Brecke: Minors and certificates across different units of Georgia Tech. We have one with nuclear engineering. We have one with mechanical engineering that focuses on global development. We have one with aerospace engineering, and we're planning on having two of them, maybe three of them with a College of Business. And you know that's where we see that we can attract students and thrive as an entity within Georgia Tech.

Geoff Bowden: The battle that we're being urged to engage is with the other programs at the university and so we have to constantly assess, reassess what the benchmark is going to be for our major. We have pretty high expectations and I think that plays into students, particularly at a small school who talk to each other all the time, you know what's the easiest way to get the degree and get a job? And when you require a senior seminar with a research paper of a certain length and there's a lot of steps that go up into that, you can lose out.

Peter Brecke: We have submitted our rubric and activities to our Dean for the college and you know, we haven't gotten feedback. So, I don't want to send it out until we've gotten some feedback whether they consider this acceptable. If they give a blessing to it, then sure, I'm happy too. I put a ton of work into this thing. You know, our School of Economics borrowed ours and I suspect most of the rest of my college will do that.

Ryan Voris: I'll jump in and say a back like we haven't reinvented the wheel, but I think we're more of a teaching school. So one of the criteria for our 10 year is student engagement. We've had to do an annual review and everyone just follows the same tenure. Our guidelines that we have, it's not anything specific, but it says like 4 teaching include things like, and it's very general because it was written by the faculty Senate. So it kind of goes across the campus.

Dlynn Williams (Closing out the meeting): If you have any questions about anything that the Board of Regents is doing, feel free to share those questions with her (Felita). If you have a burning desire to become chair or vice chair, we encourage you to think about service at this level. Asks for any final questions, concerns, or viewpoints.

Meeting Adjourned