

Creative Arts Meeting
Friday, 4-15-2011
Humanities 119

Attendees: Michael Arndt, Lolita Ball, Barry Burns, Ken Gardner, Dan Geeting, Larkin Higgins, Val Miller, Christine Sellin, Amy Sinnott, Nart Sinnott, Terry Spehar-Fahey,

Dr. Geeting Lead the meeting asking everyone for their input beginning with question 1.

1. What should be the boundaries or guidelines for managing the growth of the undergraduate student population? Since the current enrollment growth has affected some majors more than others, should the boundaries/guidelines be different by major?

Was this to involve long range things or tracking answer question?

General discussion is as follows:

Arndt – Based upon what happens there has been talk of expanding and talk of a bldg. space for future growth. We need to consider student body numbers, some selection and majors to keep status quo. We will combine to grow.

Gardner – What is the limit? Has a study been done?

Spehar-Fahey – We have not yet hit our capacity by major or by pool. It will impact majors and new students will have to apply. There is space available in the 8 a.m. class time. There will be cultural changes, given the current building structure, if we select students. We will always be looking to escalate salaries—endowment does not play a part on salary.

Gardner - The theatre arts class will only hold 20 students. What about another section?

Spehar-Fahey – We might need to add more faculty.

Arndt – Creative arts classes are different than regular classes that hold 60 – 100 students while the arts are hands on classes—the sheer numbers don't indicate the true need.

Spehar-Fahey – The institution looks at all those details: classroom size, number of students, time and faculty, etc. on how sections have been allocated. Again, 8 a.m. time not filled or the 10 a.m. Chapel time to increase lecture time slots. Growth with fixed resources is the same--new facilities we can grow and juggle the classes.

Higgins – We had special permission to teach during 10 a.m. Chapel time for the first 15 years (comment, so it has already been violated). Information was indicated on syllabus when you registered for class. It was unusual and difficult but was acceptable.

Art was able to offer more advanced classes before there was more separation. Had 60- 80 art majors with 4 full-time faculty.

Spehar-Fahey – Cal Lutheran’s philosophy – what is the optimum number, faculty/student ratio? Do we still try to maintain what we have or change the public number (22 to 1)?

Geeting – How does the economic picture affect us?

Discussion on the fact that the Juniors are the last of the baby boomers. More discussion on changing the 10 a.m. slot and/or changing the culture.

Arndt - Has anyone done a comparison with sister schools on their practice? Some start classes at 7:30 in the morning and some go through lunch.

Sellin – We could move classes earlier.

Spehar-Fahey – Someone will be upset, it affect us all.

Higgins – We need to get special permission to go back to what it was. Petition to open slot on setup basis.

Spehar-Fahey – Someone needs to make a decision to make it more practical.

Arndt – Back to philosophy – It bothers him that Freshman in world civilization classes have 60 students in them—too large of a lecture class.

Spehar-Fahey – Selling image is part of the situation.

Higgins – Art classes have 11 students. Freshman should have the experience with smaller classes. They should start with smaller classes, it is important for attendance, so that they can see the contrast between large and small classes.

Amy Sinott - What about changing the chapel time to go to capacity? How should they handle majors? She had to audition to get into class.

We do not know what number of students would be involved as some freshman students don’t declare majors.

Spehar-Fahey – Demand would have to be high to select top students for majors –all sorts of things need to be done (tweaked) to resolve.

Nate Sinnott – Could we bring in majors that are in demand to optimize majors for our school size?

How many, what is ratio, what is the demand across the CORE? What is the number of Art classes we would need to satisfy the CORE—in 5 years? What is the economic status? How will this affect our majors?

Spehar-Fahey – We will have to have students graduate...

Geeting – If we like the culture, we can perpetuate, we can increase numbers, go to various schedules. We will have to audition students if we become too impacted.

Arndt – Attracting really qualified faculty is dependent on the pay and the pay depends on the price tag to students and our capacity.

Spehar-Fahey – Two years out with no increases in net revenue, we don't grow in income, we won't be able to sustain qualified faculty.

Burns –We just need to substitute (view) students as customers and the problem resolves itself. Dealing with discount rate is more expensive than the students paying for full load.

How do we serve the campus community and the outside community? --good questions but not specific without stats.

Dean Joan Griffin wants grass roots information for now.

Sellin – Satellite campus has gone digital—to grow, to sustain--geography and transport no restriction on 10 a.m. time slot.

Higgins – Discussion on students with major and double major (art and multimedia) is additional expense since there is duplication of classes.

Sellin - Students incur additional expenses and their time. The curriculum is out of date and classes are duplicated. Burden goes on students. Working around curriculum is a disadvantage.

Gardner - Our students can design their own major

Sellin – False separation- duplication and juncture. Fundamentals taught in two sections...

Arndt – We need to have a double tract for students.

Sellin - Trading with bilingual relies on numbers.

Gardner – Department Reviews are needed to work on this.

Higgins – We used to have to prove how many majors and minors we have.

Arndt – In this last past week he had to gather information on non-majors and majors served in the arts for a report.

Geeting closed discussion on question one and went to question two.

2. Currently CLU requires all full-time UG students to reside on campus through their junior year. Additionally, CLU enjoys a long tradition of providing a bed in the residence halls to every student who would like to live in the residence halls. The residence halls are currently very close to capacity. One option to accommodate future enrollment growth is to drop the guarantee to live in the residence halls. What are the pros and cons of such a decision?

General Discussion is as follows:

If we guarantee undergraduate students dorms we will meet capacity.

Lots of other campuses don't provide housing, some students would be better off not being on campus.

Spehar-Fahey - What will be the impact on the community?

Ball – Where will they go? What is the distance?

Burns - What is the advantages & disadvantages? Discussion. If we don't have revenue to pay for dorms we won't be able to pay for classes (faculty salaries).

Chapman was given as an example—They have growth and financial security 3-4% & their cap is 7,000. No info on retention.

Arndt – How does this affect Mogen, Grace and Trinity—single dorms that are relatively expensive.

Spehar-Fahey – Parents shell out money because they feel that the students are safe on campus. We have 10 month contracts while the community has 12 month contracts. This will impact the change in the local economy and city and what is their expectation?

Geeting – More students living off campus, what is the impact to us? More discussion. We build them, we own them so we need to keep them filled with students through their Jr. year.

Nate Sinnott – We will run out of space—where will we put resources and growth? Discussion. There needs to be a certain amount of time for students to spend on campus to grow up.

Arndt – Junior and Senior year is when most students turn 21 and if they live off campus there is no control on drinking.

Dr. Geeting moved us to the last question:

3. What initiatives would assist us in improving retention and graduation rates?

General Discussion is as follows:

Centered around decent food and the cafeteria. We have had two food services. Students need to have quality food to choose from.

If you feed them, they will come.

Provide smaller classes for freshman

Address student retention - leaving due to finances, location (not exciting), don't feel they are getting value for their money.