**Dean Klein’s Presentation**

- In the Temple RCM model, research is “double-taxed”: CST pays for use of facilities through ICR, and also by central administration tax.
- Challenge of doing research is exemplified by a recent Keck Award of $1.2M. This requires an equal match from the University, but the University will not provide a match.
- CST cannot control UG student enrollment – a significant constraint on College income stream.
- In defense of Central Administration, research is a relatively new “arrival” to the budget.
- RCM at U. Penn: a significant amount of budget relief is provided by service contracts and related; could also be followed at Temple.
- CST differential tuition was approved by BoT – 50% of differential component must be escrowed for new building; 50% must be escrowed for start-up costs for new faculty.
- At a University Admissions committee meeting it was suggested that new students should be tested to help with their success – Provost disagrees with this.
- CST needs to keep working on developing new revenue streams.
- Discussion ensued on ways to develop new revenue streams.
- Enhancement of admissions yield; enhancement of retention of students in the college.
- Formation of a college-within-a-college (similar to that of the Fox School of Business).

**Evelyn Vleck presentation**

Retention of students & testing of admitted students (e.g. math placement)

For students that test poorly take Math 702; and have problems with course options. These students should take a CST Gen Ed course. **Rationale:** During the spring of ’17 a proposal was made to departmental advisors that we suggest to incoming freshmen students, who tested into Math 702 and could therefore only take a CST math course, that they take a GenEd within their anticipated major in CST. In addition it was suggested that students take SUCT 1501 or SUCT 1502 course. The hope was that CST could engage these students and hopefully increase retention rates, as the students would be learning material within their area of interest and would gain academic support through the SUCT courses. The reasoning for this was as follows: Should they struggle in a CST GenEd course, this might lead to an earlier realization that the major was not for them, or should they actually move out of CST they would at least leave with their GenEd science requirement having been partially met. Secondly, for some students (such as Biology majors) they might not otherwise be able to take a course within their major until the spring semester of their Sophomore year. Students were told that test into a higher-level math, they could contact an advisor to help them rearrange their schedule to take more appropriate courses if possible. For example: students in Math 1021 could take *Applications of Chemistry*.

- Further note: Proctoring during the Math placement test continues to be a problem.
Actions (led by Mike Lawlor)

1. Math 2061 to be included as an elective for the Mathematics BA degree
   Vote: Approved

2. Change in array of TU Teach Mathematics
   Vote: Approved

3. Change in array of Mathematics & Technology with Teaching; B.S. degree
   Vote: Approved

4. Change in Array for Mathematics & Computer Science with Teaching; B.S. degree
   Vote: Approved

5. Program Change for Chemistry Minor – not allowable for Biochemistry Majors
   Vote: Approved

6. Course retake 3rd-attempt petitions – change in policy: No petitions would be reviewed a week prior, or within, the 2-week add/drop period at the start of the fall and spring semesters.
   Vote: Approved

7. Certificate in International STEM Education
   Involves classes in STEM instruction outside of the U.S.
   six cr hr course: 7-week summer course “Understanding STEM education beyond the U.S.”
   Vote: Approved

8. Doctoral program in Bioinformatics (Department of Biology)
   Vote: Approved

9. Graduate Certificate in STEM Education (PA endorsement in STEM education)
   Vote: Approved