Lyman Briggs College Fall Planning Letter 2016
Elizabeth H. Simmons, LBC Dean
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1. **Updates to College’s Strategic Plan:**

A decade ago, Lyman Briggs was asked to increase its enrollment by 25%; accordingly, we increased the freshman class size from 500 to 625 and have maintained it at that level. Based on prior retention patterns, we projected that the college’s enrollment would plateau at 1800; instead, increasingly higher retention of juniors and seniors has yielded an enrollment of 2000 students. We anticipate that our INQUIRE program, our addition of popular coordinate majors, and our creative use of space and technology to make classes ever more active will further boost retention over time. Briggs students are being taught by an expanded and more diverse faculty that is deeply engaged in externally funded scholarship, including disciplinary work, disciplinary-based education research (DBER) and Scholarship of Teaching and Learning (SoTL).

Our initial experience with the new Physics Studio and the “REAL lite” classroom in Holmes has sparked intense faculty interest in making both the student-centered pedagogies and the educational research that such facilities support available to all LBC classes. While this has long been an LBC “stretch” goal, it is now within reach. Our mathematics, HPS, physics, and INQUIRE classes are already taught in rooms that either are already appropriately equipped or could be made so simply by modernizing tech carts and adding wheeled whiteboards. Some smaller biology sections have also been converted. Only the larger biology (LB144, LB145) and chemistry (LB171, LB172) lectures remain to be addressed. Brainstorming sessions this fall identified models for shifting those larger lectures to active-learning classes and we will start transitioning certain biology classes in fall 2017. The key was recognizing how we could deploy the college’s new academic specialist [teaching] lines and implement a more flexible model for course assignments; surprisingly few instructional resources will need to be added to make this leap. Having rooms available to accommodate all of these active-learning sessions will depend on acquiring the West Holmes space requested in our spring 2016 Space Request and on (eventually) persuading the university to convert C106 from a tiered lecture room to an ~80-student flat-floored active-learning room.

In light of recent staff turnover, we have updated the strategic plan for LBC Academic & Student Affairs. As noted above, student enrollment and retention are at an all-time high, along with our numbers of faculty, course sections, majors and minors. Since LBC regained college status, the student population increased by 16% and the number of graduating seniors increased by 31%. The advent of MapWorks, EASE reporting, the Neighborhood Student Success Collaborative, and the EAB Advising scheduling, tracking, and reporting system require effort and attention from the college’s advisors, creating tension with time devoted to the developmental academic advising that underpins LBC student success. For example, EAB data for advising appointments in the first week of fall 2016 show that with barely 3.5 FTE of advising personnel, LBC’s advisors still led the campus in the number of appointments. Moreover, recruiting 625 students is ever more challenging as the Michigan high-school population declines, especially as we strive to extend the benefits of LBC to underrepresented groups. To address these pressures on our advisors, our half-time recruiter and our half-time career consultant, we are revising the staffing model for LBC Academic Affairs to better integrate advising, recruitment, and career services. In spring 2017, we will request that the Office of the Provost and the Career Network partner with LBC to add capacity in these three areas.

To boost LBC’s visibility as a national model, as called for by our Academic Program Review, a diverse, multi-disciplinary faculty team is publishing the article “Updating the Two Cultures: How Structures Can Promote Interdisciplinary Culture” in Change magazine. Another such team just presented on "Assessment & Evaluation - Impact of Residential Experience on Students" at the 3rd Annual Residential College Symposium; we anticipate annual opportunities for presentations and publications associated with this venue.
2. Support for faculty resulting in greater scholarly productivity and instructional effectiveness

a) Recruiting and retaining a diverse faculty:

LBC uses inclusive hiring practices, including advertisements stressing inclusive excellence as a core part of college operations, materials on inclusive recruitment on the college’s “open positions” website, and annual college-wide discussions about diversity-related topics. Our FEA works closely with each search committee on the job posting, evaluation metrics, and screening processes and also meets privately with each finalist. All faculty and staff search committees follow tailored checklists that specify who is responsible for each step of the search process. Building on our successful 2015-16 experience with accommodating finalists who were nursing mothers, we are building “personal breaks” into each day of a finalist’s campus visit and providing access to a private space for lactation, prayer, or self-care.

In the last five years our tenure-system faculty hires have been 63% women (whereas 69% of offers were made to women); likewise, 37% of tenure-system hires (42% of offers) went to persons of color and 25% of hires (26% of offers) went to persons who declined to identify their race/ethnicity. As the LBC tenure-system faculty composition is now 40% women and 20% persons of color, our offers and hires are helping to improve diversity in the college. At the same time, examining the qualifications of the finalists demonstrates that the college is attracting an ever stronger cohort of new faculty.

To retain a diverse faculty that includes numerous dual-career couples, LBC has entered into many partner accommodation arrangements and supported multiple health-related and parental leaves. The costs have typically been about $100k/yr but have exceeded $200k/yr in both 2015-16 and 2016-17.

b) Creating a more supportive work environment:

Following up on last year’s workshop series sponsored by LBC’s Standing Committee on Inclusion, LBC Inc. invited Dr. Deborah Johnson and Dr. Jessica Garcia of I3 to lead an active session on “Bystander Intervention” for the first faculty/staff meeting of fall 2016. The sequence of exercises in reflection, conversation, and brainstorming was deemed highly productive by attendees.

The LBC Dean is pursuing action items identified by last year’s series of small-group Conversations on issues impacting pre-tenure faculty, academics outside the tenure system, those considering retirement, faculty of color, women faculty, LGBTQ faculty, and parents of young children.

c) Emphasize the University’s elevating expectations:

Recently, the Briggs faculty have reframed teaching evaluations to emphasize data and reflections on students’ learning outcomes. They have identified concrete learning objectives for each disciplinary area and for the college as a whole and have implemented an evaluation form (SALG) that documents students’ assessment of how each course element has helped them learn. LBC’s annual merit review process now requires faculty to provide annotated examples of student learning relative to specific objectives from course syllabi. These range from a sequence of written assignments demonstrating increasing proficiency, to test answers showing the ability to explain core concepts, to lab reports proving mastery of key skills. As a result, self- and peer-evaluations of teaching have become less descriptive or summative and more analytical, reflective, and forward-looking. In fall 2016, we provided a set of exemplar portfolios that illustrate the college’s elevated expectations for teaching materials.

In a similar spirit, the Briggs Advisory Council, which oversees the faculty evaluation process, is establishing new metrics for reporting on leadership and service, following up on what was done for teaching and learning. We expect that this will give faculty more guidance about opportunities to exert leadership, including how to align service roles with their teaching or research foci.

Finally, the BAC is meeting with the Academic Profile team to see how the AP’s automated tools might assist LBC academics with listing basic numerical data needed for annual and promotion reviews, enabling the faculty to focus on analyzing their accomplishments and next steps.
d) Culture of high performance:

LBC is making business processes simpler and more transparent to boost academic productivity:

- LBC has created an online grant pre-award web form http://lbc.msu.edu/proposal/ that provides a timeline with all the steps required to submit the grant (e.g., getting permission for course buyouts, obtaining IRB approval, meeting CGA deadlines for e-transmittal submission). It also alerts the Associate Dean for Research and our Pre-Award staff members so they can help meet deadlines. This is one of our efforts supporting successful grant applications and productive research careers.

- With our new fiscal officer settled in and the university’s new International Travel processes on file, LBC is creating checklists guiding travelers through submitting pre-travel authorization and post-travel reimbursement requests with proper documentation. This should speed the rate at which travel-related forms are processed and help new academics learn the procedures.

- LBC has created a conference committee to provide consistent support when faculty hold academic conferences at Briggs. The committee is creating guidelines to help new organizers understand all the aspects of running a conference at MSU and clarify which services LBC offers.

To preserve operational knowledge as employees and committee membership turn over, LBC is requiring each staff member, disciplinary group, and standing committee to create procedure manuals (including timelines) that record their responsibilities. About a third are in place now; the BAC and the college’s HR officer are working to secure the rest. Supervisors will review employees’ manuals and timelines during annual performance planning and review meetings.

e) Supporting scholarship by adding specialist [teaching] lines:

As noted in the fall 2015 planning letter, an effective way to increase the scholarly and instructional power of the Briggs faculty is to add a continuing-system academic specialist [teaching] to each disciplinary group. Faculty time now regularly spent on recruiting, training, supervising, and mentoring fixed-term instructors to replace colleagues on research, parental, or sabbatical leaves will instead be used for scholarly pursuits. Moreover, this will ensure that nearly all LBC classes are taught by long-term, experienced, educators who engage in creating or applying pedagogical scholarship. While our specialists are not required to do research, most elect to do so, further augmenting LBC’s scholarly output. In several disciplines, the flexibility and stability gained by adding specialists will enable Briggs to increase course capacity both to better serve INQUIRE students and to curtail the number of LBC students who miss key parts of the Briggs cohort experience because they must take introductory courses outside of LBC.

LBC proposes to continue its ongoing partnership with the Office of the Provost in which continuing-system specialist [teaching] lines are being added across the disciplines. Based on staffing data and enrollment trends over the last six years, on the status of curricular initiatives, and on the progress of INQUIRE students through the curriculum, the first needs are in biology, followed by HPS and physics.

3. Pursuing multiple strategies for expanding, enhancing and elevating scholarship

a) Campus Partnerships

The Global Impact Initiative searches in Math Education Research and STEM Education Research that LBC, EGR, CNS, and Education are jointly undertaking have started bringing senior candidates to campus. Both new hires will be affiliated with the CREATE for STEM research institute; we anticipate that at least one will have a joint appointment in LBC to coordinate large-scale DBER initiatives across the partner colleges.

Dr. Ryan Sweeder has a new 25% assignment as LBC Liaison to CREATE. This will support his STEM Education research program, while empowering him to pull LBC colleagues into working with CREATE.

To link the arts and sciences, Lyman Briggs is a member of MSU’s Cultural Engagement Council and is contributing to the current thematic “Year of Water.” LBC, AAHD, the Broad Art Museum, and the Abrams
Planetarium also have a three-year collaboration (BRIDGE) that brings top artists to MSU to engage students and faculty in creative inquiry and research bridging the arts, sciences, and humanities.

LBC is a founding member of and invests resources in several topical research partnerships, that bring LBC faculty into scholarly collaborations with colleagues from other colleges. These include the AAU Gateway Fellows Program, the Undergraduate STEM Education Alliance, the HHMI Levers project, the Dow STEM Scholars project, and Science & Society @ State (S3).

In particular, LBC houses the S3 collaboration, which promotes interdisciplinary research and education utilizing methods, approaches, and scholarship from STEM, the health sciences, and science studies. In S3’s first two years, an investment of ~$250k in faculty participants has already yielded over $650k in externally funded grants, with $580k in external proposals still pending. The 11 teams sponsored by 2014-15 seed grants submitted over $9 million in external grant applications by January 2016; several of those not initially funded have been revised and resubmitted. Last year, S3 awarded 12 more seed grants to support everything from using dance in public education on rare isotope beams to combining multiple disciplinary perspectives for exploring the role of women and gender in environmental crises like the Flint water crisis. Thanks to increased funds from new and existing sponsors, S3 will award 12-14 grants this year. S3 is now jointly funded by the OVPRGS, University Outreach & Engagement, the Graduate School and a dozen colleges (LBC, JMC, CAL, EGR, LAW, RCAH, EDU, CSS, CANR, CAS, MUSIC, and CVM).

b) Building physical infrastructure to support emerging work:

LBC’s new Physics Studio Class-Lab and a “REAL lite” classroom came online in fall 2016. ITS has trained LBC educators in their use, and the REAL lite room is used for faculty meetings to familiarize everyone with the space. The Physics Studio is enabling us to teach more physics students, undertake pedagogical innovation and support DBER scholarship. The REAL lite room now holds classes in biology, chemistry, and math, including for the INQUIRE curriculum. Faculty value this space and are advocating the creation of more such Holmes facilities to support student learning and education research, as noted in Section 1 above.

In the Spring 2016 Space and A&I Processes, LBC requested that the space RHS is vacating on the garden and first floors of West Holmes Hall be assigned to Lyman Briggs to meet long-term needs for:

- Faculty offices, especially given our hiring of academic specialists to meet enrollment pressure
- Spaces for engaged teaching and learning, incorporating new technologies, art-science collaboration, and computing across the curriculum.
- Flexible space for student research, student studying and teamwork, meetings of student organizations, large pre-exam review sessions, experiential learning, and co-curricular events such as research presentations, career fairs, alumni engagement, and study-abroad fairs.

If awarded the space, LBC will work with the Hub on incorporating best practices in educational technology and spatial design into the new teaching areas.

c) College research funds:

Beyond the start-up funding it supplies to all of its new tenure-system faculty, LBC deploys alumni gifts and IDC return to support faculty scholarship related to education or academic disciplines. Travel funds cover visits to remote facilities, archives, collaborators, or conferences. Pilot research funds allow scholars to gather initial data towards an external grant proposal. The LBC Trajectory Fund finances projects aimed at meeting tenure-system associate professors’ milestones for timely promotion to full professor. Conference funds support the interdisciplinary international research conferences that LBC faculty organize on campus every year or so; these generally yield published papers or edited volumes.

The college also invests in individual undergraduate research projects, complementing funds from the APUE, undergraduate-focused grants like NSF S-STEM and NSF REU, and faculty members’ external
disciplines. Moreover, LBC incorporates course-based research throughout the Briggs curriculum, for everyone from INQUIRE students to Honors students, preparing our undergraduates to pursue advanced individual research opportunities. Undergraduate scholarship of all kinds is highlighted in the annual LBC Research Symposium and in student research posters that line our hallways year-round.

d) American Association for the Advancement of Science Fellowship nominations: While most awards valued by the AAU focus purely on research, election as an AAAS Fellow also recognizes achievements in teaching, leadership, and public engagement; several LBC faculty are already AAAS Fellows. LBC now uses a systematic process to nominate full and senior associate professors for Fellowship, drawing on the portfolios and reviewers used in nominating them for MSU awards. Our first such nomination has been successful: Prof. James Smith will be inducted as an AAAS Fellow at the 2017 Annual Meeting.

4. Pursuing multiple strategies for enhancing student success

a) Using analytics and evaluation to understand and reform the teaching and learning process:

Briggs’s INQUIRE program, aimed at supporting STEM majors who enter college with low math placement score continues to be a major college initiative. We have now extended the on-ramp curriculum through second-semester chemistry and are looking ahead to forge connections with the physics curriculum. In spring 2016, LBC appointed a director and associate director for INQUIRE to coordinate curricular integration and assessment across the biology, chemistry, HPS, mathematics (and soon, physics) components of the program. As a result, we have already seen tighter coordination among the disciplinary groups involved in INQUIRE, clearer collaboration with ESSA and Dow STEM Scholars, new cohort-building and academic co-curricular activities during the academic year, and creation of a website for the program.

Several kinds of analyses are being used to strengthen INQUIRE. For instance, studies comparing course performance in LB171 (chemistry 1) between INQUIRE and non-INQUIRE students have shown positive results – and also revealed students’ misimpressions that course redesign can address. Existing data is being mined for information on strengths, weaknesses, opportunities, and tensions within the program and to inform future analytics work. INQUIRE is also part of the HEAR Lab’s current project to evaluate student success programs. Along with Dow STEM Scholars and the Charles Drew Science Scholars, INQUIRE will be evaluated see if the students who participated in the program had greater semester-to-semester retention than comparable students who did not participate in a student success program.

We have made a preliminary analysis of the LBC “alternative track” for integrative studies whereby LBC students may use designated HPS courses to satisfy upper-level IAH and ISS requirements, supporting their efforts to complete minors, second majors, foreign language study, study abroad, or research, while still graduating on time. This was done in stages: first investigating the students who pursued the alternative track, then analyzing whether those students show any special patterns in their courses of study. Early adopters of the alternative track were more likely to be women and students from under-represented groups; as more students learned about the option earlier in their courses of study, all groups have come to adopt the alternative track relatively equally. We now see a small up-tick in the likelihood that those who use the alternative track also have additional majors, minors, or other curricular enhancements to their degree. However, we will need the 2016-17 data set to see whether this holds up as a significant effect.

b) Using technology to enhance teaching and learning:

The LBC Coding Across the Curriculum Initiative aims to incorporate quantitative and computational methods into all LBC STEM courses. “Coding” in this context does not involve in-depth study of a programming language, but means creating and implementing algorithms across various platforms to foster understanding of computation and simulation as scientific tools for solving disciplinary problems.
Coding Across the Curriculum is currently implemented in several Lyman Briggs courses: In LB 118, Calculus 1, students use Excel (or any language) to implement the bisection method for root finding; they also use R and RStudio to estimate limits, derivatives, and integrals. LB 155, Intro to Quantitative Science and Research, implements flowcharting to teach concepts of population growth. In LB 273 and LB 274, Physics 1 and 2, students use VPython to simulate collisions and gases, trajectories of charged particles, and the photoelectric effect. LB 492 senior seminars use coding across different topics: students implemented simple video games, simulated space trajectories, and programmed Arduinos for wearable computing. Briggs instructors have also applied these techniques in classes they teach for their joint appointments.

While students frequently approach their first “coding” experience with trepidation, course evaluations show that they often feel empowered by mastering these exercises. Some wrote that they had considered dropping a course when they heard coding was involved, but are thankful to have learned these concepts.

Currently, the limiting factor to adoption is instructors’ comfort with the technology. Hence, the Initiative is considering how a simple web platform could be created and/or an existing platform expanded to provide coding “in the cloud.” This platform could be used to archive and organize the exercises for re-usage. Such an effort could be expanded into a model for colleges around the nation, and should yield significant educational research potential, once adoption and implementation hurdles have been overcome.

The HPS, Chemistry, and Physics groups are advocating for creation of a Two Cultures Workshop Studio to support informal learning, longer-term group projects, and citizen science. Work in this curricular and physical space would employ technologies such as multipurpose sensor kits for monitoring environmental or bodily health, transcription kits and GoPro cameras for ethnographic projects, and equipment to support video creation and editing. Rather than emphasizing the instrumental tasks of prototyping, modeling, and production as in more typical Maker Spaces, the focus would be on applying critical humanities approaches to scientific instruments, the technological design process, and historical artifacts. This Workshop Studio would draw on the skills of several of our new tenure-system faculty and continuing-system specialists with backgrounds in science communication and HPS of computation, in collaboration with STEM colleagues.

c) New models for curriculum and instruction:

Lyman Briggs is continually exploring and assessing new pedagogical models that include active, experiential, and inquiry-based learning across our STEM and HPS curricula. Several such innovations for teaching mathematics, statistics, biology, and HPS are currently supported by MSU’s AAU and HHMI grants or by internal grants from S3 or the Lilly Fellows program. Here are a few notable recent examples:

- The HPS group has submitted two proposals to UCC: one realigns the junior-level courses along clear thematic arcs to better support incorporation of inclusive, international, and interdisciplinary material. Another creates a new Bioethics minor, in partnership with CAL, to replace the popular BHS minor formerly run by CHM. The group has also reframed the Writing Studios that support our Tier 1 writing class (LB133) to improve collaboration and communication between instructors and writing mentors.

- The Biology group is innovating in course format and content to reflect the increasingly quantitative and interdisciplinary nature of the field and support. Recent projects include teaching with a constructivist textbook; using the BioCore integrative curriculum model; employing case-based pedagogies; and having Honors students develop, pilot, and assess a new animal research system for the lab course.

- The Chemistry group built on last year’s collaborative success in introducing environmental course modules by creating and deploying a set of flipped class sessions this year. The lab courses are being augmented by formal training in argumentation, use of video-based pre-labs, and a badging system. Faculty are also testing screencasts, problem-based thematic arcs, and collaborations with HPS colleagues as ways of engaging students more deeply with introductory material.

- The Physics group is making a concerted effort to create a fun, exploratory environment for all students that encourages them to identify as scientists and stay in STEM. In addition to the new Studio
curriculum, they are running a Physics Club, hosting the LBC Maker Club, and offering Honors projects based on extensive experiments facilitated by the new low-cost sensors deployed in the Physics Studio.

- Based on prior years’ outcomes the Mathematics group is now uniformly using an online homework system to support student learning throughout all calculus courses. This year, faculty are exploring new ways to utilize recitations and ULA’s to promote in-class problem solving and consistent feedback. A significant new proposal to support first-year students is noted below.

d) First semester connections
All students who elect to join Briggs should have the fullest possible access to LBC academic and cohort experiences during the crucial first year where they are learning how to excel as college students. In the past, students not starting calculus in their first semester were at a disadvantage in this regard; the INQUIRE program addresses this for students who start in algebra. However, about 20% of LBC students need to start with pre-calculus, which now requires them to take MTH116. The LBC Mathematics group is proposing to reintroduce its LB117 pre-calculus course to address these students’ needs. This will also enable the college to encourage students “on the bubble” to try a more challenging math class, secure in the knowledge that their professors can arrange for them to seamlessly “step down” to a lower-level LBC-taught math course after a few weeks if need be. Strengthening the cohort experience and reducing mathematical under-matching are both important for promoting student persistence and retention in STEM.

e) Affordable education abroad
We continue striving to offer programs that are affordable to the widest range of students and to provide scholarships that make existing programs more accessible. LBC is continuing its international exchange programs with Lund, Oslo, Deakin, Monash, UNSW, UTS, and LaTrobe universities and its partner program in New Zealand. New in summer 2017 will be a credit-bearing Undergraduate STEM Research program in the UK and Ireland (via US partner institutions) and a faculty-directed research-based study abroad program in Australia for which high-financial-need students may seek Gilman Scholarships and research support.

f) Supporting career exploration
Opportunities to learn about the array of exciting careers open to STEM students fosters persistence and retention, especially for members of groups traditionally under-represented in STEM. Lyman Briggs College and the College of Nursing have partnered with the Career Network and the Office of the Provost to hire a single field career consultant serving both colleges. Given students’ use of the services and the importance of supporting career exploration as early as possible in students’ time at MSU, our colleges will jointly request in spring 2017 that the partnership be augmented to support a full career consultant for each unit.

5. Digital strategy: programmatic and financial implications
LBC’s digital strategy has several new components aligned with BBD imperatives:
- We are arranging for ITS to host and maintain our servers and provide backup for applications and user files. This will improve efficiency and security (high performance workplace), let us to continue to operate with just one IT officer (stewardship), and free our IT officer to deploy his educational technology expertise more fully to assist our instructional staff (enhance student experience).
- We have been outfitting LBC’s new active learning classrooms with wireless digital technology that enables professors to have students gather physical data directly into online databases or display their team’s drawings and analyses to the full class. This has been sparking new ideas on how to use educational technology to support student learning (enhance student experience).
As of fall 2017, LBC students will be required to have their college computer be a laptop model; this will support future flexible, cost-efficient models of integrating technology into the classroom.

Building on our original online course (LB270, Medical Terminology), the college is offering a second such course (LB268, Healthcare Policy & Entrepreneurship) as of summer 2016; we are also inviting our academic specialists to design more online classes that complement our core curriculum. These online courses bring new OCCI revenue into the college (fiscal stewardship), enable our continuing-system academic specialists to take on leadership in curricular design while earning extra income (human resource stewardship), and support students’ career preparation (enhancing student experience), all without eroding the residential college experience.

As noted above, LBC has started a Coding Across the Curriculum initiative to incorporate computational methods into all of its existing STEM courses. Students learn to use computation and simulation to solve problems directly linked to a variety of disciplinary STEM curricula.

6. Discussion of summary overview of monetary reserves

The apparent uptick of about $300k in our reserves since last year has two causes:

- Two new tenure-system hires brought $250k of start-up funds into the newly created start-up accounts. All faculty with start-up funds are working to deploy them in support of their scholarship.
- Due to our mid-year change of budget officer, $70k of carry-forward is still residing in GCO1-1585 SPECIAL; these funds are already encumbered and will be moved to the appropriate location shortly.

7. Discussion of general fund non-academic staff FTE levels

a) Discrepancies: n/a
b) Reasons for increases in the past year: n/a
c) Efforts to limit future growth:
   - As noted above, we are taking steps to move some IT responsibilities to central MSU-IT in lieu of hiring additional IT personnel within the college.
   - In spring 2016, two non-academic staff members from our Academic and Student Affairs unit departed LBC; one had been in an entry level position and the other had been in a position of great responsibility. We revised the two positions into a complementary pair at an intermediate level, so as to increase productivity and job satisfaction while keeping the number of FTE’s constant.
   - LBC was part of the planning for the MSU Service Delivery Pilot study as an in-scope college. While the project is on hold, we hope a way will be found to revive this effort in the future.

8. Areas impacted by projected 1% budget reduction for 2017-18

LBC will address a 1% budget reduction through a combination of cuts and revenue diversification. We will selectively trim some operational expenses, targeting those made redundant by technology advances or staffing changes; this would cover about 40% of the cut. We will also tighten our just-in-time enrollment controls to ensure that only fully-enrolled courses are offered; this would cover the other 60%. As noted above, we are already extending our efforts to diversify our income streams by increasing OCCI offerings; some expenses now covered by recurring funds could be met with annual non-recurring funds.

In addition, we are moving several responsibilities related to alumni, communications, and events out of our Advancement office, to allow it to focus on raising funds to support future curricular and student needs.

We will persevere in pursuing LBC’s strategic initiatives outlined earlier in this letter, because they are essential to student success, faculty productivity, inclusive excellence, and a high-performance workplace.