

WAYS THAT CCT IS NOT A GOOD PROGRAM RIGHT NOW
or THERE'S ROOM TO WORK ON IMPROVING...
(arranged under 5 responsibilities we have as core faculty)

1. Teaching, advising, mentoring, and coherent program of study for students, and support for alums in their intellectual, professional, and personal development.

Need to reduce % of "all but synthesis" (Gather info + develop response)

Need to reduce attrition of students of color (.)

Required courses offered w/out instructor cross-referencing (for more than 9 years)

Need collaborative work on supporting thinking + tutoring weaker students

Significant fraction of synthesis students don't finish in synthesis semester

Curriculum offered without review + update (except by individual instructors)

Range of expertise of CCT faculty much less than range of students' projects

2. Securing resources (staff support, \$\$, admin attention) and providing our own collegial service to fulfill #1.

No staff support. No budget, other than CCDE funds, which ^{require work} ~~are hard~~ to get access to.

Low priority in getting attention to ^{admin} requests/inquiries -- multiple follow ups needed & not successful

Commitments to home departments limit extra-ordinary CCT work for CS, AM, LB

Gallo Fund Money lost twice / No guarantee of replacement if PT goes on leave /

No guarantee of continuation of earmarked GAs / CCT \$\$\$ lost in C+I + GCE /

3. Making space/securing support to pursue the research, writing, teaching, and organizational development activities that excite us (that led us to be academics) and modeling this to students & colleagues.

Rarely meet around intellectual interests / Admin + scrambling comes before grant work + applications & writing (see #2 & 5 especially)

4. Arranging the operating, planning, evaluation, and ongoing development of the Program.

Takes a long time to get specifics settled. Follow through on specifics and commitments
Departmental demands (C+I, Psych, Phil) constrain CCT work/contributions. ^{imperfect} (50%)
New ideas promoted without covering existing operations.

5. Dealing with the administrative & other mandates & uncertainties (from all levels; on day-to-day & in periodic reviews) in ways that don't detract from #1-4.

College strategic planning may eliminate CCT. Resources stripped from CCT.

Cross-college programs getting shoe-horned into "line" structure. CCT defenseless against this

Important decisions made without consultation or communication or accountability.

Important decisions made outside the AQUAD structure & without reference to the evidence. Culture of drafting/revising missions/missions w/out ^{addressing} ~~reference to~~ past problems +

No established systems of equitable resources for students in different programs. } performance
Blame the victim. Expediency trumps recognition of performance.