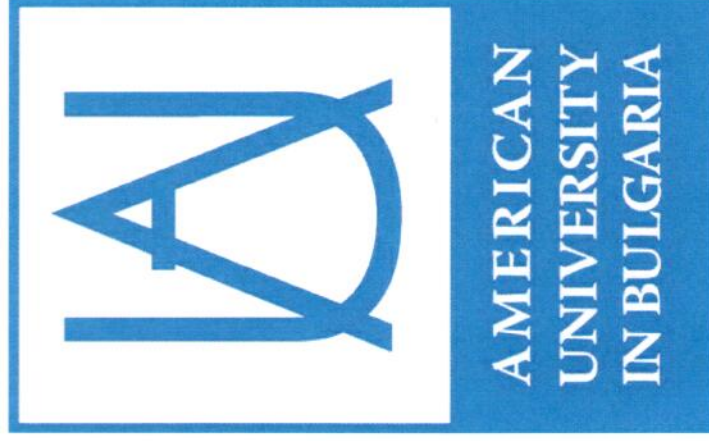




Report of the Dean of Faculty and Interim Provost

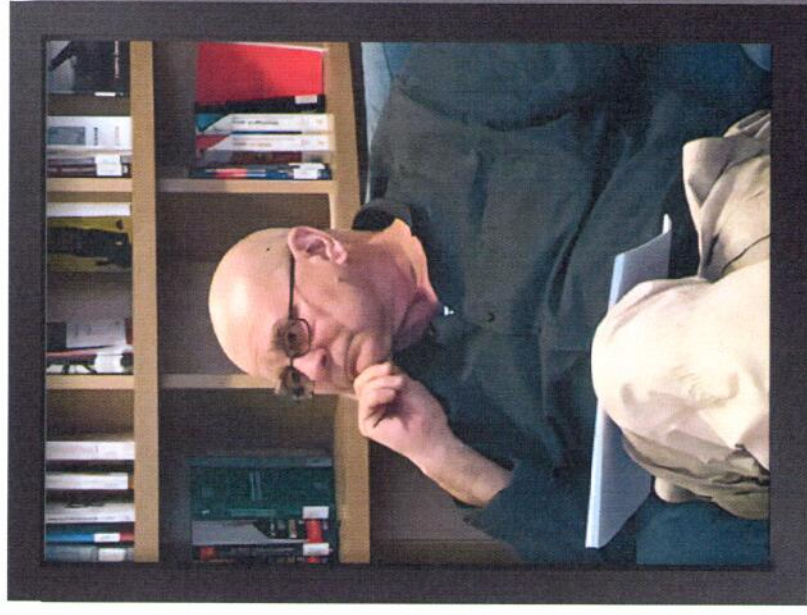
January 2022

Executive Summary

1. We lost one of our own to COVID over the winter break. Prof. Serguey Ivanov passed away on 8 January.
2. We transitioned to a GreenPass^{Hybrid} semester in spring 2022 in response to the Omicron variant.
3. In November, we gave students the choice of studying on the ground or online. We had a net increase of 63 online students in spring 2022 over fall 2021. About thirty students cited the GreenPass requirement as their reason for shifting online.
4. Most of the first-year students chose to study on the ground in spring 2022.
5. Twenty-six percent of courses will be online in spring 2022, down from 32% in spring 2021.
6. Thirty-six percent of full-time faculty elected to teach online in spring 2022, the same percentage as in fall 2021. Fifty-two percent of adjunct faculty are teaching online in spring 2022, up from 45% in fall 2021.
7. The GreenPass requirement did not impact the numbers of Leaves of Absence, which are significantly lower than spring 2021 and at the same level as the pre-COVID spring semesters.
8. Last spring, the faculty passed new regulations that permit adjunct faculty to teach online after the pandemic ends. Our ability to hire online adjuncts has widened our adjunct pool from Blagoevgrad and Sofia to the world, thereby enabling us to hire adjunct faculty members with academic profiles that we could not find locally.
9. We are offering twelve OSUN courses to our students in spring 2022, including two that the Curriculum Committee approved for General Education credit.
10. We are offering an OSUN collaborative network course in spring 2022 on Leading Change in Organizations.
11. Students rated their professors higher on every metric in fall 2021 than in the previous two fall semesters.

Prof. Serguey Ivanov 1951 - 2022

Prof. Serguey Ivanov passed away on 8 January 2022. He had been teaching online because he was at high risk from COVID. Unfortunately, Prof. Ivanov was hospitalized with COVID on 26 December and never recovered. Prof. Ivanov had been a professor at AUBG since fall 1995 and planned on retiring at the end of next year.



Hybrid Courses

- Fall 2021 was a “hybrid” semester in which we divided the on-ground students into “lions” and “eagles” for each course. The “lions” attend the first class on the ground. The “eagles” attend the first class online. The two groups alternate between on-ground and online classes for the rest of the semester. Consequently, the on-ground students attend half of their on-ground courses online.
- We regard hybrid courses as *superior* to online courses because students are on the ground for half of the semester but *inferior* to regular courses because students are online for half of their courses.
- Fall 2021 was our first full semester on the ground since the pandemic began in spring 2020. We had no cases of transmission in the classroom. We ended the semester with four weeks of no cases of COVID among the on-ground students and faculty.
- The average term GPA of online students in fall 2021 was 3.07. The average term GPA of on-ground students in fall 2021 was 3.27. This difference is significant, indicating that students perform better when they are living and studying on-campus, even though they are online for half of their courses.

GreenPass

- We planned on spring 2022 being a “GreenPass” semester in which students would need to be vaccinated, have a positive PCR test within the last twelve months, or have regular PCR or antigen tests to be on campus.
- The “GreenPass” is a government requirement that was introduced part way through the fall semester.
- We planned on using the GreenPass system as an opportunity to return to regular classes in which the on-ground students attend their on-ground courses on the ground without alternating between the “lions”

GreenPass^{+Hybrid}

We planned on spring 2022 being a “GreenPass” semester but we had to pivot back to a hybrid semester at the last moment because of Omicron.

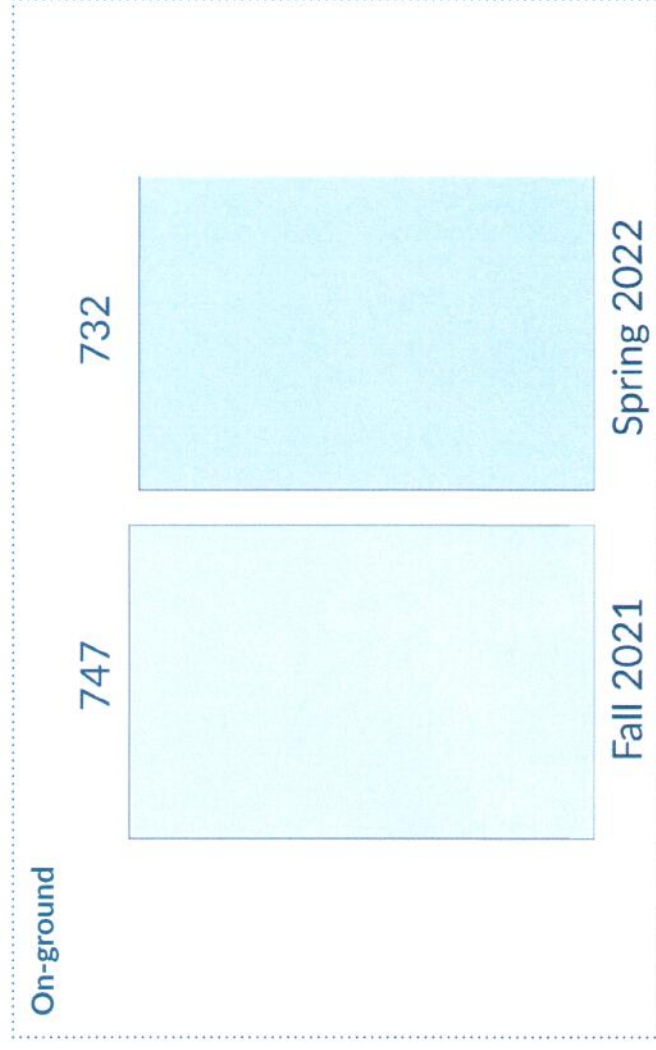
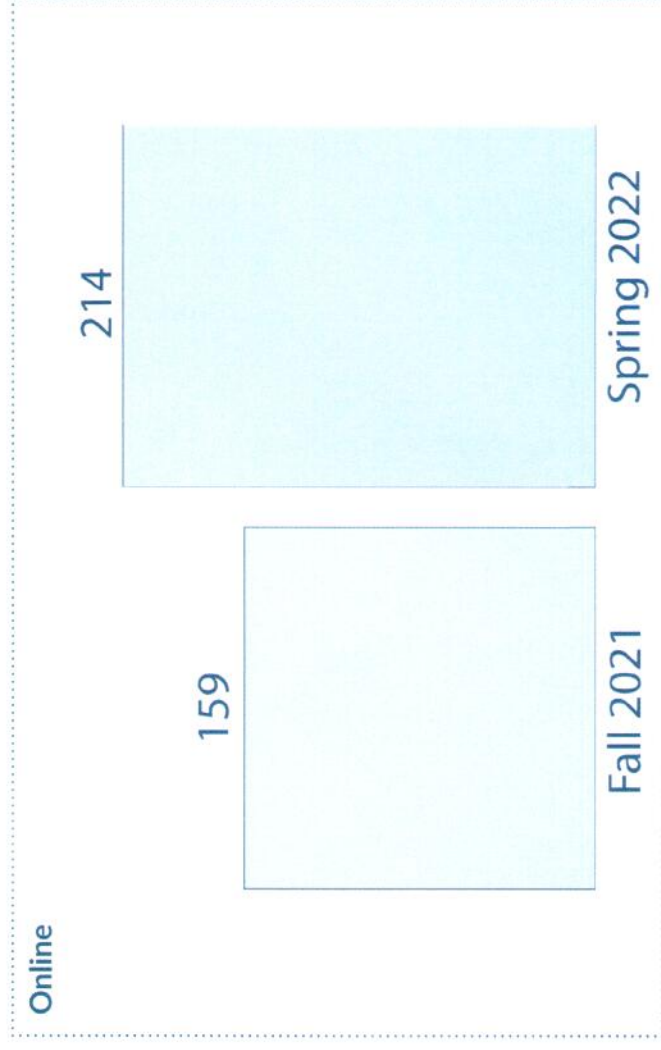
and “eagles.” We still allowed students to choose to be online. We also allowed faculty members who are at high risk from COVID or who have other medical issues to teach online.

GreenPass^{+Hybrid}

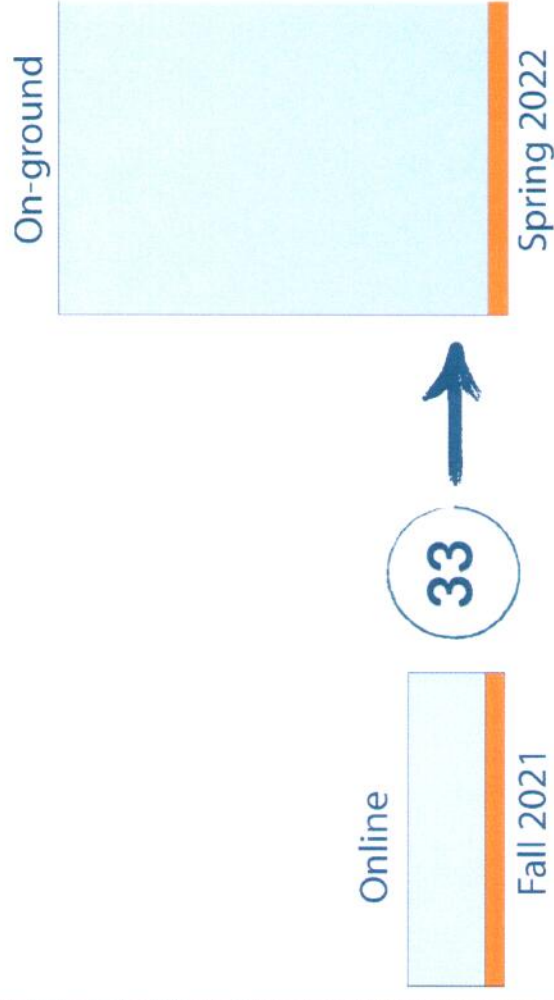
- Omicron is like the Christmas present that we did not want and would gladly return if we could. Omicron appears to be less virulent than previous variants but more transmissible.
- In a “hybrid” course, students are not regarded as “close contacts” because we have social distancing and air filters in the rooms. In a regular course, students are close contacts. So, if a student tests positive, we would have to quarantine the other students in the classroom and the instructor. If an infected student attends three courses in a day, we could find up to eighty students under quarantine very quickly.
- So, there was a real risk with the Omicron variant that our academic program would be disrupted if we return to regular classes.
- Therefore, we decided to stay with hybrid courses for the spring semester. We will still have a GreenPass requirement because we are required to do so by law and because the GreenPass system increases the safety of faculty, staff, and students on campus.
- We had to pivot to a GreenPass^{+Hybrid} system part through the fall semester. During the last four weeks of the fall semester, we did not have a single case of COVID among the on-ground students or faculty, suggesting that combining the GreenPass requirement with the hybrid system protects faculty and students effectively. Nevertheless, Omicron is highly transmissible. So, I expect there to be more cases of COVID on campus in the spring even though the overall health risk will be lower.

Students' Original Choices for Spring 2022

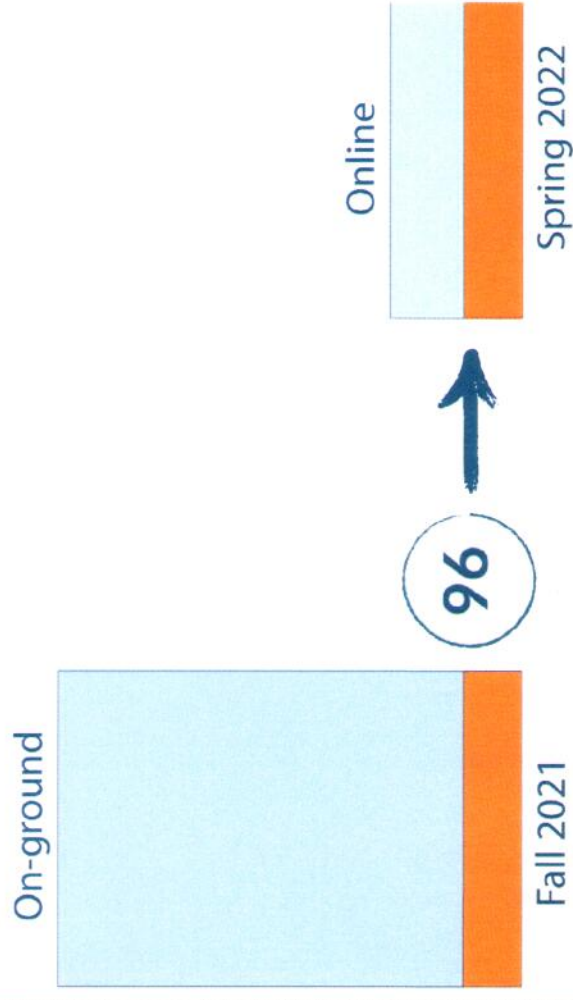
These graphs show students' choices for spring 2022 compared with fall 2021 before we pivoted to the GreenPass^{Hybrid} semester - i.e., when students expected spring 2022 to be a GreenPass semester without hybrid classes.



Online to On-Ground

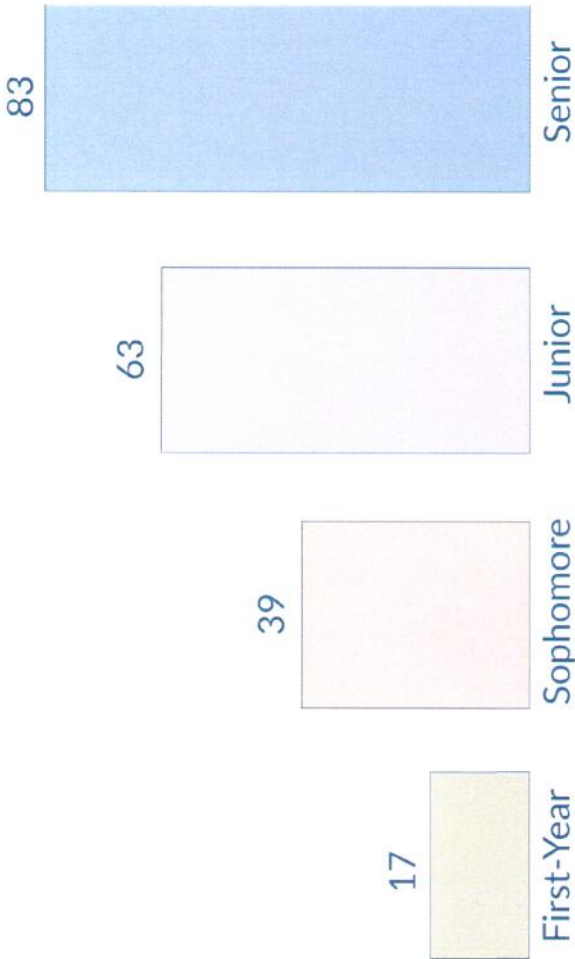


On-ground to Online

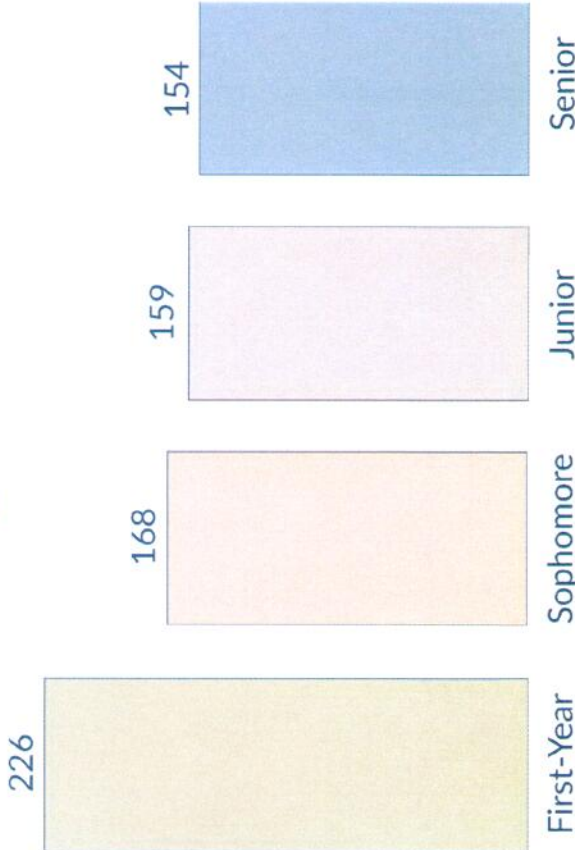


These graphs show the number of students who moved from online to on-ground study and from on-ground to online study between the fall 2021 and spring 2022 semesters, according to their original spring 2022 choices. The GreenPass requirement did not have a noticeable impact on students' choices, with a net increase of 63 online students. About thirty students cited the GreenPass requirement as their reason for moving online.

Online - Academic Standing*



On-ground - Academic Standing*



These graphs show the academic standing of students, according to their original spring 2022 choices.

* I do not yet have this data for all spring 2022 students.



These graphs show the top four cities where students come from, according to their original spring 2022 choices.

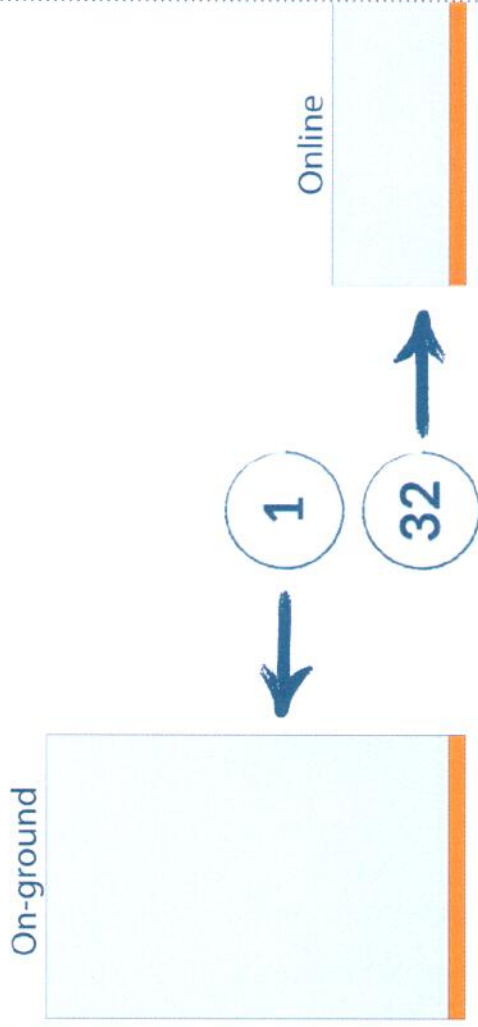
The main reason that students from Blagoevgrad chose to study online is that they are not vaccinated.

* I do not yet have this data for all spring 2022 students.

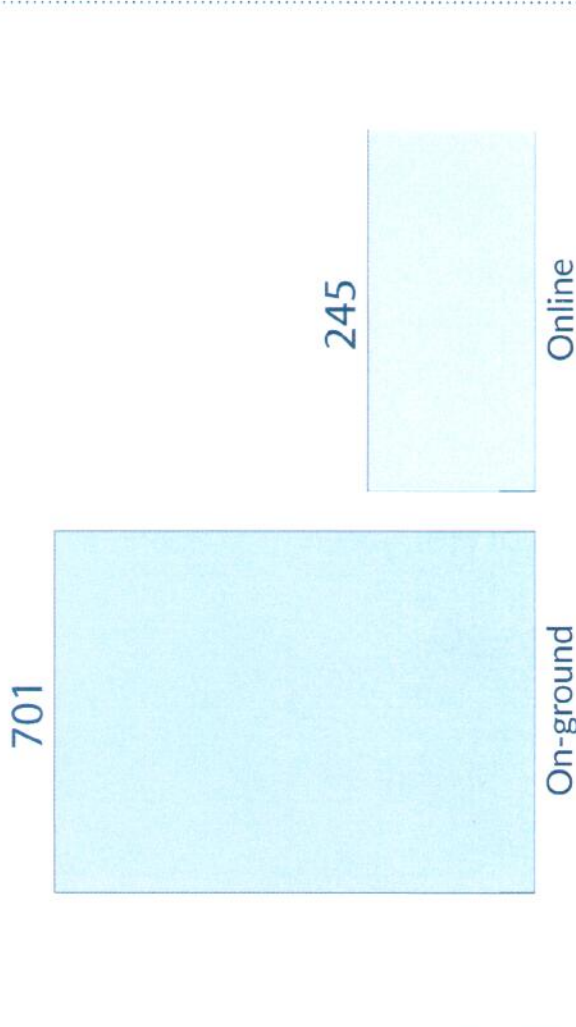
Students' Revised Choices for Spring 2022

After we decided to pivot to a GreenPass^{Hybrid} semester, we gave students the opportunity to change their minds. We saw a net increase of 31 online students.

Changes



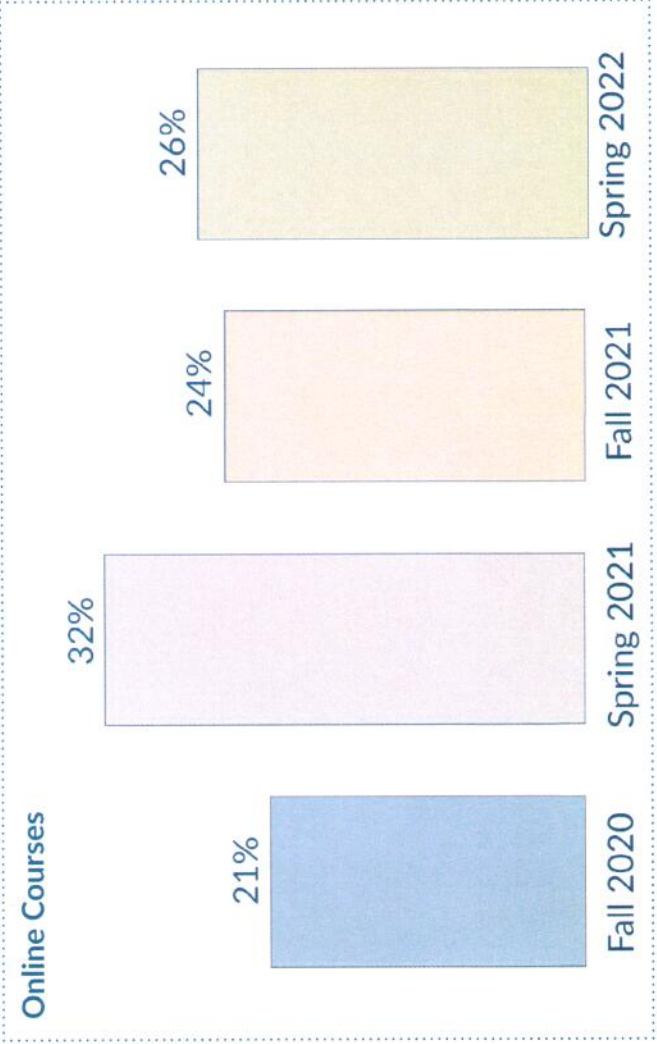
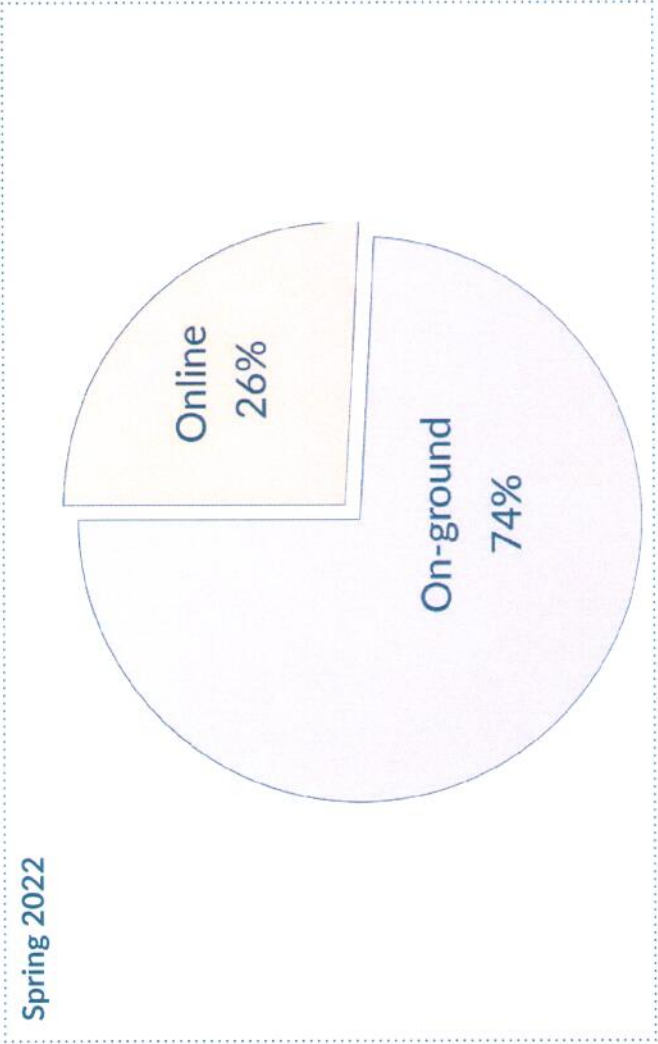
Students' Choices as of 11 January 2022



Course Modes

The top graph shows the percentage of online and on-ground courses. At the time of writing, I do not know how many of the on-ground courses will become hybrid, because we have not had the opportunity to reclassify courses after giving students the opportunity to change their status.

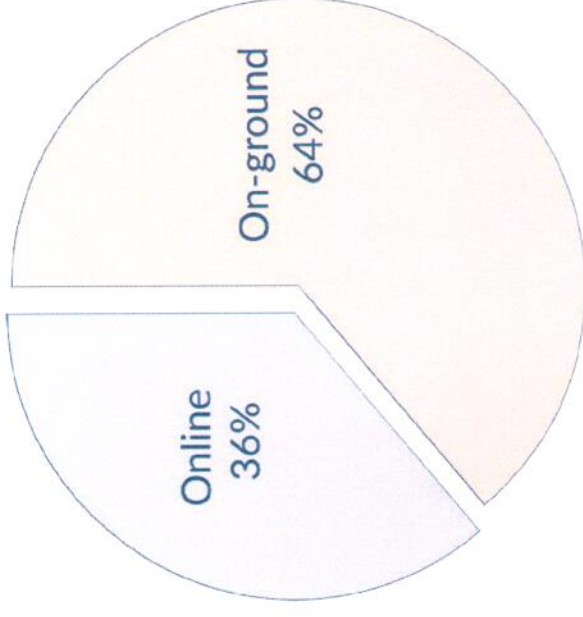
The bottom graph compares the percentage of online courses in spring 2022 with the previous three semesters.



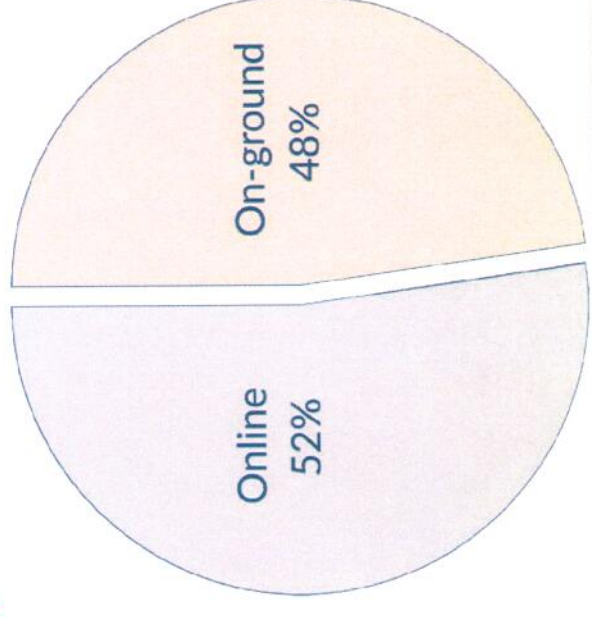
Instructor Modes

These graphs show the percentage of faculty teaching online and on the ground in spring 2022.

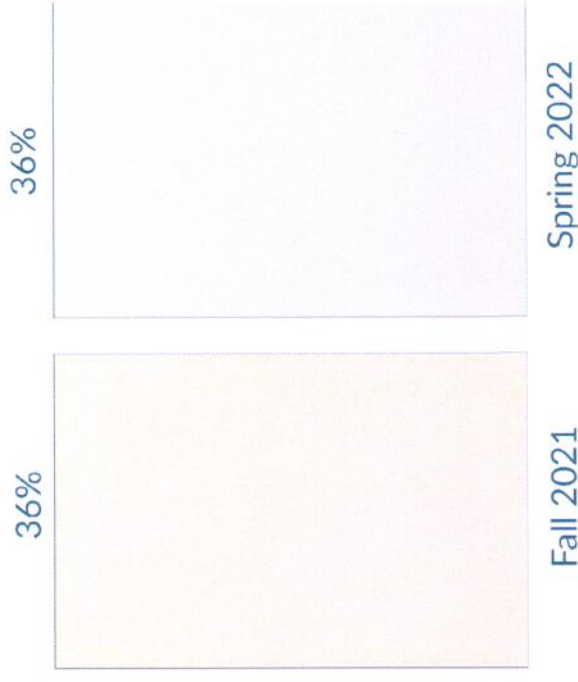
Full-Time Faculty



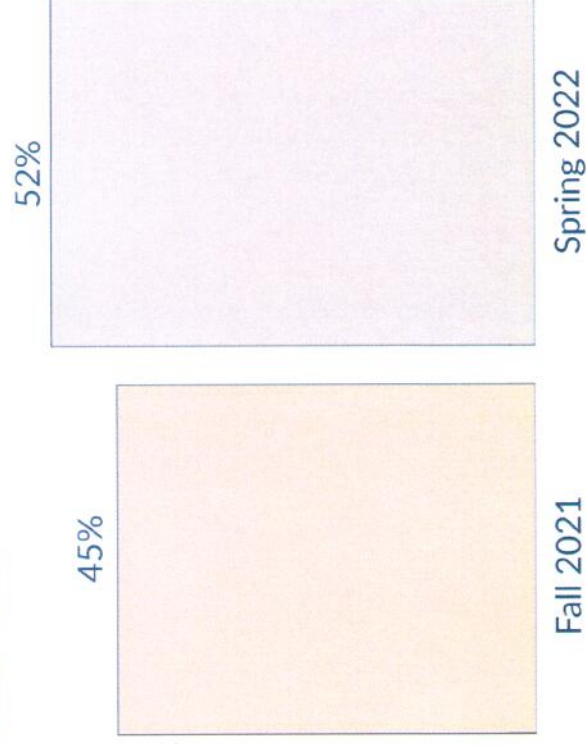
Adjunct Faculty



Full-Time Faculty - Online



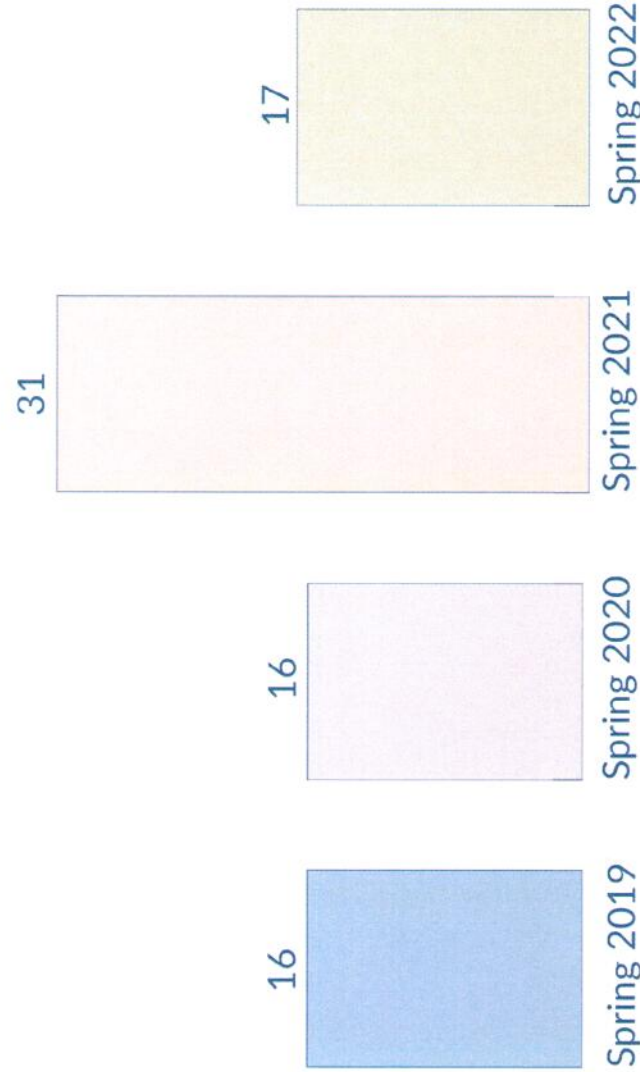
Adjunct Faculty - Online



These graphs show the percentage of faculty teaching online in spring 2022 compared with fall 2021. We had an increase in the number of online courses in spring 2022 compared with fall 2021 because the Department of Business hired several online adjuncts to teach elective courses. Though there was a shift in the particular full-time faculty who were teaching online and on the ground, the percentage of full-time faculty teaching online did not change.

Leaves of Absence Spring 2022

This graph shows the number of students who have taken a Leave of Absence in spring 2022 compared with the previous three spring semesters. The GreenPass requirement did not impact the number of students taking a Leave of Absence. This data is current as of 7 January 2022.



New Adjuncts

These instructors are a selection from the new adjuncts that we hired for spring 2022. I do not share the profiles of all new adjuncts with the Board. I am sharing these adjuncts because (a) they highlight the role of online courses in expanding our adjunct pool and thereby raising the caliber of our adjunct faculty, or (b) I expect their profile to be of special interest to the Board.

Name	Department	Background
Slaveyko Djambazov	Business	Prof. Djambazov has a Ph.D. in Health Technology Assessment from the Medical University of Pleven. He is the founder and management partner of HTA Ltd. and has been a founder and private investor in over twenty healthcare companies. He is teaching a one-credit management elective titled "Value Based Healthcare Management." He graduated from AUBG's EMBA program in 2010.
Tihomir Dyankov	Business	Prof. Dyankov has an M.Sc. in Financial Economics from the Saïd Business School at the University of Oxford. He is a partner and investment manager in Empower Capital. He is teaching two electives in finance: "Investment and Portfolio Management" and "Venture Capital and Private Equity." He graduated from AUBG in 2011.
Valdrin Lluka	Business	Prof. Lluka has an MBA from the Carlson School of Management at the University of Minnesota specializing in strategic management and entrepreneurship. He is currently the Chief Growth Officer at Solaborate Inc. in Prishtina, Kosovo. He was previously the Minister of Economic Development in Kosovo. He is teaching a management elective titled "Business Model Generation." He graduated from AUBG in 2006.

Christopher Maben	Journalism and Mass Communication	Prof. Maben has an M.A. in Communication Studies from California State University in Sacramento, where he currently teaches courses in communication. He is teaching a JMC elective titled "Advertising Fundamentals."
Liana Minkova	Political Science and International Relations	Prof. Minkova has a Ph.D. in Politics and International Studies from the University of Cambridge. She was most recently a Visiting Scholar at the University of Cambridge and a Research Assistant at King's College London. She is teaching our Model UN Preparation course.
Jeffrey Smith	Journalism and Mass Communication	Prof. Smith has a Ph.D. in Mass Communication from the School of Electronic Media Arts and Sciences at Ohio University. He currently teaches courses in broadcast and cinematic arts at Central Michigan University. He is teaching a JMC elective titled "Media Criticism."
Fatih Tuluk	Economics	Prof. Tuluk has a Ph.D. in Economics from Washington University in St. Louis, which the Times Higher Education ranked as 51st in the world and 17th in the United States in the 2022 World Rankings. He is currently a professor at the Middle East Technical University in Northern Cyprus. He is teaching ECO 101 Principles of Microeconomics.

OSUN Courses

In spring 2022, we are offering twelve OSUN courses. Though these courses have not been popular with students, they diversify our curriculum, giving students access to courses that we could not offer ourselves. For this first time, the Curriculum Committee approved two OSUN courses for General Education credit.

Course	Department	Note
Climate Change and Business	Business	
Contemporary Cultural Theory: Comparative Approaches to Race, Class and Gender	Literature and Theater	Students can take this course for General Education credit.
Beyond Bollywood: Mapping South Asian Cinema	Literature and Theater	Students can take this course for General Education credit.
Leadership, Writing & Public Speaking for Social & Environmental Justice	Journalism and Mass Communication	
Writing to Right the World	Journalism and Mass Communication	
International Criminal Law	N/A	
International Investment Dispute Settlement	N/A	
Technology and Human Rights in 21st Century	N/A	
Education for Sustainable Development	N/A	
Reading the 2021 IPCC	N/A	
Cyber Law	N/A	
Philosophy of Art	Philosophy	

OSUN Collaborative Course

In fall 2021, we offered an OSUN network collaborative course on social entrepreneurship. In spring 2022, we are offering an OSUN collaborative course on leading change in organizations. An OSUN "network collaborative course" is one that is taught simultaneously across OSUN universities.

Leading Change in Organizations Practicum Course Description

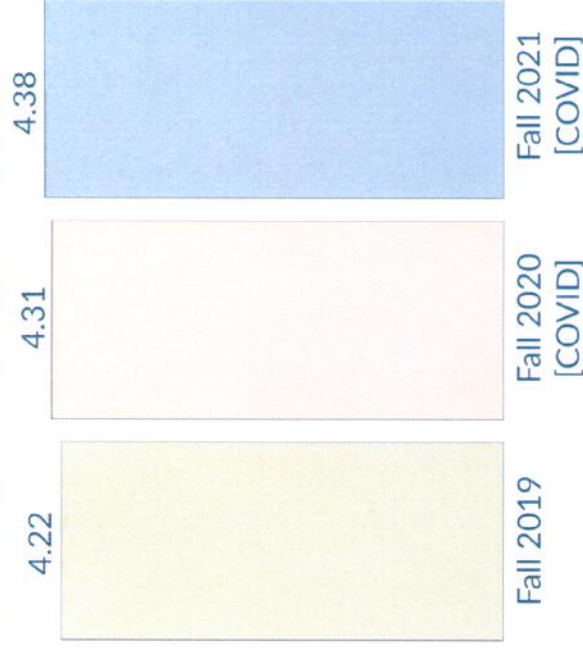
This is a collaborative, cross-institution course in leading change in organizations where student teams develop and advance proposals for organizational innovation within their university. Examples might include carbon footprint analysis, expansion of local food offerings, improved daycare or transportation for students and workers, or improved recycling system. Students work with classes from the US, Palestine, Kyrgyzstan, Bangladesh and Lithuania through a mixture of synchronous on-line learning, and in-person labs. The course will culminate in a "shark tank for sustainability" between teams from the different universities. Topics include understanding why change fails more often than it succeeds, the key factors that drive successful organizational change, the role of the change facilitator, and tools for designing and facilitating processes that bring forth the group intelligence.

Prof. Van Mensel is teaching the course at AUBG.

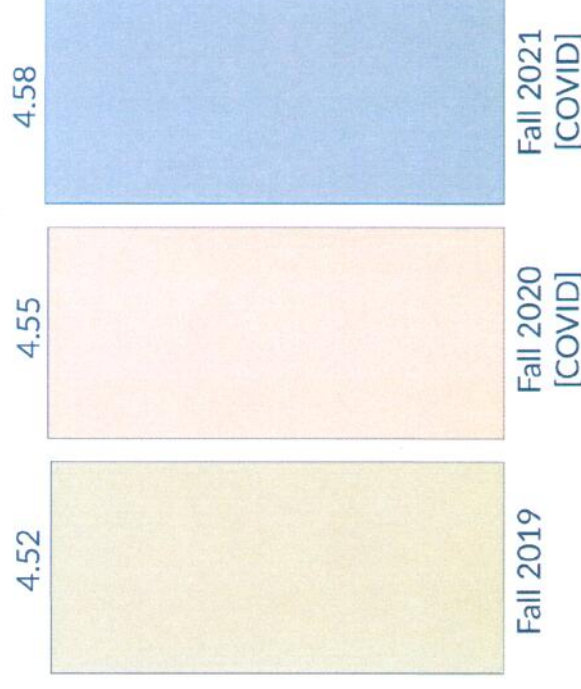
Student Evaluations

These graphs show how students rated their professors in fall 2021 compared with the previous two fall semesters, one of which was pre-COVID. Students rated their professors higher on every metric in fall 2021 than in fall 2019 and fall 2020.

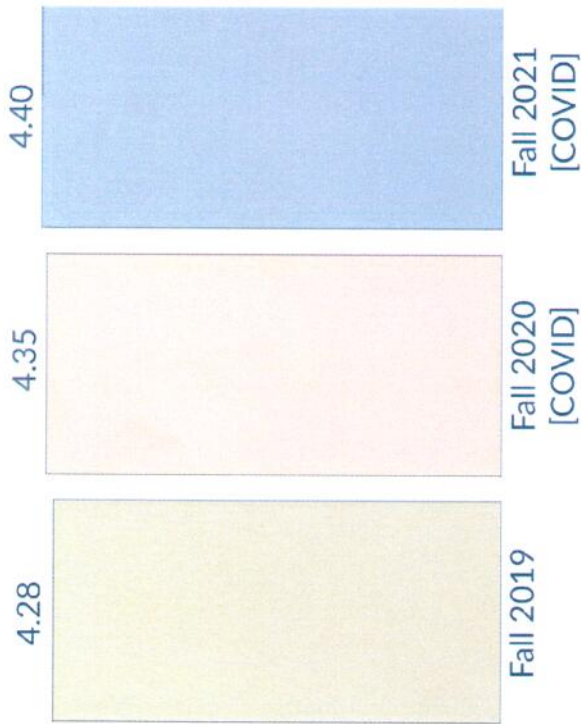
1 - The professor presents the course material clearly.



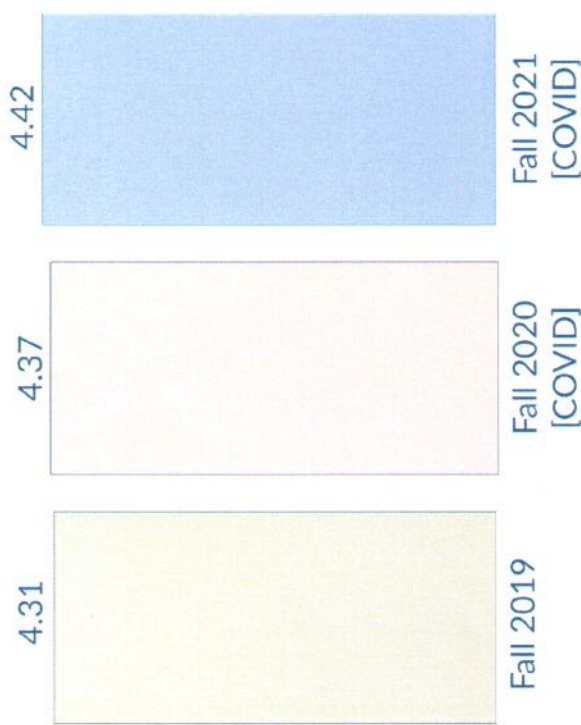
2 - The professor is enthusiastic about the subject.



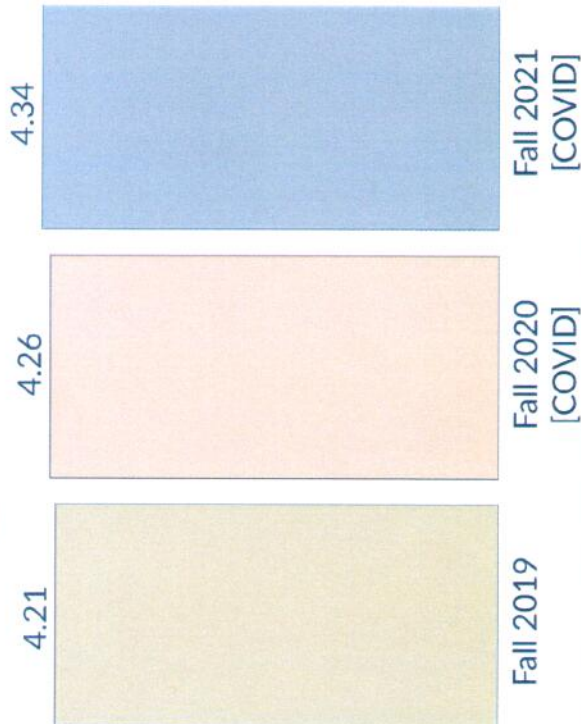
5 - The professor stimulates thinking.



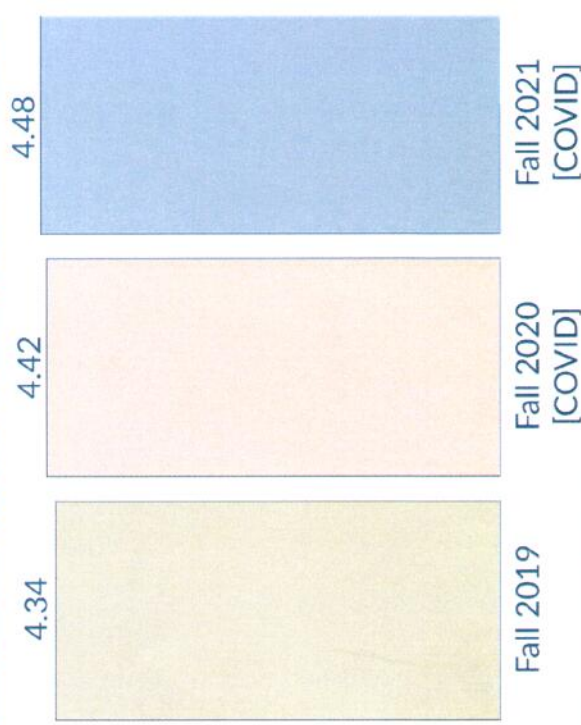
3 - The professor is helpful.



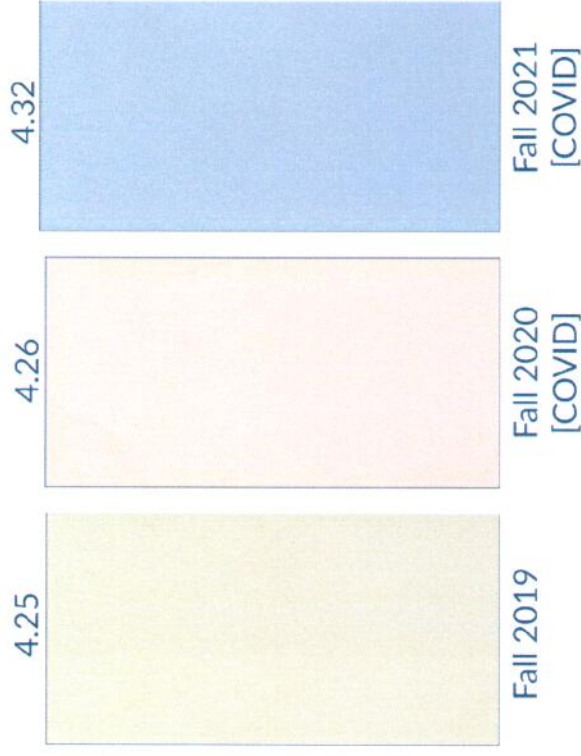
6 - The professor encourages discussion.



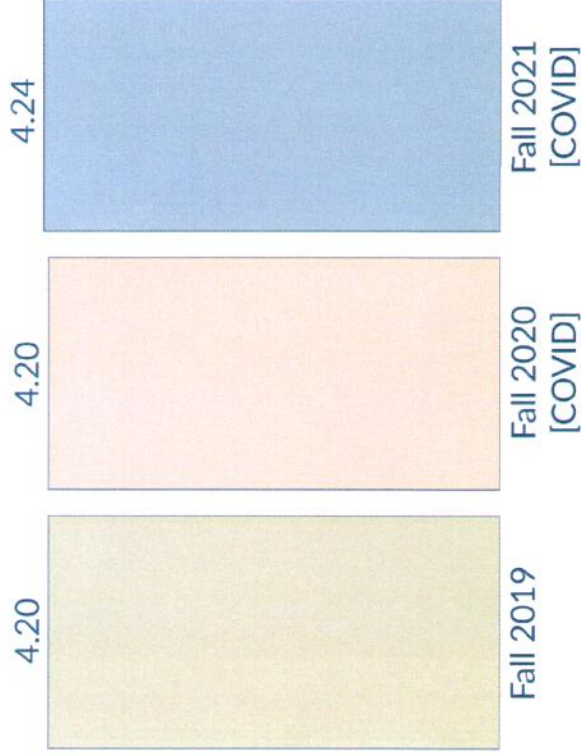
4 - The professor makes good use of examples and illustrations.



7 - The professor used a variety of instruments to evaluate my academic work in the course.

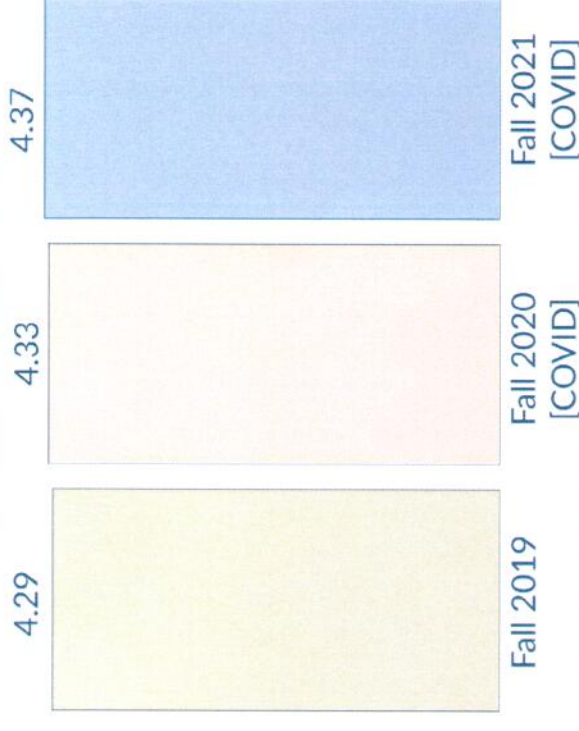


8 - The professor provided me with constructive feedback on assignments and exams.

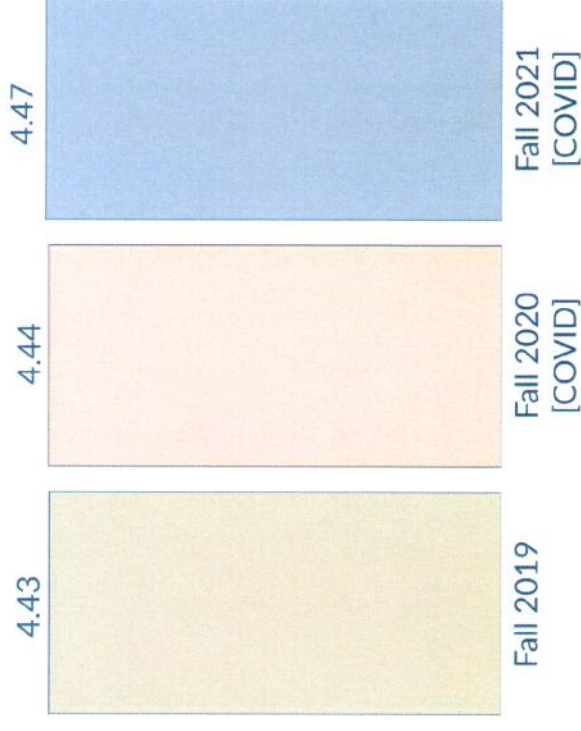


February 2022

9 - The professor considers students' point of view.

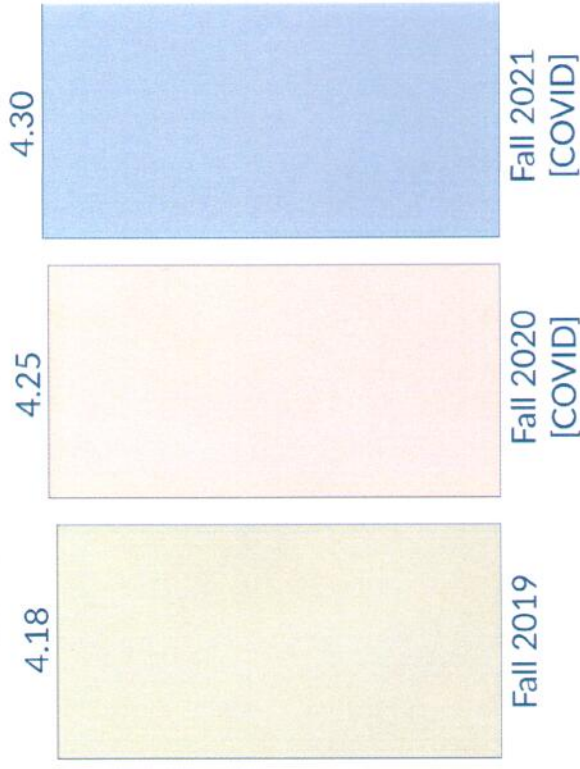


10 - The professor is available for academic consultation.

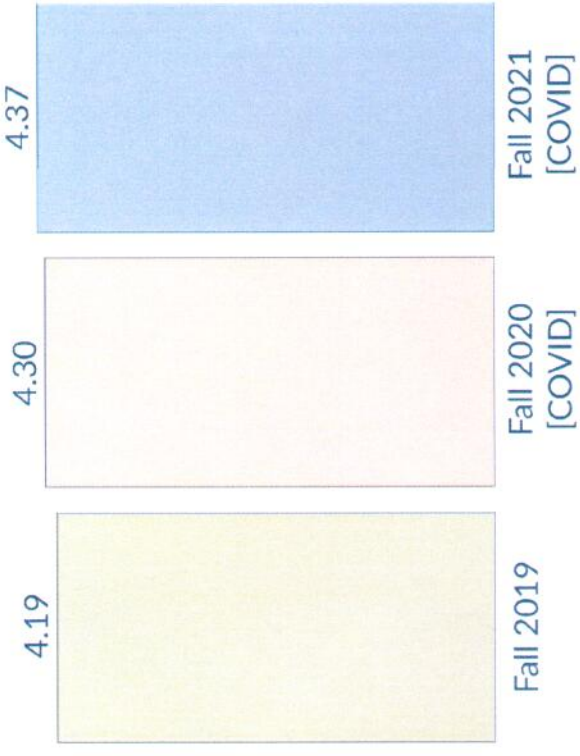


February 2022

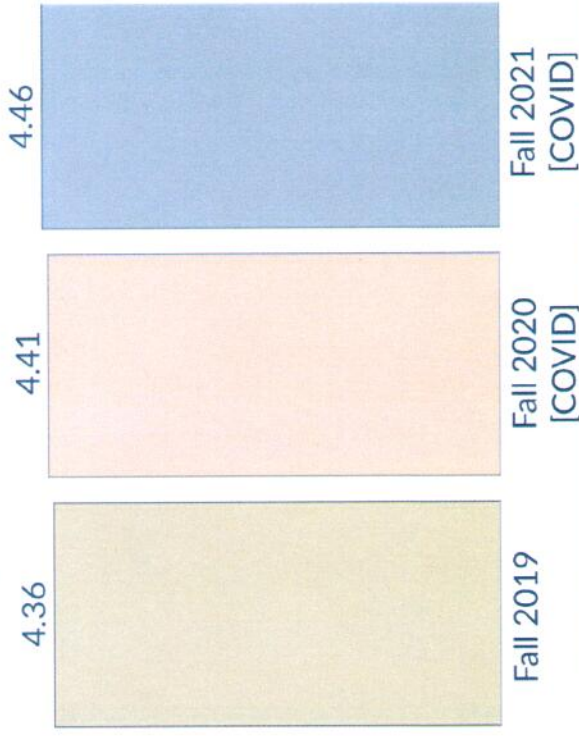
11 - Consider everything, how would you rate this professor?



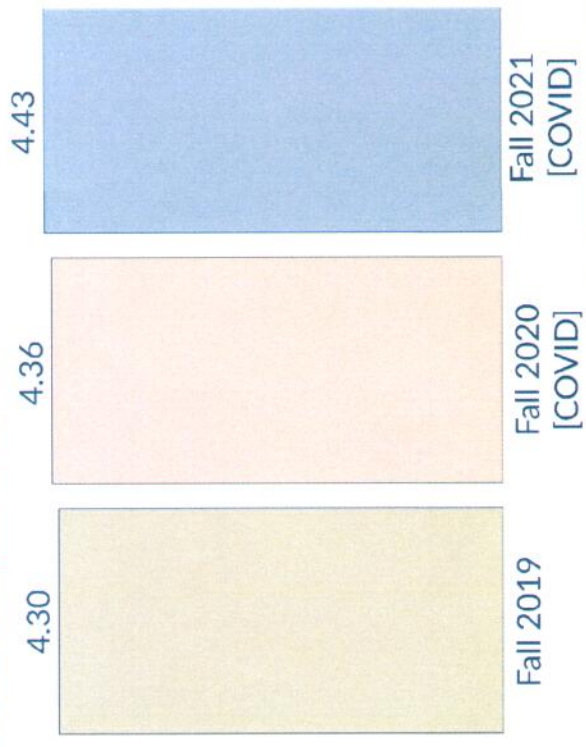
13 - The text and course materials are valuable learning aids.



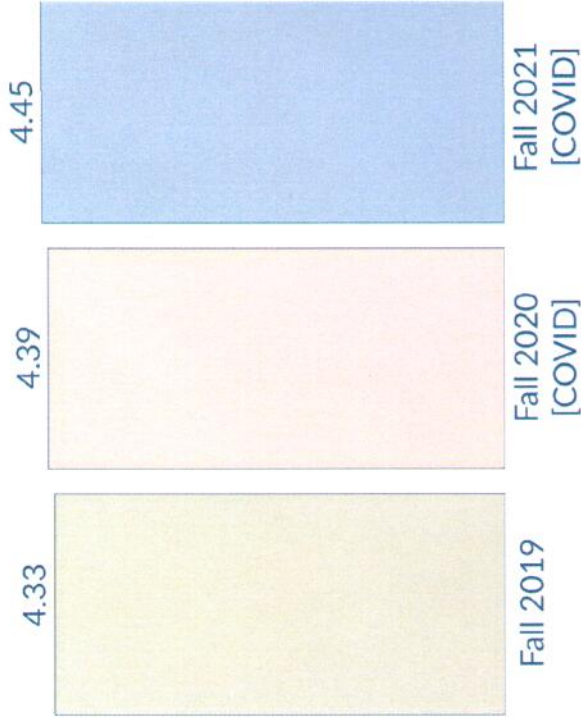
12 - Quizzes, exams, written assignments, and graded class projects are consistent with the material covered.



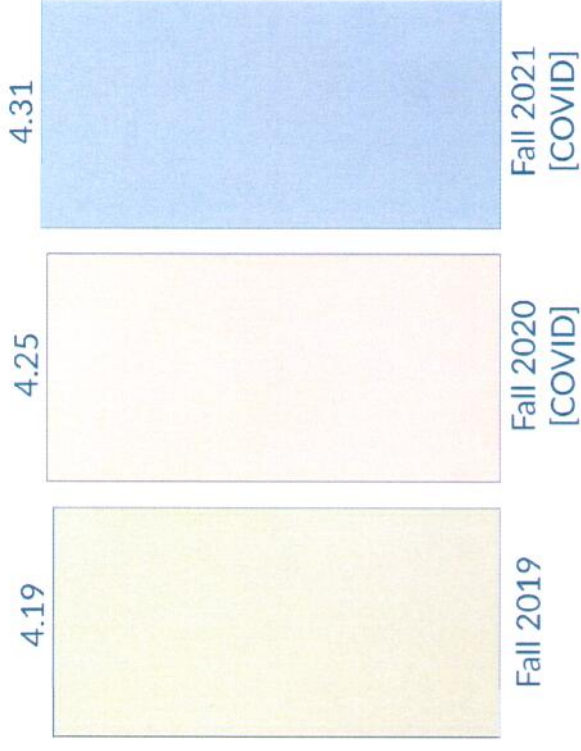
14 - The structure and goals of the course were clear.



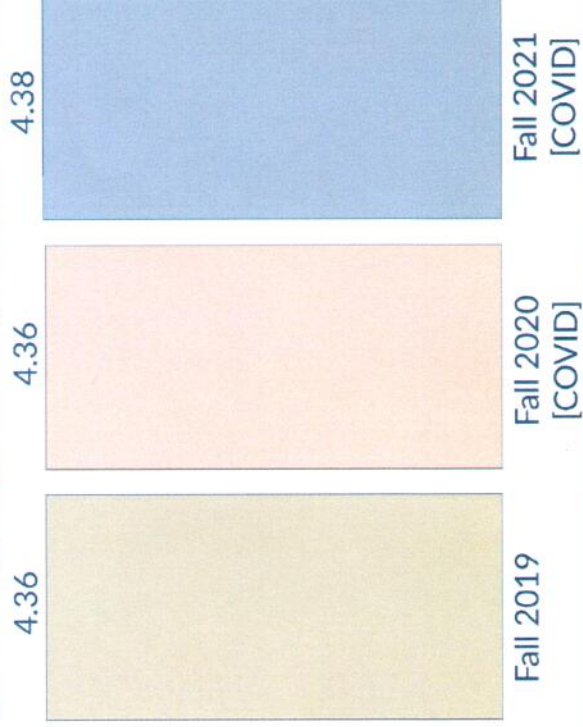
15 - Assignments complemented class instruction.



17 - I would recommend this course to other students.



16 - Adequate time was allowed for exams, papers, or projects.



18 - Considering everything, how would you rate this course?

