

Present: Mary Beadle, Cecile Brennan, Jeff Dyck, Margaret Farrar, Penny Harris, Dan Kilbride, Anne Kugler, Graciela Lacueva, Kathy Lee, Kathleen Manning, Mike Martin, Pam Mason, John McBratney, Sheila McGinn, Keiko Nakano, Mindy Peden (for Dwight Hahn), Martha Pereslenyi-Pinter, Dianna Taylor, Brenda Wirkus, James Sanders (for Matt Johnson), Mike Setter, Sheri Young

1. Meeting began with introduction of Dan Kilbride and the **faculty self-evaluation process**. Dr. Kilbride announced that they are redesigning the faculty self-evaluation form from the “ground up.” Asked for ideas on how to make more sense of the process and called for suggestions on why the current process “does or does not work”. Explained that the faculty evaluation group is an offshoot of the compensation committee.

Comments include:

- A. Process is tedious and repetitive, some include student evaluations others don't, ranking of colleagues is difficult and repetitive.
- B. Salaries cause jealousy, difference between raises is small.
- C. Need to come up with a way to simplify the process. Should only ask for data if someone is reading the data.
- D. No balance for reward of service.
- E. Teaching performance should not be evaluated if classroom teaching is not observed.
- F. Lack of evaluation for Chairs places them in an awkward position. It should be across the board.
- G. Helpful for tenure track, but annual review process produces faculty indifference.
- H. Faculty evaluations and tenure track forms should be combined.
- I. Evaluated faculty should produce goals.
- J. Evaluation should include evidence based processes, e.g. advising.

Concerns included lack of training in management, low raises, form creates more punitive expectation through rankings, e.g. “meets expectations” ranking. There is a need for a common understanding on how the evaluation form is used.

Margaret Farrar responded that there was there is no uniformity on how the form is used. Results vary widely in part because of discomfort giving feedback to faculty. Chairs have an obligation to talk honestly with faculty. **Outcome:** Dan Kilbride concluded with a request to send thoughts and recommendations to the faculty evaluation committee.

2. Update on **Strategic Planning and Community Forum**, Margaret Farrar – Largely positive reaction to the plan from the Board. The BOD liked the connection to mission and the focus on collaboration and partnerships. Urged faculty to think of how they want to see themselves in the strategic plan. Stressed the importance of looking outward to other institutions on the division level and department level.

Question: how should we choose comparable schools for APR review? M. Farrar answered to focus on picking comparative schools, e.g. student body size, faculty size, peer school. Contact the Dean's office or Institutional Effectiveness for support and consultation.

3. **First in the World Grant**, Graciela Lacueva - Identifies students at risk. Asked chairs to review grants in their area that work with high risk populations. Departments will be asked to be involved. Terry Mills and Graciela Lacueva will be interviewing for certified coordinator positions. Will work on intervention in planning stages. Will implement in fall 2016.  
**More information can be found here:** <http://sites.jcu.edu/newsroom/2015/09/24/jcu-first-world-grant/>  
**Great Lakes Internships**, Graciela Lacueva - Open to Jr.'s and Sr.'s with financial need. Will cover all areas. Will be working with chairs to identify potential students. Students have a maximum of 130 hours and a range of salaries. Students must complete an evaluation and exit interview. **More information can be found here:**  
<http://sites.jcu.edu/cas/pages/prospective-students/undergraduate-students/internships-and-research/internships/great-lake-community-investment-internships/>
4. **Summer School**, Margaret Farrar – working with the Registrar to determine deadline and specific areas of need. Suggested that chairs look for new core /old core classes that do double duty. Entirety of the year should be taken into account in order to schedule strategically and not impede enrollment. **Outcome:** Deadline for summer schedule is November 6, 2015. We've attached analysis of courses taken by JCU students at other institutions over the summer for 2014 and 2015 to aid in planning to maximize enrollments. Schedule will post November 30, 2015.
5. **Endowed Chairs** – Departments that have endowed chair openings will need to share intent for the positions. **Outcome:** Margaret will communicate with those holding endowed chairs regarding planning for spending for the year and reporting on the impact of expenditures.
6. **Course load reductions**. Dianna Taylor – Opened discussion about creating a pathway for faculty on 4-4 teaching loads so they may have time for publishing.

Meeting adjourned at 5:03 pm