

Present: Mary Beadle, Jeff Dyck, Margaret Farrar, Penny Harris, Dan Kilbride, Anne Kugler, Graciela Lacueva, Kathy Lee, Kathleen Manning, Cathy Rosemary, Andrew Welki, Mike Martin, Pam Mason, John McBratney, Sheila McGinn, Keiko Nakano, Jeanne Jenkins for Nathan Gehlo, Mindy Peden for Dwight Hahn, Martha Pereslenyi-Pinter, Earl Spurgin for Dianna Taylor, Tina Facca, Brenda Wirkus, Matt Johnson, Mike Setter, Paul Shick, Sheri Young, Al Miciak, Rick Grenci, Lindsay Calkins, Al Nagy, Laura Atkins

Housekeeping Matters – M. Farrar

1. Introduction to Boler School of business, guests, and individual self- introduction of CAS Chairs and faculty.
 - A. Contracts were received and thoughts on salaries and the “every three year publication rule” will be sent soon. Though deference to the Chairs judgment on most things has been the norm, the Dean would like to provide a clearer understanding of how she will be treating these matters going forward.
 - B. The next Chairs’ Meeting will be on April 5 – there will be an opportunity to provide feedback on the CAS Dean’s office and the new structure and how it is serving the needs of Dept. Chairs. This will be an informal assessment and information gathering.
 - C. HLC Community Forum on Assessment will be on Wed. April 6, at 2:00 pm. A summary document on the progress we’ve made should be available in advance of the forum. There will be an opportunity to ask questions and have a discussion about the upcoming HLC visit. The focused visit is scheduled for Sept. 26 – 27.

Introduction, Brian Williams:

2. Began with thanks and appreciation for letters and personalized work done by the faculty done for HLC. Question on enrollment, “How are we getting to 800?”

- A. Currently (2016) we have received 163 deposits.

Last year (2015) at this time we had received 193 deposits with a final freshman enrollment of 761.

2014 – 171 deposits, freshman enrollment of 798

2013 – 129 deposits, freshman enrollment of 792

We will want to be at 250 by April 4

April 23 should be 500+

there have been 2000 financial aid awards. 300 students are expected for Celebration of Scholarship. There are many ways to help.

- Call Steve Vitatoe for personal visits.
- Call center is making 500 calls a night. Specific questions will be forwarded to Chairs.
- Chairs can send recruitment liaisons to Steve Vitatoe

- B. Glimpse into next year - Close to having new leadership in IMC

- Specific academic messaging in new core and divisions.
- Program reviews will be used in marketing
- stories@jcu.edu – please send success stories for posting.

Questions and Answers

R. Grenci – Have you been looking at bringing faculty earlier in the process?

BW – Strategic part is the applicant pool. A larger applicant pool is needed. We need to do better through phone calls to juniors, direct marketing. Need to be more confident earlier.

K. Lee – When sending out letters, how do you determine who to target?

BW – We purchase names from ACT-SAT. We target lists and GPA. We use lists to weed out by major or expressed interest.

K. Lee – What regions do you focus on? Buffalo, Cleveland?

BW – We target nationally by majors but we must be specific and refined.

M. Johnson – How do you target for diversity?

BW – We are 70% ahead in acceptances of students of color. We send a letter from Terry Mills and target both public and private high schools. We have two African American Alums who also work toward recruitment.

Tina Facca - What is the discount rate?

BW – the discount rate on 163 deposits is 60%

G. Lacueva – How do you train your staff to sell programs? How can we help?

BW – Every Tuesday the enrollment team and IMC have a team building meeting. We are finding information at all times through research. Please feel free to send suggestions

M Farrar: Emergent Strategic Plan

3. How can we be a part of the strategic plan and how do we see ourselves in it? What does it mean to be a leader in a department at JCU?

A. Miciak: The important role of the chairs is a vital link.

M. Farrar - We would like to offer a context for discussion and a few observations about the climate in Higher Ed. In a nutshell there are four things we need to know.

A. We are facing increased competition for fewer students, a trend exacerbated significantly in the post-industrial Midwest.

- Number of HS graduates in our region is expected to decline steadily over the next decade.
- The number of students graduating from private high schools – e.g. Catholic schools, where we have historically drawn a large number of our students, is expected to decrease even more sharply.
- Our student population is going to look significantly different than it does today. The number of white students graduating from HS is going to decrease more sharply.
- Student population is going to look significantly different than it does today. The number of white students graduating from HS is going to decrease more sharply than the number of HS graduates overall. Diversity – making our campus a welcoming place

- for people of all races and religions—is not only an important ethical and political choice but an economic and existential one.
- B. The effects of the “great recession” (new normal) and a national discourse focused on almost exclusively on return on investment” means less willingness of families to pay for a quality liberal arts education.
- Can we market better? The challenges we face are NOT simply the result of poor marketing or ineffective admissions counselors.
 - Maintaining net tuition under such circumstances is difficult.
- C. Students are participating in college in significantly different ways, a traditional four year residential education is the exception. Key factors.
- The number of students taking AP courses in high school has doubled. The number of college credit/early college programs has increased
 - Recent figures indicate that 1 in 3 college students will transfer before they graduate.
 - Students are taking more complex paths to degree completion, e.g. community college for the first two years.

M. Farrar – Budget issues dominate. How do we move forward?

- Look into academic program quality
- Evaluate existing programs, look into developing new programs and move toward distinctive level by developing more effective use of resources.
- Best programs on campus have elements of 1-4 – see attached handout

Questions and Answers

J. McBratney – What is meant by distinctive programs? – (see attached handout, *Academic Model to Achieve Distinction*)

A. Miciak – time, money and reputation. For example, the Cleveland Clinic is a non-profit that generated grants and gifts.

S. Young – Development makes monetary decisions. Will there be a change in structure?
Departments cannot contact alums.

A. Miciak -We can develop programs that lend themselves toward development planning. One success is the Great Lakes Internships. Are there resources in the community to enlarge programs?

G. Lacueva – we worked with development to see if alumni could be of some help by providing positions for interns.

M. Peden – Advancement is not on the strategic budgeting/planning committee.

M. Farrar – Messaging academic programs will make a case for advancement to be involved.

R. Grenci – Entrepreneurship has worked with advancement to generate money.

M. Farrar – We can learn from each other on what works and what we need to do more of.

J. McBratney – What is the relationship between this document and the strategic plan? Should we bring this to our departments

M. Farrar - Yes. There is a common Framework for departments to think on how to move the programs forward. Departments need to try and hit on all cylinders. How can we make it better?

P. Shick - A few things are missing from the document. Arrupe is left out-falls between the cracks. Worries about the trend, if the program is not successful we shouldn't do it. Need serious philosophical underpinnings on why we are doing this.

E. Spurgin – what about the value that other programs contribute to distinctive programs?

M. Farrar – You would still want to work toward positive contributions within your programs.

A. Miciak – We do not mean to say that there is not a great value in the Liberal Arts. Students look for programs and need language that appeals to them. For example, Integrative Core can be conceptualized as a program but looks complicated. It is the biggest generator of Humanities credits for BSOB students. There is a lot of synergy between colleges and departments.

M. Farrar – Our strength lies in this cross fertilization; an integration between CAS and BSOB. The documents emphasize that we are thinking about programs, not just about your departments. It is necessary to share resources & expertise and make the best decision in the pivot place.

A. Miciak – We have a lot of opportunities to build bridges. Better cooperation will drive resources and collaboration will increase creativity and resources.

J. McBratney – When clarifying document, the word “distinction” should be defined to arrive at a unitary sense of the term—for example, “value”—does not necessarily indicate dollars and cents.

M. Setter – What is the function of the document?

A. Miciak – Mystery - How do you pick and choose? We need to let the faculty or teams have a fair shot. The most successful program is Biology. We should model this success and work toward being better.

M. Farrar – We do not see this as a “distinctive” strategy. What should every program identify with for growth and success?

S. McGinn – Because the university has worked dysfunctionally a certain way for years, I would like to take it to faculty with a firm explanation on a new collaborative model.

M. Farrar – We need to prioritize decisions and keep transparency.

M. Peden – As an incoming chair, the AP Model will help determine how to delegate responsibility and make decisions.

M. Farrar – We will circulate a draft to take to the faculty. If you have other thoughts or comments please send to Margaret Farrar or Al Miciak.

Meeting adjourned: 5:00 pm