

Present: Peggy Finucane, Medora Barnes, Cecile Brennan, Rebecca Drenovsky Jeff Dyck, Tina Facca-Meiss, Margaret Farrar, Margaret Finucane, Cathy Rosemary, Penny Harris, Matt Johnson, Dan Kilbride, Anne Kugler, Graciela Lacueva, Kathy Lee, , Pam Mason, Debbie Rosenthal, Keiko Nakano, Tamba Nlandu, Mindy Peden, Martha Pereslenyi-Pinter, Mike Setter, Paul Shick, Andy Welki, Sheri Young.

1. **Welcome and what's in store for the coming year, M. Farrar** – The HLC visit will be on Mon. & Tues. Sept. 26-27. There will be an open session *tentatively* scheduled for Sept. 26 at 3:00 pm. If this happens, please encourage all faculty to participate. However, please do not announce until the schedule is set and sent in writing.

Handout Distributed – *HLC Prep question for Chairs*. Will also be sent electronically so that chairs may share with their faculty. A meeting with HLC and part-time has not been included at this time but may be added. Please alert part-timers and send them the handout.

Question: What do you need to feel ready for the HLC meeting?

R. Drenovsky – feedback suggested that the prep sessions were repetitive. Would be helpful to highlight what is new?

M. Setter - more information is needed about the Strategic Plan/budget.

Please feel free to send questions to Dean and Associate Deans.

M. Farrar - Theme for post-HLC is what will come next? After a year of observation the University is poised to launch. A broad outline of an agenda may include:

- Developing new programs that respond to student interest, faculty expertise, and employee need.
- Bringing different Graduate programs online.
- Repackaging programs to make them easier to sell to students, e.g. Actuarial Science.
- Incorporate high impact learning experiences. e. g. Internships.
- Develop strategies to sell programs to students and track outcomes.
- Help departments off load some administrative work and focus on student learning.
- Shine light on Graduate Programs by highlighting their importance to the university.
- Implement a professional development program for CAS students to parallel the BSOB program.
- Administrative Program Review of Global Education.
- Determining a vision for the internationalization at JCU.

M. Farrar – In closing we must do what we can to make our stories more visible. Other goals include better data, faculty and chair development, all in service of the strategic plan.

Questions?

T. Facca- Meiss – APR, what happens next?

The administrative response from the Provost will amplify the department action plan.

M. Peden – I feel compelled to strategize given the changes in curriculum. Any advice on how to proceed?

Identify the problem, come up with an answer and work with AD.

T. Nalandu – PL APR was done in spring 2016. What is the deadline for action plan?

Work with your Associate Dean and submit by Dec. 2016.

2. **CORE Curriculum, Peter Kvidera –**

Handout distributed *ICC - Expected Needs for Integrated Courses*

Thanks given for proposals. Announced that there is an urgent need for integrated courses, 180 courses have been approved. We'll need additional courses ultimately spread out over 775-800 students each semester, roughly 32 pairs over two semesters of each section.

D. Kilbride – voiced concern that there is a need for more central direction in reaching out to PT faculty to complete goals. He feels that the current process is not working. Wondered how to provide encouragement to make connections.

P. Kvidera – There is need for more direct one-on-one communication. The Associate Dean's will talk with Chairs to strategize how to encourage participation. Course development grants will create incentives for courses taught in fall semester. Deadline for summer/fall 2017 is October 17, 2016

Other concerns include the lack of faculty to teach courses, limited content for CORE science classes, confusion on whether changes should be voted in by faculty and unequal load sharing by the business school.

P. Kvidera – the committee is responding to the needs and concerns of the survey/data assessment. Please contact to discuss these concerns individually and to keep the lines of communication open.

M. Farrar – The Associate Deans will work with Peter Kvidera so feel free to bring your concerns to them as well.

3. **Enrollment, Strategic Direction -**

Enrollment bump, what can chairs do?

- Feedback on microsites. Continue to send stories about your students and what they are doing.
- See what works best and if it doesn't change it.
- Blue Streak Preview Day: not much energy. Lack of enthusiasm is not good for the undecided. How can we make smaller programs more visible? Changing format this year to encourage more energy, more opportunities for students to talk directly to faculty.
- Send feedback to Enrollment.

4. **M. Farrar** -*Blue Streak Preview Day: Sunday, Nov. 13, 2016* – Handout distributed

Revised format: larger sessions for larger draw and undecideds. Tables will be set up in Dolan so programs can speak directly to students. The plan is to promote more creativity and more faculty involvement so that smaller programs will potentially have a larger voice. Will experiment with new approaches. All programs will be strongly encouraged to have a table. Please feel free to request sessions. This event is the result of the Enrollment Division's conversations with students. The consultant has suggested that we should speak about specific academic programs early and to promote a cleaner, clearer, academic message.

M. Johnson - It would be helpful if information can be laid out for Chairs for leverage.

P. Shick – Colleagues have related astoundingly negative feedback for Jr. Open House.

M. Peden – What are the programs targeted for enrollment bump based on?

M. Farrar – The hope is for generating increased enrollment in order to expand in other areas. We'll contact Enrollment to inquire about preparation and ideas for enhancing student presentations and pass along.

5. **M. Farrar, Outline of Conversations for this year** –

Handout distributed -*Job Description for Department Chairs* –There were a total of eight chair replacements last year, and the need for a job description came up often. Please look over and send written feedback. We will also be discussing a job description for Graduate Program directors.

Space Committee – The job of the Space Committee is an accurate assessment of the best use of space. Chairs do have a say and people can work together advocating for their departments.

Part-Time Faculty Advisory Council –

Scope is currently in flux. A survey was sent to CAS adjuncts. Some of the responses included; the need for more consistency with onboarding and more participation in department governance and evaluation.

D. Rosenthal – A teaching prize is being developed. We will be sending a proposal to Jeanne Colleran for evaluation.

Meeting adjourned; 5:05 pm

AGENDA

September 6, 2016

1. Core
2. Strategic enrollment plan
 - a. Microsites
 - b. New Blue Streak Preview Day format - see attachment
3. Department chairing - general
 - a. Department chair job description draft -- see attachment
 - b. Adjunct and part time concerns
 - c. Department chair development
 - d. Chair evaluation

Integrative Core Curriculum
 Expected Needs for Integrated Courses

For new Core current students:

EGC: 453 (not met) 256 (met) 709 (total)
 ENW: 596 (not met) 113 (met) 709 (total)
 EHE: 535 (not met) 174 (met) 709 (total)

Course needs, semester by semester to full implementation (AY 18-19)

	FA 15	SP 16	FA 16	SP 17	FA 17	SP 18	FA 18	SP 19
EGC	1	9	15	20	15	15	15	16
ENW	0	2	4	7	9	12	14	17
EHE	1	8	6	8	9	12	14	17

Courses from departments:

ENW: one of the courses in a linked pair must come from BL, CH, MT/CS, PH, or PS.

If we need 31 ENW courses each academic year, we could expect that each department contribute to at least 2-3 ENW linked pairs each semester, understanding that some links will involve two courses from these departments.

EHE: one of the courses in a linked pair must from AH, CMLC, CO, EN, HS, EC, PO, SC, PL or TRS.

If we need 31 ENW courses each academic year, we could expect that each department contribute to at least 2 EHE linked pairs each semester, understanding that some links will involve two courses from these departments.

EGC: this course (team-taught or part of a learning community) can come from any department. At this point we are not making any recommendations on how many EGC courses should come from a single department; however, our hope is that EGC courses will continue to represent a wide variety of disciplines.

Integrated Courses

Expectations according to Four-Year Academic Plans

Global (G)=EGC

Linked=ENW and EHE

	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4
AC		Global	Linked	Linked				
AH	Global		Linked	Linked				
ED/AYA		G/Linked	Linked					
BL					Linked	Linked	Global	
CH					Linked			G/Linked
CO		Linked	Linked	Global				
CL			Linked		Global	Linked		
FR/SP				G/Linked	Linked			
ED/EC			G/Linked		Linked			
EC		Global	Linked	Linked				
EN			Global	Linked	Linked			
FN		Global	Linked	Linked				
HR			Linked	Linked	Global			
HS			Global	Linked	Linked			
HU	Global			Linked	Linked			
LG			Linked	Linked	Global			
ED/MC			Linked	Global	Linked			
MK			Linked	Linked	Global			
MK/LG			Linked	Linked	Global			
MN			Linked	Linked	Global			
MN/HR			Linked	Linked	Global			
PH					Linked	Linked	Global	
PL			Linked	Linked	Global			
PO			Global	Linked	Linked			
PS		Linked	Global		Linked			
SC		Global	Linked	Linked				
TRS				Linked	Global	Linked		
WGS				Linked	Linked	Global		

Blue Streak Preview Day: Sunday, November 13, 2016

8:30	9:00	9:30	10:15-11:15	11:30-12:30	12:45-1:10	1:15-1:40	1:45-2:10	2:15-2:40 (Optional)
Check-in/Continental Breakfast					Catered Lunch in Dolan Center Atrium			
	Mass at Gesu				Academic and Engagement Fair			
		Blue Tour	Blue Presentation (JDN)	Business (AUD)	Boiler Meet & Greet (READ)		Athletic Presentation (A 202)	
		Gold Presentation (LSC)	Gold Tour	Education (E 130)			Student Experience Panel (A 203)	
					Psychology (A 203)			
					Ex Sci/Sports (A 202)		Individual Q&A with Admission Staff	
					Undecided (E 134)		Undecided (E 134)	
							Bio/Chem (AUD)	
							Communication (E 130)	
					Bio & Chem Lab Tours			
					Psych Tours		Psych Tours	

Set registration capacity at 300, assuming 250 will attend

West Wing (plan for 20 tables)

Biology	Philosophy
Chemistry	TRS
Ex Sci/Sports Studies	WGS
Pre-Health	Catholic Studies
Pop & Public Health	Entrepreneurship
Art History	Forensic Behavioral Science
CMLC	Military Science
Comm.	Honors Program
English	Arrupe Scholars Program
History	Leadership Scholars Program

East Wing (plan for 20 tables)

Math & CS	CSDI
Physics	OSE
Psych	Fraternity & Sorority Life
Soc & Crim	Res Life
Poli Sci	Rec & Int
East Asian	CSSA
PJHR	Campus Min
Education	Liturgical Music & Musical Arts
Pre-Law	Career Center
	Global Ed

Reading Room

Accountancy
Economics
Finance
HR
IBLC
Logistics
Management
Marketing
5th Year MBA/Pre-MBA
BPD

Department Chair job description -- DRAFT

The chair provides leadership in the primary areas of faculty teaching, research, and service; enrollment and recruiting; and program development and assessment.

The responsibilities of department chairs include, but are not limited to:

- Departmental governance
- Supervision of curriculum and scheduling, including management of course enrollments
- Oversight of department budgets, facilities, and clerical staff
- Monitoring departmental faculty matters and student matters
- Representing departmental views to other College bodies and communicating to members of the department relevant information from extra-departmental sources by attending chairs meetings and sharing information
- Arranging faculty contracts for part-time faculty teaching for the department
- Overseeing departmental recruitment efforts
- Providing guidance to faculty for tenure, promotion, sabbatical leaves, etc. and coordinating annual evaluations of faculty and staff
- Providing leadership in the faculty search process
- Cultivating a department ethos that fosters excellence, responsiveness, creativity, and mutual respect

Expectations of department chairs include:

- Timely response to student and faculty inquiries and concerns and inquiries
- Appropriate consultation with the department on matters concerning the department
- Syllabi review to ensure compliance with university policies
- Regular presence on campus for visibility and responsiveness
- Working with the Academic Advising Office for staffing at Registration and Orientation, and faculty participation in cohort advising
- Familiarity with relevant university policies and practices, including assessment and Title IX
- Cost containment where appropriate

Department chairs are appointed by the Provost for a three-year term after recommendation by the Dean of the College. Department chairs may be reappointed, typically for up to 2 terms. Before the beginning of a new term of appointment, the Dean of the College will follow the process for chair selection before making a recommendation to the Provost.

HLC Preparation

Questions for Chairs/questions for Faculty

1. Have you read the action letter? Did the University respond to the requirements of the action letter?
2. What are the university learning outcomes?
3. What are the 4 priorities for the institution now?
 - a. Respond to HLC
 - b. Enrollment and budget
 - c. Support strategic plan, Promise and Prominence
 - d. Regain reputation, regionally and nationally
4. Have you participated in assessment, including academic program review? How has your work been affected? Are you making changes based on assessment/review?
5. Do you know the components of the strategic plan?
6. Have you seen or read JCU's notice report? Self-study?
7. Has communication and morale changed?
8. Is the institution changed? How so?
9. JCU has been told it has not done assessment well for two decades. How can we assure the HLC that we can sustain the process?
10. Are student learning outcomes published at the course, school, and university levels? Are these published in syllabi? Are these mapped to courses? Has their assessment plan been developed and implemented?
12. Does the assessment plan include more than one method? Do these include more than one evaluator's perspective? What are the limitations of the outcomes measures selected? How are the limitations accounted for? Do the assessment methods match the criteria articulated as critical for success in target career domains?
13. How do the outcomes of student learning inform institutional performance and improve teaching?