Present: Medora Barnes, Matt Berg, Cecile Brennan, Rich Clark, Rebecca Drenovsky, Jeff Dyck, Gwen Compton-Engle, Margaret Farrar, Peggy Finucane, Gerry Guest, Matthew Johnson, Anne Kugler, Graciela Lacueva, Kathy Lee, Kathleen Manning, Maria Marsilli, Pam Mason, John McBratney, Sheila McGinn, Phil Metres, Keiko Nakano, Mike Nichols, Tamba Nlandu, Mindy Peden, Dani Robbins, Cathy Rosemary, Debby Rosenthal, Paul Shick, Sheri Young
Facilitators: J. Kevin Berner, Flo Brett

1. **Margaret Farrar** – **Welcome and Introductions**
    Welcome to Flo Brett and J. Kevin Berner, founders and Executive Directors of the Effective Leadership Academy - https://effectivela.org/about-us/our-team/
2. **J. Kevin Berner** – Dr. Berner began with a list of objectives to discuss/review and think about options. Explained that this is the first of two sessions. The second meeting will be to translate ideas and discuss participative governance. Began with a question to chairs -
    What are the great challenges you are facing?
    - Faculty Limitations – Faculty have limited time and resources. The role of the faculty has changed, e.g. participate in enrollment activities. Enrollment numbers shrink and tasks expand. The faculty has contracted 30%, and the student body 10%. There are more programs, more majors. The faculty is stretched thin by balancing curriculum, workload, and resources of the curriculum. Expanded programs that have doubled enrollment have not been thought through and stress faculty. The new core is putting demands on departments, full time faculty are teaching Core classes and adjuncts are inconsistent.
    - Space Issues – Programs are added but there is a lack of space to accommodate. For example, Exercise Science does not have lab space.
    - Identity - Composite academics is deemphasized and chairs are asked to participate in admission events. The approach to academics is vigorous and should be stressed. Additional concerns are undergrad enrollment and deciphering demographic trends that are tied into the graduate level. It is not clear as to what are the expectations and identity. The focus seems to be on the internal issues and we should be more focused on the external issues.

    Kevin Berner – Tell me about the students coming in?

    - Student challenges – It was stated that the students are broke and under pressure. The expectation to pander to the full paying student intensifies the pressure cooker. The digital native aspect of the students, e.g. shortened attention span and inability for close reading, makes it a difficult teaching challenge. A change in strategy is needed. Early mentoring is also needed but without proper resources we cannot support early intervention.
    - Diversity Issues – There is a lack of diversity in students and faculty. Conditions do no encourage minority students and faculty. There is a lack of programs in place to encourage minority students. However, the focus on signature programs has promoted a

view of resources that are interactive such as Capitalism, Racism, Sexism, and Homophobia.

Kevin Berner – Introduced the term "Disintermediation" a delivery system that provides a product that is more tailored and provided at a lower cost. Dr. Berner explained the strategy as "what you need at a cost that you're willing to pay" and "targeting the market segment of the preferred demographic." Encouraged faculty to focus on what JCU does well to convince people to spend their money here rather than elsewhere.

- Responses were mixed on the idea of disintermediation with some concerned about the demoralization of the filtering of language into the marketplace and emphasizing concern over students as product vs. the process of shaping well rounded human beings. There was expressed dismay over the faculty's role with enrollment and marketing and the lack of marketing and enrollment support for faculty.
- The absence of a Grad School was cited as a reason for the university falling off the radar and becoming less visible. The lack of support may be because the university does not have a marketing research person nor does it have the capability to have every graduate student involved in research.
- Faculty cited the lack of communication and imperfect information has resulted in opportunities that have not been leveraged correctly.

Kevin Berner – Declared that parents would like to see more 4 + 1 programs as they provide more value for dollar.

- The point was made that 4 + 1 programs may require an increase in faculty. It was suggested that in order to make 4 + 1 sustainable, the university should incorporate an experiential component in addition to course work, instead of a thesis based MA.
- It was also suggested that in order to implement more 4+1 programs institutional hurdles must be overcome. Aggressive marketing is key. The university needs to commit to a strategy that obtains additional resources and institutional support.

Kevin Berner – What does JCU do uniquely well?

- Service – A faculty member began by saying that service is used as a strategy to engage locally to understand what is going on globally. JCU incorporates the service learning piece in the classroom and the combination of service and Social Justice are integrated and tied into academics.
- Student Research and Experiential Learning – The College of Arts & Sciences offers resources for STEM students through paid internships. Excellent faculty mentors work closely with student researchers. However, more mentors are needed.

Kevin Berner – What about 4+1 options?

- It was stated that there has not be any intentionality behind the effort. Integration of 4 + 1 programs needs to happen from the point of admission on. Currently we have a data poor environment that does not allow us to identify clearly, pocket areas that need more support.
- It was also suggested that additional faculty may be needed to provide the necessary attention to students.
- Several faculty pointed out that we have difficulty recruiting full time faculty citing possible poor location and in the Math and Sociology departments, extreme competition with other Institutions.

Additional things we do well –

- Experiential Education working group chaired by Patrick Mullane and Sr. Katherine Feely
- ROTC
- Alumni engagement
- East Asian Studies partners with the Beijing Center for Chinese Studies and four Japanese Universities. The program also collaborates with BSOB to organize student visits Japanese owned companies.

Next meeting will be to discuss organized topics with a larger group of faculty.

Meeting adjourned: 5:10

Valentine, Ellen <evalentine@jcu.edu>

Strategic planning session
1 message

Farrar, Margaret <mfarrar@jcu.edu>   Wed, Jan 31, 2018 at 4:26 PM
To: Anne Kugler <akugler@jcu.edu>, "Catherine A. Rosemary" <crosemary@jcu.edu>, Cecile Brennan <cbrennan@jcu.edu>, Dani Robbins <drobbins@jcu.edu>, Debby Rosenthal <drosenthal@jcu.edu>, "Gerald B. Guest" <gguest@jcu.edu>, Graciela Lacueva <lacueva@jcu.edu>, Gwendolyn L Compton-Engle <gcomptonengle@jcu.edu>, Jeffrey Dyck <jdyck@jcu.edu>, John McBratney <jmcbratney@jcu.edu>, Kathleen Manning <manning@jcu.edu>, Kathy Lee <klee@jcu.edu>, Keiko Nakano <knakano@jcu.edu>, Margaret Finucane <mfinucane@jcu.edu>, Mark Storz <mstorz@jcu.edu>, Matthew Johnson <mjohnson@jcu.edu>, "Matthew P. Berg" <mberg@jcu.edu>, Medora Barnes <mbarnes@jcu.edu>, "Michael A. Nichols" <mnichols@jcu.edu>, Mindy Peden <mpeden@jcu.edu>, "Pamela A. Mason" <pmason@jcu.edu>, Paul Shick <shick@jcu.edu>, "Philip J. Metres" <pmetres@jcu.edu>, Rebecca E Drenovsky <rdrenovsky@jcu.edu>, "Richard D. Clark" <rclark@jcu.edu>, Rodney Hessinger <rhessinger@jcu.edu>, "Sheila E. McGinn" <smcginn@jcu.edu>, "Sheri D. Young" <syoung@jcu.edu>, Tamba Nlandu <tnlandu@jcu.edu>
Cc: Flo Brett <flo@effectivela.org>, Kevin Berner <j.kevinberner@outlook.com>, Nicholas Santilli <santilli@jcu.edu>, Ellen Valentine <evalentine@jcu.edu>

Dear colleagues,

Next week is our strategic planning session for chairs and directors, **February 6, 3:30 - 5:30 in Dolan 202-203.** We'll start promptly at 3:30 in order to give us enough time for discussion.

We started this work at our retreat last summer, and continued it into the fall when ADs met with departments and gathered input and feedback from faculty. At this session, we'll review a bit the "state of play" in higher ed, and then look at planning from the perspective of students and parents. Our facilitators will guide us through a discussion of: "What can CAS do uniquely well, that will induce a significant number of prospective students to apply to, matriculate at and pay for an education at CAS, that will help them succeed in college and in life?" We'll also begin to talk about concrete tactics, and start prioritizing our interests.

In order to prepare for the session, I've included some links for pre-reading below, as well as some "reminder" attachments, to jog your memory about the previous conversations we've had. (As an aside, there is no need to read *everything* included in or attached to this email; some of the links, for example, are variations on a theme.)

As chairs and directors, your input has more weight than many, because you lead and represent the faculty and staff in your departments. If you're unable to be at our meeting next week, don't despair; there will be other opportunities to help shape the plan.

All best,

Margaret

Links:

First generation college students:

https://www.bucknell.edu/GenFirst

http://www.getwisr.com (based in Cleveland)

Unique programs:

https://www.northpark.edu/academics/undergraduate-programs/catalyst-606/

https://www.uc.edu/careereducation/experience-based-learning/co-op.html

https://sci.uoregon.edu/

https://www.forbes.com/sites/robynshulman/2017/11/02/these-4-universities-offer-unique-entrepreneurship-programs-for-college-students/#4d67387bfaf9

https://www.wooster.edu/academics/research/

https://www.possefoundation.org/about-posse

Examples of 5 Year Programs (to receive Bachelor's and Master's):

Loyola University, Chicago (Jesuit) https://luc.edu/academics/programs.shtml#d.en.274936

Dayton (Catholic Ohio) https://www.udayton.edu/academics/undergraduate/bpm.php

Tulane/College of Engineering (Private) http://www2.tulane.edu/sse/academics/graduate/41masters-programs-grad.cfm

Recent Model of "Degree in 3" from Purdue University: https://cla.purdue.edu/undergradci/3year/index.html

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2 attachments

 CAS priorities UPDATED.docx
18K

 Future Part 3 (2).pptx
422K

CAS priorities and alignment to university strategic plan
January 31, 2018

Summary from chairs and directors retreat:

1. Grow graduate enrollment. **(Distinctive programs)**

2. Begin to focus on capturing market for adult learners/continuing ed **(Distinctive programs; strategic alliances)**

3. Partnerships and pathways **(Distinctive programs; student thriving; inclusive excellence; strategic alliances)**

4. Embedding professional development for CAS students in curriculum **(Experiential education; Student thriving)**

5. Global Ed reboot **(Distinctive programs; experiential education; student thriving; strategic alliances)**

6. Pedagogy and curricular reform for distinctive programs, **retention** **(Distinctive programs; experiential education; student thriving; inclusive excellence)**

7. Robust culture of professional development for chairs and faculty. **(Investment in faculty; inclusive excellence; continuous improvement; individual well-being)**

Summary from Fall Semester department/division conversations:

Also include in priority list:
- Faculty research and faculty teaching development
- Mentored student research (undergrad and grad)
- Connection to inclusive excellence plan

Potential tactics/details discussed:

1. Grow graduate enrollment.
- Discuss identity and HLC issues with a 3-college model
- Identify rational places to grow assuming resource needs met, undergraduate programs on firm ground

2. Begin to focus on capturing market for adult learners/continuing ed

3. Partnerships and pathways
- Develop dual programs with other schools, programs with CCs, high school pipelines.
- Teach some JCU courses in high schools and community colleges. More evening classes.
- Eliminate policy barriers that are out of step with current practices
- Partnerships like TRS-Theology for Teachers, etc

4. Embedding professional development for CAS students in curriculum

5. Global Ed reboot
- Articulate goals for supporting students in competitive fellowships, e.g. Fulbright
- Study abroad included more explicitly in curricular experiences
- Develop more short-term, faculty-led programs

6. Pedagogy and curricular reform for distinctive programs, retention, and inclusive excellence
- Identify aspirations for curriculum and pedagogy, including online
- Incorporate engaging pedagogy with things like Problem Based Learning and Reacting to the Past; showcase faculty efforts in these areas
- Plan a common scheduling of CAS speaker series
- Create opportunities for community and prospective student visibility in CAS events; gateway development (more stuff like Young Writers Workshop)
- Identify high DFW classes
- Develop a softer first year for the hard sciences, a stronger preparation for ES/SS students so they can compete with their peers, bridge programs for students coming with poor MT/SC preparation.
- Retention issues: (a) Advising: need to improve the system, make it more efficient, advising loads very uneven. (b) Financial holds hurt retention by forcing students that need to selected their courses carefully into "undesirable" courses, blocking them from required major courses, and complicating schedules of students who need to work. (c) Staffing problems difficult scheduling of students into required major courses. (d) Schedules need to be more flexible to accommodate athletes and working students
- More student support services
- Embrace persistence and degree completion as social justice issues

7. Robust culture of professional development for chairs and faculty.
- Professional development for faculty so they can reboot their research.
- Support for faculty for teaching-centered conferences
- How to reinvigorate departments by engaging faculty in new research projects, not only those "stuck" at rank but those Full Profs. who are not research active.
- Active support for part-time faculty PD and for staff