

## CAS Chairs and Directors Meeting Minutes

October 9, 2018

3:30-5:00pm, Dolan 202/203

Medora Barnes, Matt Berg, Barbara D'Ambrosia, Rebecca Drenovsky, Jeffrey Dyck, Gwen Compton-Engle, Margaret Farrar, Peggy Finucane, Nathan Gehlert, Gerald Guest, Rodney Hessinger, Anne Kugler, Graciela Lacueva, Kathy Lee, Kathleen Manning, Sheila McGinn, Phil Metres, Keiko Nakano, Mike Nichols, Tamba Nlandu, Mindy Peden, Dani Robbins, Catherine Rosemary, Debby Rosenthal, John Yost

### I. Michelle Morgan, Senior Director of Athletics

M. Farrar introduced, Michelle Morgan, the current Senior Director of Athletics. Michelle discussed her goals and vision, and her hope that athletics and academics will collaborate to support John Carroll's scholar athletes. M. Farrar noted that 1/3 of JCU students are athletes, so collaboration between the two divisions can help with retention.

### II. Updates + discussion

#### a. Request for info (PD, research, etc.)

M. Farrar requested that updates about faculty work, programs, departments, and student work be shared with her when time permits.

#### b. Progress on new website

M. Farrar informed the group that website content migration is the next step in the process of updating the JCU website. Marketing will be talking to departments about site cleanup and content transfer. Contacts are Kathleen Lawry and Jason Lee in IMC and John Sully in ITS. An outside firm is creating the design. Branding and content are not done yet, but the eventual site migration will take care of accessibility issues. M. Nichols added that the IT steering committee is planning the rollout for next fall. M. Farrar said departments will be able to have some specialized content.

G. Lacueva asked if departments that have existing funds can have a donate button on their websites. J. Yost asked if funds for students would have to go through advancement – small donations can be very helpful to students – it might be better to have the money go directly to the department. M. Farrar said she will check with advancement about the buttons, but all donations must go through advancement for legal and tax purposes. M. Peden added that departments should find out about existing funds/endowments as they may have some they don't know about.

Those present discussed the difficulty they have had communicating with advancement and the lack of progress when it comes to raising money for CAS departments. D. Robbins asked if departments should make recommendations to advancement. S. McGinn also said that it would be good to give advancement some direction. P. Metres agreed that departments could

offer services to connect advancement with potential donors, but would need to make sure they are not interfering with their larger plans. M. Farrar said CAS has to maximize advancement's utility for CAS. They know more about donors, but need a focus and encouragement to act on behalf of CAS.

With the launch of the new strategic plan, it may be harder to differentiate CAS. M. Berg said that CAS's strength is in the Core. R. Drenovsky suggested talking about how Core makes you a good thinker, but also get students ready for a career. Career services, professional development, and experiential learning are embedded in the curriculum and that is novel and interesting. M. Barnes suggested bringing someone from advancement to a chairs' meeting. N. Gehlert suggested an ad hoc committee meet with advancement rather than having them come to a full chairs' meeting.

R. Hessinger said that relationships should be cultivated with recent graduates. G. Lacueva added that people who give smaller amounts should be treated just as well as the larger donors.

- c. USPG+ university strategic planning 2020-2025  
M. Farrar said a strategic planning request will be coming to departments. The timeline for community participation will likely be in November.
- d. Board of Directors Meeting  
M. Farrar reported that academic affairs committee meeting was good. Part-time faculty evaluation was discussed. Progress was made on the handbook, and good questions asked.
- e. Professional development  
M. Farrar said there will be a Quality Matters training coming up with guidelines for online education, such as aligning assignments and rubrics. The first training will be in November for folks who teach online specifically. There will be another training next semester as well. Graciela Lacueva is working with Erica Kennedy, the Director of Sponsored Research, on a grant writing workshop.
- f. UCSLE (surveys, engagement, retention)  
Rodney Hessinger updated the chairs on the work of the UCSLE committee. There are some experiential initiatives with Career Services. Stephanie Levenson, VP for Enrollment, is working with IMC to get the message out. Pat Mullane in Career Services and Sr. Katherine in the Center for Service and Social Action, produced a report on experiential learning. The committee is also focusing on improving retention. The Advising APR (Academic Program Review) was an opportunity to have a university-wide conversation about how to have a comprehensive plan for advising. President Johnson is looking to make improvements to the Learning Commons and the whole library. Todd Bruce, Assistant Provost for Institutional Effectiveness and Advising, is developing a more coordinated, uniform, and comprehensive survey of graduating seniors to replace the individual reports done by departments. M. Farrar added the survey will be customizable for departments. M. Nichols noted that in Chemistry,

the senior exit survey counts as an indirect measure for assessment. S. McGinn commented that she would like to see a 5-10 year out survey.

a. Blue Streak Preview Day/Marketing

M. Farrar reported that she met with Stephanie Levenson, the VP for Enrollment, and Blue Streak Preview Day will be shorter this year. It will take place on November 3 and start with the academic fair and lab tours, followed by grouped presentations for different majors. This year the fair will be academics only, student affairs will not be there. More information to come.

III. Projects for the year + discussion

a. Service discussion and recommendations

M. Farrar distributed the document "Baseline Elements of Faculty Work" to all present. The chairs broke into small groups to discuss the essential components of faculty service. There was general discussion on "grading" committees and measuring service one year out of every three to four. It was argued that this longer, cyclical timeframe would enable faculty to think of service on a larger scale.

The group listed expectations of essential service for the different faculty levels:

Assistant Professor

- Help them take on appropriate amounts of service and form a trajectory of service over years.
- Assistants should attend department meetings, general faculty meetings and participate in department committees.
- By their 3<sup>rd</sup> year review, they should consider participating on university committees and chairing department committees.
- Service is essential at the assistant level, enculturing them to be engaged and them contribute, would carryover to later years, such as how to run an efficient meeting, etc.

Associate Professor

- Associates should participate in a significant way on university committees and professional organizations.
- Service should show a leadership trajectory.
- Chair search committees and department committees, can serve as department chair.
- Serve on faculty council.
- Still focused on research, so don't take on too much.

Full Professor

- Full professors voices are heard/should be heard.
- Leaders, decision-makers, have a trusted perspective, role models, and mentors.
- Professional service, professional organization leadership.
- Editor for academic journal.
- Chair tenure committees, CAP, Core Committee.

- Lead/chair university-wide searches.
- Lead university initiatives, foster collaboration across campus, run institutes, propose policies.
- Anything where you might have to say “no” – to colleagues and/or administration.

Members discussed how university service and shared governance helps foster community. Faculty members must take part at all levels; they should feel like their contributions are welcome and meaningful. In addition, faculty members must be given the tools to succeed. Different skills should be respected, with the recognition that administrative skills can be learned. The chairs discussed the possibility of a lottery for participation on faculty council. It is important to have the FC positions filled, but also want faculty to have say in their service trajectory. M. Farrar noted that expectations should be clarified at the point of hire and point of tenure. If a pattern of non-participation emerges at the beginning of a person’s career, chairs have the ability to correct it. M. Farrar added that the current baseline expectations for faculty are insufficient. A document is needed that details a shared understanding of what stewardship and service should look like to empower chairs to discuss with faculty.

Adjourned: 5:15

Next Meeting: Tuesday, November 6, 2018 at 3:30pm

Minutes submitted by: Karen Connell

**CAS Chairs and Directors Meeting**  
**October 9, 2018**  
**Agenda**

**I. Approval of Minutes**

**II. Michelle Morgan, Senior Director of Athletics**

**III. Updates + discussion**

- Request for info (PD, research, etc.) (Margaret)
- UCEP (Anne)
- USPG + university strategic planning 2020-25 (Margaret)
- UCSLE (surveys, engagement, retention) (Rodney)
- Board of Directors Meeting (Margaret)
- Professional development: Quality Matters training, grant-writing workshop (Margaret)
- Blue Streak Preview Day/Marketing (Margaret)

**IV. Projects for the year + discussion**

- PT faculty evaluation, heads up (December, for use in Spring 2019)
- Service discussion and recommendations (December)
- Curricular efficiencies (course size targets + revised adjunct hiring process) (Pilot for January; completed for Fall 2019)
- Workload policy (administrative CLR) (Spring 2019)
- Program prioritization and sun-setting (notification v. deliberation?) (Process by January)
- Faculty initiated: clinical faculty (proposal completed 2019)

**Baseline Elements of Faculty Work**  
(revised 11-14-11)

Teaching

- Standard course preparation
- Maintaining currency in the content and pedagogy of one's designated teaching fields
- Maintaining class protocol (e.g., syllabus, schedule)
- Course load and number of students [?]
- Grading of exams and assignments
- Holding regular office hours
- Advising of majors
- Identifying at-risk students [?]

Scholarship

- Maintaining an ongoing scholarly program in reading and research
- Participating in and presenting at scholarly conferences
- Publishing peer-reviewed scholarship (books, articles) on a regular basis
- Maintaining active membership in a professional society
- Conducting grant activity appropriate to the field

Service

- Attending department meetings and fulfilling other department obligations
- Serving on University committees
- Recruiting students

Other

- Practicing good citizenship toward the University
- Attending convocation and commencement
- Attending college meetings
- Attending August workshop
- Participating in special workshops offered via the AVP or College