Chairs and Directors Meeting

February 5, 2019

Questions for Spring 2019 that will inform 2020-2025 strategic planning

1. Are there better ways to ensure that CAS is a more collaborative, innovative, and responsive teaching and research environment? What are the benefits and costs of forming interdisciplinary centers of energy and interest? These would not be tied to particular departments, but instead around faculty research and teaching interests. Departments would remain intact, but one might imagine Centers coordinating programming, community-based research projects, or even hires. (Examples follow; all names/concepts provisional)

- Center for Ethics and Justice
- Center for the Humanities
- Center for Sustainability Studies
- Center for the Health Sciences and Health Professions
- CAS Advising and Professional Development Office

2. Should we split CAS into smaller entities? What are the benefits and costs of this approach? In this model, it is likely that departmental organization would become less important than divisions, and support for divisions would be restructured. (Examples follow; all names/concepts provisional)

- School of Science and Mathematics
- School of Humanities and Social Sciences
- School of Graduate and Professional Studies

Note: These two ideas are not mutually exclusive; many universities have "schools" (or departments) and "centers" that coexist.

* * *

Overview of what we've done and next steps: remainder of semester → summer → 2019-20

From strategic planning and summer chairs' retreat:
- embrace experiential education in our curricula;
- expand our capacity to serve students outside of our traditional undergraduate population;
- deepen our shared commitment to our students' professional success; and
- ensure that our incentive structures, means of recognition, and stewardship of CAS resources promote our strategic priorities

1. Embrace experiential education

    a. There will be an opportunity next fall with CSSA that interested CAS faculty/departments should avail themselves of: a faculty learning community on experiential learning/community-based

research. Faculty will receive stipends for participation; monthly commitment for reading and discusssions.

b. That work and additional discussions should prepare us for participation in a project-based learning institute, such as this: https://wp.wpi.edu/projectbasedlearning/home-page-slideshow/2016-institute-on-project-based-learning/. We may send key faculty to something like this, or bring their expertise to campus.

c. Need to determine: what are our goals for mentored student research? How can we adequately build MSR into faculty load/capstones (see also: incentive structures/recognition)

d. With new provost: act on recommendations from Global Education AdPR and establish goals for and best practices for international study.

2. Expand our capacity to serve students outside of our traditional undergraduate population (Our discussion included student access, nontraditional students, diversity & inclusion efforts, student support)

a. This year the Education Department enrolled our first cohort in the Ed Leadership graduate program – first hybrid/online graduate program. We offered Quality Matters (online) training for folks already offering online courses; we will offer QM this spring for faculty interested in teaching online

b. Our Grad Studies office and several programs have worked to bring community members to campus for continuing education opportunities: (1) TRS – Theology for Teachers, (2) Humanities graduate program; (3) Nonprofit Administration workshops. In addition, the Grad Studies office has created more opportunities for our graduate students to build and participate in the JCU community. Finally, the Grad Studies office has encouraged better protocols for graduate student recruitment and has implemented Slate to allow for more and better communication between faculty and prospective students.

c. Individual department/division efforts: A faculty team won NSF funding for its S-STEM MIRRORS scholarship program, which implements a variety of best practices in student support for low-income students. The Counseling department undertook a recruiting effort at several HBCU's (historically Black colleges and universities) last fall.

d. The DEI arranged implicit bias training for many on campus. Senior Leadership (including the Boler and CAS deans) have had ongoing diversity training this year. Faculty diversity workshops will be offered later this semester and next year.

e. Our Building an Engaged Campus Community development day focused on "Student Success" and provided an opportunity for faculty and staff from across campus to share expertise and ideas around student success. The University Committee on the Student Learning Experience (UCSLE) is following up with recommendations from that day.

f. The Advising Office conducted an AdPR this past fall. With the new provost, we will need to determine the path forward for advising in CAS

3. Deepen commitment to students' professional success

    a. All departments have adopted some version of the CAS Professional Development Program. Per chair agreement, we are including language in the next bulletin that posits CASPDP as a "soft requirement" (or "hard suggestion.")

    b. Next steps include pursuing CASPDP as a college requirement, with a faculty vote and a decision about it bearing credit or not. We will also discuss the desirability of requiring part of it for undeclared students earlier in their college career.

4. Incentive structures/recognition/stewardship

    a. Part time faculty evaluation: in process; all departments participating Spring 2019

    b. Differential chair compensation: recommendations by May 2019

    c. Making service obligations explicit: recommendations by May 2019

    d. Writing in the major faculty development: Some workshops/lunches offered this year, more significant development offered next year

    e. Building mentored research and experiential learning into faculty load/incentive structures: will discuss next year

* * *

Efficiencies:

Starting with the Humanities and Social Sciences, we have developed targets for PT faculty usage. We will establish these for the other two divisions, and work with the Budget Office to assign the appropriate dollars to departments for PT hiring next year. In some cases, this has meant increasing course caps and/or offering some upper-level courses less frequently.

CAS faculty and academic staff hiring request short form

Department: [1] _____

	2020-21	**2021-22**	**2022-23**
Rank(s)/position(s)			
Field(s)			
Replacement (y/n) [2]			
# of courses that will <u>need</u> to be covered by part-time faculty if unfilled			

1. How do the following support the creation of a new or the replacement of a full-time faculty position or positions? If requesting more than one position, please prioritize them. (Limit to 250 words)

- **Program/department APR recommendations**
- **JCU and/or national trends in enrollments; numbers of majors/minors/grad students; ability to generate enrollment/revenue (potential for outsized impact)**
- **Class size measures**
- **Use of adjuncts and/or availability of adjuncts to offer classes**
- **Faculty advising load data**
- **Curricular needs/faculty expertise**
- **Interdisciplinary and cross-college collaboration**

---

[1] By submitting this form, you are indicating that the faculty in your department support by either majority or consensus the requests submitted here.
[2] If yes, please include the name and field of the retiring/resigning faculty member. Departments should not assume that positions vacated in their departments will be filled.

2. Are there other factors that support the creation of a new or the replacement of a fulltime faculty position? (Accreditation, ability to contribute to experiential learning or career preparation, etc.)
(Limit to 100 words)

3. Does expertise in this field or closely related to this field exist elsewhere in the university? If so, describe.

4. Does the department already have the space and equipment needed to support this position? (If not, briefly describe needs and estimate budget, including start-up package if applicable)