

CHAIRS AND DIRECTORS MEETING MINUTES

October 23, 2013 – 1:00 p.m.

Attending: C.Asleson, L.Bauer, J.Bender, B.Carlson, S.Downard, H.Duschinski, J.Dyer, T.Eisworth, R.Frank, J.Gilliom, S.Gradin, J.Grant, L.Hatch, D.Ingram, D.López, B.McCarthy, M.McMills (for Malinski), S.Miner, W.Owens, B.Partyka, S.Ray, A.Ritchie, R.Rossiter, C.Thompson, M.Vis, J.White, M.White

Information Items:

- Dossiers from Group II faculty seeking promotion are due March 1, 2013. Each department should have one peer mentor to assist with completion of the dossiers. As a supplement, the college is offering three teaching portfolio workshops to help with completion of the teaching section of the dossier. Each chair was asked to send to Brian McCarthy one exemplary statement of teaching philosophy from a recent P&T case.
- Electronic course evaluation response rates for A&S (44% Fall 2012-13; 39% Spring 2012-13) correspond to roll-out year rates at other institutions. The dip from Fall to Spring may have been due to glitches in the system. A Blackboard plug-in that facilitates course evaluation completion should be ready for Fall 2013-14. Each department should send at least one representative to the meeting on improving response rates scheduled for Nov.13, 10:30-12:00 in Ellis 113.
- The e-Learning office is rolling out an evaluation process for online courses. Designated OU Faculty will review design and delivery, not content, of selected courses. Every online course eventually will be reviewed, but only after being offered for two years.
- Department budget meetings have been scheduled and should be considered the beginning of a conversation. Discussion will include projections for this fiscal year, carry forward, and any additional issues that chairs would like to include.
- Departments should send their Group II promotion policies to Brian McCarthy.
- A college-wide administrative and clerical staff meeting is scheduled for Nov.1, 2:00-4:00 in Nelson Commons to promote camaraderie, build support networks between units and provide a network into which new hires can fit. All classified and administrative staff are encouraged to attend.
- A Q&A session about the hiring of faculty in support of the Themes initiative is scheduled for Oct.28, 12:00-1:00 in Wilson 303. Faculty from across the university are invited to attend a Themes Fest on Nov.5, 2:00-4:00 in the Nelson Commons Reception Area.
- An all-electronic submission process in Blackboard for college committee review of Tenure and Promotion cases is being developed. Applicants will be able to drag and drop their electronic files into the required dossier tabs. Department committees will be able to choose electronic or paper files for their deliberations.

Staffing Process Feedback:

- The end of Spring semester would be best for the staffing process, with proposals due to the college in mid-March.
- Proposal staging is being considered, with the most-likely funded positions given first release, followed by negotiations about other requests (e.g., change from Group I to Group II request).
- The department description on the last page of the staffing request will no longer be required.
- Chairs were reminded that national searches for existing group II positions are an option if the faculty currently in these positions were hired under “emergency” circumstances. These searches can be approved by the Dean’s Office without going through the normal staffing process.

Grand Challenges for the College:

The last several years have required the college to focus on issues resulting from reduced budgets. The dean opened an initial conversation about the most significant challenges the college will need to address going forward. In addition to the issues listed in the agenda, chairs and directors suggested the following:

- Appropriate mix of Group I and Group II faculty, and how a change to more Group IIs would affect governance (e.g., Group IIs serving on committees).
- Class sizes – faculty/student ratios.
- Selective admissions (departments and colleges having different entrance requirements).
- Pre-enrollment services (providing clear information about what kinds of students can be successful in our programs; letting students know that certain majors are 5-year degree programs; creating summer bridge-programs to address deficiencies of incoming freshmen).
- Early retention efforts (acknowledging that some high schools are shifting to a “no homework” model and helping incoming students change their expectation; enrolling freshmen in smaller classes with peer mentors, learning communities and freshman seminars; matching each student with the best class format using self-assessment tools).
- Teaching/teaching lab infrastructure (aging buildings; need for active-learning classrooms).