Committee on Committees
Annual Committee Report
Academic Year 2019-2020

Section I
Name of Committee: Committee on Committees (CoC)
Submitted by Sandra Mayol-Kreiser, Clinical Professor, Nutrition
Date Submitted: 5/4/2020

Roster:
- Adela Grando - Asst Prof, BM
- Christine Borst-Clin Asst Prof, IH
- Corrie Whisner - Asst Prof, NT
- Janice Connell-Lecturer, HC
- Leslie Rowans-Instructor, HC
- Lisa Smith-Lecturer, MS
- Maria Dixon-Clin Prof (FSC), SH
- Rachel Hollingsworth-Lecturer, MS

Rotation off May 2020: Christine Borst, Corrie Whisner and Maria Dixon.

Overview Narrative: To recommend CHS committee memberships following the college vote to the dean or designee and assigns faculty to respective committees (as applicable, versus elected positions per the bylaws).

Section II
Topics reviewed by the committee and outcomes (topics reviewed by the committee decided not to act/review should be listed here with, no action taken):

1. Topic #1/ Return rate of survey
   a. The committee recommends sending self-nomination surveys to faculty by the first week of March and set deadline for return of survey by the third week in March. From the results of the survey, the CoC will generate the ballot for elections of standing committees by the first
week of April. Elections to take place second week of April and election results presented to the faculty at the last Faculty Forum of the semester.

2. Topic #2/Distribution of self-nomination among faculty committees
   a. Discussed suggestion to revise CHS bylaws to meet new changes within the CHS regarding disestablishment of APLs positions and committees that no longer have a function in the college. Changes to the bylaws were submitted for approval by the faculty in the CHS in April 2020.

Section III
Topics that were not started or remain unfinished and need to be carried over to the next academic year.

1. Participation from faculty in the committees.
   a. Need to draft policy on required attendance from faculty to maintain membership in assigned committee.
2. Bylaws revision
   a. Need to revise CHS bylaws regarding appointment or election of the CoC. CHS bylaws states CoC members are appointed by the Dean. Recommend revising bylaws to include CoC membership as elected by faculty in the CHS.

Section IV
Recommendations to the Committee Lead Chair or Final Comments
- The committee recommends that self-nomination surveys are sent to the faculty in the beginning of March to give ample time for the CoC to go over results and submit the ballot for the election of the standing committees.
- Per recommendations from the Vitality Committee, total numbers of faculty membership in faculty committees were reduced to reduce burn out among CHS faculty members. Moving forward, the CoC recommends adding only two new members each year to the Committee’s rotation schedule.
- Recommend for the CoC to draft attendance and participation policy for all faculty committees.
- Recommend the CoC discuss the revision of CHS bylaws regarding appointment or election of the CoC. CHS bylaws states CoC members are appointed by the Dean. Recommend revising bylaws to include CoC membership as elected by faculty in the CHS.
Faculty Associates/Academic Associates Oversight Committee
Annual Committee Report
Academic Year 2019-2020

Section I
Name of Committee: FA AA Oversight Committee
Submitted by: Lesley Manson, PsyD, CHS, IBH, Clinical Associate Professor
Date Submitted: April 21st, 2020
Roster:

- Garett Bingham, Lecturer, MS
- Marjon Forouzeshyekta, Lecturer, HC
- Shauna Grant, Lecturer, NT
- Darren Grozier, Lecturer, HC
- Melinda Johnson, Clinical Assoc Professor, NT
- Elizabeth Kizer, Lecturer, HC
- Lesley Manson, Clinical Associate Professor, IBH
- Maureen McCoy, Lecturer, NT
- Mary McMullen, Lecturer, HC
- Andrea Pittman, Assoc Professor, SH
- Kathryn Wexler, Clinical Assoc Professor, SH
- Carl Yamashiro, Assoc Clinical Professor, BM

Overview Narrative:
The CHS Faculty (FA) and Academic Associate (AA) Oversight Committee is appointed and charged with responsibilities for overseeing CHS’s use of faculty and academic associates across the curriculum, including vetting, training, and evaluating their performance.

Section II
Topics reviewed by the committee and outcomes (topics reviewed by the committee decided not to act/review should be listed here with, no action taken):

1. Develop job descriptions including roles and responsibilities for FA and AA hiring
   1. Completed; worked with all APLs, Degree Coordinators, Leadership, and HR to develop for standardization and finalize.
2. Establish and recommend a faculty support pairing for FA/AA mentorship
   1. Completed; worked with HR to identify hiring lists per degree to view possible mentorship pairing; worked with leadership, HR, and Degree Coordinators to determine appropriate fit for review of assignments and oversight; reviewed
mentorship committee progress and discussed with leadership if this is under our purview or theirs and leadership noted this is for peer mentorship committee and had this assigned to mentorship committee due to duplicative assignment.

3. Create and recommend a rubric for rating/evaluating/assignment/hiring FA/AA (mirroring the faculty review process) for performance
   1. Completed; worked with APLs, Degree Coordinators, HR, and leadership to identify current standards and needs; reviewed hiring lists from HR for standardization; discussed recommendations and reasons to build rubric for qualifying hiring, assignment, and items for evaluation; met with leadership to discuss recommendations and Degree Coordinator needs per their request for clarity; as this committee is sunsetting, leadership noted each of these items has been resolved or is assigned to other committees.

4. Develop a FA/AA online access manual (built with user-friendly, brevity, ease of access, and clarity as focus) and develop online portal for FA/AA material dissemination (manual, teaching strategies, helpful hints, ASU procedures; Goal for 2021)
   1. Completed; started to build online manual; reviewed other ASU sites and current CHS sites already developed for this; worked with CHS Senior Learning Developers and CHS Instructional Designers on developing an online platform; edited material and reviewed materials for approval by committee; developed materials; after leadership consideration, was asked create a letter for Degree Coordinators to utilize with their new hires rather than complete a full manual.

5. Develop a Degree Coordinator Letter for New Hire AAs and FAs
   1. Completed; requested sample letters from HR, our committee, and Degree Coordinators on what they would want and need; reviewed the previous materials developed and from ASU websites, HR, and materials given; developed letter following the restricted information requested to add.

Section III
Topics that were not started or remain unfinished and need to be carried over to the next academic year.

3. Everything was completed.

Section IV
Recommendations to the Committee Lead Chair or Final Comments

Our committee is phasing out and will be sunsetting at the end of the semester. This committee will come up again ad hoc as needed. The committee worked very well and hard together. Only recommendation is for committee tasks to be assigned after leadership considers all of the committees to avoid duplication of efforts. Much of our time and effort was spent working on items that did not move forward. We also recommend having more strategic and open communication with leadership on our tasks to ensure communication is clear and to avoid duplication of efforts.
Faculty Awards Committee
Annual Committee Report
Academic Year 2019-2020

Section I
Name of Committee: Faculty Awards
Submitted by (Chairperson...along with, unit and faculty title and rank): Traci Grgich, Nutrition, Sr. Lecturer and DPD Director
Date Submitted: April 21, 2020

Roster:

- Lisa Morse- Clin Assoc Professor, NT
- Floris Wardenaar- Assoc Professor, NT
- Jianming Liang- Assoc Professor, BM
- Traci Grgich- Lecturer Sr, NT
- Kristin Samuelson- Dir (FSC)+ Clinical Asst Professor, SH
- Zach Cordell-Lecturer, HC
- Dawn Greer- Clinical Assoc Professor (FSC), SH
- Kathleen Dixon- Clinical Professor, NT
- Nicole Nolan- Lecturer, MS

Overview Narrative: Responsible for reviewing nominations for the annual CHS Faculty Awards, and providing the Assistant/Associate Deans of Faculty Success with recommendations for faculty nominations for larger ASU awards.

Section II
Topics reviewed by the committee and outcomes (topics reviewed by the committee decided not to act/review should be listed here with, no action taken):

3. Topic #1: Increase the amount of nominations received from BMI, speech and hearing and HCD. Noted lower numbers of nominations in past two award cycles.
Section III
Topics that were not started or remain unfinished and need to be carried over to the next academic year.

4. See actions in section II

Section IV
Recommendations to the Committee Lead Chair or Final Comments

- Utilizing google forms seem to work well as long as the nominations are separated out into different excel sheets prior to meeting. Separation allowed for ease of review.
- I didn’t schedule many meetings in the fall semester as there wasn’t much to accomplish. However, you may want to schedule one for fall to discuss marketing tactics to help improve the number of nominations received from lower represented areas (HCD, BMI, speech and hearing, etc). Maybe have someone from Julie Krell’s team attend the meeting too?
- I did release the nomination form in late fall to solicit nominations from students in their fall classes. We only got a small handful (less than 10) so you may want to either consider ramping up the marketing in the fall OR just leave it to spring to collect nominations.
- All needed docs on are on the shared google drive. I did not keep anything separately that you would need for this position.
- I can definitely help you as we transition; fortunately this is a pretty low maintenance group so it shouldn’t be too difficult to assume the chair role 😊
Faculty Wellness and Vitality Committee
Annual Committee Report
Academic Year 2019-2020

Section I

Name of Committee: Faculty Wellness and Vitality Committee

Submitted by:

- Corrie Whisner, Nutrition, Assistant Professor
- Julia Pearl, Health Sciences, Lecturer

Date Submitted: May 6, 2020

Roster:

- Julia Pearl- Lecturer, NT
- Corrie Whisner-Asst Prof, NT
- Colleen Cordes-Asst Dean+ Clin Prof, NT
- Darren Grozier-Lecturer, HC
- David Larson- Lecturer, CHS
- Christina Barth-Lecturer, NT
- Cara Sidman-Clin Asst Prof, Academic Success Hub
- Maria Dixon-Clin Prof (FSC), SH
- Marjon Forouzeshyekta-Lecturer, HC
- Mollie Harding-Clin Asst Prof (FSC), SH
- Zachary Cordell-Lecturer, HC
- Donna Cataldo-Clin Prof, MS
- Kristin Hoffner-Principal Lecturer, MS
The **CHS Faculty Wellness and Vitality Committee** is appointed and charged with responsibilities associated with supporting the health and well-being of faculty by providing a community-engaged work environment that promotes organizational and employee health and wellbeing. The Committee shall develop, implement, coordinate, and evaluate CHS wellness activities that center around employee education, intervention, monitoring, and advocacy. The efforts of this committee will result in a tangible exhibition of the CHS’ commitment toward the following values: health and respect; equity and inclusion; and collaboration and teamwork.

**These strategies may include but are not limited to:**
- Make recommendations to the leadership on policies, procedures, and programs that will benefit workplace wellbeing
- Engage faculty with wellness-promoting events/activities
- Regularly assess faculty attitudes and needs surrounding employee wellness, productivity, inclusion, burnout, and vitality and address identified issues

**Section II**

**Topics reviewed by the committee and outcomes:**

1. Review the data from recent surveys and re-administer a CHS Faculty Vitality survey to track changes over time.
   **Outcome:**
   - Committee members reviewed the raw data from the CHS Faculty Vitality survey
   - Created subgroups to mine the qualitative data for the leadership presentation and faculty assembly presentation
   - Created PowerPoint presentation with Voicethread for the leadership
   - Presented revised PowerPoint presentation with data at the Faculty Assembly

2. Identify organizational strengths and weaknesses with CHS that impact faculty wellness and vitality and present a plan to address these with CHS leadership.
   **Outcome:**
   - See above

3. Solicit faculty input with a survey to determine faculty interest regarding wellness topics, events, and the desired communication method of receiving information
   **Outcome:**
   - This was done through the CHS Faculty Vitality survey administered in February 2020

4. As part of COVID-19 response- create a list of wellness offerings and support for faculty and staff
   **Outcome:**
   - Google doc created with an extensive list of resources available covering all aspects of mental/physical and emotional health
Section III

Topics that were not started or remain unfinished and need to be carried over to the next academic year.

Review and list the current wellness offerings available at ASU and determine if we need to create anything new or just provide direction to the current options available for faculty.

1. Create and regularly update a list of wellness resources for faculty on the CHS Intranet (e.g. continue the list created during the COVID pandemic).
2. Utilize a Slack channel to support a virtual community that provides a fun, supportive space for faculty to share and connect through wellness activities and events.
3. Administer short quarterly “pulses” to assess specific aspects of faculty wellness and vitality so that constant adjustment to programs and procedures can occur within CHS.
4. Provide guided assessment tools to faculty so that they can evaluate, track and manage their own wellness.
5. Collaborate with other faculty-led committees (e.g. Workload, Mentorship, etc.) to address issues affecting faculty well-being and vitality.
6. Encourage enrollment in the employee wellness HIP program to help faculty navigate this tool so they can receive the $200 incentive.

Section IV

Recommendations to the Committee Lead Chair or Final Comments

Continued work is needed to address the strengths and areas for improvement identified from the February 2020 Wellness and Vitality Survey of faculty. Four overarching areas were noted for follow-up and continued efforts. Add data reports from 2020 can be obtained from the shared Google Drive called: Wellness and Vitality

1. Balancing CHS Service and Time Commitments
2. Enhancing CHS Culture around Vitality and Inclusion
3. Empowering Leadership as Role Models for Culture and Inclusion
4. Modifying CHS Leadership and Organizational Structure-Function

In an effort to make improvements in these areas, the current chairs and committee recommend that the chairs focus 2020-2021 efforts on the following steps and timeline.

1. Get parameters or boundaries from leadership - Summer 2020
2. Collectively decide how we will come together to create SMART goals based on the data - Fall 2020
3. Roll out new initiatives to address SMART goals - Fall 2020 and Spring 2021
4. Reassess wellness and vitality - February 2021

Additional suggestions include the recruitment of a third party to impartially evaluate both faculty and staff vitality so that evidence-based interventions can be implemented for continued improvement in CHS. For example, the UC Berkeley Interdisciplinary Center for Healthy Workplaces is currently offering free enrollment in a workplace evaluation program that does just this. This Center is run by well-respected experts in workplace organization, employee vitality, and burnout. Here is a link:

https://healthyworkplaces.berkeley.edu/

Here is more detailed information that was provided by Center Staff when the current chairs reached out for further information on participating in Center Research as a workplace site:
Faculty Mentor Committee
Annual Committee Report
Academic Year 2019-2020

Section I
Name of Committee: Faculty Mentor Committee
Submitted by: Erica Williams
Date Submitted: 5/18/2020

Roster:

- Donna Cataldo - Clin Prof, MS
- Carl Yamashiro - Clin Assoc Prof (FSC), BM
- George Runger - Director (FSC) & Prof, BM
- Jeffrey Wolz - Clin Assoc Prof (FSC), HC
- MariaRita Schatzki - Clin Assoc Prof, SH
- Rachael Don - Lecturer, HC
- Ronald O'Donnell - Clin Prof (FSC), IH
- Sonia Vega Lopez - Assoc Prof, NT
- Tannah Broman - Principal Lecturer, MS
- Traci Grgich - Lecturer Sr, NT
- Victoria Clark - Clin Asst Prof (FSC), SH
- Visar Berisha - Assoc Prof, SH
- Erica Williams - Clin Assoc Prof (FSC), SH

Overview Committee Narrative

This was the inaugural year of the faculty mentoring program. During the previous year (2018-2019), the committee had set the foundation for what the charter of the committee/program would be, in addition to laying a framework for the primary/secondary mentor model and finding the UNM training as a resource. During this 2019-2020 AY, the committee successfully had a faculty mentor training and paired closed to 80 mentor/mentee pairs. Mentors were asked to complete a log each time they met with their mentee. A mid-year survey was completed as well, with results indicating that a relationship was more likely to be considered successful if they met once a month or more, and that mentees were more likely to
view progress towards their goals as extensive than the mentors. See below for further action items.

Section II
Topics reviewed by the committee and outcomes (topics reviewed by the committee decided not to act/review should be listed here with, no action taken):

Topic #1: Process for establishing mentors for new faculty. Carol and Colleen will email Rachel Otero and committee chair with the new faculty name. Rachel will send the mentoring survey. Results will be discussed at the next committee meeting.

Topic #2: Establishment of monthly emails to have helpful hints/reminders to fill out mentor logs.

Topic #3: Establishment of initial training to include SMART goal oriented process.

Topic #4: Establishment of initial mentor survey, pairing process, and secondary mentor database.

Topic #5 Establishment of process if program with a pairing (email Rachel Otero, she will pass on to chair who determines best way to proceed depending on situation, looping on Carol, Colleen, Donna as needed).

Section III
Topics that were not started or remain unfinished and need to be carried over to the next academic year.

1. Continuation from Section II, Topic 1. Create Paragraph Description for inclusion in faculty onboarding of mentoring program.

2. Planning Fall 2020 Mentoring Kickoff. It has been determined that will be 30 minutes of the August Faculty Forum. 15 minute guest speaker, 15 minute program update. Need to determine guest speaker soon.

3. Work with vitality/wellness committee for workshop topics that may have overlap.

4. Planning of further focus group/survey action to figure out further directions.

5. Determination of what want to include in monthly emails for next year, and what want the helpful hints to entail.

6. How to ensure enough mentors given number of junior faculty in CHS.

7. There is a large amount of brainstorming for what this committee could or could not be contained in the minutes that will be a good launching paid for next year.
Section IV

Recommendations to the Committee Lead Chair or Final Comments

A strong foundation was laid this year, and many of the action items in section III may have had further action if not for COVID. Next year will be a year of refinement and further development for the program.
Section I

Name of Committee: Peer Evaluation Committee

Submitted by (Chairperson...along with, unit and faculty title and rank): Teresa Hart, Lecturer-Nutrition Program

Date Submitted:

Roster:

- Aparna Rao- Clin Assoc Prof, SH
- Elizabeth Kizer- Lecturer, HC
- Donna Cataldo-, Clin Prof, MS
- Maureen McCoy- Lecturer, NT
- CR Macchi- Clin Assoc Prof, IH
- Julia Pearl- Lecturer, NT
- Mary McMullen- Lecturer, HC
- Leslie Rowans- Instructor, HC
- Shauna Grant-Lecturer, NT
- Kate Helms Tillery- Clin Asst Prof (FSC), SH
- Jan Connell- Lecturer, HC
- Christina Scribner-Instructor, NT
- (Absent member: Wonsuk Yoo- Assoc Research Prof, BM)

Overview Narrative: This committee was extremely productive over the past year. All documents were created, a training manual for faculty was developed, and accompanying tutorial videos were made for faculty to follow. The schedule was created for the 2019-20 AY and beyond, but due to the changes in teaching format due to the pandemic, evaluations were postponed until face to face teaching begins again. Updates and recommendations by the committee are provided below.
Section II

Topics reviewed by the committee and outcomes (topics reviewed by the committee decided not to act/review should be listed here with, no action taken):

2019-20 Priorities

1. **Integrate metrics by the CHS Instructional Support for peer evaluation rubrics**: CHS instructional support metrics were included in peer review rubrics, specifically in terms of syllabus review. The rubrics were developed with items each addressing discrete aspects of the course. The response sets offer variable-level targets with clear definitions for each level. This design is intended to inform and facilitate focused reviewer/reviewee conversations about the various elements of the course.

2. **Establish the peer teaching evaluation schedule for the academic year**: The peer teaching review schedule was completed and available for spring of 2020. The schedule was developed to prioritize access to teaching support for junior faculty. The faculty matching process employed the following guidelines: 1) preference was given to existing mentor/mentee relationships, 2) online vs immersion instructors were matched with reviewers having experience in the same delivery mode. Due to the coronavirus pandemic, the due date for those reviewers/reviewees scheduled to review in the 2019-2020 academic year have been pushed back to the 2020-2021 academic year.

3. **Develop peer evaluation forms and training manual for faculty**: All peer review rubrics, checklists, and manuals are complete and posted to the intranet along with a recorded tutorial describing the key steps to the teaching review process.

4. **Provide training for the faculty peer reviewers (online and immersion)**: The committee opted to produce training videos for both online and immersion reviews instead of conducting training sessions. All videos were completed and posted to the intranet.

Long-term Goals

1. **Work with IT to develop an online portal**. The goal of an online portal seems to have been realized with the creation of the intranet page.

2. **Conduct formative evaluations on the peer evaluation process and to solicit faculty feedback**. No action taken.

3. **Develop collaboration with Peer Mentor Committee to include peer mentors in peer reviews**. The goal to collaborate with the Mentor Committee has been realized to some extent. Through a survey circulated to faculty the peer review committee learned that new faculty would like to receive the peer review from their mentor. As such this is now the current policy. There may be future opportunities for collaboration with the Mentor Committee.

4. **Create annual reports based on formative evaluations for distribution to CHS leadership**. This was completed through this form. However, since there were only a couple evaluations completed before the change in teaching format, there was no aggregate data to report.
Section III
Topics that were not started or remain unfinished and need to be carried over to the next academic year.

1. **Expansion on Long-term goal #1**: Looking beyond to other IT needs: The schedule of reviews is currently created in an Excel spreadsheet. There are rules that apply in terms of how often faculty receive reviews and who will conduct the review. These rules could be automated and an application utilized to create the schedule. An application could assign new faculty and make adjustments when faculty leave ASU. The application could also create a schedule for future academic years. We would like to work with IT to develop an automated solution for this to reduce the hours committee members need to spend scheduling and applying the various rules.

2. **Complete Long-term goal #2**: This goal (to conduct a formative evaluation of the process) remains unchanged as there have been very few faculty who have completed this process to date.
   Once the reviews start in 2020-2021, formative evaluations will be completed and the committee will seek out faculty feedback to improve the process.

3. **Continue Long-term goal #3**: Utilize future opportunities for collaboration with the Mentor Committee.

4. **Continue Long-term goal #4**: The committee is committed to evaluating the process, forms, and training materials in an ongoing cycle of quality improvement. A report of activities will be provided to leadership.

Section IV
Recommendations to the Committee Lead Chair or Final Comments
The collaborative efforts of this committee over the past AY were exemplary. I expect to see this level of productivity continue to work on the long-term goals in the committee charter. CR Macchi and Maureen McCoy are taking over as co-chairs of this committee in Fall 2020.
Workload Distribution Committee
Annual Committee Report
Academic Year 2019-2020

Section I
Name of Committee:
Workload Distribution Committee (WDC)

Submitted by (Chairperson…along with, unit and faculty title and rank):
Sue Dahl Popolizio, Clinical Associate Professor, IBH

Date Submitted:
4/29/20

Roster: (bulleted roster is OK also)
There were many people listed as on this committee, however, the bulk of the work was done by:

- Corrie Whisner- Asst Prof, NT
- Jianming Liang-Assoc Prof, BM
- Sue Dahl-Popolizio- Clin Assoc Prof, IBH
- Kelly Ingram-Clin Prof, SH
- Jordan Miller- Lecturer, MS
- Karen Gregory Mercado- Lecturer, NT
- Kristen Will-Director + Asst Clin Prof, Exec Education
- Meg Bruening-Assoc Prof, NT

Overview Narrative:
The WDC was tasked with identifying and defining/standardizing terms such as: mentoring, teaching, team teaching, advising, clinical education, and clinical supervision, and course intensity. The charter was modified as needs of the college changed and our focus shifted to develop a measurable way to determine the amount of time required for teaching a course, and how to modify the course content or course staffing based on this evaluation.
Section II

Topics reviewed by the committee and outcomes (topics reviewed by the committee decided not to act/review should be listed here with, no action taken):

5. Topic #1/item as necessary

Task: Definitions outlined above
Outcome: We developed definitions for each term considering input from all departments. We added the term ‘Advisor/Chair’ as the DBH program uses the term ‘Advisor’ differently than the rest of the college. We also clarified definitions for mentoring and teaching as these areas can overlap.

6. Topic #2/item as necessary

Task: Workload Calculator
Outcome: This calculator provides the faculty a way to evaluate and quantify the hours they spend on a course per week, per semester, and/or per student. Developing the tool with this flexibility allows all faculty to plug in the information from their individual course to determine how much time they are spending on specific tasks. This is the first step to determining if the course design is sufficient and the faculty is efficient with their time management, or if course modifications are necessary. We provided a detailed implementation guide to be used with the calculator. Faculty can use the calculator and then work with their program coordinator to determine how to modify course content or course staffing. If teaching assistance is needed, we provided a decision tree/algorithm to determine appropriate level of assistance.

7. Topic #3/item as necessary

Task: Team Teaching Defined
Outcome: We defined the different types of team teaching and provided recommendations regarding how workload should be distributed based on the type of team teaching used.
Section III
Topics that were not started or remain unfinished and need to be carried over to the next academic year.

Nothing. The WDC will be sunned and will be used as an ad hoc committee as needed.

Section IV
Recommendations to the Committee Lead Chair or Final Comments
Continue to include faculty and program coordinators in decisions re: class size, class content, how best to update/modify a class, and ultimate workloads.