CHS Faculty Forum Minutes

Attendees: Open to All Faculty

Agenda Topics

I. Welcome and Announcements (Carol Johnston & Colleen Cordes)

a. The NTE Professional Development Course Release (PDCR) Program applications are due on March 31, 2020 for Spring 2021. Faculty must have worked at the university for 6 years.

b. Schedule an annual evaluation meeting with Colleen or Carol by using the Calendly app. Evaluations must be signed by faculty, and Carol or Colleen as appropriate by April 1, 2020.

c. When notified, submit your 2020-21 workload agreement at https://faculty.chs.asu.edu/workloads. Colleen or Carol will approve the distribution of effort and requisite number courses. The degree/program coordinators will make the course assignments. If a course release is requested, an approved buyout form should be on file with Lisa Allen at least 3 months prior to the semester start.

d. Report from Research Council for workload. A proposal was sent to Dean Helitzer regarding the following:
   i. Junior faculty should have a lower teaching load 1:1
   ii. All probationary faculty under 5 years will be 1:1
   iii. Once faculty has tenure status, teaching load will shift to 2:2

e. Grant buyouts are being converted to DocuSign and will go through an approval process for all faculty to buyout their teaching time on a grant.
   i. Contact Carol or Lisa Allen for the form
   ii. Faculty must update the workload agreement to include the change
   iii. Carol will provide the spreadsheet to the degree coordinators

f. Incentive policy - DINORAH will send an email with details to tenure/tenure track faculty.
   i. Probationary faculty on the tenure track will move to 1:1 teaching effort for the first 5 years
   ii. Salary savings and sharing/research incentivization policy will start July 1, 2020
   iii. Academic Associates will be assigned to help faculty with heavy teaching loads

II. Career and Professional Development Services (Eduardo Alonso-Leal, Career and Industry Specialist). Eduardo’s office is located at the Post Office, second floor, Suite 251

a. Career and Professional Development Services (provides career resources, and is open to everyone)

b. Different opportunities and resources are provided for students to help them determine what they are going to do after they leave ASU. What is the next step? Internship, networking, changing career etc.

c. Interview Stream - how to present yourself and how to grow in the position; preparation for future interviews
   i. Created custom set of questions for a class that students can access from the site
   ii. They can click on the course, answer the questions, and have someone review their interview whether its for a class assignment or used as a resource in preparation for an interview. The completed interview practice can be used as an...
assignment (pass/fail from an instructor's standpoint and Eduardo's office will critique the format)

d. **Be Internship Ready** – Students can find everything needed on this platform
   i. Internship packets and help in preparing internship materials
   ii. Resume examples
   iii. How to network and present oneself at job fairs, and how to prepare for an interview
   iv. All resources are free for life for online and immersion students
   v. Students have the option to schedule an in-person meeting or meet by phone
   vi. Meet and Greet for faculty will be held in Health in North 412 on Thursday, February 27, 2020 at 12:00 – 2:00 p.m. Stop by to learn more about the program and how it can be used in Canvas

III. Updates
   a. Senate Update (Simin Levinson)
      i. Provost Searle articulated that we are meeting our overall retention rate at 86.7%
      ii. Mirabella, a 20-story University-based retirement community in Tempe is set to open in 2020
         a. Universal learning to be provided and residents will have access to immersion classes
         b. Provide ways for current faculty to engage as guest speakers
      iii. Student Handbook policy regarding email - if a student does not generate the email from their ASU email address, faculty is not required to respond
         a. UTO will revisit the policy as students do not automatically receive an ASU email address
         b. Grade information is not to be provided through email, however grades can be emailed through Canvas
         c. Working on identification authentication for students
      iv. A new college is being formed, the College of Global Futures
         a. Address Complex adaptive systems
         b. Working internally to determine a Dean for the college
         c. Will include Global Futures Lab
      v. Buyouts and course evaluations (evaluations for online courses developed by course leads but taught by another faculty)
         a. Evaluations for the course will go to faculty even though the course was developed by the course lead
      vi. Notification of consulting form – there are no changes to the policy. However, the way the reporting is done will change. When the form is submitted, the Dean will determine if there is a conflict of interest

IV. Affinity Network and Translational Teams Update (Deb Williams)
   a. The Affinity Network focuses on methodology, best practices and health challenges. Contact Deb Williams if interested.
   b. The Translational Teams groups of faculty, staff or community partners are focusing on health challenges. Contact Al Haddad if interested.
   c. The new cycle for applications begins on April 6.
V. Peer Evaluation (Teresa Hart)
a. Peer Teaching Reviews
   i. Focuses on engagement with students and how faculty teaches, not the content of the course
   ii. Peer reviews are not required in annual reviews; participation is classified under service. Feedback is not used punitively, but can be applied in pedagogy as a reviewer for service, professional development, and as a collaborative experience to improve teaching for CHS
   iii. Peer review is a great source to include as supplemental material in NTE promotion packets
   iv. Tools: Self-Review Form; Video tutorials which are included in the manual.

VI. Presentation: Working with Undergraduate TA's (Elizabeth Kizer)
a. The undergraduate TA program will be transformed to a hybrid course. TA's can contribute ideas to selected sections for improvement and can also facilitate the course. Students do not grade final work; they only grade first attempts. This is counted as an upper division elective credit.
b. Relationships are established with the student and faculty can write letters of recommendation for grad school and job applications. Faculty receives credit for mentoring when utilizing a TA.
c. Recruitment efforts target involved students, which will make it a competitive process. Students are also required to take FERPA training.
d. In-person students have the advantage of not paying more for tuition.

Next Meeting
Wednesday March 25th-10am-12pm