

# PRESIDENT'S CABINET MEETING

October 11, 2016

## MINUTES

### CALLED TO ORDER

9:02 am on 10/11/2016

### ADJOURNED

11:03 am on 10/11/2016

### MEMBERS PRESENT

Bob Austin, Cara Crowley, Lyndy Forrester, Chris Hays, Russell Lowery-Hart, Deborah Vess

### MEMBERS ABSENT

Steve, Smith, Mark White

### OTHERS PRESENT

Joy Brenneman

### DISCUSSION:

<b>1. REVIEW MINUTES OF SEPTEMBER 27, 2016</b>	<b>Cabinet</b>
No concerns.	
<b>ACTION ITEMS</b>	
No changes	

<p><b>2. FACULTY SENATE PAY FOR PERFORMANCE PRESENTATION</b></p> <p>Nancy Forrest thanked the Cabinet for hearing their presentation. They have worked on this process for almost a year. This is a good collaborative team that has worked well together. It is comprised of faculty senate members plus Reem Witherspoon who just rotated off the Senate. They would like to present their report to the Board of Regents at the November meeting.</p> <p>While working on the foundation for structuring the pay for performance they kept the institutional goals and WIFFY values in mind. For purposes of their evaluation they took the spirit of the WIFFY values and came up with equivalents for teaching and an acronym of iCare:</p> <ul style="list-style-type: none"><li>• Innovation = Innovation</li><li>• Family = Collegiality</li><li>• Yes = Amenability</li><li>• Fun = Rigor</li><li>• Wow = Engagement</li></ul> <p>They based their process on <i>Developing a Comprehensive Faculty Evaluation System</i> by Raoul A. Arreola who has consulted with more than 250 colleges and universities. Their timeline is as follows:</p> <ul style="list-style-type: none"><li>• January and February studied the book</li><li>• February and March determined roles to be evaluated<ul style="list-style-type: none"><li>◦ Teaching, Service, and Professional Development</li></ul></li><li>• March – faculty met in their departments and came up with activities for each role</li><li>• April – faculty workshops; consensus of faculty was that teaching, instructional design and delivery, assessment, resource management, service to department, institution, and community were important components for the evaluations</li><li>• Weighted the components as teaching 60-80%; professional development 10-20%, and service 10-20%</li></ul>	<p><b>Senate Members</b></p> <p>Nancy Forrester Donna Cleere Emily Gilbert Brian Jacob Shawna Lopez Reem Witherspoon</p>
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- April – compiled data
- May through August – determined sources of evidence for each role and component
- June – wrote additional questions for the student evaluation
- July – created the iCare acronym
- August through September – met with Dr. Vess and Dr. Lowery-Hart and researched some peer observation tools, looked at other schools, worked on a checklist that might be used
- October – Presented their report to Dr. Vess and the Faculty Senate and had discussion with that group.
- November – the first Friday of November the Faculty Evaluation Committee will help sift through the data from the workshops.

They anticipate additional input at upcoming workshops. They need to make it measurable and determine role component weights at these workshops.

They showed cabinet the component worksheets that faculty will use to determine weights. Each department will get a blank form to determine weights for their department. They will provide faculty with mocked up numbers that they may change. Professional Development will be kept as one large area and not be broken out by activity.

The Committee will sift through this information to determine a consensus and concrete tasks for the iCare values that may be loaded into Cornerstone. They reviewed with the Cabinet an example of a pay matrix model using a Likert scale of 1-5 with 1 being unsatisfactory and 5 being exceptional. They believe the 5 point scale is the most fair. Faculty will be required to participate in and show evidence for their evaluation. The committee provided Cabinet with their contact information.

They have modified the current self-evaluation tool. Faculty must set goals and be assessed on those goals each year. It includes a department specific section. They are still working on a department chair checklist. They believe one of the significant values of this process is that it has been entirely faculty driven. Because they helped create it, they will buy in to it.

It was made clear that in the future there will only be merit raises when, or if, there are raises given in a particular year. There will be no across the board or cost of living raises. Steve noted ways in which everyone can contribute to the ability to give raises in the future which include thoughtful spending, increased enrollments, and student persistence with rigorous courses and support systems in the place to help the student succeed.

The Cabinet commended the committee on the incredible amount of work they have put into this so far and suggested some questions the committee might expect to answer for the Board when presenting their information.

- How are students polled?
- What about faculty rated low by students?
- Will success data be incorporated?
- Where is the money coming from?

They advised the committee to show the Board the self-assessment tool and to expect more buy in from the Board with more levels of detail.

The evaluation is tied to Rank and Promotion and Tenure. Russell suggested that voting on both of these at the same time each year will save time. Regardless of

<p>whether raises will be given, merit should be important to all to keep their jobs and improve their performance.</p> <p>After much discussion on whether to call the numbers in the pay matrix percentages or points, Lyndy and Steve will meet to look at the compensation piece in Cornerstone.</p>	
<p><b>ACTION ITEMS</b></p> <ul style="list-style-type: none"> <li>• Lyndy will schedule a time for Steve to look at the compensation piece of Cornerstone.</li> <li>• At some point, the Faculty Handbook will need to be rewritten as well as the Board Policy.</li> </ul>	Lyndy

<b>3. CORNERSTONE</b>	<b>Forrester</b>
<p>Lyndy polled the Cabinet to see if their teams are getting their information in to Cornerstone. She asked that everyone get their resumes into Cornerstone although the process is a bit cumbersome. Cabinet members stated that they like getting copied on who in their division is receiving badges. EOD is taking corrections on staff information and getting that information corrected. There are a few kinks being worked out. They are just about ready to start on goals. Russell noted that he had many questions about Cornerstone from the Math faculty when he met with them.</p>	
<p><b>ACTION ITEMS</b></p> <p>None.</p>	

<b>4. DATA</b>	<b>Witherspoon</b>
No Report	
<p><b>ACTION ITEMS</b></p> <p>n/a</p>	

<b>5. ENROLLMENT UPDATE</b>	<b>Austin</b>
<p>Bob reports that 50 days in headcount is at 10,103, up 2.08%; contact hours are up 2.02%; and credit hours up 2.37%. This is good news. Joe Wyatt is sending out a reminder on the home page regarding 8-week classes. The registrar is raising some caps for waitlisted classes, students have been notified that they will be added automatically when seats open up and it is now pay as you go. In the second 8-week classes, there are still 285 seats available, 190 waitlisted students will be added, and the Registrar's office will continue to make adjustments daily. Bob will provide Cabinet with the number of students enrolled in the second 8-week classes. Russell noted that the Math faculty had many ideas and concerns for the 8-week and block section and are interested to see the outcomes after the first 8-week classes.</p>	
<p><b>ACTION ITEMS</b></p> <ul style="list-style-type: none"> <li>• Need a social media campaign to enroll students next week</li> <li>• Bob and Deborah will go and talk to Math faculty</li> </ul>	

<b>OTHER</b>	<b>Cabinet</b>
<p><u>Conversation with Cabinet</u> - There was good feedback and a little confusion as to whether there would be a program. Some expected a program of some sort. Need to schedule other times and locations and do one a month and then assess. Next meeting notice will clarify that there is no set agenda, just a time to visit with a Cabinet member.</p> <p><u>Strategic Plan</u> – Cara has emailed the Strategic Plan with revised timelines to the Cabinet and asked for a vote on this. It will be put on the website and will include tracking documents. It will be an interactive PDF. This should make SACS reporting easier. Bob suggested color-coding anything that has already been</p>	

completed to show progress being made. This is our strategic vision and we can see that progress is being made. Now it's about pulling it all together, finalizing, polishing, and going all in. We need to get clear on language, create, implement, and get it done. Russell has met with each of the committees.

Collin will have 30 minutes at this month's Board of Regents Status Update meeting to walk through the Leadership Report Card.

Russell suggested that the Cabinet might want to meet next week to discuss the Strategic Plan since he is gone and there is no Cabinet.

**ACTION ITEMS**

Cara will work on a meeting to discuss the Strategic Plan

Cara

**BRAGGING ON EMPLOYEES**

None

**Cabinet**

**ACTION ITEMS**

n/a

**6. COMMUNICATION POINTS**

Did not cover in meeting

**Forrester**

**ACTION ITEMS**

Forrester

**7. POSITION JUSTIFICATIONS**

None

**Cabinet**

**ACTION ITEMS**

n/a