

## ASSOCIATE DEANS MEETING MINUTES 10-8-19

Present: Brooke, Debbie, Cindy, Kathleen, Tracy, Dotty, Laura McKnight, John, Michele, Bob Houghton, Bob Fisher, Sandi.

Guests: Blake Beck, Ann Hackert.

**Blake**—licensure and eISU. [NC-SARA](#) is the state authorization reciprocity agreement for online education. We need to ensure that our programs are in compliance with item #10 (statement on handout, now posted on Moodle). We are required to make reasonable efforts to make sure student know whether our online program meet licensing requirements for their state. Example: dental hygiene. Under state consumer protection laws, we are obligated to help students investigate and understand. This includes any program that students think might lead to licensure, even if that's not our intent. Communication should come from the program, not eISU. This is only for online programs. In addition, students going out of state for practicums must be reported to NC-SARA, even for face to face programs (tied to workman's compensation). We need a campus wide system for reporting.

**Ann**—UARC is sponsoring an assessment event: a NILOA coach is coming to campus on October 22. Two assembly events are scheduled, plus one-on-one meetings with programs that do not have specialized accreditation. All faculty are welcome. The focus is on closing the loop, to experience meaningful change. The coach will meet with GERC. Let Ann know who is attending.

**Cindy**—Momentum Pathways overview. White papers, which included 13 recommendations, were submitted on September 16. Administrative Council will consider the recommendations on October 14; Cindy will report on the decisions at our next meeting. The White Papers will be posted on the [Momentum Pathways website](#) later this week. The State Board of Education wants full implementation by August, 2022.

**Office hours:** There is no university policy regarding office hours, and none of the AD's reported office hour policies for their colleges. Office hour practices appear to be mostly based on precedent with no firm guidelines. A larger question is what does it mean to be *present*, in terms of interacting with colleagues?

### **Chairs and directors:**

1. How do colleges train new chairs? Usually, some kind of informal mentoring takes place; some chairs attend formal training by outside entities (e.g. AACSB for COB chairs). It would be helpful if new chairs could serve concurrently with outgoing chairs for a period of time.
2. How many new chairs do we have each year? The number is relatively small; CAL typically has two new chairs each year.
3. Should ISU provide training for chairs? General guidance or a position description may be helpful. The biggest challenge for chairs appears to be managing people; other items include where to find help. Some of our website links are broken. While Academic Affairs deadlines are posted, not everyone is aware of them. Chairs also need a sense of the time commitment required for various responsibilities. One time training, e.g., managing people, may not be enough, and release time may be needed to fit in some of these trainings.

4. Do we need an institutional definition of chairs' duties, similar to the examples posted on Moodle? This may be helpful for chair evaluation in TMS, but mostly it would benefit new chairs in navigating the job. Examples of chair position descriptions are posted in Moodle.
5. Joanne will ask chairs for feedback at the Chairs and Directors Workshop on November 20.

Staci Phelan will discuss articulation agreements and enrollment at our November meeting.