

Lewis & Clark College  
College of Arts and Sciences  
Faculty Meeting  
October 5, 2011

The meeting was called to order at 3:20 p.m. by Clerk of the Faculty Daena Goldsmith. Dr. Goldsmith reminded the faculty that meetings begin at 3:15.

I. The minutes of the last meeting were approved without additions or corrections.

II. Announcements

- a. Provost Jane Atkinson introduced Keiko Pitter, interim Chief Technology Officer. Keiko, who started working at LC in August. A math major at UCLA, Ms. Pitter began working in the aerospace industry before turning to higher education. She has a master's degree in Computer Education and has authored over 40 books on computer programming, applications, and programming logic. She has overseen the IT departments at Willamette and Whitman Colleges.

Provost Atkinson stressed that this is a particularly important time for information technology at LC. In July a national consultant was hired to provide a diagnosis of the state of IT at Lewis & Clark. The consultant's detailed report is still in the process of being revised, but a summary of findings has just begun to circulate among various offices on campus, and Dean Jordan will be sharing those findings with appropriate CAS groups.

Provost Atkinson remarked that the search for the new CIO will be conducted differently than past searches: in addition to an open forum with faculty, students, and staff, the Deans and Vice Presidents will identify key persons from various groups across campus to study the report and conduct more focused interviews.

Some candidates have already been identified. The intent of this search is to find the best person to address the systemic issues raised by the consultant's report.

- b. Kathy FitzGibbon announced that Research News and Brews will continue this year on the first Friday of every month, except for the month of December, when it will take place on the second Friday of the month. Greta Binford and Isabelle DeMarte are co-organizers of the event along with Dr. Fitzgibbon. The first gathering will be next Friday, October 14, at Buffalo Gap, and the presenters will be Paul Powers, Paul Allen, and Mitch Reyes.
- c. Daena Goldsmith announced on behalf of Academic Advising that it is never too early to send advising alerts and midterm deficiency grades. Faculty have received an e-mail about Spring registration advising, which begins Wednesday, October 12. At that point students will not yet know their spring E&D section, and advisors could provide some input regarding that choice. Descriptions of the various sections will be available on the E&D website by Monday, Oct. 10.

Dr. Goldsmith reminded everyone that it is no longer true that students should register for their Foreign Language courses last; because all first and second-year Foreign Language courses have a strict cap at 19 students, students should treat those courses just like any other course and prioritize accordingly.

CS 102, the replacement course for Math 055, will be offered in the spring.

- d. Liz Safran announced that the Environmental Studies Symposium will be held October 10-13. The theme is “Citisphere,” and events will include an opening workshop and closing banquet, which are open to all interested attendees.
- e. Kathy Fitzgibbon reminded everyone to RSVP for the Halloween party by today.

### III. Dean’s Report

Dean Jordan started off by saying that she felt it was too early for her to have a vision and that instead she intends to spend the year asking questions. She wants to get to know the college and its priorities and to develop a vision in collaboration with faculty and staff.

Dean Jordan then spent time focusing on individual faculty and college accolades over the past year. She praised individuals for their awards and fellowships and congratulated everyone for doing great work in engaging students across campus. Students have been receiving many awards as well, and Dean Jordan encouraged faculty to keep up the good work.

The Dean also addressed the issue of rankings, because they affect the kinds of students that might be attracted to the college, the type of faculty we can recruit, and the financial support we can get from different people. Parents also wish to see a school’s ranking when helping their children choose a campus. Dean Jordan pointed out that it is important for Lewis & Clark to find ways to promote itself. Currently Lewis & Clark receives high rankings for academic leadership, free thinking, teaching (#15 among liberal arts colleges), and local engagement. She predicts that our ranking in US News & World Report’s academic survey will continue to rise.

A key issue in this respect is student retention, which will continue to be a major concern and focus for the Dean’s office. Associate Dean Jane Hunter and Interim Dean of Students Tricia Brand have been looking at the retention issue from both academic and student life perspectives for some time. More work has thus far been done on the side of student life, and the time has come to place more focus on what we can do academically to promote retention. Dean Jordan mentioned the great success of faculty and staff in accommodating the large incoming freshman class this fall semester. She stressed the importance, however, of continuing to open up more sections and make more room in courses in spring semester.

Dean Jordan further identified scheduling as an area in which we can utilize our

resources more effectively. Too many courses are compressed within a relatively small stretch of time during the day; we need to use the entire day to accommodate students and distribute the workload.

Another key area in the focus on retention is advising. Director of Advising Daena Goldsmith has accomplished a lot already, but Dean Jordan has more ideas and will be talking to departments about how we can all do a better job. For example, the expanded advising workshop this fall, which brought adjunct and visiting faculty together with experienced colleagues for training sessions, was a success. Associate Dean Hunter's initiative "Meet your Major" is another key event for student retention, since students who have chosen a major are more likely to return to campus and graduate. Dean Jordan called upon everyone to put the word out and encourage students to attend "Meet your Major."

The President's new scholarship program, aimed at sophomores, is also designed to promote retention at the college.

The Dean also described the new, non-credit-bearing workshop, "Entrepreneurship and the Liberal Arts," that will be taking place January 9-13, 2012. Last year a Business Preparation Task Force convened, chaired by Associate Dean Hunter and including members of the Board of Trustees, to develop ideas about how we can prepare students for career success. Dean Jordan encouraged faculty to get word out to students about this opportunity; she has found that students know little about it at first but express a strong desire to participate once they hear more. It is important for students to understand how to use their liberal arts education effectively after graduation, and Dean Jordan will be having a series of conversations across campus and forming a work group to strategize about how best to prepare students for 21<sup>st</sup>-century global citizenry. She expects these conversations to be well underway by the end of this academic year.

Finally, Dean Jordan briefly described the state of affairs in the Dean's office. The Dean is meant to serve as the academic leader of the college and to support faculty, but currently the office is more focused on managing than on leading and supporting. In order for the office to function more proactively, the Dean has decided to create two new Associate Dean positions and invites nominations to be vetted by the Faculty Council. She intends to name the new Associate Deans by the end of this semester, so that they will have the benefit of an extended training period in spring semester. Anyone who wishes to be nominated should contact Terri Banasek.

Following her report, Dean Jordan responded to several questions about the new positions in the Dean's office.

Becko Copenhaver pointed out that the college used to have three Associate Deans, one for each division, and that the Faculty Council was founded in the attempt to reduce the number of administrative positions. She asked whether these new positions would not result in an even larger and more complicated administrative structure than the one we left behind. The Dean's response was that the current workload in the Dean's office was simply more than two people can handle alone. The role of the Dean has historically been more internal to the college, but Dean Jordan's position will also have an external

component, and she needs more people dedicated to internal issues. This will provide more time to develop a vision and implement programs. The Faculty Council advises the Dean but does not do the kind of work the office needs to accomplish in developing a vision, providing leadership and working with faculty.

Paul Powers asked if the Dean had a sense of the division of labor between the two new positions. Dean Jordan replied that one dean would be responsible for student development, while the other would focus on faculty development.

Jerusha Detweiler-Bedell asked how the focus on student development would differ from the work of the Advising office. The Dean explained that advising would be folded into the purview of the new dean, who would help to coordinate the work of that office.

Andy Bernstein asked about the possibility of associate deans continuing with limited teaching, perhaps one course a year. The Dean responded that that could definitely happen and would be part of the negotiation process.

Deborah Heath remarked that in the past, associate deans have been able to negotiate time set aside for teaching and/or scholarship and asked whether that would again be possible. The Dean replied that that would occur on a case by case basis; some candidates may want to remain active faculty members and retain their focus on scholarship, while others might want to delve into administration.

Bruce Podobnik asked if it would be possible for departments to have some voice in the selection process, so that a senior member of a department who is interested in the position should seek nomination in consultation with his or her department chair. Dean Jordan's response was that the ad hoc committee would work out such details.

#### IV. Special Report (Daena Goldsmith, Jane Hunter, Melissa Osmond)

This report addressed how to reach out to students who appear to be in distress. As a community, we should take note if people are struggling and devote resources to helping. All faculty and staff should know how to take advantage of resources on campus when students are struggling. Dr. Goldsmith, Associate Dean Hunter and Melissa Osmond distributed a handout with relevant contact information.

Associate Dean Hunter described her work with the Welfare Intervention Network (WIN). She discussed what faculty should do if concerned about a student who may be suicidal, violent, a danger to him/herself or others. In the case of an immediate threat, Campus Safety (x 7777) will act quickly and appropriately. If the issue is a longer-term concern that a student is developing in an unhealthy direction, faculty should contact the Welfare Intervention Network, whose members include Associate Dean Hunter, Associate Dean of Students John Hancock, and Interim Dean of Students Jeff Feld-Gore. This group has considerable professional expertise. Associate Dean Hancock, who is Director of the Counseling Service, is a nationally recognized expert on suicide prevention, and he and his team are professionals who know how to recognize serious malady and respond appropriately. Sometimes it may not be clear to us if someone is

dangerous, but this group can help. The Counseling Service can also aid faculty in resolving issues of fear or discomfort with a student's different behavioral style. Associate Dean Hancock is an excellent resource for general advice about helping students in distress, but because he must observe standards of confidentiality and privacy governing the counseling profession, he is not the best source for information about an individual student. Associate Dean Hunter will fill that role and provide information to faculty when appropriate.

Dr. Goldsmith then addressed the role of advising alerts. An instructor can send an advising alert if s/he is concerned about anything that is keeping a student from being successful in class. The system is effective because it connects students with other resources on campus. When an advising alert is sent, three things happen:

- a. First, the student receives an e-mail with very general information about an instructor's concern and encouraging the student to speak with the professor as well as the academic advisor.
- b. Second, the Advising office looks at the student's schedule and contacts other instructors to find out if the student is having difficulty in any other courses.
- c. Finally, Advising shares this information with the student's academic advisor, who knows more about the student's schedule, has more history with the student and can provide more information about a student's strengths and challenges.

If a student proves to be struggling in more than one course or has been at risk before, the Advising office connects with the Student Support Network.

Dr. Goldsmith stressed that the advising alert is not intended to pass off responsibility, but rather to function as another point of contact that can provide students with access to resources. Faculty should also feel free to consult with Student Life staff, who are expert at issues of transition, racial and ethnic difference, first generation and international students.

Melissa Osmond, Associate Director of Health Promotion, then described the work of the Student Support Network. She works with students on issues of drug and alcohol abuse or sexual misconduct, which can sometimes affect academics.

The Student Support Network looks weekly at students who are just beginning to struggle. It represents the first stop after the Advising office, helping students get back on track before campus safety or WIN needs to be involved. The network is committed to maintaining students' privacy while connecting them with resources on campus.

John Hancock, Associate Dean of Students and Director of Wellness Services, provided more information about WIN. He emphasized that WIN supports the entire college community, not just students, and that the team has collaborated in situations in which faculty or staff members felt risk to their own wellbeing or to that of another faculty or staff member. The Counseling Service offers confidential consultation. Associate Dean Hunter pointed out that if an instructor has immediate concerns about a student, s/he can walk that student over to the Counseling Center. There can be long

waits for scheduled appointment, but the center always leaves space for emergency appointments, if not in that exact moment, then soon thereafter.

The WIN team responded to several questions following their report.

- Kira Peterson asked what to do if she is a little concerned about a student but doesn't yet want to raise serious alarm. Dr. Goldsmith replied that instructors can send an e-mail to Advising and let the staff know that a student should be on their radar. It may not be cause for alarm if a student is not attending one course, but it is more serious if s/he is not attending any courses. Erring on the side of early action gives the Advising office more time to help students turn things around; at the end of the semester there are fewer good options.
- Naomi Cameron remarked that for a long time she did not realize that the student receives an email about an advising alert and that the language of that generic message would be useful for instructors to see. Dr. Goldsmith suggested that Barbara Roady could send that information out to CAS faculty.
- Erik Nilsen suggested that the Advising office cc faculty on the email sent to students. Dr. Goldsmith agreed that this would be a good idea.

## V. Reports of Standing Committees

- a. Curriculum Committee – Chair Bruce Suttmeier announced that the CC has circulated a report via e-mail covering its composition and agenda for the year and reviewing the steps in the planned implementation of new General Education requirements. The GenEd changes will go into effect with the incoming class of 2013, and the CC is currently developing processes to create lists of courses that will fulfill each requirement. The committee foresees the faculty taking the lead on creating lists and establishing criteria for assessment. There were no questions following Dr. Suttmeier's report.

## VI. Other Reports

- a. Dean of Students

Interim Dean of Students Jeffrey Feld-Gore provided several updates on events in the Student Life office. This has so far been an active year, with residential communities starting out at 105% of capacity. By the fourth or fifth week, students in overflow housing reported that things were going well despite these high numbers. Dean Feld-Gore stressed, however, that faculty should let him know if they are hearing about any problems from their students, so that the Student Life office can reach out. There is now some room to move students out of triples and larger-capacity rooms.

Great Expectations, a program targeting students who may need a greater connection early on (first-generation college students, multicultural, etc.) had its largest year ever, with almost 80 students participating.

The Center for Career and Community Engagement (3CE) is starting evening hours and offering advice connecting students to alumni.

Finally, Dean Feld-Gore invited faculty to stop by and see the new 169-bed residence hall under construction, which is going up quickly; soon video cameras will show the building in progress and updates will be sent out to the college community.

Isabelle DeMarte asked about where the small increase in residence hall space is coming from. Dean Feld-Gore indicated that there is always some natural attrition at the start of the year, with some students leaving early and others not showing up at all.

Associate Dean Hunter mentioned the program allowing students to invite faculty to eat dinner in Fields Dining Hall up to three times per semester. The offices of the Dean and the Dean of Students and Jerry Harp also have faculty passes available for a meal in Fields or a coffee at Maggie's. Dean Feld-Gore noted that students appreciate seeing faculty at Fields and Maggie's.

- b. Academic Awards and Fellowships: David Campion and Karen Gross gave a summary of upcoming deadlines and fellowship opportunities for students. The Truman Scholarship offers \$30,000 to juniors interested in attending graduate school for public service who already have significant experience in community service or volunteer work. Chris Wendt handles the applications for the college, and the internal deadline is December 2.

Another excellent opportunity is the Gilman award, which provides \$5000 for students participating in overseas programs. Dr. Campion indicated that there are quite a few of these awards available and that relatively few students apply. Applicants must have advisor approval, must be US citizens and must be receiving a Pell grant.

More generally Drs. Campion and Gross urged faculty to encourage all students to begin thinking about awards and fellowships, especially juniors, since more competitive awards require a longer, more involved application process starting in spring semester of junior year. If students are unsure about scholarship opportunities, faculty can send them to Dr. Campion or Dr. Gross for referral to the appropriate faculty advisors. Drs. Campion and Gross also plan to compose a "short list" of grants for particular areas of study and would like to come to department meetings in order to provide targeted information.

VII. The meeting was adjourned at 4:33 p.m.