MEETING OF THE DEAN’S ADVISORY CABINET
Tuesday, February 7, 2012
9:00-11:00am
Mother Rosalie Hill Hall, Room 201

MINUTES


Absent: W. Ault, E. DeRoche, S. Himelstein, F. Kemerer, T. Monroe

Guests: Sarah Kriz, Director of Undergraduate Research

Facilitator: P. Cordeiro
Notetaker: K. Sheridan

The meeting was called to order at 9:03am.

1. Welcome: Paula welcomed the group to the meeting and introduced Sarah Kriz, Director of Undergraduate Research. The group introduced themselves.

2. Office of Undergraduate Research (Sarah Kriz): Sarah Kriz, Director of the Undergraduate Research Office, attended the meeting to discuss the work being done in the UG Research Office and to introduce a new position that is opening up this Summer. The position is for a Summer Scholars Coordinator and Sarah mentioned she believes this would be a good position for a SOLES Graduate Student. The position would require leading and developing professional development opportunities for students. Paula mentioned that she does not like to exclude students in certain programs given the diversity of backgrounds SOLES students have regardless of program area. The deadline for applications has yet to be determined. Sarah will send the job description to the group electronically. Cheryl also mentioned that there are students who might be interested in interning in a similar capacity for no pay. Sarah mentioned that she is interested in having a group of SOLES Students serve on a discussion panel as a potential professional development opportunity over the summer.

Sarah will incorporate some of the group’s thoughts and suggestions and share the job description electronically. She thanked the group for their time and dismissed herself from the meeting.

3. Program and Center Updates

Field Experience: Peggy mentioned that there are now 12 placement sites for Clinical and Mental Health students’ practicum. Peggy will be taking a group to Daraja again this summer and is also participating in a fundraiser race for Daraja on Saturday, February 11th.

Learning & Teaching: Heather announced that L&T has received official accreditation approval from CTC. The department is expanding the MCC program and has been able to offer reduced tuition to students. The department is engaging in conversations around an Online Masters program (which would be for Master students only). They are working with Continuing Ed on some of the specifics.

Director of Field Experiences for Teacher Education: Helene mentioned that there are 50 student teachers placed in secondary and elementary schools around San Diego county. Helene has been working to narrow the number of sites for teacher placement in order to deepen and strengthen relationships with fewer schools. This semester most student teachers are placed in schools in Chula Vista.
SOLES Global Center: Linda briefly discussed some of the recent and upcoming international courses, including the trip to Ghana over the intersession in which students visited SOLES International Partner of the year the Omega Schools. The Global Committee has awarded 6 faculty grants in areas of research and scholarship.

Manchester Family Development Center: The center is engaged in a number of projects and is applying for a grant. They are involved in the North American Reggio Emilia Alliance and will be sending a delegation to their conference in Portland. They are also working with the group Family Adventures in Nature and are exploring the possibility of holding a film screening on campus for children and families in connection with this work.

CMHC: The program is engaging in a self-study in preparation for CACREP and in anticipation of Dr. Garland’s arrival this fall. They are looking for ways to accommodate full time working students and are expanding and refining practicum sites (focusing specifically on sites serving Military, Urban, and Native American populations).

Office of Assessment Support: Paula has submitted the Title 2 document and is working on a PEDS report. Paula is working with George on a response to NCATE’s “one area of concern” and they are making sure there is a plan for addressing this area. Paula reminded the group about the Graduate Guidelines for program review and the review schedule set forth by the university. She will send the timeline for Department and Center reviews with the Graduate Guidelines to the group. George pointed out that Paula has been doing great work to help shape the writing of the guidelines to minimize the challenges that often accompany this process.

New Department: The department will have is first meeting on February 15th. Steve had a good conversation with Ann Garland about potential agenda items for the meeting and Ann encouraged him to set an objective of developing a name over the course of the semester.

Department of Leadership Studies: Zacahry, Steve and Cheryl are working on proposal for a Center for Dialogue. A doctoral alum is currently working on women’s leadership series in collaboration with the Business School; search . The search for a new faculty member in Higher Ed Leadership is under way - 70 applications were submitted with 40 strong potentials candidates. The Coaching Certification is scheduled to commence this fall with the first course being offered in collaboration with continuing Education. There were 100 participants at the Leadership Institute Conference in January. The Department now has 3 full-time assistants – Heather Gibb (Leadership), Jennifer Yebba (INER) and JoAnn Raimond (ELDA). Alex Lehman is now working with the MTLC and there is a new Research assistant in ELDA.

Caster Center: Laura reminded the group that the center is eager to be a resource for any of the program areas and they are currently engaged in projects in a number of areas, including a study on volunteerism/volunteer needs in the San Diego area. Several faculty, students and administrators will present at the Nonprofit goes international – Nonprofit Voluntary Sector Conference in Italy this summer.

American Humanics: Several students collaborated on a Target grant and received $3,000 towards the Spring Easter project. One of the AH students has applied to take part in the Social Innovation challenge. Several leadership minor students will be presenting at Creative Collaborations in the spring (an event sponsored by the Office of Undergraduate Research). The National Nonprofit Leadership Alliance has been developing new rubrics for learning outcomes and Teresa has been a part of this team. She believes that the learning outcomes will help make the certification more valuable.

Institute for Nonprofit Education and Research: The 8th annual Nonprofit Governance symposium had an attendance of 250 people each day and has been growing every year. Currently the Institute is working on certificates in Legal Advocacy (in connection with the Law School) and in Nonprofit Leadership (in connection with Continuing Education). The curricula for both certificates has been developed and is in draft form, and they will move forward with focus groups on each curriculum. The Institute is working on marketing and expanding its online “Best Practice” library which houses over 600 projects that Nonprofit MA students have completed over 600 Nonprofit organizations. Pat is also brainstorming with Gary on ways to incorporate the Nonprofit Program’s 10th Anniversary into the SOLES 40th Anniversary celebration.
4. **Assistant Dean’s Office Updates (L. Dews):** Linda is working with Greg to make sure all of the money for this fiscal year has been awarded. Linda will notify everyone as to the amounts used and amounts available once the reports are reconciled with the Student Accounting office. She will also be letting everyone know about the money available for new students for next year.

5. **Office of Budget and Operations Updates (R. Stein)**

   **Merit Scholar Titles – Collaboration Levels:** Rondi asked for information from each department about how merit monies are awarded and what level of collaboration students are expected to engage in as related to their award.
   - **Learning & Teaching:** The department has 3 general categories for students: (1) “Free Money” used for recruiting top students, (2) “Assistantship” - $3500 awarded with the expectation of 60 hours of collaboration over the course of the year, and (3) $10-20K with extensive collaboration (200 hours over the year) with a faculty team or working on a departmental initiative.
   - **Leadership Studies:** 80% of merit monies in the Department are allocated to doctoral students in conjunction with their Graduate Assistantships while the remaining monies are awarded to Masters students.
   - **New Department:** Steve has found that there is a lack of consistency among the three programs in the Department when it comes to allocation of merit monies. In MFT there does not seem to be any expectation of collaboration, while counseling has a similar system to that of L&T - $10K for 200 hours of collaboration; $5K for 100 hours of collaboration.

   It is important to develop consistent language and expectations around the connection between merit money and student collaboration with faculty. This can’t be identified as “work” but rather opportunities for students to engage with faculty around research or other important initiatives.

   The group briefly discussed the Diversity Scholarship and the criteria for selecting recipients of this award. Linda pointed out that students do not necessarily need to be from an underrepresented group to receive this scholarship but they must bring something to the classroom or program that other students do not.

   **Part-time Faculty Contracts:** Rondi’s office is requesting some additional information from the Departments with regard to part-time faculty members. Because of some of the accounting procedures it is important to know if part-time faculty members are employed elsewhere on campus, and it is also important that Rondi’s office be notified if part-time faculty complete degrees while employed with SOLES.

   **Room Changes:** Rondi reiterated that all room changes for courses must be run through the department, not directly by the faculty member to the academic scheduler so that there is knowledge on the level of the department in the event that changes need to be made. She also mentioned that Nikki has been referring faculty back to their departments when requests come directly to her.

6. **Development and Alumni Relations Updates (G. Neiger):** April marks the beginning of the 40th anniversary celebration of SOLES. On April 11th an Alumni Mixer/Birthday Celebration will be held at O’Toole’s. Gary’s office would like all faculty to attend. An Evite will be sent out to all SOLES personnel soon. More information will be announced during the monthly meeting.

7. **Outreach and Recruitment Updates (A. Mumford):** Anne provided an update on the most recent Admissions Data. There was a large jump in applicants for the Higher Ed Leadership program and there has also been growth in the CMHC application numbers. There was a drop in School Counseling applications this year so the deadline for applications was extended. The office is doing a lot of recruiting for MCC and is also working on accreditation checks. It is an extremely busy time for Anne’s office. Heather and Beth praised Anne for her great work during this admissions cycle.

8. **Associate Dean’s Office Updates (G. Reed)**

   **“Phantom Students”:** George has experienced a few instances where students have enrolled in courses that they never intended to take and stay enrolled in a course to ultimately receive a grade of “F” that is difficult to fix once issued. George asked that all faculty members review their rosters early in the semester to make sure that all students listed are actually in the course.
Grants & Contracts: George is trying to streamline the Grants and Contracts tracking process and asked that anyone working on grants or contracts be sure to touch base with George's office to follow important protocol.

9. Dean’s Office Updates (P. Cordeiro)

SOLES Students & Professional Identity: Paula would like the Departments to consider the professional identities of its students, in particular considering ways to engage and educate students around professional networks and organizations in their given field.

SOLES Strategic Directions – Draft Goals: Paula distributed a draft of the Strategic Goals for the group to review. Paula stressed that this is only a draft and will be revisited and reworked a number of times in the coming months. Feedback about the draft included:

Addressing Societal Challenges

- The end of the first paragraph: add a piece specifically identifying the work of the Counseling and MFT programs. Steve suggested possibly using the word “healing.” Paula mentioned that she has asked Ian for some language around this.
- Pat mentioned the difficulty of adapting the INER Strategic Plan to the SOLES plan (i.e. including one of their goals just to include it.) Paula would like to have some language around the work of the centers addressing societal challenges. She also noted that the academic programs are doing the work of equipping students for and educating them about addressing those challenges.
- “Drive debate on policy issues in our respective areas” – there was discussion around whether this is the right language to use in identifying the work of the center.
- Cheryl mentioned that she sees some of the work the students are doing (particularly in Action Research) as driving social change.
- Ana mentioned the importance of “Evidence-based practices.”
- Linda suggested changing the final sentence of the last paragraph to read “…in the region and in developing nations”
- There was some discussion about the importance of “reflective practice” as a piece of the goal. There was also mention of the sustainability committee is also working on a goal to be included in the plan.
- George pointed out that highlighting centers as centers of energy around a lot of this work does not preclude faculty involvement and innovation.

Teaching Excellence

- “Resources for Attracting Top Students” seems out of place within Teaching Excellence – should this be “strategies for connecting with students”? There is discussion of recruiting a diverse student body but no mention of recruiting a diverse faculty
  - The resources and budget are not available to SOLES to do what needs to be done, particularly around some of these issues of diversity and innovation
- The group suggested changing the language to identify the goal as “Strategies and resources for recruiting top faculty and students.”
- Commitment to Experiential Learning and Reflective Practice
- In the second paragraph – change to “Research and study opportunities” as opposed to “travel” opportunities
- It is important to think critically about how Departments will connect with and engage students and to develop programmatic initiatives for these connections.

Intellectual Influence

- Why “Intellectual Influence” and not “Scholarship and Research”? The group discussed the accuracy of the language.
- There was discussion about the bridging of the research and practice, and the kinds of influence we want to have as a school.
• It was suggested that “Reach” be added in some way – wanting to reach as many constituents as possible. Language should be added that indicates the objective to extend this beyond research and scholarship (beyond the academic arena)

The group will continue to explore the document and offer feedback. More discussion will take place during the monthly meeting.

Meeting adjourned at 11:03am.