1. Dean’s Report

- A draft document describing a college-wide faculty mentoring program, along with articles and benchmarks, will be sent to the chairs for their review. The goal is to produce a college-wide policy, but one that is flexible enough to accommodate department-specific features. Chairs should provide feedback before the December holidays.

- Broken windows issues will be reviewed by the dean. Messages will not be censored or filtered. However, since submitted broken window issues require clarification and follow-up, they cannot be sent anonymously.

- The College’s Revenues and Rankings plan will be delivered to the President after Thanksgiving. It will be presented to the Steering and Chairs/Directors Committees and shared with the College faculty and staff.

- Each college has been provided with data on its courses with high DFW rates (i.e., high percentage of grades are D, F, and W). Colleges are asked to use these course data to discuss, develop, implement, and track a strategic set of interventions intended to increase student success, specifically pass rates. A report is due to the University DFW Working Group by December 10th.

There was agreement that the College needs to adopt a systematic process to use every semester/year to analyze this type of data.

Tita described a change in the BAC that will improve advising. Symplicity is being adopted to track student visits. This platform has the capability to send students a message summarizing the discussion from a recent visit.

2. Associate Dean’s Report

- ALI enrollments in Spring 2016 are expected to be around 147 students, which is lower than in Spring 2015. For several years, 6 to 8 faculty have participated in an “ALI Marketplace” the Friday before the start of classes to advise ALI students and to give an appropriate number of them permission to crash course sections that may have open seats. This process will need to be modified since a waitlist system now replaces crashing. However, it will still be useful to have faculty meet with these students to help them identify appropriate classes.

- In Spring 2016, a pilot using an instructional technique called “supplemental instruction” will be conducted in Acctg 331. Students will be encouraged to attend peer-assisted study sessions where they will compare notes, discuss readings, and develop organizational skills. The goal is to have students learn how to integrate course content and study skills while working together.
The sessions will be facilitated by undergraduate students who have previously done well in the course and who attend all class lectures, take notes, and act as model students.

- Implementation of the Digital Measures platform continues. Chairs were asked to identify one or two faculty in their departments to be part of a pilot test group to provide feedback on the current platform screens and reports.

3. Faculty Overload (Davette)

Davette reviewed overload restrictions for tenured and probationary faculty. Overload caps are governed by the Collective Bargaining Agreement, Article 36 – Additional Employment.

For tenured and probationary faculty holding 100% primary appointments funded by the general fund:

- Academic-year additional appointments cannot exceed 25% over one’s primary appointment and must be funded with non-general fund sources such as EMBA, SMBA, CFP, ALI special sessions, BA 795 co-advising, and grants and contracts.
- Non-academic year additional appointments (e.g., during the summer) cannot exceed 125% of primary appointment and cannot exceed 100% from any one funding source. They can be funded with general-fund and non-general-fund sources.

Overload is measured on the basis of both effort and compensation. The cap based on either measure cannot be exceeded.