Dedman College Faculty Meeting Minutes

December 9, 2014

Dean DiPiero welcomed the faculty and opened the meeting.

**Approval of Agenda.** A motion was made, seconded and approved.

**Approval of Minutes.** Motions to approve the minutes from the May 6, 2014 and August 26, 2014 meetings were made, seconded and approved.

**Gambrell Motion.** Motion was made, seconded and approved.

**SMU Student Life – Caring Community Connections.** Dr. Joanne Vogel, Associate VP for Student Affairs & Dean of Student Life gave a presentation to the faculty about the CCC program, which is found on the Dean of Student Life’s website. The program has expanded to include students and parents among those to be alerted about a student’s problems. Faculty are encouraged check up on students who have “disappeared” from their class if they have not indeed dropped the class. Due to the increase in the volume of cases submitted, not every student who misses classes for an extended period is brought into the office; rather, Student Life will first attempt to reach the student by phone. CCC submissions can be made anonymously; however, the office ask the person who reported the incident for more information on the student. Elise Johnson, Associate Director of Student Life, is the first contact for CCC, but Dr. Vogel looks at students who are a more of a danger to themselves or others. Temporary suspensions will be used only if students pose a risk to themselves or someone else in the SMU community. She reported that because students are living an extra year on campus, there are more conduct violations involving drugs, alcohol and mischievous behavior. We have, as well, seen a rash of fake ids. Faculty are encouraged to file forms with the honors council if they suspect violations of the honors code; even though the primary student complaint is that they are being coerced to sign these forms. Dr. Vogel encouraged faculty to volunteer for the honors council.

**University Curriculum Update.** (Peter Moore). Dr. Moore gave an update on the UC. The report included details on seats available and enrollment in pillars classes in spring 2015, comparing those numbers to what is needed for students to be able to complete the UC in four years, given that the UC requires 52 credits as opposed to 40 credits in the GEC. The principle means of graduating on time is the double counting of courses in pillars, although this solution does not work well for pure and applied sciences classes. The UC will need 20 Ways of Knowing Classes in fall 2015 in order to handle the number of students who need to take these classes, and at the moment there are 8 to 10 courses on the books. Dr. Moore encouraged faculty members to propose courses in Ways of Knowing for fall 2015, converting CF courses to create a Ways of Knowing courses where possible. For the time being, CF courses continue to satisfy requirements for the GEC while acting as Ways of Knowing Courses in the UC. We are encouraged to propose Ways of Knowing courses that will also satisfy a major requirement. Course proposals need to be submitted in early January for a March 1st enrollment deadline. Engineering UC requirements are still being addressed. Questions were posed about assessments of CF courses, contingency plans if we do not have enough Ways of Knowing classes for fall 2015, the number of instructors needed for Ways of Knowing courses, team teaching vs. individual teaching of courses, non-major graduate advising for the curriculum, social media reports on the UC, student waivers, assessments in proficiencies and experiences, improving rubrics in order to serve the needs of the undergraduates better, double majoring in the curriculum, and satisfying proficiency requirements. Dr. Moore demonstrated planning software for students for the UC. He also addressed concerns about students graduating in four years under the current curriculum as well as the educational experience of these students. The UC continues to undergo revision to improve students’ educational experience. As with other aspects of the University Curriculum, faculty committees will decide the governing rules. Among the most obvious examples are determining (1) a limit for the number of maximum components a single course can satisfy [There is a rule at the moment that has not been voted upon: Pillars and Ways of Knowing courses cannot satisfy more than 2 major curriculum components.]; (2) whether there will be a minimum number of schools in which a student must pursue coursework; and (3) how much of the University Curriculum can a student satisfy in his own major.

Dr. Moore asked for faculty input on these issues, to pass along to the committee working on these issues.

**Campaign Update and End of Year Gifts** (Caroline Brettell). Dr. Brettell thanked the faculty for the wonderful job in supporting Dedman College. She reported that the faculty currently support two Dedman Scholars. The college is at 18% giving and needs to be at 45% by the end of the academic year, which means we need 104 more college faculty and staff to give any amount to achieve that goal. An email will be sent out tomorrow with instructions on how to give.

**Dean’s Report.**  (Dean DiPiero) The dean expressed his thanks to all of college faculty and the Dedman Dean’s staff for their hard work this semester. There have been a number of new programs this semester, including the Tower Scholars Program, the Health and Society major offered through the Department of Anthropology, and the Ph.D. in Biostatistics offered in conjunction with UT Southwestern Medical Center. Dean DiPiero expressed special thanks to all of the persons involved with getting these programs up and running. The first Triumph of the Spirit Awards was presented to two educators, one local and one from South America who are providing educational access to at-risk populations. Dr. Santanu Roy was awarded a University Distinguished Professorship by SMU. Dean DiPiero then provided an update on the OE2C initiative, in light of the Dallas Morning News article regarding layoffs at SMU. The initiative is intended to provide ways to shift funds from administrative costs to academic costs, as SMU spends more in administrative costs than peer universities. Estimates on the amount of money to be saved have ranged from $26 million to $40 million, but the actual number is still to be determined. Many universities are doing this exercise; however, few are using a high profile firm such as Bain. There are many initiatives being undertaken, including those involving travel, procurement, contracts, IT, and finance, of which the Dean is one of the team leaders. There are also questions about cutting costs in the midst of a $1 billon campaign; however, the goal of enhancing academics would be more attainable if administrative costs were cut. . Dean DiPiero described the “spans and layers”, concept and metrics: Bain believes that ideally each administrator should be supervising is at least six people. Dedman College operates more efficiently than any other school on campus, due to the ratio of staff to faculty. Each of the schools was given a number of staff positions to cut over the course of the next six months to two years, and Dedman’s number is very, very low. Although the Dean is not giving specific number of staff to be cut, he does not believe these cuts will affect the way that faculty do their work, since most departments only have one administrative assistant and these are “customer-based” positions working with faculty and students. However, if jobs are cut, there are plans in place for staff to retire or, possibly, relocate to another position in the university. Because Dedman College made cuts in positions last spring, the college should not have to make many staff cuts. Dean DiPiero asked the faculty to take this message back to staff members.

In the current capital campaign, Dedman College has received 7 endowed faculty positions, increased funding for research for the Dean’s Research Council, continued funding for the Dedman College Interdisciplinary Institute, increased funding for the Human Rights Program, and provided ongoing support for the Dedman College Scholar program. In addition, there has been new funding for Jewish Studies, and most recently a planned gift has been given to Biology and Chemistry for much needed equipment. There have been 11 major gifts of $50,000 plus and one gift in the $2 million domain. Although the campaign ends in fall 2015, development efforts will continue. Additionally, the university will begin a new strategic planning phase beginning next September, and in preparation for that, the Dean has asked department chairs to begin preparing Strengths, Weakness, Opportunities and Threats reports facing their departments, with an eye towards seeing where disciplines are going in the next three, five and seven years. At the next chairs meeting, chairs and the dean will begin to look at the outlines of these plans to see where the synergies are, so as to best allocate resources going forward. It is believed by reallocating funds from administrative to academic interests the college will be better positioned to make claims on new funds as they become available. Various areas of the college will be looking for synergies where we can do compelling work in research and undergraduate and graduate instruction. The college will be introducing a new program this year to attract better and more qualified graduate students, by making eight competitively arranged bumps in graduate stipends of $5,000 each for five years of funding. This project will be spearheaded by Dr. Renee McDonald and information will be coming soon. Dr. McDonald has also be talking with the directors of graduate studies in the college to develop best practices for recruiting graduate students using these new stipend bumps. Other initiatives include: a review of the Dedman College Promotion and Tenure procedures by the Faculty Council to bring them into sync with University policies; a review of teaching evaluation procedures by Peter Moore to better evaluate tenure cases and understand faculty members’ teaching effectiveness; the formation writing groups within the college to increase faculty productivity; faculty research presentations in the spring semester to find out more about what we are all doing, and to enhance the intellectual atmosphere, and to find synergies in research and teaching.

The floor was then opened for questions. Questions were asked how reallocations would be shown in to the College in Oe2C.

Meeting adjourned at 4:30 p.m. for the Stella Porter Russell reception.