

# Associate/Assistant Deans: Making a difference on the institution's bottom line



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# Points to discuss



- Student Retention Initiatives
- Scheduling and Resources
- Facilities Management
- Instruction Related Cost Savings

# Role of the A-Dean in Retention



- **Is retention an issue at your institution?**
- **Does your institution invest resources in the retention of students?**
- **Does your college invest resources in the retention of students?**

# Conditions that are supportive of student retention\*



- **Expectations**
- **Advise**
- **Support**
- **Involvement**
- **Foster learning**

\*Tinto, V. (1993). Leaving college: Rethinking the causes and cures of student attrition. 2nd ed., Chicago, IL: University of Chicago Press.

# Expectations



- **Theirs**
- **Ours**
- **Their Parents**

# Advice



- **Clear messages about requirements**
- **Peer Mentoring**

# Support



- **Living-Learning Communities**
- **First Year Experiences**
- **Academic Support Structures**
- **Contact with faculty & staff**

# Involvement



- **Community Building**
- **Intentional Interactions**
- **Unintentional Interactions**



# Foster Learning



- **Symposiums**
- **Lecture Series**
- **Research Forums**



# Making a Difference to the Bottom Line: Scheduling and Resources

Joni Boye-Beaman

Associate Dean

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# Scheduling process @ SVSU

- Departmental level course scheduling via chairs
- Section requests via the Registrar and Provost
- Review by College

# Strategic Scheduling

- Human Resources
- Enrollment
- Program/major requirements
- Student needs and availability
- Student success
- Classroom/lab availability

# Scheduling and Retention

- Shift in our student demographics
- Focus on student retention
- “Success” strategies:
  - Tracking student progress
  - Changes in advising and registration strategies
  - Reconfiguration of course offerings

# Graduate Programs in Leadership and Service

- Created a number of “shared competencies” – courses that can be accessed by a number of graduate programs.
  - More efficient use of resources
  - Retention
  - Cohort building
  - Models the employment environments in which public sector employees will be working

# Affecting the “Bottom Line”

- Consider scheduling as a resource
- Decisions should be data driven/informed
- Balance competing interests with the goal of maximizing use of resources *and* positively impacting student success

# INSTRUCTION-RELATED COST SAVINGS: CLASS SIZE, ENROLLMENT PLANNING, AND INDIVIDUAL STUDIES

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CCAS Annual Meeting  
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Montreal, Canada



# Two Examples...

- ⦿ Enrollment management (class size policies and adjunct dollars)

- ⦿ Internships

\* \* \*

With a backdrop of impending major decreases in State/Federal stimulus funding (“The Cliff”)...

# Class Sizes and Enrollment Management: Before (Fall 2009 and earlier)

- Unwritten rule: 9 student minimum (but not formally stated or enforced). Little to no centralized oversight from college office
- Adjunct/part time budget: \$1.3 million for FY2009-2010
- In fall 2009, over 50 courses had fewer than 50% of seats filled (more than 10% of all courses)

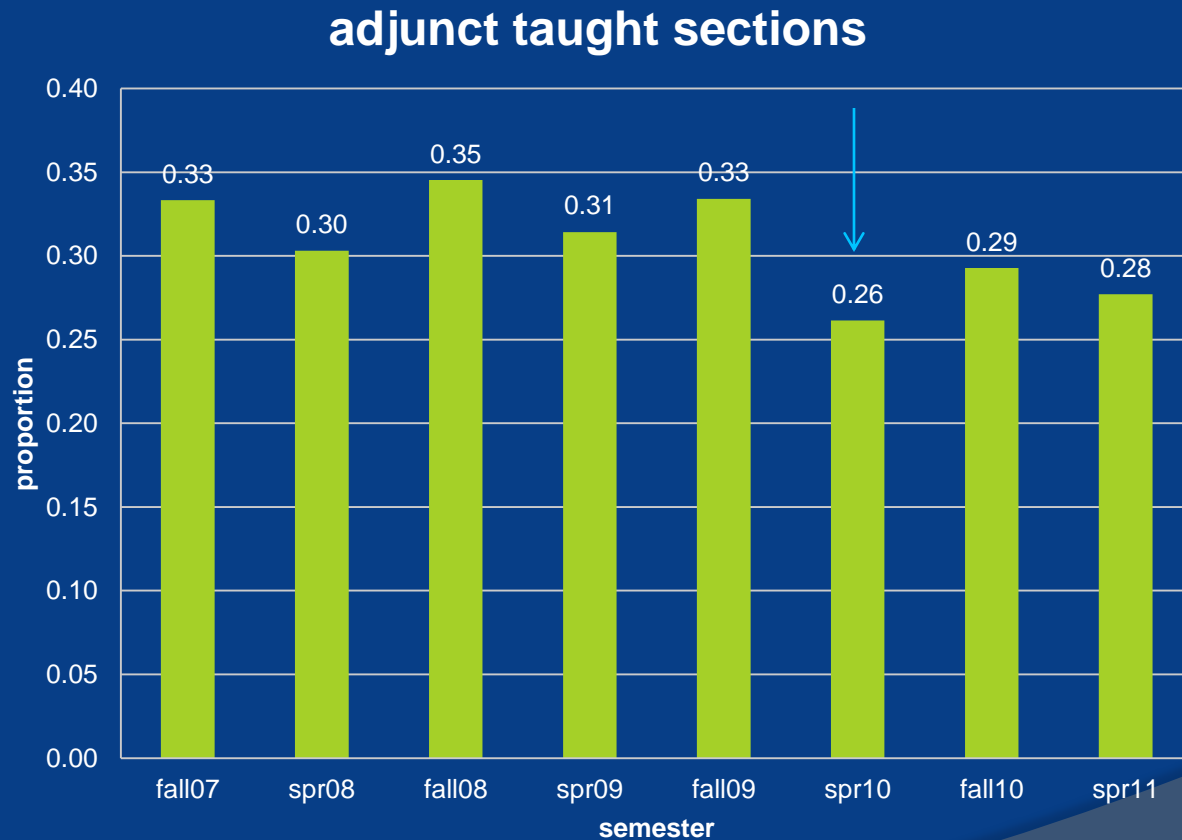
- Provost set target average course sizes of 40 for lower division lecture courses and 30 for upper division lecture courses (except for introductory language and English composition courses).

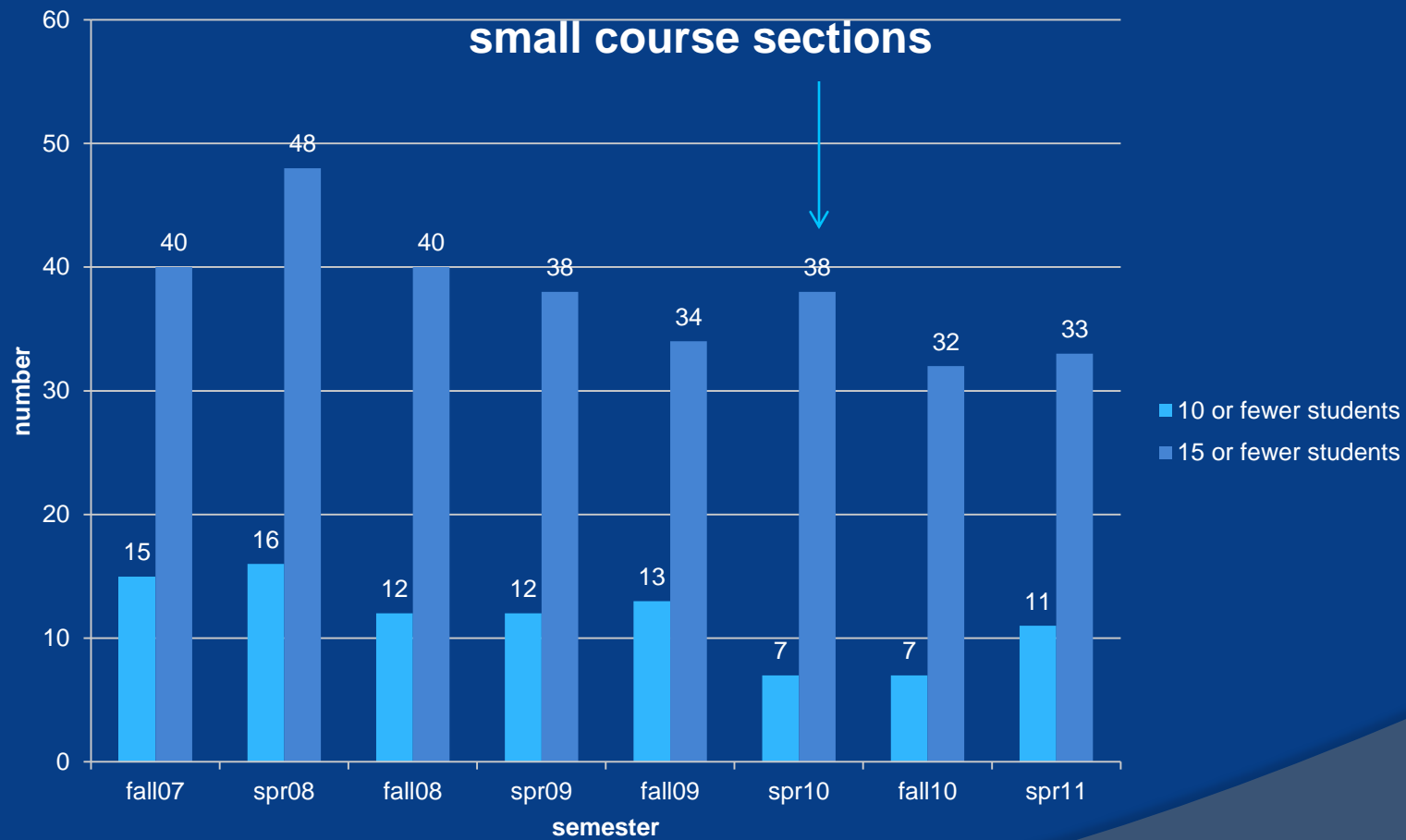
# New enrollment policy implemented November 2009

- ⦿ Considerations in thinking about the shape that course guidelines should take: student needs, programmatic integrity, teaching load efficiencies, optimal classroom use, and financial resources.
- ⦿ The policy articulates general guidelines for making decisions about class scheduling, and when appropriate, course cancellations.
- ⦿ Minimum course sizes implemented for lower division, upper division and graduate courses.

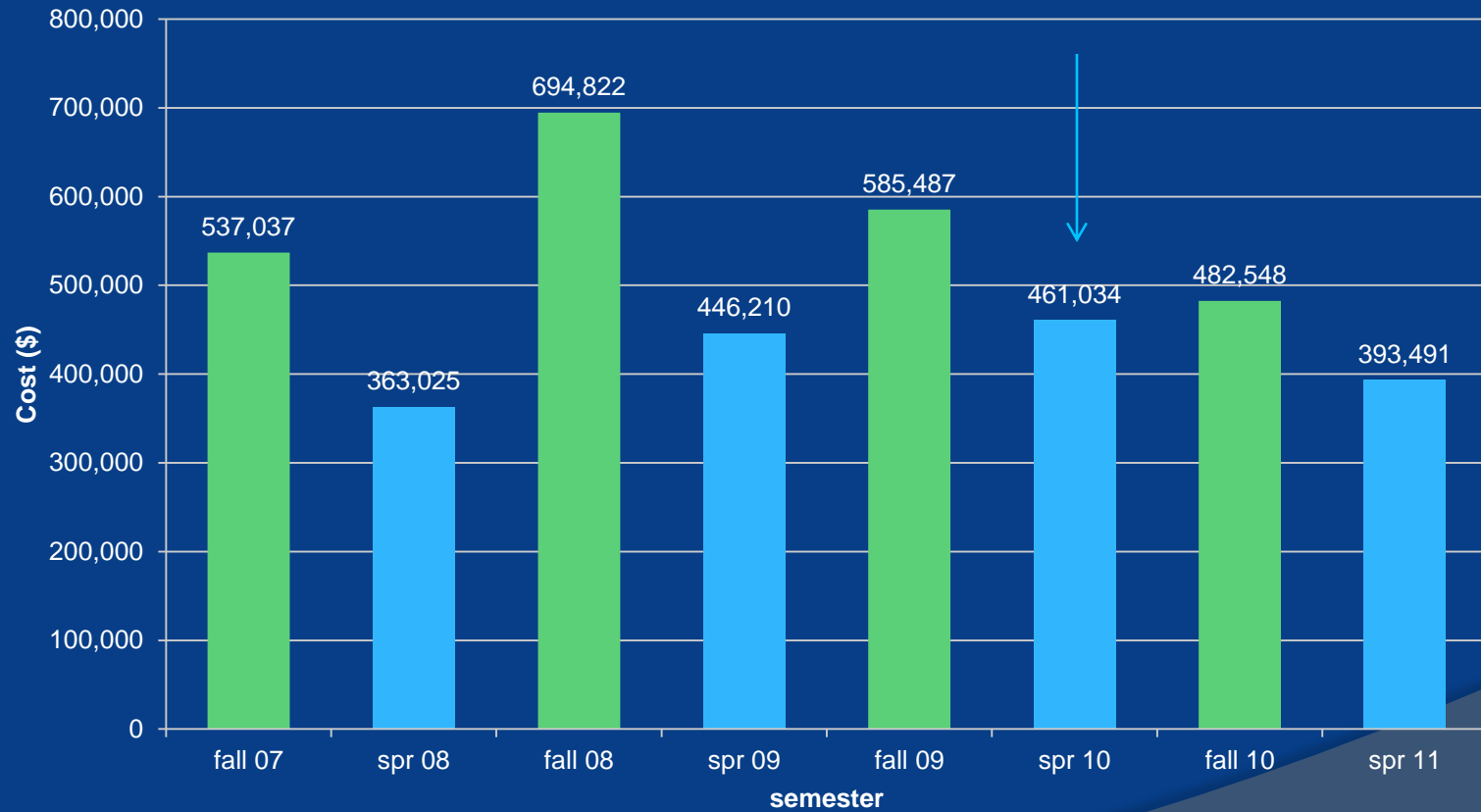
- ⦿ All base funded faculty must be able to undertake a full teaching load before adjunct instructors are used for instruction. Therefore, when courses or sections are cancelled, some course reassignments may be required.
- ⦿ Process articulated for justifying additional offerings of courses with three successive low enrollment offerings.

# Preliminary Results...





## adjunct instructor expenses





# Faculty Supervision of Internships: Before

- ◎ Four models within the college. The various models were not consistent with respect to faculty compensation. Some faculty paid 3 times more than others; some were not paid at all.
- ◎ Some internships were supervised by adjunct instructors, who were not paid for this work. Nor was there necessarily accountability with respect to the quality of the internship experience.
- ◎ No systematic reporting of internships existed with respect to faculty workloads. Information would be useful for longer term planning with respect to both program structures and staffing.

- ④ The university and the college are committed to community engagement and outreach, but lack of policy did not reflect this commitment nor did it encourage programs to offer internship experiences.
- ④ It may be (though it is not certain) that the nature of the internship as a course varied widely within the college. Requirements such as how the experience is documented by students, work products that are expected, the nature of the faculty member's involvement in the experience, and so forth, are not necessarily well articulated

# After: Two tier solution

- ◎ Tier 1: Programs with an internship requirement and/or that serve at least 45 student credit hours supervised by a single faculty member over the course of an academic year:
  - Faculty members who prefer to teach the internship as a part of their normal load may request a single course reassignment in lieu of overload payment.
  - Faculty members who prefer to be remunerated rather than requesting reassigned time will be paid salary equivalent to one course at their usual salary one time per year.

- Tier 2: Programs with occasional internships. Faculty will be remunerated on a per credit hour basis at the rate of \$35.00 per student credit hour, to be paid one time per academic year.

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- Implemented on a pilot basis in summer 2011. We are tracking numbers and costs. Will re-evaluate after two years to assess new policy effects on internship offerings and cost neutrality.

# Major Lessons...

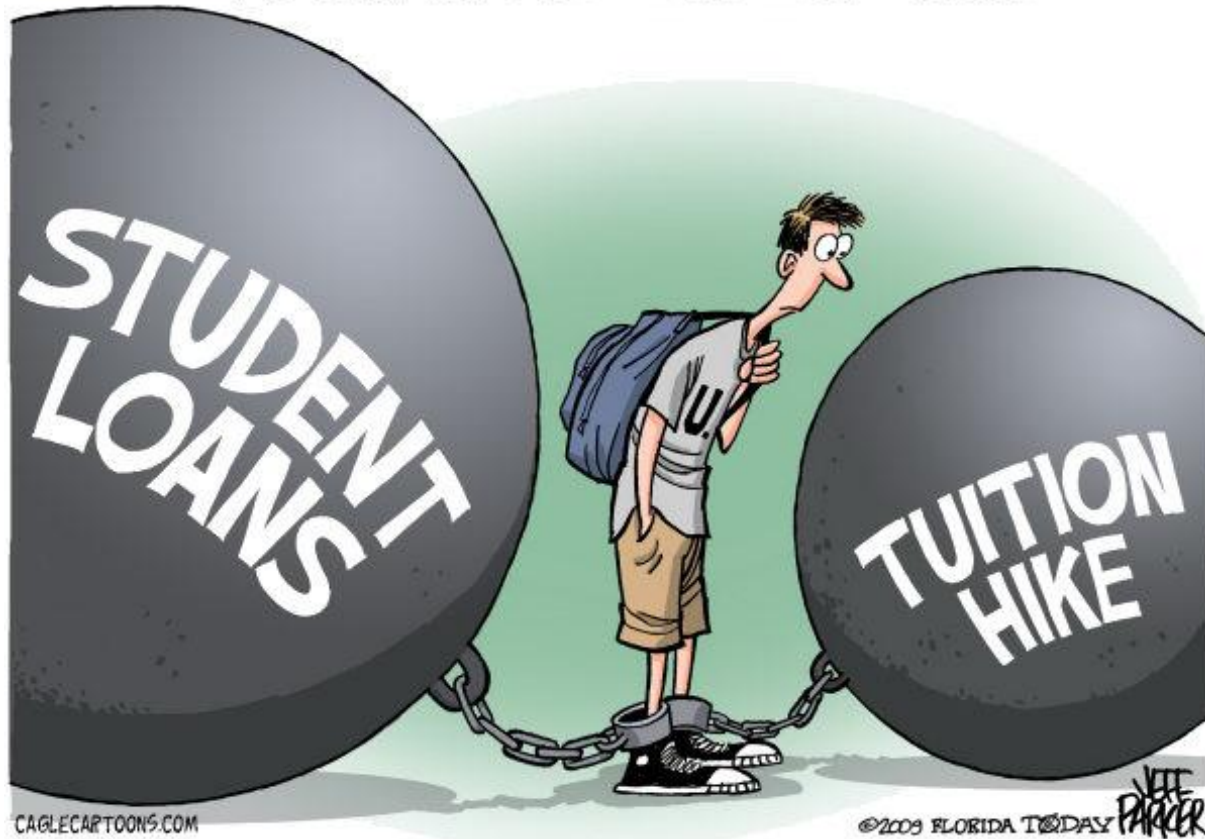
- ⦿ Old practices, new eyes (associate dean as 'disruptive')
- ⦿ Do your homework; evidence is your friend
- ⦿ Make practice explicit
- ⦿ Collaborate with college leaders
- ⦿ Consistency (combined with secret flexibility)
- ⦿ Implement change on a pilot basis: there are always unexpected consequences

# External Funding Sources: Associate/Assistant Deans and the Bottom Line

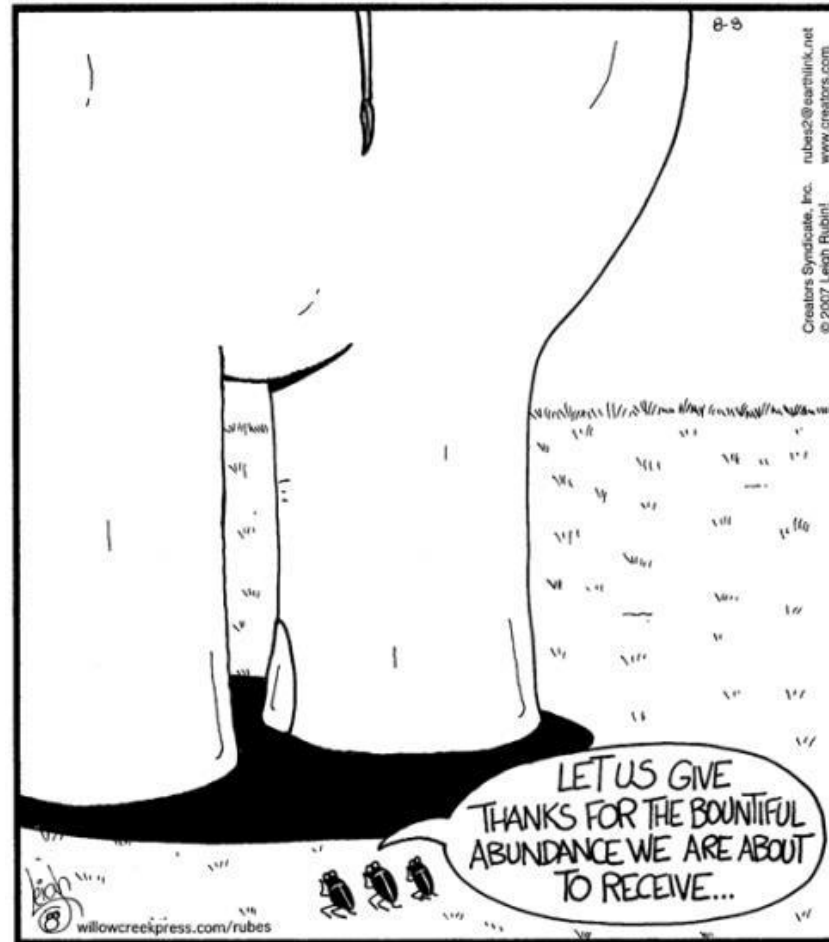


*"O.K., let's slowly lower in the grant  
money."*

*Welcome to ECONOMICS 101, kid...*



# External Funding Sources—The State



Dinner with the dung beetles

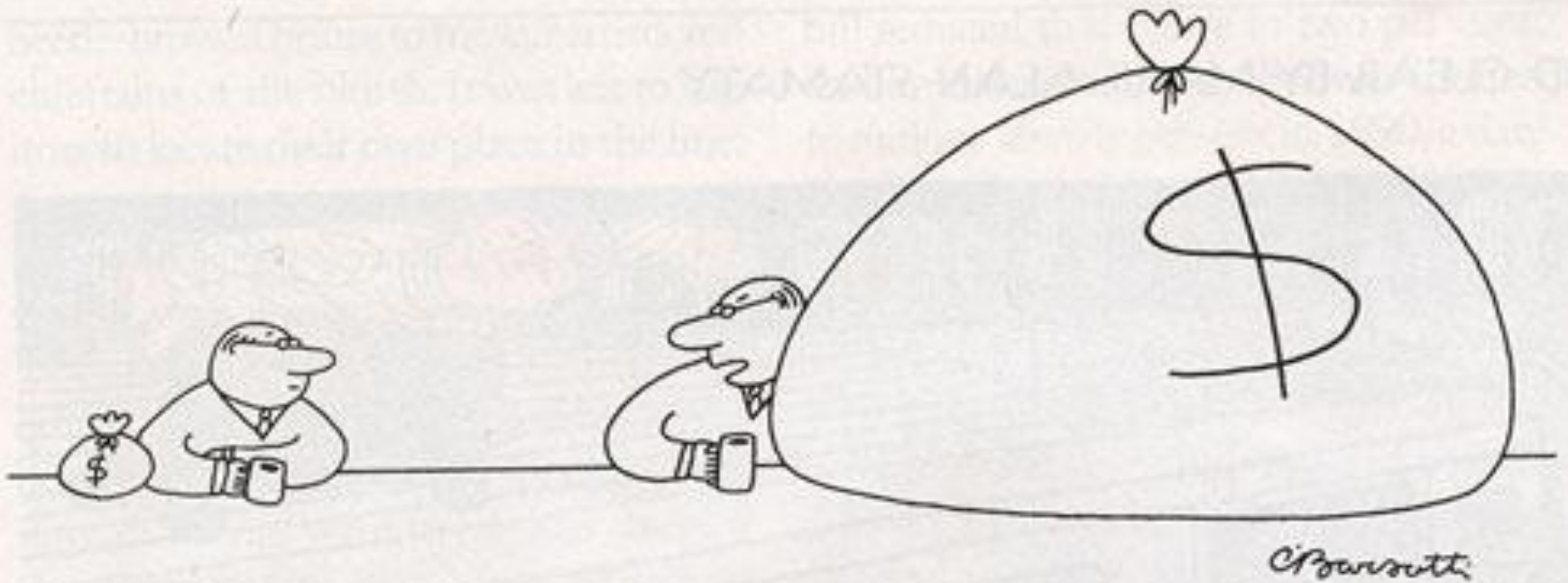


# External Funding Sources—Alumni



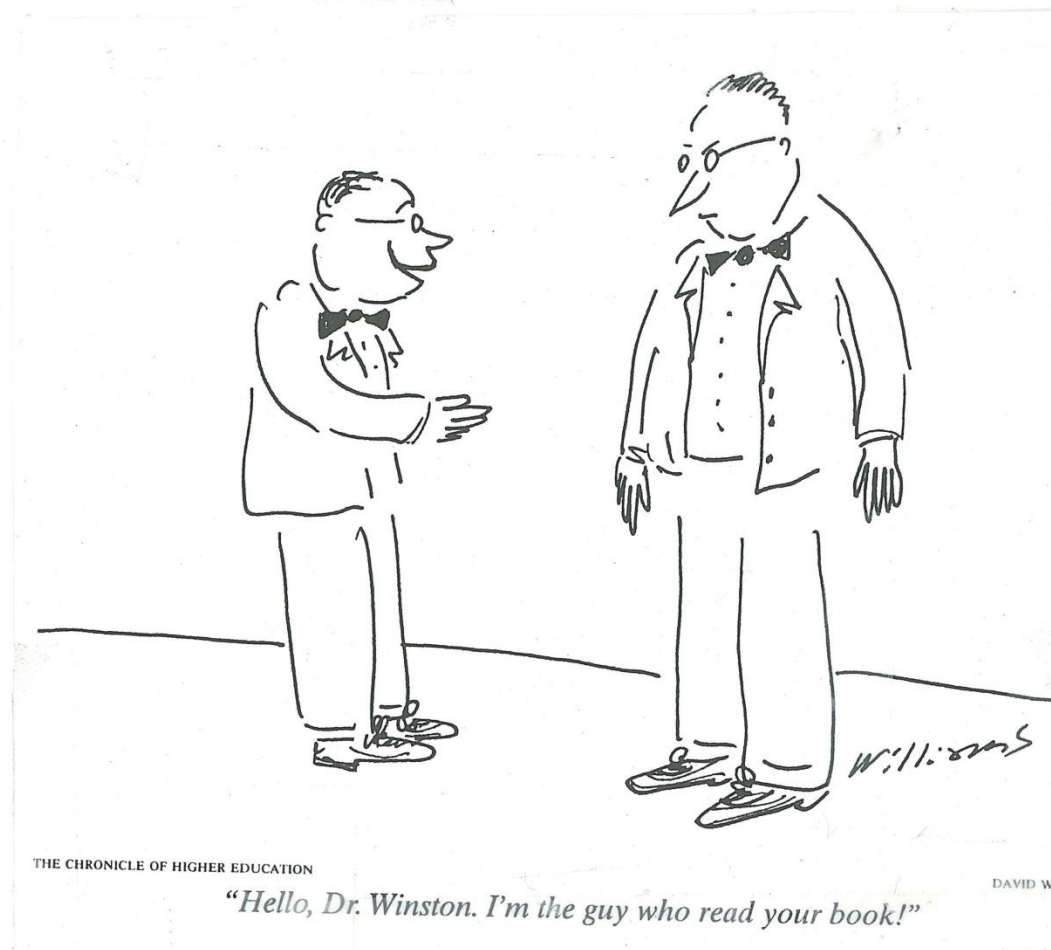
"And here is our annual message to the alumni."

# Grants

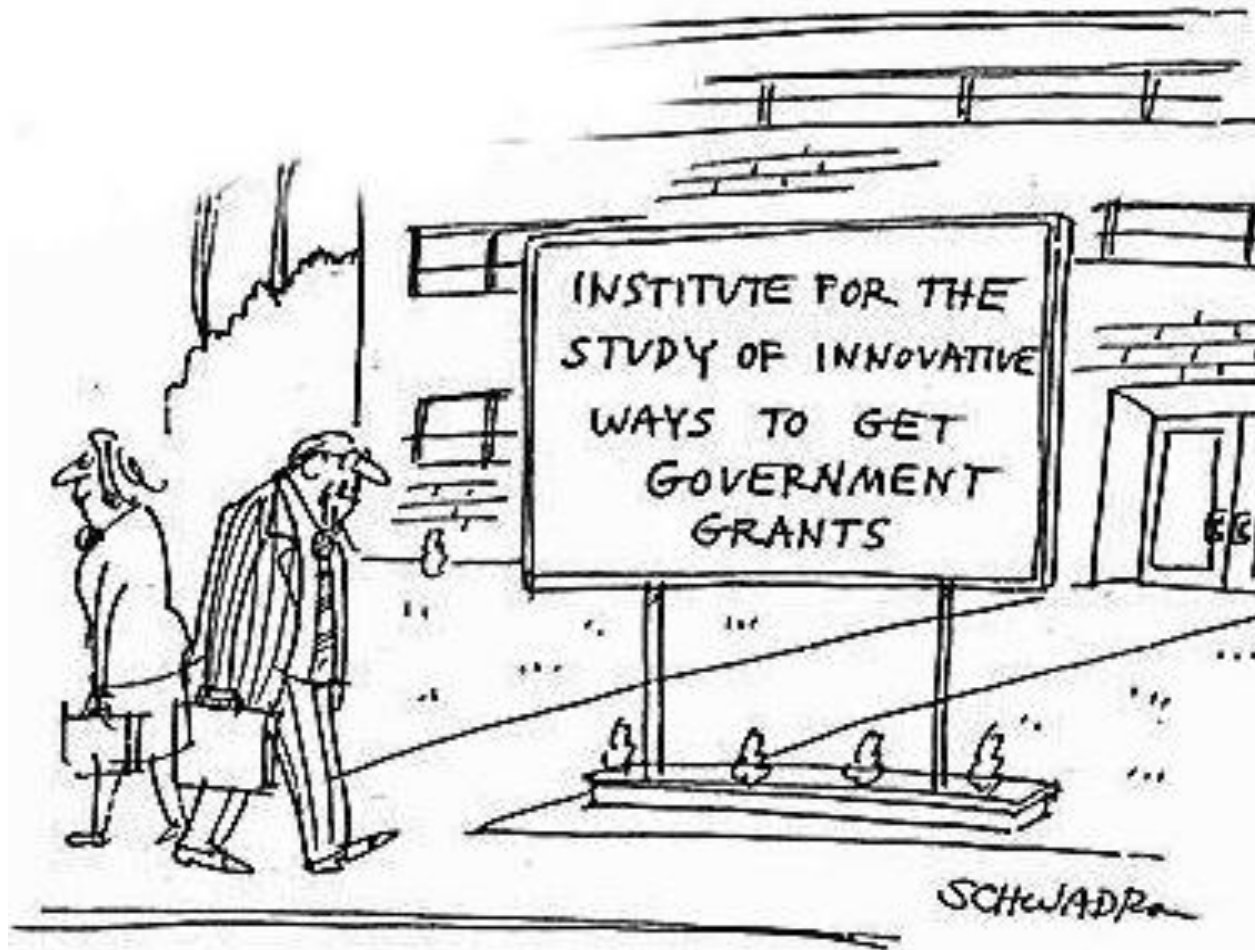


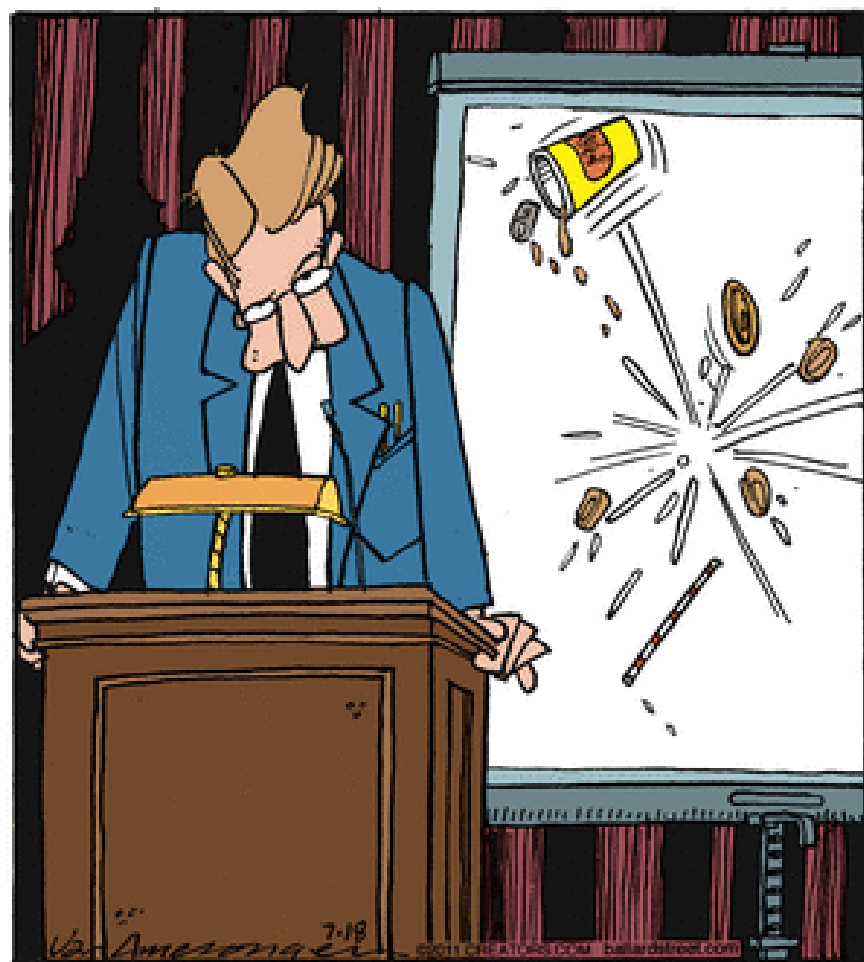
*"Where'd you get that?"*

# Keeping Research Broadly Relevant



# Reframing Grant-writing





Warren receives the "wrap it up" signal.