# College of Business

## COLLEGE EXECUTIVE COMMITTEE

October 25, 2006

## MINUTES

### Members:
Garrey Carruthers, Chair, Dean and Vice President for Economic Development
Kathy Brook, Associate Dean for Academics; Kevin Boberg, Associate Dean for Research; Sylvia Acosta, Assistant Dean for Public Relations; Pete Dillaway, Department Head, Accounting and Information Systems; Tony Popp, Department Head, Economics and International Business/Experimental Statistics; Liz Ellis (Ken Martin), Department Head, Finance; Bonnie Daily, Department Head, Management; Jerry Hampton, Department Head, Marketing; Bobbie Green, MBA Director; Kelly Tian, Faculty Council; Janet Green, School of HRTM; Sharon Jones, Office of the Vice President for Economic Development; Janice Wright, Assistant to the Dean

### Guests:
Breanne Corson, Justin O’Connell, Jacqueline Sanchez

### Absent:
Boberg, Acosta, Jones

### Agenda Item

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Description and Follow Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Advising: Report from the Ambassadors</td>
<td>Bre Corson, Justin O’Connell and Jacqueline Sanchez reported for the Ambassadors on their research concerning advising practices in other colleges.</td>
</tr>
<tr>
<td></td>
<td>The College of Ag uses volunteer faculty members and students stay with the same faculty throughout their college career unless the student requests a change.</td>
</tr>
<tr>
<td></td>
<td>The College of Health and Social Services has one advisor per major but the curriculum in two of the majors is fixed. Advisors are staff members and have at least a masters degree. Juniors and seniors get faculty advisors in pre-nursing and community health. Advising is required for students with low GPAs.</td>
</tr>
<tr>
<td></td>
<td>In Arts and Sciences students are assigned alphabetically to faculty advisors, some of whom may be fairly new and unfamiliar with requirements. Most advising focuses on freshmen and sophomores.</td>
</tr>
<tr>
<td></td>
<td>Education has three full time staff members doing advising. They have an orientation for all freshmen, distribute brochures and policies and procedures. Advising is provided only in face to face meetings to avoid miscommunication. Advising emails are sent out, but there are no advising holds.</td>
</tr>
<tr>
<td></td>
<td>Engineering uses faculty advisors and requires advising each semester. Students first write up a schedule and then make an appointment with an advisor. In one department the department head advises all freshmen.</td>
</tr>
<tr>
<td></td>
<td>Recommendations from the ambassadors: (1) assign faculty advisors to all students with a declared major so that they can develop a relationship; (2) provide an orientation for newly declared majors, including new majors who have moved from other colleges; (3) provide training for faculty who are new to advising; (4) hire additional staff in the Advising Center who know about requirements in other colleges. (5) place advising holds on freshmen and sophomores; rely less heavily on graduate assistants for advising.</td>
</tr>
</tbody>
</table>
Discussion:  (1) Dean Carruthers noted that faculty advisors might focus on mentoring more than course selection and supported more involvement of faculty with freshmen.  (2) It was noted that advising holds may aggravate students by creating another step in the registration process.  (3) *We may need to do some focus groups with a broader sampling of students to see what they think about the advising process.*

### II. Vacant Faculty Lines

We currently have three vacant faculty lines at salaries averaging about $87,000.  Dean Carruthers questioned whether the departments could hire faculty at $87,000 and suggested that we may need to look at filling only two lines.  Alternatively, it was suggested that we could look at greater use of non-tenure track, full time teaching faculty.

Arguments from the departments in favor of filling lines varied with some focusing on growth of the MBA program, others on growth in student headcount and minimum requirements for staffing a variety of programs.  External factors may require departments to staff courses (such as those related to the student investment fund) that may not maximize student credit hours.

Dean Carruthers reported that the deans are discussing the possibility of pooling all vacant lines so we could request to fill three lines with additional funding beyond what is in our existing lines.  After the dean left the meeting there was a suggestion that we be more aggressive and request four positions based on the growth of our programs and the need to support the quality of those programs.

Data that might be helpful in this discussion include SCH, number of majors, teaching loads, average class size, the extent of multiple sections of courses, and numbers of service courses taught.  *K. Brook will put something together for the departments and disciplines.*

### III. Assurance of Learning

The assurance of learning matrix developed by the Assurance of Learning Committee was reviewed and department heads were asked to provide an update on the status of data collection.  Data will be collected this fall on goals 5.4 (financial decision making), 6.2 (recognizing legal problems), 2.2 (understanding and appreciating diversity), 1.1 (writing effectively), 4 (using information technology effectively), 6.1 (recognizing ethical problems).  *Tony Popp will report back to the group on the status of the goals assigned to Economics and E STAT.*

*Faculty involved in assessment of the learning objectives will be asked to report to the Assurance of Learning Committee and to CEC as soon as possible.  It is hoped that there will be at least a preliminary report to the convocation in January.  The reports should identify strengths and weaknesses of students and either the faculty or the Assurance of Learning Committee should provide a recommended plan for improvement.  Faculty involvement in this process is crucial to the accreditation process.*
K. Brook will follow up to convene the Assurance of Learning Committee.

Some of the issues discussed were: (1) disagreements among faculty about questions to be asked; some departments are allowing faculty to select questions from a pool so that the questions asked of students will vary; (2) what the desired level of achievement should be and whether apparent lack of achievement reflects poor instruction or poor assessment instruments; (3) the extent of sampling of BBA students. With respect to the last item, it was noted that the ethics questions probably need to be addressed by a larger group of students than those taking MKTG 489. BUSA 421 was a suggested alternative as were upper division courses in other majors; department heads were asked to report back on what might be workable. It was also noted that some classes in which assessment occurs might have significant numbers of non-business majors.

G. Carruthers and K. Brook ask for department head involvement in assurance of learning and in encouraging faculty participation. It was suggested by a department head that department heads might participate on the Assurance of Learning Committee.

Action/follow up items are in italics.