

CHAIRS MEETING

April 23, 2019



AGENDA

- End of Year:
 - Merit
 - Staff Performance Reviews
 - Budgets
 - Annual Reports
- Advising Experts and Summer Guides
- Announcements

End of Year: Merit

- Merit timeline:
 - May 17 - Faculty reports due. We are piloting a WesPortal app for this; see demo.
 - May 31- Teaching evals available (under “current”). Search for semester first (e.g., Fall 2018), then faculty member.
 - June 3 - Chair recommendations due to Megan Flagg
- Scholarship, teaching, and collegueship all should be considered
- Based on 2018-19 only
- Usual percentages expected:
 - 10 percent across the board
 - 35 percent merit
 - 35 percent high merit
 - 20 percent distinctive merit

End of Year: Staff Performance Reviews

- Non-union staff have a merit process just as faculty do. Bio, E&ES, Film, MB&B, Physics, Psych, Theater all have non-union staff, as do some centers. The procedure involves a self-assessment, followed by the supervisor entering a review in Manager's Toolbox under the Employee Information bucket in WesPortal, followed by a conversation with the staff member. HR would like this completed by May 15. Contact Mark Hovey if you have questions.
- Performance reviews for administrative assistants are recommended but not required, and do not affect salary increases.

End of Year: Budgets

- The fiscal year ends June 30. All SmartKeys that begin with 100 (the operating budget) will have all money in them removed, and new money put in on July 1.
- Your department is not allowed to be in deficit at year-end; please discuss with your AA to be sure this does not happen. Common issues: student wages, physical plant or Bon Appetit charges, or p-card expenses that exceed the balance available.
- If you end in deficit, you can move money around to fix it. Your AA must do this as soon as possible; preferably before June 30, but there is a period between July 1 and July 15 where you can fix problems from previous fiscal year.

End of Year: Annual Reports

- Annual reports due from chairs and program and center directors by June 30.
- Format is the same as last year.
- These are read by deans and provost. They give us crucial background knowledge used in many ways, including staffing requests.

Summer Faculty Guides Pilot 2018-19

- This project was proposed to address some concerns about the current preregistration process for incoming students
 - A chance for students to speak with a faculty member before preregistering
 - The faculty member could help the student think about the value of breadth in course selection
 - The faculty member could provide a more personal touch and help answer questions about course selection
- There was particular concern about whether language enrollments are disadvantaged by having students preregister for all four courses during the summer
 - Dean Nerenberg was put in charge of recruiting faculty for the program and encouraged to have overrepresentation from the language faculty
 - The project was structured as a formal treatment-control experiment
 - We augment the experimental results with comments from participating faculty

Background

- Random Assignment: 50% of class of '22
 - 413/824 assigned to have a Summer Faculty Guide
 - 360/413 students had a phone or Skype conversation with their guide (84.3%)
 - 1 other student heard about the program from a friend and spoke with a guide

- 17 Summer Faculty Guides

Nicole Stanton: Dance

Stephanie Weiner: English

Lisa Dombrowski: Film

Michael Slowik: Film

Andy Curran: French

Michael Meere: French

Jeff Rider, French

Ellen Nerenberg: Italian

Camilla Zamboni: Italian

Michael Armstrong-Roche: Spanish

Joe Knee: Chemistry

Joyce Jacobsen: Economics

Marc Eisner: Government

Vijay Pinch: History

Karen Collins: Math

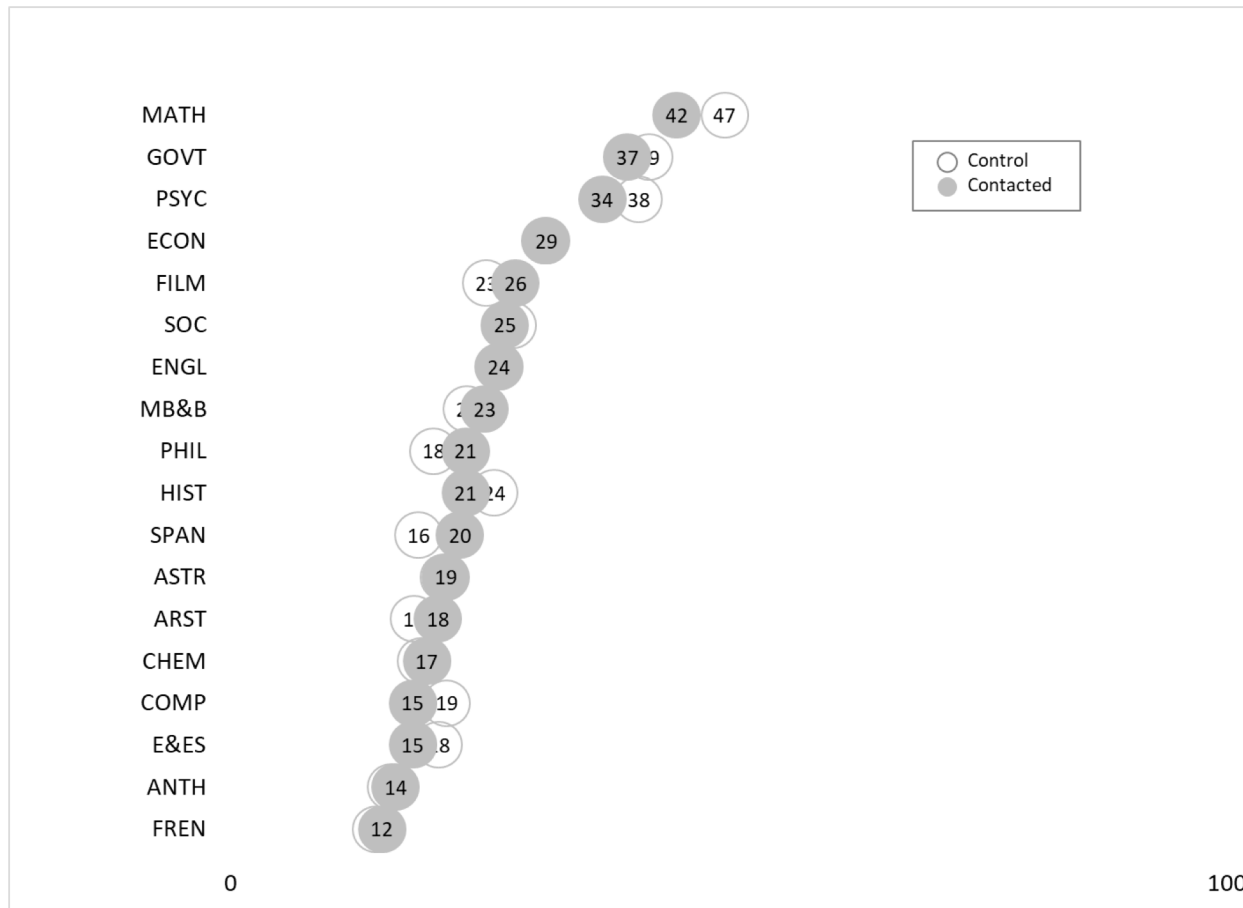
Mark Hovey: Math

Susanne Fusso: REES

Findings

- No significant effects on...
 - course pre-registration patterns
 - course enrollment patterns
 - satisfaction with academic advising
- Student participants were more likely than nonparticipants to report that faculty and administrators care about their well-being
- Faculty participants saw need for improving incoming student awareness re: Gen Eds, AP credits, course pre-requisites, number of classes to take in the first term, the mechanics/process of registration)

Fall 2018 Pre-Registration by Subject



No statistically reliable group differences emerged.

Fall 2018 Pre-Registration by Subject



No statistically reliable group differences emerged.

Average Number of Classes by Group: Students Taking One or More Class, 2018-19 Academic Year

| Subject | Average number of classes taken (among those taking 1+ class) | | Number of students taking 1+ class | |
|---------|--|-----------|---------------------------------------|-----------|
| | Control | Contacted | Control | Contacted |
| PHYS | 2.9 | 2.9 | 25 | 26 |
| CHEM | 2.5 | 2.7 | 62 | 56 |
| CHIN | 3.0 | 2.6 | 6 | 8 |
| ARAB | 1.6 | 2.0 | 5 | 4 |
| JAPN | 1.8 | 2.0 | 4 | 3 |
| HEBR | 1.8 | 2.0 | 5 | 2 |
| KREA | 1.9 | 2.0 | 10 | 5 |
| ITAL | 1.8 | 1.9 | 11 | 11 |
| GIS | 1.7 | 1.9 | 26 | 18 |
| MUSC | 1.8 | 1.9 | 112 | 101 |
| MB&B | 1.8 | 1.9 | 66 | 72 |
| THEA | 1.8 | 1.8 | 18 | 30 |
| LANG | 2.0 | 1.8 | 5 | 10 |
| FREN | 1.8 | 1.8 | 37 | 39 |
| BIOL | 1.6 | 1.8 | 106 | 93 |
| FILM | 1.6 | 1.7 | 73 | 73 |
| SPAN | 1.7 | 1.7 | 59 | 67 |
| GRST | 1.4 | 1.5 | 14 | 13 |
| MATH | 1.5 | 1.4 | 183 | 156 |
| DANC | 1.2 | 1.3 | 48 | 41 |
| COMP | 1.4 | 1.3 | 77 | 62 |
| ECON | 1.4 | 1.3 | 145 | 132 |
| PHED | 1.3 | 1.3 | 45 | 44 |
| HIST | 1.2 | 1.3 | 83 | 73 |
| PSYC | 1.3 | 1.3 | 196 | 165 |
| PHIL | 1.2 | 1.2 | 70 | 70 |
| ES&ES | 1.4 | 1.2 | 41 | 26 |
| ARHA | 1.2 | 1.2 | 42 | 41 |

No significant differences emerged between the Contact and Control Groups.

Brief Summary of Faculty Guide Comments

- Faculty opinions of the Summer Guides program were mixed
- Conversations often focused on logistics and (mis)information
 - Gen Ed expectations
 - APs
 - Course pre-requisites
 - Number of classes to take first term
 - Mechanics/process of registration
- Process was too time consuming (4), unsustainable (2)
- Several guides reported having insufficient information & access (e.g., to student portfolios)
- Students appreciative (3)
- Skype: issues, not best choice (6)

Enrolled Student Survey, Spring 2019

| | Control | Contacted | <i>Difference (percentage points)</i> |
|--|-----------|-----------|---|
| There is at least one faculty member who has taken a personal interest in my success. (% agree) | 49 | 61 | 12 |
| Administrators at Wesleyan are genuinely concerned about my welfare. (% agree) | 54 | 66 | 12 |
| I feel like part of the community at Wesleyan. (%agree) | 71 | 69 | -2 |
| Satisfied with academic advising (%) | 80 | 78 | -2 |
| My planned major has changed since I began college (%yes) | 27 | 26 | 0 |
| Faculty members treat me fairly (%agree) | 99 | 98 | 0 |
| Faculty members are willing to talk with me individually (%agree) | 100 | 100 | 0 |
| <i>Faculty members are willing to talk with me individually (%agree strongly)</i> | 59 | 61 | 2 |
| I can talk with my academic advisor(s) when I need to (%agree) | 88 | 88 | 0 |
| During the current academic year, I have sought advice from my academic advisor(s)? (%) | 69 | 70 | 1 |
| Satisfied with the availability of courses (%) | 82 | 84 | 2 |
| One or more faculty members know me well enough to provide a letter of recommendation (%) | 73 | 76 | 3 |

Announcements

- Final Metro Movies Free Faculty & Staff Night — tomorrow!
- Nuts and bolts intro for chairs — Friday, May 10, 1:30-3pm, PAC 001
- AcAf Happy Hour featuring a toast to Marc Eisner — Friday, May 10, 4-6pm, Russell House
- Budget and supervisory workshop for chairs — Monday, May 13, 1-4pm, Boger 114

Thank you!