

2012

# Faculty Senate Minutes, January 18, 2012 (Draft)

Faculty Senate  
*Eastern Michigan University*

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# Draft Minutes for Faculty Senate

## January 18, 2012

### 3:00-5:00PM, SC310A

Attending: M Peters (AAS), M Reedy (ART), B Winning (BIOL), K Stacey (CMTA), M Evett (COSC), D Crary (ECON), S Norton (ENG), C Mayda (G&G), J Koolage (H&P), G D (MATH), W Zirk (M&D), P Koehn (P&A), E Martin (PS), K Saules (PSYCH), R Orrange (SAC), S Gray (WGST), M Zinggeler (WL), T Moreno (HPHP), J Carbone (HS), M Bombyk (SW), M Rahman (ACC&FIN), D Chou (CIS), K Banerji (MGMT), D Barton (MKT&LAW), L Stevens (SPED), P Smith (TED), J Texter (ET), K Kustron(TS), T Brewer (Grad Council), R Baier (LIB), J Carroll (Assoc. Provost), R Longworth (Assoc. Provost), K Schatzel (Provost), S Martin (EMU)

Not attending: G Edwards (CHEM), S Nelson (NURS), P Francis (L&C)

1. (3:00) Approval of agenda (approved)
2. (3:05) Welcome to Provost Schatzel and to student government president, Jelani McGadney (Welcomed)
3. (3:10) Approval of the minutes of the 12/7 meeting (attached)(approved as amended, one abstention)
4. (3:15) Resolution of appreciation for Greg O'Dell (approved, one abstention)
5. (3:20) Search committee for Chief of Police
  - a. Matt has been asked to serve on the search committee
  - b. Matt confirmed as appointee
6. (3:25) Problems with book orders [Margrit Zinggeler]
  - a. There have been many issues with book orders.
  - b. Regardless of request method, orders were lost. One member watched the store manager enter the order into the computer, but the order was still lost.
  - c. R Longworth: Looking into the problem. One problem was an incorrect link to an old system. This has been rectified.
  - d. The Assoc. Provost is meeting with the Bookstore to work on resolving the other issues. All further communication with regard to textbook orders will come through the Provost office.
  - e. Comment: Primary concern is the student! The student orders the book, and is unable to return the books in some cases.
  - f. R Longworth: There may be a followup e-mail that confirms the actual order placed by the bookstore.
  - g. Comment: There is also the issue of frequent management changes.
  - h. Comment: Access to eCompanion before class would help to get the word out about the textbooks.
  - i. It would help if all syllabi contained textbook information.
  - j. Comment: Is it possible for students on the waiting lists to see where they are on the list?

- k. Comment: The waiting list is sorted by name, not registration date. This is cumbersome.
    - l. Waitlist issues will be discussed in detail at a later date. R Longworth will investigate these and other issues.
- 7. (3:40) Potential changes to the GenEd QR requirements [Chris Foreman, guest]
  - a. Postponed to a future meeting.
- 8. (4:00) Provost Office's "Minutes"
  - a. Status of "interim" associate provosts
    - i. Associates have been asked to stay on.
    - ii. The office organization will be more structured.
    - iii. FS has passed a resolution asking that interims do not remain interims for more than 1 year.
  - b. Timeline of search for permanent FDC director
    - i. Peggy Ligget is serving as interim director.
    - ii. There is no timeline for a permanent director yet.
  - c. Enrollment numbers and budget
    - i. For W12, enrollment is up at undergrad and down at grad levels. Will be taking a look at Financial Aid and Marketing for graduate students to try to bolster these numbers.
    - ii. Budget: No change from last time. No increase in the shortfall as things stand now.
  - d. K Schatzel: Is on the learning curve and appreciates all the help along it.
    - i. Library Update: On Monday, a 3ft diameter pipe fell due to clamp attachment point to the ceiling failed. The pipe dropped about 6 feet. Took out the electrical and sprinkler system. Structural damage is limited to the corridor; damage from the sprinkler system is a bit more widespread. The pipe has been secured. The system will be inspected to head off any future issues. The ground floor will be closed for 1 month to allow for this inspection and reconstruction. There will be some noise and other inconveniences during this time period. At the moment, the cooling system is out as well. She will provide weekly updates on the project.
    - ii. Classroom reservations for rooms beginning with 'G' will be affected; faculty should try to find other venues for these classes.
    - iii. The student radio station is being relocated, and the video studio will be closed. For the next six weeks, could one of the temporary library offices be used? R Baier will let M Evett know.
- 9. (4:20) Appointments:
  - a. Parking and Transportation Committee (2) [Pam Walsh appointed]
  - b. GenEd Course Vetting (monthly, M 3:30-5:00) (3 yr. term)
    - i. U.S. Diversity

- ii. Arts
  - c. Student Affairs and Enrollment, Enrollment Target and Budget Forecasting Committee (1) [Claudia Petrescu appointed]
- 10. (4:30) Issues with e-Learning [Konnie Kustron]
  - a. With the budget cuts, EPEO has suffered, and online teaching is becoming very difficult due to low staffing levels.
  - b. Students are being impacted by these issues.
    - i. When the staffing was reduced, employees that were moved around do not have the appropriate technical skills. Online lecture availability is a problem – lectures are not being loaded correctly.
    - ii. Document formats are no longer being maintained.
    - iii. Support for online courses is fractured – we need to centralize, and find people with the appropriate training to handle online learning. At the moment, the individuals with the necessary skills are located in a variety of places.
    - iv. The number of online courses has increased, while staffing levels have decreased, according to Bill Jones (Instructional Technology)
- 11. (4:40) Committee Reports
  - a. EEFC [David Crary]
    - i. Committee meets tomorrow (1/19).
    - ii. The committee is trying to get all technology updated to the level present in Pray-Harrold, and then maintained.
    - iii. A detailed plan will be sent out very soon.
    - iv. J Donegan has a long list of projects, and the committee is starting to look at that list.
    - v. Batches of small repairs are going out, allowing us to have regular maintenance.
    - vi. These lists should be assembled for each building.
  - b. Univ. Budget Comm. [Mahmud Rahman]
    - i. Long-term budget planning subcommittee
      - 1. Trying to make sure that resources are allocated based on outcomes. The goals of the University will be funded properly, rather than the decision being based on the past.
    - ii. BC as 24 members, 8 are faculty members.
      - 1. Committee is hopeful that by using the subcommittee method, there will be fewer duplicate proposals going to the board, and the BoR will be able to focus on committee-proposed issues.
  - c. Student Success Council [Marti Bombyk]
    - i. December meeting was canceled, next meeting is 1/19
- 12. (4:55) President's Remarks
  - a. The December Board of Regents meeting

- i. FA meeting: Very successful meeting, faculty discussing how travel impacts their teaching and scholarship.
  - ii. General meeting: Matt described what the Senate has been up too.
  - iii. Next BoR meeting will cover Shared Governance.
- b. Next FS meeting: February 1, 2012, in SC310. Next FSEB meeting is January 25, 2012, SC304.

## **Changes to the Quantitative Reasoning Component of General Education (from Chris Foreman, GenEd Director)**

*[Please note that the footnotes are on the last page of this agenda]*

As we enter the fifth academic year since launching EMU's General Education Program, *Education for Participation in the Global Community*, we reflect upon the impact on student learning, and begin the process of making any recommendations and/or adjustments to learning outcomes and/or teaching practices.

A group of faculty teaching courses in the Quantitative Reasoning category<sup>i</sup> have met at various stages over the past three year to discuss the outcomes, review current external benchmarks, review internal assessments of student learning, and discuss possible ways to enhance teaching and learning in QR courses. For the purposes of better clarifying the QR outcomes and simplifying the assessment process, the following regrouping and modifications are being recommended. In addition to faculty focus groups and dialogues, data from a two-year assessment of MATH 110 courses is also referenced NOTE: The modified outcomes indicate the original outcome being addressed. With the exception of the deletion of the original outcome #7, there are no significant changes other than a clustering of the original outcomes into four (4) outcomes with indicators of learning.

This recommendation has been reviewed, and approved, by the General Education Assessment subcommittee, the General Education Course Vetting subcommittee, and the General Education Advisory Council.

Additionally, the proposal was submitted to all departments with QR offerings and has been reviewed and endorsed by the following departments: Computer Science, Mathematics, Philosophy, Political Science, Sociology, and School of Technology Studies.

In accordance with Article XIII(388), and given that this involves “credit producing areas and instructional matters ... affecting more than one (1) college,” the General Education Advisory Council is requesting the Faculty Senate to review the “Proposal to modify the Quantitative Reasoning (QR) Outcomes and provide applicable recommendations to the Provost and Executive Vice President.

### Proposal to modify the Quantitative Reasoning (QR) Outcomes

Listed below are four (4) QR outcomes with indicators of learning. Please accept these four outcomes as defined as replacing previously articulated outcomes for Quantitative Reasoning<sup>ii</sup>

Students will learn to solve real-life problems using a mathematical modeling process.

They will learn to:

- 1) Build an appropriate model.
  - a) Estimate an answer to the problem [5]
  - b) Identify important components of the model [1]
  - c) Collect or generate appropriate data [3]
  - d) Analyze the situation using arithmetic, geometric, algebraic, and probabilistic or statistical methods. [4]
- 2) Use the model to solve the problem.
  - a) Propose a solution [6]
  - b) Evaluate **the reasonableness of the solution.** [6] <sup>iii</sup>
- 3) Communicate the results of their analysis.
  - a) Share the findings in oral **or** written reports using appropriate mathematical language. [9]<sup>iv</sup>
  - b) Write summaries to explain how they reached their conclusions. [10]
  - c) Communicate quantitative relationships using symbols, equations, graphs, and tables. [8]
- 4) Evaluate the model.
  - a) Draw other inferences from the model. [11]
  - b) Identify the assumptions of the model [2]
  - c) Discuss the limitations of the model. [12]
  - d) ~~Predict outcomes in other situations based on what they have learned from their analysis.~~ [7]<sup>v</sup>

# BALLOT

1. (3:40) Appointments:
  - a. Parking and Transportation Committee (2)
  - b. GenEd Course Vetting (monthly, M 3:30-5:00) (3 yr. term)
    - i. U.S. Diversity
    - ii. Arts
  - c. Student Affairs and Enrollment, Enrollment Target and Budget Forecasting Committee (1)

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<sup>i</sup> Bill Sverdlik (COSC); Gisela Ahlbrandt (MATH); Kim Rescorla (MATH); Sandy Becker (MATH); Chris Gardiner (MATH); Carla Tayeh (MATH); Jeff Bernstein (PLSC); Donna Selman (SOCL); Paul Schollaert (SOCL); John Preston (STS)

<sup>ii</sup> The original QR outcomes:

1. Identify an appropriate model
2. Identify and discuss assumptions
3. Collect or generate appropriate data
4. Analyze a situation using arithmetic, geometric, algebraic, and probabilistic or statistical methods
5. Estimate answers
6. Propose and evaluate solutions
7. Predict outcomes in other situations based on what they have learned from their analysis
8. Understand and communicate quantitative relationships using symbols, equations, graphs, and tables
9. Share their findings in oral and written reports using appropriate mathematical language
10. Write summaries to explain how they reached their conclusions
11. Draw inferences from a model
12. Discuss the limitations of the model

<sup>iii</sup> rationale: The outcome as originally written is confusing; for example, "evaluate" what? In order to refine anything, there must first be something evaluated, which is whether or not the proposed solution is "reasonable". If reasonable, then it is appropriate.

<sup>iv</sup> rationale: It is essential that students communicate the result of their analysis, but there are times when written reports are more appropriate than oral, and times when oral reports alone are sufficient

<sup>v</sup> rationale: Based upon data from a two-year assessment of MATH110 and other MATH QR Choice courses, there is significant evidence to suggest that "predicting outcomes in other situations" is a higher-level outcome that is difficult to achieve in an introductory course in quantitative reasoning. Whereas faculty would identify this as a desired goal, most would also agree that this what is more essential is that students can draw inferences, identify assumptions, and discuss limitations.