

2012

## Faculty Senate Minutes, February 1, 2012 (Draft)

Faculty Senate  
*Eastern Michigan University*

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# Draft Minutes for Faculty Senate

## February 1, 2012

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

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

Not attending: R Woods (AAS), E Martin (PS), S Nelson (NURS), K Banerji (MGMT),

1. (3:00) Approval of agenda (approved)
2. (3:05) Approval of the minutes of the 1/18 meeting (attached) (approved as amended, one abstention)
3. (3:10) EEFC Report [David Crary] (Classroom Technology Recommendation Report, attached)
  - a. Equipment is of a highly variable vintage and quality at EMU.
  - b. In the Fall, equipment seemed to be functioning well. Recently, equipment seems to be breaking down.
  - c. General recommendations:
    - i. Provide uniformity around campus. Ideally, every classroom would have a minimum standard set of equipment.
      1. A list of minimum recommended equipment is attached.
    - ii. There may be specialized equipment for various courses/classrooms.
    - iii. The major shortcoming of our classrooms is the lack of computers.
    - iv. Comment: Who owns the equipment, and who pays for the maintenance? It would be University equipment, though some departments have purchased their own.
    - v. Comment: Did the committee investigate lecture-capture systems? This would be "Aspirational" equipment at the moment.
    - vi. Comment: Recent article showed that lecture capture improves retention and student success.
    - vii. Comment: Doesn't everyone have a laptop these days? Many do, they are looking into thin-client solutions.
  - d. Will vote on supporting this at our next FS meeting.
4. (3:25) Appointments:

- a. University Judicial Board [Karen Rogers-Collens, LIB] (appointed)
  - b. Parking and Transportation Committee (1) [John Reposa, COT] (appointed)
  - c. GenEd Course Vetting (3 yr. term)
    - i. U.S. Diversity
    - ii. The Arts [Robert Stevens, LIB; Susan Badger-Booth, CMTA] (R Stevens appointed)
5. (3:35) Potential changes to the GenEd QR requirements [Chris Foreman, guest]
- a. When the GenEd program was approved, there was a built-in assessment tool for making changes to the program as needed.
  - b. C Foreman was contacted by the MATH department, specifically about MATH 110.
    - i. Wanted to bring more faculty (non-Math) into the discussion.
    - ii. Consequently, meetings were held with at least one of the member departments in the QR program.
    - iii. Discussed outcomes, benchmarks, did a bit of mini-assessment, and what was and wasn't working.
    - iv. Logical flow problems to the Learning outcomes.
    - v. Outcomes re-arranged into 4 (rather than 12) Outcomes, and a few minor changes were made. (See attached description)
    - vi. Originally hoped that students would be able to predict outcomes outside of their model.
    - vii. Not enough time in the semester to get all the way to that Outcome, so it wouldn't fit into a single-semester course.
    - viii. Comment: Data collection should not be part of the QR program. Different discipline.
  - c. Assessment is possibly the most difficult part of the programs. Conversations like this one are valuable to help translate the outcomes.
  - d. Consider this as a first reading, we will vote on this motion at our next FS meeting.
  - e. Every outcome in a program needs to be addressed, but there will be differences between disciplines that will hit the outcomes differently.
  - f. If the FS declines to approve the changes, GenEd will go "back to the drawing board."
6. (3:50) Comments and Questions for the Provost
- a. Had their first capital planning meeting
    - i. There are different "buckets" of spending, including one called Asset Preservation.
    - ii. Windows, computers, etc are lumped into this bucket.
    - iii. Academic Infrastructure will be split off from this bucket, dedicated to equipment, etc.
    - iv. No refresh policy for classroom equipment at this time.
    - v. Changing how we go about the budget process, this is just one of the changes.

- b. Changes to the payroll systems:
    - i. Faculty will be paid in a more timely basis.
    - ii. Current solution is a stopgap, not a full solution. This will happen over the next year.
  - c. Remote location in Flint: Looking at the enrollment, we'll be closing this location.
  - d. Comment: Could you comment on how funding lines could continue though the next cycle.
    - i. Provost: We can do three-year planning, and there is a great deal of uncertainty at the state level. We can't commit to continuing lines, but we can be more deliberate and carefully examine faculty lines.
  - e. Comment: Do you have an inspection of the classroom buildings on your agenda?
    - i. Have gotten tours of facilities, and she is aware of the state of many of our buildings.
    - ii. HVAC is of special concern – we have a lot of antiquated equipment, perhaps there are other solutions to these problems.
7. (4:00) Committee Reports
- a. (4:00) Univ. Budget Comm. [Mahmud Rahman]
    - i. UBC is alive and well
      - 1. Met on 1/10
      - 2. Next meeting is 2/7
      - 3. Main question is how to set priorities for our faculty.
      - 4. The funding “buckets” lead to odd problems, like having no money for new copiers, yet funding for campus landscaping – these are just different buckets!
      - 5. Please share ideas for prioritizing faculty concerns with the budget.
  - b. (4:05) Student Success Council [Marti Bombyk]
    - i. First meeting two weeks ago, another on 2/2
    - ii. Council is larger than it's been in the past.
    - iii. Goal is to coordinate cross-divisional projects to increase enrollment and/or student retention.
    - iv. Meeting started with a presentation showing high school student perception of EMU vs other schools.
      - 1. We need to aggressively market the University in better ways.
    - v. Forming subcommittees:
      - 1. Monitoring current students to identify at-risk students.
      - 2. Improving the campus experience
      - 3. Asking: What kinds of support are we providing to students that are living very stressful jobs?

- vi. Comment: Is the Student Success committee looking at the student credit hour structure? Most of our students are taking more credits than they can really handle.
  - 1. Advising has been sending the message that 15 credits is “full time”
  - 2. This is true to complete a degree in 4 years, financial aid eligibility requires 12 credits.
  - 3. Our change to a Summer semester (rather than Sp/Su) lets more of our students qualify for financial aid.
  - 4. Graduation rate and retention are tied to this issue!
- c. (4:10) University Strategic Planning [Matt Evett]
  - i. Committee is looking to develop mission, vision and value statements.
  - ii. Trying to make it more bottom-up so that these statements start with the faculty.
  - iii. Matt will invite a few folks to help look at the raw data from the surveys so we can try to develop these statements.
- d. (4:15) Library Advisory [Bob Kelly, Julia Nims]
  - i. Recommended that B Kelly present the acquisition budget.
  - ii. Bob Kelly:
    - 1. Convergence of three things that have caused a financial bind.
    - 2. Reviewing print material and reducing content. At the end of this process.
    - 3. Lost 7% of their base budget, a very large chunk. Reduced the book budget by 33% to help offset this.
    - 4. E-journal package agreements are up for renewal, so the new pricing structures are unknown.
    - 5. New programs are being approved, and the library provides a dollar figure that covers underwriting these new programs. No money has been directly associated with these programs.
    - 6. Will continue migration to online materials.
    - 7. Will cancel duplicative databases (databases with significant overlap)
    - 8. Will look at canceling one of the Big-Deal eJournal packages.
      - a. Most usage comes from non-core journals (55%)
      - b. Annual changes to the core reflect usage changes.
      - c. If we drop the package, we lose more than 2000 journals (core + non-core)
    - 9. Looking at CMU and GVU
      - a. Asked for allocation information for their institutions.
      - b. We have half the funding that these two institutions have.

c. As a fraction of general fund, we are 33% below the average.

8. (4:35) President's Remarks

- a. EMU's "fee" structure. Should we take action?
- b. The February Board of Regents meeting
- c. Caucusing with the AAUP Executive Council
- d. Next FS meeting: February 15, 2012, in SC310. Next FSEB meeting is February 8, 2012, SC304.

## **Classroom Technology Recommendation (December 2011)**

**Background:** The EEFC received two reports from the Classroom Technology group which met during spring, summer and fall of 2010. This group consisted of representatives from all EMU colleges, including John Boyless, Steve Dotson, Cliff Elston, Rocky Jenkins, Michael McVey, Len Mier, Matthew Miller, Ross Nord, Michael Pickerell, Bill Shell, David Sterling, and Ron Woody. This group assessed current classroom equipment at EMU, explored equipment used at other universities in Michigan and around the country and issued two reports. The first report, **Classroom Technology Equipment Recommendations** was issued August 31, 2010 and the second report, **Classroom Technology Support Recommendations** was issued November 29, 2010.

A subcommittee of EEFC consisting of Steve Cameron, David Crary, Ali Eydgahi, Sandra Hines, Eric Owen, Mary Vielhaber, Fraya Wagner-Marsh, and Steven Webber reviewed the first of these reports and conducted a university-wide survey of instructional staff on current use and desired use of classroom equipment during winter 2011. This report presents recommendations for classroom technology at EMU based upon these efforts. The EEFC plans to provide additional input on classroom equipment and technology support on an ongoing basis.

### **General Recommendations:**

- 1) The committee believes it is very important to seek a high level of classroom technology that is standardized across campus classrooms. This will greatly enhance instructional effectiveness and provide smooth transition for faculty who are assigned to teach in different classroom buildings that might otherwise have significantly different equipment available for instruction.
- 2) While standardization is desirable to meet common needs for instructional effectiveness, some programs will require specialized equipment to meet specific needs related to course content and teaching methodologies.
- 3) While the renovations of Mark-Jefferson and Pray-Harrold have included significant upgrades in classroom equipment in these buildings, similar equipment upgrades are needed in many other classroom buildings across campus.
- 4) Increased, on-going funding is needed to further enhance classroom equipment in other classroom buildings to bring them up to the levels currently achieved in Mark-Jefferson (MJ) and Pray-Harrold (PH), to provide further upgrades beyond the standards reached in Mark-Jefferson and Pray-Harrold, and to systematically replace equipment as it wears out or becomes obsolete. **The EEFC will consult with personnel from Information Technology and college technical-support staff members to help develop a recommended budget to meet these needs.**

### **Recommendations for Standard Technology for All Classrooms:**

The following recommendations include items that should be standard equipment in all classrooms, items that should be placed in some but not all classrooms across colleges, and items that should be added over time as faculty become more proficient in using this

technology. The order in which items are listed are based on an email solicited survey of teaching staff from which 354 responses were received from 242 faculty, 22 full-time lecturers, and 88 part-time lecturers.

Summary results of the survey for questions on “current use of” and “likely use of if available” for twelve different types of technology are presented in the two graphs on the next page.

Ideally, every classroom should be equipped with:

- 1) Projection screen, which should be located so that chalk or white board can be used at the same time. **(Installed in MJ + PH, should be standard in all classrooms)**
- 2) Digital projector, which should be ceiling mounted with portable projectors available until ceiling mounts are installed in those that do not already have them. (MJ + PH)
- 3) Computer with a mix of PCs and Macs available in different rooms for instructor use with faculty assigned to classrooms equipped with their preferred hardware and software. **(Unfortunately, computers have not been installed in most MJ + PH classrooms).**
- 4) Sound system (MJ + PH).
- 5) DVD player (this could be met by DVD equipped computer in classroom).
- 6) Document Cameras as replacement for overhead projectors. Note that in the survey, these two items were ranked sixth and seventh in terms of both current importance and likely use if available. (MJ + PH)

**Items 1-5 above had at least 2/3s of respondents saying they would be highly likely or likely to use these if available. For item 6, if positive responses for document cameras and overhead projectors are combined, this too is above 2/3s of respondents.**

7. Teaching station with secured cabinet containing integrated electronics and switching system to centrally control link from other media to the digital projector. While only about 1/3 of respondents indicated they were highly likely or likely to use this if available, it is a required component of making most of this technology usable. (MJ + PH)

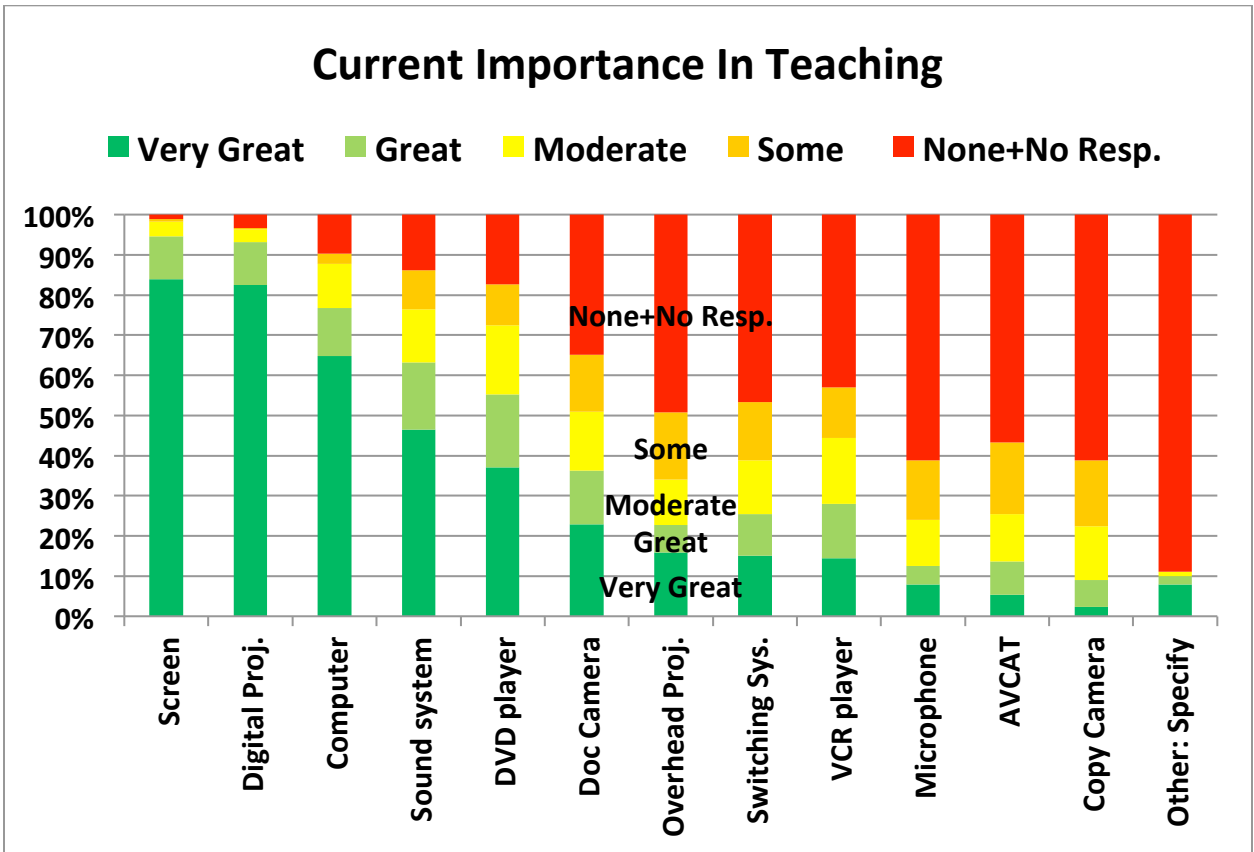
Other items with about 18-33% of respondents indicating they were highly likely or likely to use if available were: VCR Player, AVCAT, Microphone, and Copy Camera. These items should probably be placed in certain rooms that could be specifically requested by those wishing to use these frequently in their teaching.

**From the above analysis, the major short-coming for classroom equipment installed in MJ and PH is the lack of computers in classrooms. This issue needs to be addressed in these buildings and other buildings. If funding is not available to meet this need in the near term, a less desirable alternative is for instructors to bring laptops with them to their classrooms. However, many faculty members**

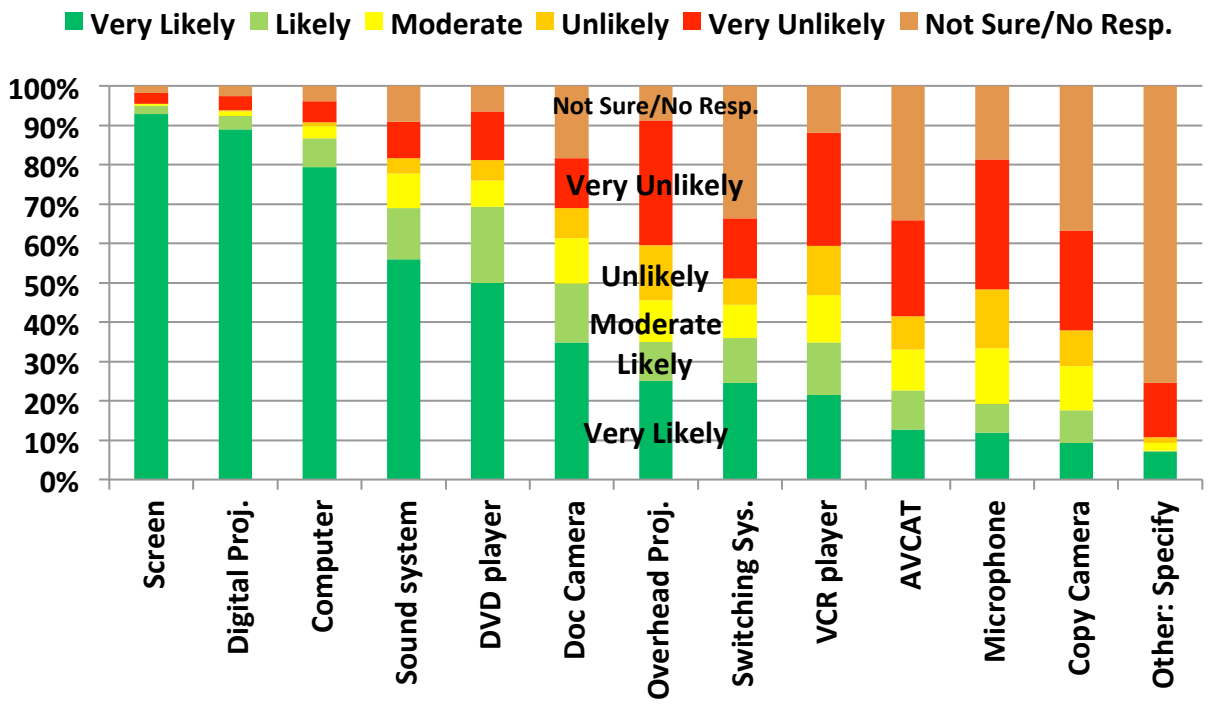


and full-time instructors do not currently have laptops and would need to be provided with laptops when they come up for computer refresh, but this would only occur over several years.

A second specific need is an up-grade, for all other classrooms on campus, to the same switching system as used in MJ and PH.



## Would Use if Available



## **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>

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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.