

2005

Faculty Council Minutes, November 2, 2005

Faculty Council
Eastern Michigan University

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UNIVERSITY FACULTY COUNCIL MINUTES – MEETING FIVE

November 2, 2005, 3 – 5 p.m.

Tower Room, McKenny Union

104 Pierce Hall www.emich.edu/facultycouncil daryl.barton@emich.edu 487-0196

I. Call to order

The meeting was called to order at 3:02

II. Approval of the minutes of October 19, 2005

The minutes were approved.

III. Announcements

A. Continuous Improvement – Systems Portfolio – Daryl Barton

If there is something good to report about what someone has done, please send a short write-up to Karen Bush, Faculty Development Center, so that it becomes part of the Academic Affairs' Systems Portfolio which is required for Continuous Improvement.

B. Energy Awareness Week – Chris Mayda

Many events about energy have been scheduled for the week of November 7 – 11. Faculty are encouraged to participate and to encourage their students to participate, perhaps by providing extra-credit for participation.

C. EMU President Fallon's recent changes – Daryl Barton

President Fallon's administrative reorganizations were announced.

IV. Committee Appointments

A. General Education Implementation Subcommittees

The following appointments were endorsed. **For the positions still open, if you are interested, or you know of someone who is, please let Daryl know.**

1. Learning Beyond the Classroom

COE – Kathlyn Parker

COT – Daniel Fields

CHHS – Pam Walsh

Still needed: someone from COB

2. Writing Intensive

COB – Ed Etter

Still needed: someone from COT

3. Catalog Development Taskforce – (Bill Miller)

Still needed: one appointment from each college – preferably someone with college council experience.

B. Commencement Marshalls – Carol Haddad

The following were unanimously endorsed as Faculty Marshalls

English: Joseph Csicsila

COSC: Matt Evett

Health Sci: David Clifford

Technology: Carol Haddad

C. Ratification of Executive Board Members

The Executive Board was unanimously ratified.

Academic Issues – Lidia Lee

Intercollegiate Athletics Advisory Committee – Liz Broughton
Honorary Degrees & Distinguished Faculty Awards – Margrit Zinggeler
Institutional Issues – Jim Porter
Procedures & Elections – Carol Haddad
Student Issues – Sandy Norton
Budget & Resources – Victor Okafor
Technology Issues – Margaret Coffman

V. **Gen Ed Advisory Committee:** www.emich.edu/gened

1- In the Gen Ed proposal, there are no prerequisites. However, some courses do require prerequisites. How can these be handled?

- A. No upper level courses can be part of Gen Ed. Second year foreign language classes also cannot be Gen Ed courses.
- B. Math prerequisites will be stated as Math Placement Numbers, or their equivalence. No course prerequisites will be stated. Dr. Bette Warren has indicated that she can handle the workload this strategy places on math resources. Department Heads of Science Departments have indicated that this is a very agreeable strategy from their perspective.
- C. FLABS will look at AP credits and how to handle these.
- D. It is O.K. to have Gen Ed courses as prerequisites for a course in the major.

2- How will transfer credit be assigned?

MACROS will be accepted as before. For students who do not have an associate degree, so that they have not finished the MACRO, courses will transfer by prefix except for Diversity within the U.S. and for Global Awareness. They will have to take a course in one of these two areas. Sometimes departments may wish to use the title also. There is a table of transfers at the website. Once a student has transferred, then the outcomes of the Gen Ed requirements do apply. Articulation agreements will need to be updated.

3- Learning Beyond the Classroom

- **Are nontraditional students required to engage in this, even though it is a real handicap for them?**

There are a sufficiently large number of things which students can do that it should not be a handicap for them.

Foreign languages, service learning, career development, etc. all count for Learning Beyond the Classroom. It is meant to help the student bond with the university.

- **How will the bookkeeping problem be solved?**

It's not a problem.

- **Are transfer students required to satisfy this requirement?**

If students transfer fewer than 30 hours, they will have to satisfy two Learning Beyond the Classroom requirements. If they transfer more than 30 hours, they will need to satisfy only one requirement.

- **Can it be used for making EMU more user friendly for incoming students, for example, assign a student familiar with EMU to an incoming student, or have a center where new students can ask questions, etc.?**

Yes. This is a good idea.

- **Can the amount of paper work for submitting courses be reduced? It is considerable.**

Yes, the paperwork is huge.

4- There seems to be a shift in hours from Gen Ed to the major.

“Yes, it is truth in advertising.” This is needed, because if we do not separate Gen Ed courses from the courses for the major, then students who switch majors become disadvantaged if their new major requires different Gen Ed courses.

It is still O.K. to have a course count for both Gen Ed and the major.

5- The time line and the catalog. The catalog is the contract between the university and a student who is entering about what the student needs to do to earn a degree. Will enough courses be vetted for departments to be able to rewrite their major? When is the written copy required? How will EMU cope with a changing set of courses offered and courses required?

Courses are in the process of being vetted. Most likely, the old catalog will be posted with an addendum which will be updated continuously to show the changes until we are through the transitional period. The new Gen Ed is meant to begin in the Fall of 2007, and therefore the online edition will need to be done by March of 2007. The materials for the hard-copy catalog will need to be ready during the Summer of 2006. Course substitutions will have to be used until we are past the transition period. Send corrections to the current catalog to Nina Contas, for example, changes which were approved but not yet incorporated in the catalog.

6- Advising is critical.

Yes. The advising sheet is being drafted, and the advising should be very straightforward and easy to do.

7- Writing Intensive Requirement in an upper level course for the major

- **Why is writing in the professional style singled out, when writing in precise English and clear, precise speech also are important?**

The department can require that people speak as well as write, and the style(s) of writing required are up to the department.

- **Can the Writing Requirement be graded separately?**

No. The Writing Intensive Requirement is expected to be between 20 to 70% of the grade in the course even when the course grade is taken to measure a different content skill by the profession responsible for the content of the course.

- **The workload is immense.**

Each course is meant to be limited to 20 students. It is acknowledged that the requirement presents a significant workload issue. There are no recommendations about how to deal with this issue, except to be vocal about it. [Note by the Faculty Council president and secretary:

Workload is a contractual AAUP issue.]

- **Is a course or a person designated, and should the person get additional training?**

The requirements have been simplified. It can be met by a course or by a specific instructor, and the instructor need not be specially trained. Comments from the floor indicated that in some departments, such as English, this is simply acknowledging what people already are doing. Other faculty indicated that, if we all participate, we are compensating for a lack of writing skills which the students have, and, if done well, students in graduate classes will write better also. This would be welcome relief and would lead to intense gratitude on the part of the instructors.

- **In some majors, students shy away from classes with extensive writing requirements.**

Students will not have an option.

- 8- Industry is requesting students better trained in technology, math and science skills. It also is part of the Cherry Commission report and Governor Granholm's proposals. Does not a decrease in these requirements send the wrong message to Lansing, making it more difficult to market EMU to budgeters and future students?**

- 9-** There is a diversity of opinions about the importance of science and technology and about the vision for the nature of U.S. society. These are reflected in different roles seen for EMU. Hopefully EMU's president, Dr. Fallon, will help shed light on this as his Shared Vision Task Force Gets to work.

There was a discussion about the Cherry Commission report and whether it applied only to K-G12. Those working with it and responding to it indicated that it includes the college level also.

- 10- Is there a process for changing some of the specific outcomes or requirements?**

No, not at this time. The vetting committee fine-tunes the requirements. So far, courses have been submitted, and there has been interaction between the vetting committee and the submitters. There is no appeal from the vetting committee.

- 11- Many of the Gen Ed courses are taught by lecturer, Ph.D. students, and part-time workers. How can the outcomes be adhered to?**

This is the responsibility of the department head.

- 12- The participants in the Gen Ed process were thanked for their hard work.** It is clear to all concerned that the Gen Ed process involves a lot of work. The people on the various committees, as well as those working to submit courses, are thanked for their efforts.

- 13- The Co-chairs are very willing to be contacted.**

The co-chairs, Margaret Crouch and Ann Blakeslee, are very willing to be contacted, and they are thanked for this.

VI. UFC – Student Leadership Scholarship

The *Echo* will have a news report. Daryl also will send out the information to all faculty. The application now is on the website. Faculty are encouraged to donate \$20.05 in 2005 and \$20.06 in 2006 through the Faculty/Staff Campaign

and get a tax credit for Michigan taxes and for those who itemize on the federal form, this is another deduction.

VII. Announcements

- The **sixth University Faculty Council** meeting for the 2005- 2006 Academic Year will be held on November 16, 2005
- The **sixth University Faculty Council Executive Board** meeting for the 2005-2006 Academic Year will be held on November 9, 2005, 3 – 5 p.m. in the Faculty Council Office, 104 Pierce Hall
- Please make sure you read your e-mail regularly. It is the primary method of communication regarding upcoming Faculty Council meetings and announcements. Please reduce your accumulated e-mail; otherwise, OVERQUOTA will appear, and you will not receive current materials.

VIII. Adjournment

The meeting adjourned at 4:40 p.m.

Respectfully submitted,
Alida Westman

Present: M. Rahman (ACC); V. Okafor (AFS); M. Reedy (ART); M. Coffman (BIOL); D. Snyder (CHEM); M. Evett (COSC); D. Crary (ECON); S. Krause (ENGL); I. Ahmad (CIS); M. Zinggeler (FLABS); C. Mayda (GEO/GEOL); L. Watson (HIST/PHIL); M. Paciorek (HHP); D. Clifford (HEALTH SCI); C. Haddad (TECH STUDIES); G. Mitchell (ENGIN TECH); E. Broughton (L & C); L. Shirato (HALLE); R. Hill (MGMT); D. Barton (MKT); J. Jones (MATH); J. R. Smith (MUS/DANCE); A. Bigelow (NURS); J. Porter (PHY/AST); E. Martin (PLS); A. Westman (PSY); R. Orrange (SAC); M. Bombyk (SWK); L. Lee (SPED); M. McCormack (TED).

Ex-Officio: N. Contas (ASSISTANT V.P. OF ACADEMIC SERVICES)

Guests: P. Zimmer (GRAD COUNCIL), Margaret Crouch and Ann Blakeslee (CO-CHAIRS OF GEN ED IMPLIMENTATION); M. Ziefert (ADVISORY COMMITTEE, CHAIR OF TRANSFER TASKFORCE); M. Shichtman (ADVISORY COMMITTEE); F. Miller (ADVISORY COMMITTEE); H. Estrem (CHAIR, WRITING INTENSIVE REQUIREMENT); I. Ahmad (COB COURSE VETTING); J. Eisenbach (BIOLOGY COURSE VETTING); K. Stacey (CHAIR, LEARNING BEYOND THE CLASSROOM);

Absent: CTA; WMST