

EASTERN MICHIGAN UNIVERSITY
Commission on the Future of Instructional Delivery

September 30, 2005
3:00-5:00
G11 Boone Hall

Attendees: J. DeCamp, J. Fallon, D. Gaymer, K. Kustron, B. Lahidji, B. Leopard, P. Leighton, D. Loppnow, R. Lucas, D. Mielke, S. Nelson, J. Palladino, L. Rocklage, W. Shell, D. Silverman, J. Tracy, T. Venner

Absent: D. Barton, D. deLaski-Smith, H. Eiss, R. Fulkert, E. Hoffman, A. Hogan, C. McAnuff, S. Menzel, L. Nybell, D. Pearson, K. Victor-Burke

Guest(s): E. Contis, D. Gaymer, C. Shell

The meeting was convened at 3:00 p.m.

Agenda Items:

- I. Review of Minutes:
 - a. May 6, 2005
- II. Additional Agenda Items:
 - a. None
- III. Meeting Schedules
 - a. Commission on the Future of Instructional Delivery meetings fall 2005 - review of meeting dates.
 - September 30, 2005; 10:00-12:00; G11 Boone
 - November 11, 2005; 3:00-5:00; G11 Boone
 - December 2, 2005; 3:00-5:00; G11 Boone
- IV. Review of Materials Distributed:
 - a. Agenda Topics
 - b. Minutes for the May 6, 2005 meeting
 - c. EMU FY 1996-97 to FY 2004-05 Unduplicated Headcount and Student Credit Hour Enrollment
- V. Topics of Discussion:
 - a. The following points were brought up during the discussion: "President Fallon's address to the Commission:"
 - Provost Loppnow welcomed President Fallon, who started off by saying that he is very interested in this group's focus. The Commission sits at the intersection of three areas of interest: entrepreneurship, innovation, and creativity. He is interested in where these three concepts intersect, as EMU will best competitors with ingenuity, and hopes we will blaze a trail for others to follow.

- Institutional entrepreneurship. President Fallon will be a chief advocate for creating conditions for units to become increasingly entrepreneurial in ways of being profitable, thought not just in financial terms.
 - Institutional goals – increasing enrollment through innovation and creativity. The key is not as simple as selling harder. It is more attributable to being distinguishable, and distinguished in the marketplace. This comes from how courses are packaged, and the needs of the groups at whom they are aimed. Most higher learning institutions are not good at serving a group well and at the same time knowing what students want. Increasing enrollment is more than a one-year goal; it is part of the institution's commitment to a shared vision. For every ten people asked, eight different replies are given. He hopes that part of our shared visions somehow connect to innovation, entrepreneurship, or creativity.
 - President Fallon said he likes to focus our time in inventing new and different ways of doing things. He hopes the Commission is very future-focused and will be curious to hear those places where we are in unanimous agreement, and where we can't come to consensus. One of the facets of our success in coming forward will be the ability to argue, but with enough consensus to remain a community. It is important to know where there is general agreement, and where there is disagreement. The President stated that he is vitally interested in this group's considerations, appreciates what we are doing, and thanked us.
- b. The following points were brought up during the discussion: "Commission Questions for President Fallon:"
- Provost Loppnow opened the floor up to general questions for the President. The first question concerned Writing Intensive courses and how we can move those to the off-campus sites, as students taking these courses need easily accessible services like the Writing Center.
 - The President replied that he has been in situations where similar issues needed to be explored, and has seen them attempted to be resolved with various arrangements, such as on-line tutorials (which were admittedly not particularly successful). He mentioned that alliances with other kinds of organizations locally could result in some form of supplemental instruction. At the same time, if these classes cannot be provided in that venue, we should not be bashful about facing that as well.
 - The Commission member noted that we will have to tell the students how to get help. Continuing Education is the off-campus programs' sponsor, and faculty will be looking there for an answer to this problem.
 - A related suggestion was from an innovation standpoint, to suggest that faculty be involved and engaged in doing fellowships at those centers rather than on campus.
 - Provost Loppnow interjected that there are a lot of creative solutions. As we implement General Education there is the likelihood of many innovative solutions coming from that process. This question is an example of something that might end up in the Commission's final report.
 - It was noted that one of Continuing Education's previous presentations to the Commission included information on online tutoring being

- developed. There are some things in place to address this issue and they can be expanded upon.
- The Provost gave the example of the Livonia center and a series of meetings that was had to debate course offerings between them and Ypsilanti; should those courses compete with or compliment each other? This is a good example of a partnership that can be explored, as Schoolcraft College is nearby and could perhaps be enlisted for remedial writing support. The array of students we serve of such widely varying backgrounds will raise these sorts of questions. We need to include this in the final report.
 - It was suggested that we ask for a writing sample as part of the admissions process. The Provost replied that there is no writing sample required anywhere, and we accept the grades in writing that students get at other institutions, so the academic record is considered instead.
 - While it is great to look at visions, at times our innovation would be greatly enhanced by “bringing up the bottom.” This refers to the outdated, slow, unstable, and faulty equipment that many faculty must work with in the classroom. Funding to improve these sorts of tools would foster faculty creativity and innovation.
 - The Technology Fee Task Force of the University Technology Advisory Committee (UTAC) group will recommend that some of the money from the technology fee allocation go into upgrades. Another recommendation is that on an annual basis there will be revisiting the use of technology to make sure it is being used in the right way.
 - This announcement was met with skepticism. Provost Loppnow asked how many classrooms are deficient in this way, and was told six to eight.
 - Dr. Ellene Tratras Contis interjected that the infrastructure is expensive to upgrade, and that the upgrade was prioritized. Many instructors use their own laptops and bypass the equipment in the rooms.
 - It was also pointed out that laptops are included in the current round of the Computer Refresh Program without additional charge to departments. There are problems inherent with many different people using a desktop. As more useful technology is incorporated, there are support issues related to that, and staffing becomes an issue.
 - It was asked what the status is of the search for a Vice President for Extended Programs.
 - A search will be started this fall. There has been some delay due to changes in alignment which might affect the scope of the position.
 - President Fallon was asked where he sees us blazing trails. He replied that he is not quite sure, not being able to see around the huge facility projects on his plate just yet. Clearly, the biggest priorities on everyone’s mind are the economic and political ones, along with getting the institutional visioning on track. Beyond that, he is still in the discovery phase. His approach consists of discovering the spirit of the place, and then focusing on the more mundane things, like financing. EMU’s core energy is not misaligned; what happens between students and teachers is very solid.
 - In response to being asked to describe the Visioning Committee, the President stated that he and Daryl Barton will co-chair. The Committee’s work will be finished by midnight on June 6, 2006. The intent is to create a picture of EMU at some point in the future; what future point is debatable. We want to create a process that forms a destination to a short-term journey.

With clarity and discipline figure out who we are and where we're headed. It's more than just figuring out where the momentum of the present will carry us. Everything we deal in is finite, and so we can't do everything. It's hard to figure out what we can and shouldn't do. There will be fifteen to twenty people on the committee. There is a discussion of the methodology to be used going on right now. The President is familiar with and might use the process of futures invention. The door is open for ideas as the process is critical. He has engaged in this visioning activity at two other institutions.

- One last suggestion by a member of the group was to create an assessment center where students can go and take proctored tests. Her particular program wants it's admitted students to take an assessment test on basic functions like math, English, and reading, and want it proctored. Currently faculty do this, but most colleges have a dedicated center. The Provost pointed out that we have three centers who possible could engage in this: the Writing Center, the Math Center, and the Holman Learning Center.
- c. The following points were brought up during the discussion: "Commission Final Report:"
- The Provost proceeded by describing the summer months as having been dormant as far as the Commission's work is concerned, as energies have been put towards dealing with budget challenges and preparing for a new president. Now it's time to reactivate and continue with what we did not finish as a team. The Writing Team met to talk about the format and issues we want to consider. An issue with the report is that in looking over the submitted reports, it's clear that there is significant overlap in some cases. There are significantly different points of view on the same issues, and there are some unresolved issues. The report ought to reflect all of this, and what we still need to have information about, and unresolved areas among groups and individuals. The final report should capture all that is reflective of the campus community. The purpose is to help education and to highlight cases where there is consensus. The reports are folded into the final draft report. We will wait for the Off-Campus group to finish their work. Between now and then we will e-mail a draft of a potential final report for you to review and then discuss at a future meeting.
 - As a Commission, we have not talked about cross-cutting issues. We have looked at pieces of the pie, but not the whole pie. The draft report will stimulate a discussion on this, and subcommittee work may have identified pieces of this already. The goal is to get the report completed prior to the Thanksgiving break, including the input from the Off-Campus Subcommittee. The Writing Team will identify unresolved issues, etc.
 - There was a request for clarification as far as of what was suggested as "actionable items" at the end of last winter semester, how much was actually brought forward. Is there a dollar amount? Will these things get implemented now, or next year?
 - There were issues that surfaced during budget-building, and one got acted upon. Only a small portion was addressed. We need a more comprehensive report and a more systematic vision.
 - It will be the task of the Writing Subcommittee to attempt to have us speak with one voice as the holistic issues are brought out in our discussions. It is important to check for points of view that are not being represented.
 - It was pointed out that completing and circulating the report in the fall semester is critical as some of the major projects going on on campus will be

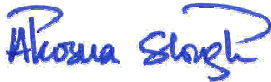
at stages of making decisions and using resources, and much of what comes out of our report might get folded in to what they are doing.

- We also want the report to come out in time in case there are things that should be considered in the budget building process for next fiscal year, and in case there are things that might have an impact on the upcoming negotiations with the faculty bargaining process.
- The faculty issues that prompted the establishment of the Commission should be established. There are some things that have not been addressed. It would be beneficial to go through those issues and set the record straight from that point of view.
- With reference to the handout on Unduplicated Headcount and Student Credit Hour Enrollment; these were some data that the Off-Campus Subcommittee asked for, and was generated in response by IR/IM. There is interesting analysis here. We can invite Mark Byrd or someone else to a meeting to answer questions about it. This information was presented earlier in the process. The other handout shows the recommendation that came from the budget with reference to revenue sharing. This recommendation was acted up, and \$197, 000 was set aside to use for revenue distribution. The commitment is to make this an ongoing part of the process, and make the amounts substantially greater.
- The Off-Campus group should come together as soon as possible so it can forward its report, and the writing team can then continue its work.

VI. Adjournment

- a. The meeting was adjourned at 4:30 p.m.

Respectfully submitted,



Akosua Slough
Recording Secretary