

UNIVERSITY FACULTY COUNCIL MINUTES – MEETING TWELVE

April 5, 2006, 3 – 5 p.m.

Tower Room, McKenny Union

www.emich.edu/facultycouncil

daryl.barton@emich.edu

487-0196

**I. Call to order**

The meeting was called to order at 3:08

**II. Approval of the minutes of March 15, 2006**

The minutes were approved.

**III. Committee Appointments**

**A. University Parking (Safety/Security) Committee – Volunteers are needed.**

The agenda includes planning where to place one or more parking structures.

**B. Faculty Development Advisory Committee – Gisela Ahlbrandt was unanimously reappointed.**

**C. Commencement Marshals – With the addition of volunteers from Faculty Council, the marshals for the Winter Commencements were decided.**

**D. University Research and Sabbatical Leave Committee – a volunteer is needed from COB**

**IV. Report on the Higher Learning Commission Conference – Sandy Norton, Matt Evett, and Daryl Barton attended.**

The conference is a big conference, and it was attended by more than 3700 people. EMU sent representatives by train car.

Sandy Norton indicated that she experienced different perspectives on assessment and learned a great deal. Different institutions gave different examples of assessment, for example, e-portfolio, co-curricular assessment, etc.

Assessment only works if faculty get involved in the process; however, faculty will have to become involved, because, as Daryl Barton also indicated, assessment definitely is becoming mandated. Sandy endorsed the recommendation that another group of faculty go to the next conference, and that it should include more people from colleges other than CAS.

Matt Evett indicated that assessment can be positive, but evaluations of success for colleges and universities should be measured differently. Specifically, if a student transfers after 80 credit hours at EMU, the achievements at EMU currently are not credited to EMU, even when the experiences here are acknowledged to have been superb. It is recommended that whichever colleges or universities provided an education to a person should be credited with having done so.

Another current problem seems to be that many of our students are not 18 years of age and planning to graduate in four years, and yet this is the model used for assessment, recommendations, and the Gen Ed revisions.

Linda Adler-Kassner is involved with an assessment project for AQIP. She indicates that what students know should be assessed. The AQIP project looks at English, CTA 124, and MTH 110. Further, different disciplines have their own models of assessment. Most important of all, however, is that faculty at EMU do their own assessment; otherwise, an outside agency, such as ETS, may be called in to do it. The results of assessment will indicate which resources are needed where.

Other comments included the following:

- Assessment does not change the students' motivation to learn. Many students believe that they need to "Get the degree and don't let learning get in the way!" even though many adults know that a "Better education will lead to a better life." In kindergarten through G-12, consumerism is the model, and this means that, above all, the students need to be pleased. As a consequence, courses have been dumbed down. This has led to a call for assessment of learning, and with assessment scores now published and tied to tenure for the teacher, any child who cannot achieve at an adequate level is placed either in special ed or pushed to drop out. As a result there is an increasing, huge amount of discrimination against the less capable students, many of whom are minorities.
- EMU's recommendations and federal funds frequently assume that the students are 18 years of age and planning to graduate in four years. The Gen Ed proposals include many science courses with labs, and these require students to be very available.
- Many students work too many hours and have too many outside obligations to have the time to do the work for classes. For many federal financial aid programs, students have to carry a certain number of credit hours to be eligible, and every W or F counts against the student's ability to get federal aid.
- In Teacher Ed, offering students more flexible durations of terms led to an increased enrollment.
- Styles of teaching should keep up with how students learn, and generational differences need to be acknowledged.
- Retention of faculty is a problem. Students have learned that they can give teachers grief here, even when the course is much easier than the same course at the U of M.

## **V. Committee Reports.**

### **A. Intercollegiate Athletic Advisory Committee – Elizabeth Broughton**

It is recommended that coaches not teach their own students in their classes, because it leads to problems in grading the athletes. Faculty representatives are asked to consider and discuss this recommendation for vote at the next University Faculty Council meeting.

## **VI. Discussion – Strategic Vision Taskforce**

Two open forums will be held: Monday April 10, 10 – 11, Tower room and  
Tuesday April 11, 5 – 6, 104 Mark Jefferson

The comments at University Faculty Council included the following.

- Carol Haddad reported on Monday's Vision Taskforce meeting. She stressed that (1) diversity is a regional and national asset which attracts people to EMU, (2) both graduate and undergraduate education are very important currently at EMU, and very clearly EMU is not simply a 4-year university, (3) international reach is important, and (4) EMU stresses a teacher/scholar model which is a unique asset.
- The teaching/scholar model of faculty makes EMU different from community colleges, but the number of lecturers undermines the model.
- Faculty's teaching load is too large to engage in research, and the teaching load is one aspect which creates problems for faculty retention.

- New faculty coming from research universities and faculty who have not updated their teaching styles tend to lecture, and this does not work with today's student.
- Growing enrollment cannot happen by itself. Whenever an increase in number of students is considered, the number of faculty members also needs to be increased.
- EMU needs to consider carefully whom we are trying to educate. Frequently this is not the 18-year-old who will graduate in 4 years, even though this is the model used in the recommendations, assessments, and lab requirements of the Gen Ed revisions currently being made.
- When the new Gen Ed program is implemented, technological competence will be assessed by ICT for all incoming students, and, if a student's skill is inadequate, the student will have to take compensatory work.
- Career placement needs to be assessed.
- It is not clear why a one-size-fits-all model is used so frequently in education in the U.S. EMU cannot provide educational training for all types of careers, and what EMU can do well needs to be carefully assessed.

**VII. Comprehensive Campaign – Academic Affairs Priorities**

Please give this some thought. What are the sorts of things for which donors would be willing to provide money? Consider Student Support, such as scholarships, the Learning Environment, Faculty Support & Development, and Program Enhancement.

**VIII. Rotation of Elections for University Faculty Representatives**

Representatives should check the rotation and if their term is up, their departments should have elections. Representatives may be reelected.

**IX. University Faculty Council Book discussions**

The first book choice is: *The Future of Higher Education – Rhetoric, Reality, and the Risks of the Market* by Frank Newman, Lara Couturier, and Jamie Scurry (ISBN:0-7879-6972-9), 2004.

**X. Congratulations**

J. Jones (MTH) earned the Distinguished Faculty Award for Teaching II, 2006  
 A. Westman (PSY) earned the Holman Award for Dedication and Service Beyond the Call of Duty

**XI. University Faculty Council Meetings: May 3<sup>rd</sup> and June 7<sup>th</sup>**

An honorarium will be paid to all who are in attendance.

Representatives are asked to check whether they want to have and whether they can come to an August 23 meeting.

**XII. Announcements**

- The **Thirteenth University Faculty Council** meeting for the 2005- 2006 Academic Year will be held on April 19, 2006, 3 – 5 p.m. in the Tower Room of McKenny Union.
- The **Thirteenth University Faculty Council Executive Board** meeting for the 2005-2006 Academic Year will be held on April 12, 2006, 3 – 5 p.m. in the Faculty Council Office, 104 Pierce Hall.
- Please make sure that 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.

- **University Faculty Council** minutes, documents, committee reports, etc., are now posted on the website, [www.emich.edu/facultycouncil](http://www.emich.edu/facultycouncil)

## **VII. Adjournment**

The meeting adjourned at 5:46 p.m.

Respectfully submitted,

Alida Westman

**Present:** M. Rahman (ACC); V. Okafor (AFS); M. Reedy (ART); M. Coffman (BIOL); R. Nord (CHEM); S. McCracken (CTA); M. Evett (COSC); D. Crary (ECON); L. Adler-Kassner (ENGL); I. Ahmad (CIS); M. Zinggeler (FLABS); C. Mayda (GEO/GEOLOG); L. Watson (HIS/PHIL); S. Levine (HPHP); D. Clifford (HEALTH SCI); C. Haddad (TECH STUDIES); G. Mitchell (ENGIN TECH); E. Broughton (L & C); L. Klopfer (Halle); K. Banerji (MGMT); D. Barton (MKT); J. Jones (MATH); J. R. Smith (MUS/DANCE); J. Porter (PHY/AST); E. Martin (PLS); A. Westman (PSY); R. Oorange (SAC); L. Nybell (SWK); L. Lee (SPED); M. McCormack (TED); S. Norton (WMST).

**Ex-Officio:** N. Contis (ASSOCIATE V.P. FOR ACADEMIC AFFAIRS, UNDERGRADUATE STUDIES AND CURRICULUM)

**Guests:** P. Zimmer (CHAIR, GRADUATE COUNCIL)

**Absent:** NURS