SECTION: 12
DATE: September 18, 2012

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

MONTHLY REPORT
FACULTY AFFAIRS COMMITTEE

ACTION REQUESTED

It is requested that the Faculty Affairs Committee Agenda for September 18, 2012 be received and placed on file and the Minutes of the April 17, 2012 meeting be received and placed on file.

STAFF SUMMARY

The topic for the September 18, 2012 Faculty Affairs Committee meeting is a discussion on the Honors College.

FISCAL IMPLICATIONS

There is no fiscal impact.

ADMINISTRATIVE RECOMMENDATION

The proposed action has been reviewed and is recommended for Board approval.

University Executive Officer Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Faculty Affairs Committee

September 18, 2012
10:00 – 10:45 a.m.
205 Welch Hall

AGENDA

Regular Agenda Items

Monthly Report and Minutes *(Regent Parker, Chair)*

Discussion Topic

"The Honors College"

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

FACULTY AFFAIRS COMMITTEE MINUTES

April 17, 2012
1:00-1:45 p.m.
205 Welch Hall

Attendees (seated at tables): R. Baier, J.Carroll, M. Evett, F. Fedel, Regent Fitzsimmons, P. Francis, S. Gray, M. McVey, S. Moeller, Regent M. Morris, Regent Parker (Chair), M. Rahman. K. Rusiniak, M. Sauber, Provost and Vice President Schatzel, D. Selman Regent Sidlik (Vice Chair)

Guests (as signed in):, E. Buggs, D. deLaski-Smith, A. Dow, T. Fulton, R. Goffeney, R. Longworth, C. McFarland, D. Mielke, A. Meyer, C. Powell, A. Price, C. Shell, W. Tornquist, T. Venner, D. Winter, and R. Woody

Regent Parker opened the meeting at 1:00 pm.

Discussion: "Technology-enabled Teaching"

Provost Kim Schatzel welcomed everyone to the meeting and introduced the discussion topic – Technology-enabled Teaching.

Associate Provost James Carroll introduced 3 faculty members: Matt Sauber (COB), Michael McVey (COE), Frank Fedel (CHHS)

Matt Sauber (Marketing) presented an overview of his online teaching shell in eCollege; he teaches Marketing 360, 365, 560, and 565. Communication is important and with the use of web pages, class materials are always available with eCollege, not just for online classes, but hybrid classes too. Every course has a web page to engage students in class whether face-to-face or online. He reviewed a lesson for Marketing 360, showing how to use the links. Regent Parker: Can you track student participation/ How many times does someone access the web page/ How does this improve your teaching? He monitors their progress by measuring time spent on their answers. The topics chosen relates directly to the chapter that was covered that particular week. The topics are then discussed as an application in the real world of business-marketing. Regent Parker: What responsibility do you have for copyright? Concerning the Wall Street Journal we have permission to use their website.

Michael McVey, (Coordinator for Educational Media and Technology Program) has been teaching since 1980 and has seen technology progress over the years, for example from paper notebooks to laptops and iPads. Dr. McVey demonstrated several apps, such as Evernote software; which allows students to download files that sync across devices and are great for group projects. Other applications for note taking on the market have features that allow for handwriting, typing and attaching images from a camera or the web. Regent Parker: How many of our students are equipped for this? Does it vary by age? How many are digitally homeless? The break down from McVey's survey-all students have cell phones, only 10% have iPads, almost all have personal computer (PC/Mac) and many have netbooks. Our students are actively engaged and communicating and our faculty are connected too. Students Technology is not a toy anymore, it's a valuable tool.

Frank Fedel, (HPHP Orthotics and Prosthetics) gets information to students before coming to the classroom using Capture Lecture. A lot of what was just discussed is incorporated into his teaching style. Capture Lecture is a method for storing and retrieving information, students see materials before class and students are ready to participate/engage during class time, these can be audio and video recordings. For this WIMPY (whiteboard information management panopto Y-clicker technology) was developed. This enables students to get information how they want, where they want and when they want. UDL (Universe Design for Learning Principals) to accommodate different learning styles, tactile, visual, audiotory, and some like text learning, this keeps students engaged. Regent Fitzsimmons: Are there any statistics to show how many online students never step on campus? Provost: We have nine online master degree programs. Online programs are a great opportunity, especially in master programs. Regent Fitzsimmons: Recently, there was a study that examined how facebook makes people lonely. I can see how parents worry that online classes are making their students lonely, they never go to class to meet other people. Provost: The ability to teach Master's courses on-line is a great opportunity for a world wide experience. By using Skype and other software they stay connected.

Regent Sidlik: What can we do to help? Frank Fedel: A group just met with Extended Programs and Educational Outreach for a pilot study. We need to invest to expand the pilot group. I estimate the cost is $10K for access for students in the pilot program, about $2 per student for the entire campus, for every class. Not everyone is going to adopt this, but it would be available for all to use if they choose.

Regent Parker thanked the contributors and those in attendance and adjourned the meeting at 1:52 p.m.

Respectfully submitted,

Debbie Clearwater
Executive Assistant
Academic and Student Affairs

Hello and Welcome!

It has been my pleasure to serve as Director of the Honors College for two years, and during that time I've found myself continuously pondering ways that we could extend the benefits of Honors College membership to more student scholars in each of the EMU colleges. By partnering with Admissions and other offices on campus, we are experiencing rapid growth. This year's FTIAC class is nearly twice the size of the incoming class two years ago, and our transfer population continues to grow due to new articulation agreements with key feeder schools. Keep in mind that all incoming first year Honors students must have a minimum GPA of 3.5 and ACT score of 25; most far exceed these requirements.

Currently, students can achieve three levels of Honors: University Honors, Departmental Honors, and Highest Honors.

- **University Honors** overlays the General Education Program for most of our incoming first year Honors students. Consisting of 24 Honors credits, this level of Honors programming includes participation in 18 General Education Honors credits, all taught in small classes of 20 students. Of the remaining 6 credits, at least 3 must be taken in the major. The remaining 3 may be in the major or in General Education.
- **Departmental Honors** consists of 12 credits in a major or minor plus a Senior Thesis/Creative Project. At least 3 credits of University Honors overlaps Departmental Honors and as much as 6 credits can overlap. Students have workshops and other supports built in to help them with their thesis.
- **Highest Honors** is intended for our most academically able students. Highest Honors requires a GPA of 3.7 and fulfillment of additional requirements including the thesis, a study abroad experience or language requirement, and dissemination of original research.

Being a member of the Honors College offers students many benefits. These include the following.

- Relationships with Faculty through smaller classes and personalized research.
- Enhanced Honors Advising throughout the Honors College experience.
- Priority Registration to allow busy Honors students to get the classes they need when they need them.
- Four-Week Library Loan Period to permit students more complete engagement in their studies.
- Honors Housing in Downing Hall for first and second year students.
- Special Rates on Honors Trips and Events that take place across the year.
- Complimentary Main Stage Membership to encourage students to attend the theatre together.
- Honors Awards and Scholarships intended to support everything from research to study abroad.

Thank you for all that you do to support academically high achieving students. We are eager to extend these benefits to your students, and we welcome your help as we reach out to our diverse student population.

Drop by Starkweather or give us a call! Becky Sipe and John Feldkamp.

HONORS COLLEGE STAFF

Director.....Dr. Rebecca Sipe (rebecca.sipe@emich.edu)

Assistant Director .....John Feldkamp (jfeldkam@emich.edu)

Faculty Fellow.....Dr. Ian Wojcik-Andrews (iwojcika@emich.edu)

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Faculty Coordinator, DUETS Grant.....Dr. Gary Hannan (hannan@emich.edu)

The Eastern Michigan University Honors College provides the intimacy of a small, liberal arts education within the context of a large, comprehensive university. To this end, both educational and cultural experiences for EMU's intellectually talented and motivated students are provided through challenging Honors courses and extra-curricular activities that encourage scholarly curiosity, leadership, civic engagement, and diversity. The Honors College offers undergraduate students opportunities for a wide range of experiences that aid in the development of their appreciation for creativity, the arts, sciences, critical issues facing contemporary society, and diversity among people and their cultures.

Office: 734.487.0341 or 734.487.0345

FAX: 734.487.0793

Web Site: http://www.emich.edu/honors/

Honors Fast Facts

Profile of our First Year Class

- The 2012 Honors FTIAC class is the largest ever: over 300 students.
- Honors FTIAC students reflect a median high school GPA of 3.85 and median ACT of 27.
- Many enter with college credits earned through Advanced Placement or Dual Enrollment.

2012 Fall

- Fall opened with 1131 Honors students, an increase of nearly 50% over two years.
- Honors enrollment of transfer students is up due to articulation agreements with community colleges.
- Currently 861 enrollments in Honors classes result in 2534 student credit hours. Additional student credit hours will result from contracts in upper level classes.

Honors Course/SCH Report

Semester	# of courses	Actual students #s	SCH	Contracts: # of students	Contracts: actual #	Contracts: SCH	Total SCH	
Fall 2010	37	595	1770	122	154	480	2418	
Winter 2011	29	411	1217	130	140	430	1647	
Fall 2011	39	672	1990	129	159	476	2466	
Winter 2012	37	549	1633	166	219	648	2281	
Fall 2012*	45	853	2506	TBD	TBD	TBD	TBD	
Winter 2013								

*as of 9.17

Retention

- 98.8% of Honors students who have enrolled at EMU since 2009 have graduated or still attend EMU.
- 92% of Honors students who have enrolled at EMU since 2010 are still in good standing with the Honors College.

Senior Thesis/Creative Project

- Over 320 Senior Theses or Creative Projects are available on Digital Commons (http://commons.emich.edu/honors).
- Individual theses have been downloaded more than 24,000 times!

Goals for the Honors College

- Demonstrate growth in Honors College Membership.
- Demonstrate increased numbers of students who graduate with Honors.
- Enhance advising and communication with upper level students to support progress toward Honors completion.
- Strengthen Honors College communication and collaboration with all constituents.
- Strengthen Honors College curricula and non-curricular offerings.
- Offer workshops and support materials for Honors students, Departmental Advisors, Department Heads, and Honors faculty.
- Benchmark EMU Honors College against selected peer institutions and National Standards.
- Develop planning for a comprehensive Honor Center to meet the needs of residential and commuter Honors students.

Honor College Star Lecture Series, 2012-2013

The Star Lecture Series offers EMU students, faculty, staff, and broader community the opportunity to engage in quality exploration of important issues. This year the Star Lecture Series will build upon the general theme "Just because we can, should we? An interdisciplinary exploration of ethics." This event is co-sponsored by the Honors College and the College of Arts and Sciences. You are cordially invited to attend the following lectures and to bring your classes to one or more. All first year Honors students will be required to attend at least 3 of the 6 lectures. Learning beyond the Classroom credit will be available for all students who attend. No pre-registration is required. For more information, call the Honors College at 487-0341.

Lecture #1: "If We Can, Should We? Thoughts on Some Key Ideas"
Presenter: (William) John Koolage, History and Philosophy Department
Date: September 18, 2012 Location: Student Center, Ballroom A Time: 7:00-8:30 p.m.
Should I get a college degree? I am capable of doing so, but should I? At first blush, the answers to these questions seem entirely dependent on the desires of the person asking the question. However, aren't they also dependent on what kind of life is available to you if you do or do not get a degree? That is, aren't we responsible (in terms of what we should do) to facts beyond just our own desires? Philosophy provides us with a framework for understanding the concepts related and contained in the idea "the thing I should do." Further, philosophy provides us with some tools for understanding the relationship between what you can do and what you should do. In this talk, I will explore a cluster of concepts that help us to understand and parse the questions above and similar questions, including, but not limited to, theories of ethics, theories of well being, anti-skepticism with respect to morality, and Plato's notion that "the unexamined life is not worth living."

Lecture #2: "If We Can, Should We? Ethics and Science"
Presenter: Harriet Lindsay, Chemistry Department
Date: October 16, 2012 Location: Halle Auditorium Time: 7:00-8:30 p.m.
Among scientists, there is a sense of responsibility to share discoveries through publication in scientific journals. Publication gives proper credit to the discoverer, but more importantly it allows for the free exchange of ideas that may spark others to build on the published results to make their own discoveries. Recently, this principle was tested when it was placed at odds with national and global security. Two scientific teams in the United States and in Europe were working to determine whether a certain deadly strain of bird flu could become much more contagious. Revealing these results to the scientific community would shed light on how viruses spread, but government officials (and some scientists) worried that the results could be used to create a biological weapon. In this discussion, we will examine details about this particular scientific discovery and talk about the larger question of pursuing knowledge that may have dangerous implications.

Lecture #3: "If We Can, Should We? Ethics and the Global Environment"
Presenter: Michael Scoville, History and Philosophy Department
Date: November 13, 2012 Location: Halle Auditorium Time: 7:00-8:30 p.m.
Global environmental change, such as that associated with climate change, threatens the flourishing of humans and nonhuman nature. Someone will need to bear the burdens of addressing problematic environmental change, for example, by supporting mitigation, adaptation, and/or restoration efforts. Who should bear these burdens? Further, what constitutes a fair share of the use of the environment, such as the use of the atmosphere as a "sink" for our greenhouse gases? It is difficult to answer the question of burden sharing without also answering the question of who is entitled to what with regard to the use of the global environment. This lecture will explore different possible answers to these questions and will consider some of the philosophical challenges raised by environmental change given its global, intergenerational, and interspecific nature.

Lecture #4: "If We Can, Should We? Ethics and Immigration Policy"
Presenter: Peter Higgins, History and Philosophy Department
Date: January 22, 2013 Location: Halle Auditorium Time: 7:00-8:30 p.m.
Debates about what immigration policies the U.S. (or any country) should have usually revolve around one of two moral assumptions: first, that sovereign nation-states have moral discretion to choose whatever policies they like, without regard for principles of justice; second, that nation-states have a moral obligation to their citizens to choose immigration policies that promote the national interest. In this talk, I will pose some critical questions about these assumptions, including: What sorts of immigration policies do these assumptions support? What are the reasons for supposing they are true? Can these assumptions ultimately survive critical scrutiny? And, what is the implication of rejecting these assumptions?

Lecture #5: "Professional Ethics and Psychology: Just Because We 'Should,' Why Should We?"
Presenter: Flora Hoodin, Psychology Department
Date: February 19, 2013 Location: Ballroom B Time: 7:00-8:30 p.m.
Psychologists' professional standards of conduct are based on general ethical principles. This session will begin with a brief general orientation to Beneficence and Non-Maleficence, Fidelity and Responsibility, Integrity, Justice, and Respect for People's Rights and Dignity. With this foundation, the majority of this session will challenge students with a number of vignettes of ethical dilemmas psychologists might face. In small groups, students will actively and collaboratively practice implementing steps in a problem-solving rubric which can be used first to reveal the complexities within ethical dilemmas, and second to discover nuanced resolutions to these perplexing predicaments.

Lecture #6: "If We Can, Should We? Ethics and Health Care"
Presenter: Andrea Weid, Occupational Therapy/Health Sciences
March 19, 2013 Location: Halle Auditorium Time: 7:00-8:30 p.m.
It has been well established that health is influenced by factors outside of the person, including the opportunities and resources available and status in society. A growing body of literature in the occupational science community calls for occupational therapy practitioners to embrace and stand up for the individual rights, responsibilities and freedoms embedded in a framework of occupational justice. People must have the opportunity "to experience meaning, participation, balance and choice in necessary or desired occupations." And yet healthcare practitioners continue to provide services within a medical model framework, focusing their interventions primarily on the person's underlying disability or condition. Is this ethical practice? Tax dollars and company revenues are spent to reimburse this narrowly focused approach to "health" care. If we can continue to get paid for it should we do it?