

**WESTERN MICHIGAN UNIVERSITY  
FACULTY SENATE MEETING  
Minutes of 2 March 2017**

The Faculty Senate met in Rooms 208-209 of the Bernhard Center. There were 68 Senators and substitutes present.

**Members Present:** O. Abudayyeh, D. Areaux, S. Asefa, Ann Veeck (for J. Atkin), U. Attanayake, S. Ayers, David Paul (for K. Baldner), T. Barkman, P. Bennett, Meghan Cupka (for R. Beronja), Cynthia Running-Johnson (for P. Blickle), A. Brogowicz, S. Burns, S. Carlson, C. Chase, K. Corder, T. Curran, A. DeFulio, R. dePeaux, H. Dooley, N. Eckerson, K. Ehrhardt, J. Eng, K. Fogarty, Kelley Pattison (for Y. Ford), D. Foskey, B. Geier, R. Gershon, J. Gilchrist, L. Gray, T. Greene, T. Gupta, L. Heun, W. Huang, Mitchel Keil (for P. Ikononov), A. Isea, J. Jellies, J. Kapenga, T. Koshmanova, P. Krawutschke, M. Kritzman, J. Larson, D. Lepisto, W. Liou, W. Moncrief, I. Nash, D. Nofsinger, P. Bennett (for J. Petrovic), K. Prewitt, K. Propp, W. Rantz, Mohammadreza Mousavizadeh (for A. Rea), D. Rudge, Jagjit Saini (for J. Ruhl), L. Schmidt, D. Schuster, R. Siebert, C. D. Simpson, S. Slawinski, J. Smith, Susan Piazza (for S. Summy), J. Thakurta, P. Vandercook, G. Veeck, A. Venter, Matthew Mingus (for U. Wagle), B. Wagner, D. Walcott, G. Whitehurst, B. Young

**Members Absent:** D. Anderson, R. Aravamuthan, L. Bierlein Palmer, P. Ciccantell, R. Cooper, J. Dunn, G. Flamme, J. Gabel-Goes, J. Hahn, D. Johnson, C. R. Krishna-Swamy, G. Langworthy, A. Miles, J. Van Der Kley, R. Wall Emerson, R. White

**Guests:** Gary Bischof, Dean, Lee Honors College; Jody Brylinsky, Associate Provost for Institutional Effectiveness; Christine Byrd-Jacobs, Associate Dean, Graduate College; Marilyn Duke, Center for Academic Success Programs; Mervyn Elliott, Chair, Molly Lynde-Recchia, Vice Chair, Staci Perryman-Clark, and Elke Schoffers, Ad Hoc General Education Design Committee; Sarah Hill, Institute for the Environment and Sustainability; Carla Koretsky, Dean, College of Arts and Sciences; Irma Lopez, Chair, Department of Spanish; Chiante Lymon, President-Elect, and Logan Brown, Western Student Association; Nancy Mansberger, Director, Academic Labor Relations; Suzie Nagel-Bennett, Associate Vice President for Student Affairs and Dean of Students; Natalie Nguyen, Director, Office of LBGT Student Services; Sherine Obare, Associate Vice President for Research; David Reinhold, Associate Provost for Assessment and Undergraduate Studies; Cheryl Roland, Executive Director, University Relations; Wolfgang Schloer, Haenicke Institute for Global Education; Susan Stapleton, Dean, Graduate College; Houssam Toutanji, Dean, College of Engineering and Applied Sciences; Alicia Van Ee, Comparative Religion; Carol Weideman, Human Performance and Health Education; Tom Wolf, Chief Executive Officer, Office of Information Technology; Xiaojun Yang, Economics

**Staff:** S. Brodasky, S. Davenport, M. Johnson

Faculty Senate President Suzan Ayers called the meeting to order at 5 p.m.

**PROCEDURAL ITEMS**

*Acceptance of the Agenda*

The Athletic Board report was removed due to speaker being unavailable.

A motion was made by Heun, supported by Asefa, to accept the agenda as amended. Motion carried.

*Approval of Minutes of 2 February 2017 Senate Meeting*  
Without objection, the minutes of the 2 February meeting were approved as published.

*Faculty Senate Executive Board Report – Suzan Ayers,  
Faculty Senate President*

Senate President Ayers' report included the following:

- Two new Senators were welcomed:
  - JoAnn Atkin, from Marketing (Ann Veeck served as substitute)
  - Anthony DeFulio, from Psychology.
- The annual Faculty Senate General Election has concluded for departments needing elections and those who were elected are being notified. The newly-elected Senators' terms begin as of the 11 May meeting, so attendance is expected.
- The deadline for online-only submission of all new course change proposals (not program proposals) is April 1, 2017. Spring 2018 proposals are due March 31, therefore after April 1 only online proposals for course changes will be accepted by the office of the Associate Provost for Assessment and Undergraduate Studies. If a department has yet to receive training, please contact Executive Board Director Bret Wagner directly.
- Parker Executive Search shared with the Presidential Search Advisory Committee that interest in the position remains high and market feedback positive. There has been an uptick in the number of nominations from the campus community. Candidate materials will be reviewed beginning next week in preparation for airport interviews March 22 and 23. For more information visit the website: <http://wmich.edu/presidentialsearch>
- Dunbar Hall will be going offline tentatively in fall 2018 for remodeling. As when Sangren Hall went offline, it will create a ripple effect across campus for room scheduling. This is an early information item for awareness, as the specific plans for that process are not yet confirmed.
- The previously announced termination of support for Homepages, effective June 30, has been clarified; there will not be a termination of the Homepages website service. Bruce Paananen in the Office of Information Technology has been designated to work with faculty to provide consultation and information on how different locations for home pages may best meet their needs. Faculty with Homepages websites are encouraged to contact Bruce.
- The newly-created Faculty Senate Centers and Institutes Subcommittee has been seated. The members were thanked for volunteering for the important work of participating in the annual and 5-year report reviews of University Centers and Institutes.
  - Osama Abudayyeh, Faculty Senate Executive Board
  - Sisay Asefa, Director, Center for African Development Policy Research
  - Bill Cobern, Director, Mallinson Institute for Science Education

- Charles Henderson, Co-Director, Center for Research on Instructional Change in Postsecondary Education
- John Kapenga, College of Engineering and Applied Sciences
- Stephen Magura, Director, The Evaluation Center
- Randy Ott, Director, Center for Academic Success Programs
- Carol Sundberg, Director, Unified Clinics and Center for Disability Services
- Steve Ziebarth, Director, Center for the Study of Mathematics Curriculum

And Advisory Members:

- Jody Brylinsky, Associate Provost for Institutional Effectiveness
- Sherine Obare, Associate Vice President for Research
- The seven academic deans who led the process of providing initial feedback to the Ad Hoc General Education Design Committee were thanked. Their participation and timely response has allowed the Ad Hoc General Education Design Committee to continue moving forward with the important and long-needed revision process.
- The Ad Hoc General Education Logistics Committee has been seated. The Logistics Committee has been meeting weekly and has implemented three expert groups to confer on the topics of transfer/contemporary students and related issues, accreditation issues, and writing requirements as identified by Dean's Circles as key concerns.
  - Chair, Mervyn Elliott, Aviation
  - Staci Perryman-Clark, English
  - Elke Schoffers, Chemistry
  - Sarah Summy, Special Education and Literacy Studies

Faculty Senate Executive Board:

- Rick Gershon
- Jan Hahn
- Dennis Simpson

Appointed Administration:

- Carrie Cumming, Registrar
- Leigh Ford, Director of Communication
- Dave Reinhold, Associate Provost for Assessment and Undergraduate Studies
- Bill Warren, Chair of History

Advisory Members:

- Terrell Hodge, Interim Director of Student Financial Aid
- Ed Martini, Associate Dean for Extended University Programs
- Sharon Van Dyken, Director of Advising for Aviation
- Senators who have routinely used the monthly summary notes from Senate meetings to update your departmental colleagues on Senate activities were thanked. Note that departmental Senators responsibilities to their units does not end with attendance at the monthly meetings. President Ayers and Vice President Rantz have purposely provided summary notes the day after each Senate meeting to facilitate information sharing. The need to share Senate activities with departments in a timely manner has become evident, as the Senate has engaged in campus-wide conversations about the general education revision process. It has been

stated that some departments are not aware of the 3-year long process related to this revision or the monthly progress reports provided to the Senate since September.

- At the 12 January Faculty Senate meeting the first draft of the revised general education model was shared. The request to allow more time for feedback and discussion has been taken into consideration, so there will not be a vote to approve the design until the 11 May meeting. At tonight's meeting, an abbreviated history of the process will be provided, highlighting seminal points in the timeline. The Ad Hoc General Education Design Committee will provide updates reflected in the draft report distributed with the agenda and materials, and a handout was provided at the meeting. Revisions to the original model have been based on campus feedback. The Design Committee has been meeting weekly since September to connect the original Ad Hoc General Education Committee's work and MOA-16/06 that the Faculty Senate approved on 7 April 2016, recommending the design and naming of a new curriculum. The Design Committee's efforts have been based on the literature and best practice, as outlined by the Association of American Colleges and Universities (AAC&U), and the Liberal Education and America's Promise (LEAP) initiative, like the majority of our Mid-American Conference colleagues, which was provided as a handout.

*Remarks by Timothy Greene, Provost and Vice President for Academic Affairs*  
Provost Greene's remarks included the following:

- President John M. Dunn sends his apologies for being unable to attend.
- Dunbar Hall remodeling will be more involved than Sangren Hall renovation was. Sangren Hall was conducted in stages and Dunbar Hall will take the entire building off-line for 18 months. Classes will have to be scheduled earlier and later each day and on Fridays.
- Due to the 30-day holding period to allow for comment following a Memorandum of Action vote of approval, the provost refrains from voting at the Senate meetings in order to avoid any bias.
- Searches Update:
  - Haworth College of Business Dean Search: it was thought to be completed but due to family issues, the candidate withdrew. It is estimated to be completed by the end of May.
  - Associate Provost for Haenicke Institute for Global Education Search: there are many good applicants which the committee will review following spring break.
- Textbook Order Submissions: As of 27 February
  - Summer I is 81% in compliance with 214 courses still needing book requisitions to be submitted which were due 13 January.
  - Summer II is 80% in compliance with 174 courses still needing book requisitions to be submitted which were due 13 January
  - Fall 2017 is 52% in compliance with 2,099 courses still needing book requisitions to be submitted which are due immediately following spring break.
- Enrollment Update: Undergraduate applications and admits are up 4.52%, transfers are up 30%, and the masters/doctorates remain flat in

comparison with last year. Many graduate applicants remain in the departments so decisions need to be made and notifications sent to students as soon as possible. Undergraduate international student admissions are down 50% while doctorate is down 10% and masters international admissions are up 12%.

- Webinar: arrangements have been made for faculty to participate in the “*Cheating and Plagiarism in Higher Education – Practical Guidance for How to Respond Lawfully*” webinar on Tuesday March 14 at 1 p.m. in the clock tower conference room. It will be recorded for those who cannot attend and available for viewing at a later date. For more information, contact the provost office.
- Learner Support Program Review: as did the academic units now the support units are conducting program review. 115 programs were identified for review. The observations teams have reviewed and provided comments on the plans, next the level supervisors will review them, which will result in strategic direction on these services and process improvement. The third phase in the program review process will be non-academic programs, all those that do not impact students.
- Academic Affairs Strategic Plan 2016-21: the publication was distributed and it was noted the top priorities are listed on the back with the performance measures on the insert.

Discussion covered the following questions and statements:

- The provost was asked to speak to the concerns about resources and/or commitments in relation to the general education revision. Greene stated that there is no reason for any layoff or termination of tenure or tenure-track faculty as a result of this process. Implementation is expected as of fall 2018, at the earliest. At the point of implementation, the current curriculum will need to be maintained. There is time for resources to be considered and those discussions will include the academic deans and department chairs. Greene stated that there are two priorities that must be maintained; the quality of undergraduate and graduate programs; and maximization of resources. It is expected that that will be achieved by the administration and faculty working together.
- Since there may be changes in the way general education is offered, it is creating angst about intercollegiate competition. Greene stated that though there would be change, a focus would be to try to minimize the impact on any one department. Greene affirmed that faculty remain focused on what’s best for the students, which he believes faculty will put before concern for positions.
- Faculty Accolades:
  - Faculty members, Wendy Beane, from Biological Sciences, and Fahad Saeed, from Computer Sciences, were both recognized as career awardees by the National Science Foundation.
- Regarding graduate student teachers, the monies from academic affairs to colleges for GA’s has remained flat over the last few years. Is there a plan to invest more into GA positions in order for departments to maintain the quality of graduate programs? Greene explained that as Teaching Assistants Union pay increases were funded by the general fund, there

has not been the same increases realized in tuition reimbursement. The Graduate College pooled all monies for tuition to manage the in-state versus out-of-state tuition differences. This year there will be an increase of \$300 thousand specifically for research GA’s. Sue Stapleton, Graduate College Dean, stated that she has advocating to right size the GA budget each year, but this is the first time an increase has been realized.

#### **ACTION ITEM**

*MOA-17/02: Revision of Provisional Acceptance Policy*  
The Undergraduate Studies Council Chair, Marilyn Kritzman, presented Memorandum of Action-17/02: Revision of Provisional Acceptance Policy.

Discussion covered the following questions and statements:

- Brylinsky stated she does not believe the policy is necessary. She is in favor of removing the provisional status, but in doing so, it appears that the policy is no longer needed.

A motion was made by Kritzman, seconded by Nash, to approve MOA-17/01 as presented. With two nay and two abstentions, the motion carried.

#### **INFORMATION / DISCUSSION ITEMS**

*Email Access Report – Jim Gilchrist, Vice Provost for Budget and Personnel and Chief Operating Officer*

In providing the annual email access report, Gilchrist noted that no one could access faculty email unless approval is granted by the CIO and general counsel. Gilchrist reported that there was one request to access email from the wife of a deceased retired faculty member. There was a need for the access since the faculty member had conducted all of the family’s financial business through his WMU email account. The access was supervised by the Office of Information Technology. Gilchrist strongly recommended that WMU email accounts not be used for personal business.

*Faculty Tips for Working with International Students – Wolfgang Schloer, Associate Provost*

Schloer stated that international students have been concerned since the presidential executive order. The impact is not immediate, but there is a perception that it is. So the “You Are Welcome Here” campaign was started and WMU President John Dunn hosted an international student lunch with the 100 students effected. A successful town hall meeting for the community was held. In order for faculty to support the 100 effected students, visit the “What You Can Do” website which offers a number of resources. It is important to understand the facts of what is going on in order to offer support. All students are here legally and lawfully and are not at risk of being deported. Schloer urged faculty to be careful and factual in statements and to refrain from giving immigration advise but rather refer students to the appropriate resources.

<http://wmich.edu/global/welcomeactions>

Discussion covered the following questions and statements:

- When asked how WMU compares to other universities, Schloer stated that he had just returned from a conference where he found our efforts

typical in communicating support. However, WMU is unusual in that we have a high number of students from the effected countries, and we stand out as welcoming to international students.

- It was noted that other students are being impacted as well, such as students of color and LGBT students, so faculty need to be sensitive to them, as well.

*Ad Hoc General Education Design Committee Report – Mervyn Elliott, Chair*  
Senate President Ayers' remarks included the following:

- The long-overdue revision of WMU's general education curriculum is based on WMU history, the LEAP initiative, the AAC&U High-Impact Educational Practices and Hanover Research's best practice principles. Following the Higher Learning Commission finding in 2010 whereas WMU's general education curriculum lacked assessment, the Faculty Senate framed the revisions on input from the campus community that had revealed notable dissatisfaction with the existing curriculum. Based on that sentiment, feedback provided in many forums and a visit from national expert Dr. Paul Gaston, the decision was reached to revise the general education curriculum. MOA-16/06 mandated the design and naming of a new general education curriculum which was approved by the Faculty Senate on 7 April 2016.
- SUNY-Buffalo general education staff offered a reminder of two particularly poignant ideas; the curriculum belongs to the faculty. While the administration supports the implementation of the curricula, the faculty own the ideas. The faculty are in charge of the educational quality of the University, so the revision offers an excellent opportunity to influence upper-division students as they begin studying at WMU. The second is a more subtle point; institutional excellence may seem intangible and is largely unseen, but when flawed or in need of attention, everyone knows it.
- A significant amount of Senate time has been spent in enthusiastic discussion about the name of the revised curriculum, but comparatively less time on the actual design. To facilitate discussion of the design details, the draft report from the Design Committee was included in the meeting materials and provided as a handout. There has been discussion in generalities about the design and the design graphic, the report offers the substance and scope of the revision details for consideration.
- It is understood that change is hard, particularly for faculty who are concerned about credit hour production of general education courses. However, the focus of this revision is the student body, the skills and knowledge they will need to be successful in today's world. This is not an attack on the work of faculty delivering the current curriculum, but instead a process to update the general education curriculum to meet the needs of today's learners. The revision should not be considered a resource war; in fact Provost Greene stated that managing college-level funding will be conducted in a way, and in a timeframe, that will facilitate the transition to a new curriculum.
- It was suggested that it may be helpful to consider the revision of general education as the difference between "*doing the thing right*" versus "*doing*

*the right thing*". Some faculty may see the proposed revision to general education as criticism that they are not "*doing the thing right*" in their general education courses. There may be faculty that see "*doing the right thing*" is revising the WMU general education curriculum and paradigm based on the changing needs of our students and the world they will inhabit after graduation. These comments are provided as support and appreciation for the quality instruction faculty are providing in the current general education curriculum. WMU could not have survived a 33-year old curriculum if faculty were not delivering good courses. The change in the general education design has nothing to do with the quality faculty produce in their current general education courses, but instead has to do with the need to shift WMU's conceptual framework of general education based upon a long period of work and study to serve our students better.

- Many of the concerns faculty have previously expressed relates to logistical considerations. The Logistics Committee has begun the campus-wide conversations about things that are not model-dependent, like writing, transfer/contemporary students, and accreditation. The Dean's Circle groups were developed to identify college-specific concerns and provide input on the process, design, and logistical considerations. The Design Committee has responded directly to Dean's Circle in order to try an correct some mistaken assumptions. A key reminder about this process is that the design of the new curriculum is being changed in a responsive way. Adoption of a bottom-up approach ensured that there was not a pre-determined design, but rather based on the Senate endorsed essential outcomes. Additionally, the Dean's Circles provided volunteers to serve on the expert panels that will be used to develop learning outcomes for course categories. Please contact the Faculty Senate office to volunteer, or to suggest a colleague.
- The recommended revisions are grounded on the following fundamental principles:
  1. being outcomes based; the four university-level outcomes approved by the Senate in MOA-16/06
  2. having three progressive levels of skill building, development, and application
  3. including fundamental content knowledge, skills and competencies that WMU holds dear as an institution
  4. focusing on students and being driven by faculty, collaborating across disciplines.

Elliott provided a presentation on MOA-16/06:

[http://wmich.edu/sites/default/files/attachments/u370/2017/GenEd\\_history.3-2-17.ME\\_.pdf](http://wmich.edu/sites/default/files/attachments/u370/2017/GenEd_history.3-2-17.ME_.pdf)

Lynde-Recchia provided a presentation on the revised model:

[http://wmich.edu/sites/default/files/attachments/u370/2017/GenEd\\_update.3-2-17.MLR\\_.pdf](http://wmich.edu/sites/default/files/attachments/u370/2017/GenEd_update.3-2-17.MLR_.pdf)

Discussion covered the following questions and statements:

- There was encouragement for team teaching in the connections level. How would it be accomplished since it has not yet been available at

WMU? Carla Koretsky stated that it can currently be done and there is no reason not to do it. Greene suggested not to let logistics get in the way of what needs to happen; if it should be done, then there is a way to figure it out.

- How will the changes effect the number of course being offered? It was stated that no course(s) would be grandfathered into the new curriculum. Faculty will determine the outcomes, and then courses will be reviewed for inclusion in the new curriculum. Committees to identify course outcomes will be convened in the fall.
- The appeal of fact-tracking course approval for a practical perspective was discussed. Provided each course meets the revised learning outcomes, the objective would be continual course improvement toward the revised model. Reinhold encouraged faculty to ask themselves how a course(s) they are teaching could fit into the new curriculum.
- Examples of aspects, or the whole sequence, to improve understanding and guide course construction were requested of those who have been involved in developing the revised curriculum.
- A student questioned how their college level courses taken in high school would be applied toward the revised general education program. Elliott stated that there is already a committee established to review the transfer/contemporary student issues.
- It was questioned why the critical thinking component is specifically targeted in humanities when it could be managed in many other disciplines. Elliott stated that it does not have to be, as long as it is introduced in the Foundation Level and is reinforced throughout the program.
- When asked why reading isn't represented in the model the same as writing, Perryman-Clark explained that reading is a remedial course, is not part of the current curriculum, and will not be part of the revised curriculum.
- Gilchrist expressed concern regarding the 12 courses and 36 credit hours as explained in the model. Most of the current general education courses are four credits each. Is it the intention to limit credit hours to three per each course? Ayers stated that the intent of the design process was not to retain credit hours, limit credit hours, or consider departmental budgeting. Lynde-Recchia went on to explain that in the current policy, there are a minimum of 37 credit hours, but in fact, many students end up taking over 40 credit hours. The new model proposes 12 outcomes rather than a fixed number of credit hours
- It has been stated that the new curriculum will use learning outcomes and courses will be assessed, which is being driven by HLC requirements. Considering that the current program is not assessed, how will the new program be assessed? Reinhold reported that in 2005 the University Assessment Steering Committee developed rubrics to assess the current program. His office gathers the student artifacts. Without the outcomes that are yet to be developed, he is unsure what measures would be used, but there are options available. Examples are rubrics or e-portfolios. Discussion was held regarding assessment methods and metrics.

- Concern was expressed that if a program opts to teach the same thing as another program, and with funding based on enrollment, what will happen to the course in the originating program?
- It was suggested that as the new curriculum moves forward, assessment should not be just with the committee, but there should be a built-in assessment for faculty.

### **PROFESSIONAL AND ACADEMIC CONCERNS**

Discussion covered the following questions and statements:

- What is the role of WMU Public Safety in terms of the law allowing the deputizing of police officers as federal officers per the Development, Relief, and Education for Alien Minors (DREAM) Act? Ayers confirmed with Chief Scott Merlo that he and his officers "...do not ask for immigration status, it's not our concern. Nor will we ever act as any ICE agents. We have international student here in great numbers and we only care about our students, but no immigration status whatsoever."
- What is being done to market specific lesser-known programs at WMU? Curran stated that there is a problem with branding. There are no funds to market WMU the way it needs to be done. However, what funds are available need to be used to market the University as a whole first, and the other things will take care of themselves. WMU needs to be responsive to the market place. He is planning to start use of digital market place, but WMU needs to decide whom it wants to be, and what makes it different.

### **ADJOURNMENT**

The Senate will meet next on 6 April 2017, in room 208 Bernhard Center. The meeting adjourned at 7:16 p.m.

Sue Brodasky and Suzanne Davenport, Faculty Senate Office