

Unit Communication Notes
Faculty Senate Meeting
March 2, 2017

Thanks to Director Sharon Carlson for her contribution to these notes

These notes are informal communications provided as a convenience for Senators and others to aid in their own communications in a timely manner. They are not intended as a substitute for meeting minutes and hold no more value, or standing, than an individual's recollection of events. The notes should not be republished, attributed or posted, and are intended to be used only to help Senators and others communicate with their constituencies in a timely fashion, in addition to a Senator's own recollections and notes. Information contained in these notes should be considered as provisional and conditional and subservient to eventual approval of formal minutes by the Senate.

Senate Executive Board Report (Suzan Ayers, Faculty Senate President)

-Two new Senators were welcomed:

- JoAnn Atkin, from Marketing
- Anthony DeFulio, from Psychology.

-The deadline for online-only submission of all new course change proposals (not program proposals) effective April 1, 2017. Spring 2018 proposals are due March 31, so after that date only online proposals for course changes will be accepted by the office of the Associate Provost for Assessment and Undergraduate Studies. If you have not yet received training, please contact Executive Board Director Bret Wagner directly.

-The Presidential Search Advisory Committee will begin reviewing candidate materials next week in preparation for airport interviews March 22-23. Please refer to the search website (<http://wmich.edu/presidentialsearch/>) for updates.

-Dunbar Hall will be going offline tentatively in fall 2018. This is an early information item for awareness, as the specific plans for that process are not yet confirmed. Please be aware, and let your colleagues who teach in Dunbar know about this pending project.

-The previously announced termination of support for Homepages, effective June 30 will not occur unless and until all faculty using this for work are completely satisfied with alternative options for their work-related pages. Bruce Paananen in the OIT has been designated to work with faculty to provide consultation and information on how different locations for Homepages 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 with membership and related information available at: <http://www.wmich.edu/facultysenate/committees/centers-institutes-subcommittee>. Thanks to this group for volunteering for the important work of participating in the annual and 5-year report reviews from all University Centers and Institutes before offering planning recommendations.

-Thanks to the Deans who led the process of providing initial feedback to the Ad Hoc General Education Design Committee. Those timely responses have allowed progress to continue in this important and long-needed revision process.

-The Ad Hoc General Education Logistics Committee has been seated with membership and related information available at: <http://www.wmich.edu/facultysenate/committees/adhocgenedlogisticscmt>. This group, like the Design Committee, has been meeting weekly and is already consulting with three expert groups to discuss transfer/contemporary student issues, accreditation concerns, and writing requirements as key concerns identified by Dean's Circles.

-The first draft of the revised general education model was shared at the 12 January Faculty Senate meeting and based on your requests for more discussion, we will not vote to approve the revised design until the 11 May meeting.

-The general education draft report circulated for this meeting has been based on campus feedback and can be viewed at: <http://www.wmich.edu/sites/default/files/attachments/u370/2017/GedEdRevDesignRpt.2-24-17.pdf>. The Design committee has been meeting weekly since September to connect the original Ad Hoc General Education committee's work and MOA-16/06 which recommended the design and naming of a new curriculum. Their efforts have been based in

the literature and best practice, as outlined by the Association of American Colleges and Universities' (AAC&U) Liberal Education and America's Promise (LEAP) initiative, like the majority of our Mid-American Conference colleagues.

Provost Dr. Timothy Greene Remarks

-President Dunn is meeting with alums and supporters as he concludes his service as University president. Adverse weather caused a change of plans and he is in Muskegon tonight.

-The Dunbar Hall project will be more complicated than the Sangren Hall project. When the new Sangren Hall was constructed, older portions were kept online. The entire Dunbar building will need to be offline for 18 months. It is the second busiest classroom building. Classes will be pushed earlier in the day, later in the day and on Fridays.

-Greene said he has received questions as to why he does not vote at Faculty Senate meetings. He thinks it is better to abstain because all actions from the Faculty Senate go through him for administrative approval so he wishes to hear the viewpoints of the faculty before he acts on items.

-Haworth College of Business Dean Search Update - An offer was made and due to several last-minute considerations, the candidate withdrew. There is a contract with the search firm and it is expected there will be on-campus interviews before the end of May. This is not a failed search.

-Associate Provost for Haenicke Institute for Global Education Search Update – There are many good candidates which the search committee will begin reviewing after spring break. Provost Greene thanked Dr. Wolfgang Schloer for his service. His last day is March 3.

-Textbook Order Submissions – The provost provided a status update as of February 27. It is important for students to know what textbooks they need for their courses. For students trying to be proactive or get the best deals on books, they need to know. Take this message back to faculty. Summer I 2017: 81.4% in compliance; 214 courses still need book requisitions submitted. These were due by Jan. 13, 2017. Summer II 2017: 79.7% in compliance; 174 courses still need book requisitions submitted. These requests were due by Jan. 13, 2017. Fall 2017: 51.8% in compliance; 2,099 courses still need book requisitions submitted. These were due by Feb. 10, 2017. All textbooks must be listed online by the first day of course registration, in accordance with the Higher Education Opportunity Act.

-Applications and Admissions – Undergraduate admissions are up 4.52 % and transfers are up 30%. The 2 + 2 programs are starting to pay off. Masters and doctoral applications are flat compared to last year. Since we were up last year that is still good. There are still a lot of applicants in the departments, so please make decisions on graduate students so they may be informed in time.

-International undergraduates – this is down 150 admissions (a 50% reduction). Many non-U.S. students are worried about how they will be received in the U.S. The Provost is optimistic that the campaign by the Haenicke Institute will alleviate fears. The graduate student admissions and admits rate is more stable. There are slightly fewer doctoral students and more students at the master's level.

-Provost Greene encouraged faculty to attend the webinar: "Cheating and Plagiarism in Higher Education: Practical Guidance for How to Respond Lawfully," on Tuesday, March 14. It will be at 1:00 p.m. in the clock tower conference room between the library and OIT. It will be recorded and available for viewing at a later date. He will send out more information to department chairs.

-Greene congratulated Wendy Beane and Fahad Saeed who were both recognized as Career Awardees by the National Science Foundation (https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=503214). Previously, WMU had four recipients in total. In the last year, two have been recognized.

-Learner Support Program Review –Phase 2 of the Academic Program Review & Planning process involves Academic Support Programs ($n = 115$ programs across 4 vice presidential areas) is in the final stages. This phase includes but is not

limited to Athletics, Student Affairs, Office of Diversity and Inclusion, and Academic Affairs. The third phase of this process will include the non-academic programs like Business and Finance.

-Academic Affairs Strategic Plan 2016-2021 and Performance Measures copies were provided and can be obtained from the Provost's Office. Greene thanked Jody Brylinsky and encouraged senators to read and distribute the resulting publication *Invest in Gold*, which includes the Division of Academic Affairs Strategic Plan. Greene pointed out the key strategies on the back page of the publication which WMU will place focus. The insert outlines performance measures with tight definitions.

Q & A Provost Greene Academic Affairs Strategic Plan

Please comment on resources or commitments to implement the revised general education curriculum.

Greene said that as we get into the implementation phase, it would be a good time to discuss this. He does not anticipate any lay-offs or terminations of tenure or tenure-track faculty. As we look at how we implement this, the earliest implementation would be fall 2018. We still have to maintain the old system for any student who came here until fall 2017 catalogs or earlier. They must be allowed to graduate under the catalog upon which they enrolled. This will not be fully phased in until 2022. We will have to look at resources. There is plenty of time to do it. It will be done by bringing groups of deans, chairs, and faculty to discuss the implementation. There are two major concerns. We need to maintain the quality and size of graduate programs and we also need to maintain the quality of general education classes for undergraduates.

If we are changing the way we offer general education, will there be more angst or competition for credit hours between colleges? How can we minimize this?

That angst exists and efforts will be made to try to minimize the impact to any one department. This faculty is more worried about what is best for the students than counting heads in one's units.

What is the plan for investing more in graduate teaching assistantships?

The deans supported the concept of taking money and putting additional money into the graduate student pockets. \$300,000 of new money reallocated to put into new graduate assistant lines. It has been put into research assistants. We have not grown graduate funding from the University as fast as the costs have gone up. We are now trying to reallocate some money to do it.

ACTION ITEM

MOA-17/02: Revision of Provisional Acceptance Policy (Marilyn Kritzman, Chair, Undergraduate Studies Council)
APPROVED

INFORMATION ITEMS

Email Access Report (Jim Gilchrist, Vice Provost for Budget and Personnel and Chief Information Officer)

By University policy nobody can access a faculty's email account except under rare circumstance. There were no instances in 2016. It was done recently for a retired faculty member who passed away and who had personal household accounts in his University's email address which were resolved. This leads to a recommendation for all of us, do not use our WMU Email account for personal business because of this problem.

Faculty Tips for Working with International Students (Wolfgang Schloer, Associate Provost for Haenicke Institute for Global Education)

International students are experiencing nervousness and anxiety with the election and since the Presidential Executive Order concerning people traveling to the U.S. from 7 countries with majority Muslim populations. All of our international students are here legally and lawfully so are not at risk of being deported. Students view faculty as authority figures. Be careful and factual. Stay informed and refrain from giving immigration advice or making sweeping statements. The most important thing is that students continue to be successful academically. A number of the resources are gathered on this new site: <http://wmich.edu/global> We have about 100 students from the 7 countries, enrolled as both graduate and undergraduate students. The *You Are Welcome* campaign has been successful but we have seen an impact on recruitment

efforts, especially with undergraduate students. President Dunn regularly meets with international students and has had special meetings with students from the affected 7 countries.

General Education

President Ayers provided some historical context. The Faculty Senate mandated the change in MOA-16/06. The Design Committee has been engaged since the fall and has prepared a report that should be shared with colleagues: <http://www.wmich.edu/facultysenate/committees/adhocgenededesigncmt>. The focus of this revision is our students and the skills and knowledge they need to be successful in today's world. Many of the concerns faculty have expressed relate 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 to a few of those groups to correct some mistaken assumptions. Volunteers are needed to work on the expert panels that will work on developing outcomes.

Mervyn Elliott reviewed the process with a PowerPoint outlining the process to the adoption of MOA-16/06 and Molly Lynde-Recchia reviewed the progress of the Design Team with a second PowerPoint presentation, both available at: <http://www.wmich.edu/facultysenate/senate/senateschedule>. As mentioned, the long-overdue revision of our general education curriculum is based on our own history, the LEAP initiative as well as the AAC&U High-Impact Educational Practices and Hanover Research's best practice principles: http://www.wmich.edu/sites/default/files/attachments/u370/2017/Best_Practice-GenEd.3-2-17.pdf

Q & A

A Senator commented favorably on team teaching and asked how we can pay for it.

-Dean Koretsky shared that two faculty members team taught in the Lee Honors College and offered that approach as an option.

-Provost Greene – Let's not let logistics like this get in the way. We will figure it out.

What does this do for the number of courses offered for students?

-Ayers – No courses will be grandfathered in. All proposed courses will need to be aligned on the outcomes we have adopted as well as the outcomes faculty expert groups will develop for course areas. Some courses may be slightly changed. Some courses may be dropped. Expert committees will begin working on outcomes in fall 2017.

-A Senator offered the appeal of fast-tracking course approval from a practical perspective; provided each course meets the revised learning outcomes, the object would be continual course improvement toward the new model.

-Dave Reinhold encouraged faculty to ask, "How does the course I'm teaching fit in?" He would hope that many courses would serve as the basis as long as it meets the new criteria.

-A Senator asked for examples of aspects or the whole sequence to improve understanding and guide course construction from those who have been involved in developing the revised curriculum.

Undergraduate student asked about the coordination of AP and IB courses with the new curriculum.

-Ed Martini is leading the subgroup is looking into transfers and transfer agreements. The student was encouraged to connect with this group.

A Senator asked why the critical thinking component has been restricted to the arts and humanities.

Elliott – Skills are to be taught in content classes so critical thinking is to be introduced in Foundational Humanities classes rather than in a stand-alone critical thinking class. It is not restricted to the Arts and Humanities, it is part of that Foundations course. There is nothing prohibiting all instructors from addressing the outcome(s) specific to critical thinking as they revise/propose courses.

A Senator asked why writing is a Foundations course but reading has dropped off.

Perryman-Clark shared that reading is one of the remedial courses not in the current general education model.

Gilchrist asked about the 36/37 hour program. Many courses are 4 credit hours. Is it the intention to limit courses to 3 hours?

-Ayers – Intent was not to retain credit hours, limit credit hours, or consider departmental budgeting. Not dismissing those concerns, but those were not in the charges for either the design or logistics committees.

-Lynde-Recchia – In some high-credit hour curricula students can end up taking up to over 40 credits. Our current program already has a range of credit hours implied. We would ask for the 12 outcomes to be met and they could be met many ways. If a student tested out of a language, they have earned it. That gives them more opportunity to take courses they choose to take.

A Senator asked how the new program will be assessed once it is dropped into place.

-Reinhold – Gather student samples from courses. Faculty will assess. Michigan Tech is doing it now. Grand Valley has rubrics done another way. We need to establish the outcomes first and once we have those, we can look at models. Looked at ENGL 1050 and looked at writing samples. Area VIII – health and wellness – they have more exams and fewer writing examples. This is the faculty process. These are structures and techniques that have been suggested by the Higher Learning Commission.

-Ayers – a lot of places in the MAC use portfolios (i.e., Digication at Buffalo) to house student artifacts.

-A Senator addressed the coordination of assessing the whole program if individual faculty are using disparate assessments.

A Senator suggested we do not have any data about the effectiveness of our current general education curriculum.

-Reinhold corrected that misunderstanding; in 2005 the University Assessment Steering Committee developed some rubrics to assess the current general education curriculum. It is not authentic assessment. The person in the classroom is assessing students instead of faculty assessing the curriculum. The UASC is conducting surveys with recent graduates. They will try and contact these students and ask if general education helped with their jobs.

-Chair Lopez (Spanish) thanked the committee for all the work and asked if there is a plan within the plan to review the program. Will it be part of the Academic Program Review & Planning process? At what point will it be reviewed?

-Ayers – Yes. Many of the MAC members do a 3 to 5-year review cycle.

A guest commented that assessment is not something that just rests with a committee and belongs as a component of quality instruction. She suggested building in routine assessments.

Professional and Academic Concerns

Senator Peter Krawutschke asked about the 70 to 80 DREAM students on campus. A law allows the deputizing of campus police officers as federal officers. What is the role of the WMU Public Safety?

Ayers thanked the Senator for his question and providing it ahead of time. She was able to ask Chief Merlo about this who indicated that under his leadership WMU Public Safety officers have not been nor will they be deputized. He and his officers “...do not ask for immigration status, it’s not our concern. Nor will we ever act as any ICE agents, period. We have international students here in great numbers and we only care about our students, but no immigration status whatsoever.”

A Senator expressed concern about the general marketing of WMU. She sees competitor information and wants to know what can we do to help market WMU.

Terrance Curran, Associate Provost for Enrollment Management, indicated we are looking for more creative ways of marketing WMU.