

## FACULTY SENATE MINUTES FOR 3 November 2009 (Vol. XXXVIII, No. 9)

The 2009 – 2010 Faculty Senate minutes and other information are available on the Web at <http://www.eiu.edu/~FacSen> The Faculty Senate agenda is posted weekly on the Web, at McAfee Gymnasium 1102, and on the third-level bulletin board in Booth Library. Note: These minutes are not a complete verbatim transcript of the Senate meeting.

### **I. Call to order by Chair John Pommier at 2:00pm.** (Booth Library Conference Room)

Present: J. Best, A. Brownson, J. Coit, M. Fero, A. Methven, M. Mulvaney, R. Murray, K. Padmaraju, J. Pommier, J. Russell, D. Van Gunten, D. Viertel, A. White, M. Worthington. Excused: M.-L. Li.

Absent: S. Lambert

Guests: Blair Lord (Provost), Bonnie Irwin (Dean of Honors College), Mary Anne Hanner (Dean of College of Sciences), Jeffrey Lynch (Dean of College of Arts and Humanities), Grant Sterling (CAA).

### **II. Approval of the Minutes of 20 October 2009**

Senator Murray (Van Gunten) moved to approve the minutes. Minutes were approved unanimously.

Abstain: Fero.

### **III. Announcements**

### **IV. Communications**

a. Email of 23 October, from Carol Miller, re: Textbook Rental Screenshot

b. Email of 27 October, from William Weber, re: Screening Committee: Director of Planning, Budget and Institutional Research

### **V. Old Business**

#### **A. Committee Reports**

1. Executive Committee: no report.

2. Nominations Committee: no report

3. Elections Committee: Vice Chair Van Gunten reported that Roger Beck volunteered to fill the vacancy the Council for University Planning and Budget. Senator Murray (Brownson) moved to nominate Beck to CUPB. Beck's appointment was approved unanimously. Van Gunten stated no volunteers have been received to fill Chris Hanlon's seat on the Council for Graduate Studies for Spring 2010.

Chair Pommier reported that a Senator has taken personal leave for the remainder of the semester. As a replacement would be available for just one meeting in fall semester, and the Senator appears likely to return in the spring, it was decided that Senate would table the matter until Spring 2010.

4. Faculty—Student Relations Committee: no report. Senator Fero asked faculty to urge students to attend Faculty Forum Tuesday, November 17, 2pm, in the Charleston-Mattoon room, MLK union.

5. Faculty—Staff Relations Committee: Senator White reported that Staff Senate will meet November 11 at 1:15pm, and asked Senators to forward any concerns they have.

6. Faculty Forum Committee: Senator Padmaraju reported that the upcoming forum will be announced via the University calendar, newsletter, and a flyer.

7. Other Reports

a. Provost's Report: Lord reported that the Search Committee for Vice President for University Affairs will invite five candidates for on-campus visits. The visits will probably happen after Thanksgiving.

Lord also discussed the search for the Budget Director position, and noted that, as the office of Planning and University Studies has been merged with the Budget office, the position is a combined directorship of both offices. Senators Best and Viertel were forwarded to serve on the search committee.

Lord stated that the Search Committee for the Dean of the College of Arts and Humanities has a larger pool of candidates than last year's unsuccessful search, and that the committee has not yet reached the telephone interview stage.

- b. Budget Transparency Committee: Senator Murray reported that the Committee is looking into transparency in relations to travel, Faculty Development, grants and research, and will report their findings at the next Senate meeting.
- c. Bylaws Committee.
- d. Awards Committee: Les Hyder has been notified that Senate chose him to receive the Luis Clay Mendez Distinguished Service Award.

## **VI. New Business**

Integrative Academics: Lord, Irwin

Lord stated that conversation about Integrative Learning have been going on for about a year now. Lord referred to definition of Integrative Learning available on the EIU website, and stated that it does get at the essence of what he means, the Deans mean, what is generally meant in the academic world by Integrative Learning. The focus is guided reflection, and lot of integrative learning is about helping students get there faster, and being intentional about making these connections.

Lord noted EIU's presence at the American Association of Colleges and Universities conference on Integrative Learning. He stated that Dean Hoadley observed there were two themes evident at the conference. One was to equate integrative learning with interdisciplinary or multidisciplinary learning; that's not what I mean by integrative learning. The other track was much more in the developmental sense, that's what I mean. EIU had 15 of 350 people at the conference.

Lord stated that the experience convinced him that Eastern has all the pieces for a successful focus on Integrative Learning, even compared the schools have big marquee efforts. We have talented faculty, classes where students can talk to faculty, faculty who have students involved outside the classroom, and high impact experiences (study abroad, undergrad research, service learning). The area where we need to do more work, is helping students consciously intentionally reflect on their experiences and decide who they want to be. That seems to be the big issue for schools that take this approach.

Key in this regard are academic and students affairs partnerships, and Lord noted the question was asked, why aren't there more of them. It is very clear that there are lot of barriers to having these divisions work together and it can be difficult to frame common learning objectives across divisions. Lord noted hearing many different approaches, including reshaping the whole curriculum, and developing common learning objectives across the whole institution. Each institution takes different approach. At Augustana College every course taught had a conscious reflective activity built in, and each year has a reflective experience. First year students reflect on the role of general education. Sophomores reflect on why they chose the major they chose. Senior year students reflect on how Augustana changed them. They got to this by having conversations on campus, starting at the end, by asking, what do we want our students to have at the end of their education. This is how they came up with their curriculum and macro experiences. They discussed the coherence of their curriculum, and asked is that explained to students, and emphasized connection, reflection, and intention. You don't need to have a whole lot of money to ask those questions about our students.

Lord stated he has asked each of the four deans to gather their contingents of faculty attendees and reflect on the conference.

Irwin stated that at the assessment workshop revealed e-portfolios are very common means to provide for reflection. The AACU has developed a rubric for Integrative Learning, which emphasizes: connections to experience; connections within disciplines; and "transfer," can student take skills and experience and transfer to a new setting. It emphasizes reflection and self-assessment and setting a benchmark level of reflection. Irwin discussed a presentation about assessing reflection. In a basic self-assessment a student could describe his or her own performance based on success and failure; a higher level assesment could identify what it is within the student that enabled me to success or failure; the high end is student who can envision a future self who could succeed at a failed task. The idea is they can make plans based on their successes and failure, and bring them to bear on their future self—a mature level of reflection. Conference attendees will have access to all powerpoints etc. from the conference.

Irwin referred to a survey conducted of potential employers which underlined the value of general education and liberal arts education.

Irwin stated she is teaching a course called Honors Forum, with 148 honors students in one lecture hall one hour per week. All were required to write a "This I Believe" essay in the first week. Irwin stated that she learned things she hasn't learned about since teaching freshman English. She said she has surveyed students to gather information about their backgrounds, and said she is a better teacher because I know

these things. Well over 100 students from the forum attended Jay Allison's presentation, and many rushed home and wrote entirely new essays. About 20-30% have done different things because they went to an event. She stated she asked them to write a reflection on Jay Allison. She noted that because I have required it they go in assuming it's going to be boring because it's a requirement. She noted the challenge to encourage our students to make these topics interesting, because that's what educated people do. Honors forum students are all required to do three outside of class events. They are coming back and realizing there is value to these events.

Irwin stated that she incorporates reflection in co-curricular activities over which she has control. She noted she believes students receiving an undergrad research grant should, instead of reporting the results of their research to the Honors College, report on what courses were helpful for their research, whether they enjoyed the process, and describe how they've grown. She stated that anytime the university is spending money we should want a reflective report.

Senator Russell asked if Lord or Irwin would expand on the thought behind requiring Integrative Learning goals as part of course proposals. Irwin said she is going to move on with it in Honors. Russell stated that some standards observed in the College of Education call for things like reflection, and would tie into the definition of Integrated Learning the Provost has posted. Lord noted that the question has come up a number of times, we do need to gather information on how students are benefitting from Integrative Learning, but that there's no institutional one-size fits all model. He stated that there's not a lot of assessment literature on Integrative Learning. Russell asked if current measures that aren't using Integrative Learning terminology, but fit the parameters of the definition, would fulfill the requirement. Irwin stated that Integrative Learning is building on the idea of interdisciplinarity and bringing in students' lives and co-curricular activities. She stated she had some tools if people want to build their own kinds of assessments. She said she would agree that everyone's got pieces of these already built in and it's just a matter of tweaking it.

Senator Murray asked if the National Student Exchange was open to non-honors students. Irwin said a majority of students in the program are non-honors, and it is open to any student with a 2.5 GPA minimum.

Senator Worthington asked if honors forum could be implemented for all students. Irwin stated that 25-30% of students take University Foundations, a 2 credit hour course with a core syllabus. She said a growing number of departments have a forum type course, and noted the Honors course was based on the Biology forum course. Lord said it would be a great thing to pull off if we could get there, but would take an enormous amount of lifting to get there. He said he could imagine us wanting to go in that direction. Irwin said in an ideal world Honors Forum would have small seminars not a lecture.

Pommier asked how the Faculty Forum should be organized. Padmaraju suggested it be similar to last year's forum with small group discussions/breakout sessions, and bigger panel for intro. Lord said the group of faculty who attended the recent conference would meet Friday, and he would identify four to six to be part of the panel. Senator White asked if members of the forum committee could sit in on that meeting? Lord said he would meet with the forum committee after meeting with the conference attendees. Pommier asked Lord and Irwin what they hoped the forum would accomplish. Lord said he hoped it would spur initiative, energy, strategies, and ideas to help the conversation to spread out. Irwin hoped members of student affairs would be encouraged to participate.

Russell said students should have a chance to look at definition and ask, what it does do for me? Where do we get students involved to get student buy-in, because they are not going to know its good for them until many years after the fact. Lord said we have been talking about what I would call a communication plan. Dean Hoadley discussed a poster campaign. Hoadley noted that we are starting to have some informal conversation with student groups, and said that needs to be done in a more formal manner. The posters promote high-impact activities align with the Provost's goals, including study abroad and participation in RSOs.

Senator Best said he believed it very important to find ways to get students to buy in so that it's not just an good theoretical model. He said when he tried this out on some students in a research methods class, there was immediate buy-in, because students were told Integrative Learning would enable you to know more

about yourself at the end of 4 years. He said the millennials are very comfortable thinking about themselves as a brand. Irwin stated that we are bringing this to students at tables, and at Honors, but the Provost's definition is by academics for academics, not for students.

Senator Coit asked about the distinction between Integrative Learning models which are based in interdisciplinarity and those based in personal development. Lord described an exercise in President Perry's course, in which students had to imagine themselves as professional mathematicians who had to explain one of the concepts to a knowledgeable audience. He noted that students related course content to other issues, for example Tacoma narrows bridge. Lord stated that the further refinement would be to ask students, what did they learn about themselves in taking that information, what did the experience mean to them, and ask them to connect this to what they want to do with their lives. Lord stated that interdisciplinary courses connect the pieces to what you are learning, but in his view Integrative Learning also involves student reflection about themselves. Irwin stated that this can happen in any class, and part of the reflection is how they learn. Students should connect their general education courses, rather than trying to build a whole new curriculum. Hoadley stated reflection is a big part of Integrative Learning, but how that is incorporated will depend on the faculty. She stated Integrative Learning will focus on the need to reflect co-curricular activities, prompt students to integrate their real-life experiences into your skills, create synthesis among classes. The conversation has to happen on the program level. Over time we become a little more thoughtful about those experience so from students perspective it becomes more wholistic.

## **VII. Adjournment at 3:48pm**

### **Future Agenda items:**

Faculty Forum, Campus Master Plan

Best: Rose last weekend was talking about the public agenda, need to learn other tribes' language. Need to a better job, what is this really. Pommier. Lord: started wit ha leg. resolution, Chapin was on the side of the aisle, hoping to club the Democrats the whole public agenda was taken over by the board of higher ed. There have been five master plan, they don't like them because with a new governor have to throw them out.

Respectfully submitted,

Jonathan Coit  
November 14, 2009