

SECTION:
DATE:
December 15, 2011

**BOARD OF REGENTS**  
**EASTERN MICHIGAN UNIVERSITY**

**RECOMMENDATION**

**MONTHLY REPORT**  
**FACULTY AFFAIRS COMMITTEE**

**ACTION REQUESTED**

It is requested that the Faculty Affairs Committee Agenda for December 15, 2011 be received and placed on file and the Minutes of the October 18, 2011 meeting be received and placed on file.

**STAFF SUMMARY**

The topic for the December 15, 2011 Faculty Affairs Committee meeting is a discussion on Dissemination of Scholarship.

**FISCAL IMPLICATIONS**

There is no fiscal impact.

**ADMINISTRATIVE RECOMMENDATION**

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

\_\_\_\_\_  
University Executive Officer

\_\_\_\_\_  
11/29/11  
Date

**EASTERN MICHIGAN UNIVERSITY**  
**Board of Regents**  
**Faculty Affairs Committee**

December 15, 2011  
1:00 – 1:45 p.m.  
205 Welch Hall

**AGENDA**

**Regular Agenda**

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

**Status Report**

**Discussion:** “Dissemination of Scholarship”

EASTERN MICHIGAN UNIVERSITY  
BOARD OF REGENTS

**FACULTY AFFAIRS COMMITTEE MINUTES**

October 18, 2011  
1:00-1:45 p.m.  
205 Welch Hall

**Attendees** (seated at tables): R. Baier, R. Bullard, J. Carroll, M. Evett, F. Fedel, Regent Fitzsimmons, Susan Gray, L. Klopfer, Regent Morris, Regent Parker (Chair), M. Rahman, K. Rusiniak, D. Selman, B. Regent Sidlik (Vice Chair), S. Webber

**Guests** (as signed in): A. Alvarez, C. Blakely, E. Buggs, C. Charter, D. deLaski-Smith, A. Dow, L. Findley, K. Freedman-Doan, T. Fulton, R. George, S. Gray, R. Hanna, M. Higbee, S. Kersey Otto, C. McFarland, D. Mielke, R. Nord, G. Peoples, C. Powell, M. Rearick, W. Tornquist, P. Welsh, D. Winder

Regent Parker opened the meeting at 1:00 pm. Interim Associate Provost James Carroll welcomed everyone to the meeting and introduced the discussion topic – Faculty Development.

**Discussion: “Faculty Development”**

Handouts: eFellows in Brief, Bruce K. Nelson Faculty Development Center report, EMU Faculty Development Center Overall Functions and Programs 2004-2011

Dr. Carroll opened with this broad definition of the Faculty Development Center (FDC) – the activities an institution uses to renew its faculty in their multiple roles as teachers, scholars, advisors, and leaders. He explained that the Faculty Development Center and eFellows are two examples of faculty development at EMU.

Matt Evett, faculty senate president, began the discussion with a brief explanation of how faculty become university professors. He explained that after all the years of education and research, once faculty become professors, most haven’t had formal training in how to teach and write grant proposals. In addition to support for teaching and research in the first years of teaching, ongoing support is needed for the changing technology at the university. As a result of a multi-year faculty senate study, the Faculty Development was created. Dr. Evett introduced Lisa Klopfer, interim director of the Faculty Development Center.

Dr. Klopfer shared a brief outline of the FDC explaining its role not only in faculty development but also in increased student engagement and enhancing the classroom experience. She continued by reviewing the handout “EMU Faculty Development Center Overall Functions and Programs 2004-2011”, which illustrates the huge range of activities and workshops. During the 2010-2011 academic year, there were 746 participants at 70 events, and 719 individuals signed-in to use the FDC lab. Dr. Klopfer added that many, if not most, use the lab without signing-in. In her estimate, Dr. Klopfer feels that 200-300 individuals use the FDC each academic year.

Dr. Klopfer continued with the explanation of Scholarship of Teaching and Learning (SOTL), which is the research of teaching and the effect of teaching on learning. EMU was a pioneer in SOTL through Professors Jeffrey Bernstein and Sarah Ginsberg, who lead the way in exploring the nature of research about higher-ed education. For the past three years SOTL has held seminars for faculty on what is the scholarship of teaching and learning, how to do the research and from those projects faculty applied those questions in their classes to better teach difficult concepts and measure their success.

Regent Fitzgerald asked how do you measure and when do you know if a person has learned enough to be effective with new technology. Dr. Klopfer said it is often difficult to determine the effective, useful technology from the fads. The FDC approaches the selection of which technology to teach by waiting for a demand from faculty on what they want to learn. She also reviews the ECAR and NSSE reports for potential upcoming technology needs.

Dr. Evett continued the discussion with the introduction of Randal Baier, library professor, to discuss the eFellows program. Mr. Baier explained that eFellows is a collaboration of faculty, Extended Programs and Educational Outreach (EPEO), students and the Department of Information Technology to help advance the use of technology on campus and in the classrooms. Annual funding is currently \$40,000, and awards are distributed twice yearly. Awards include funding for faculty-faculty and faculty-student collaboration, course design, technology implementation in General Education, technology materials and focused expertise. Mr. Baier shared the success of the student response system (clickers) technology. The clickers offer immediate feedback to the instructor and also allow all students, even reluctant ones, to respond in class. Another eFellows project is the Autism Collaborative Center's iPads for Autism project. Because autistic children respond to the iPads, the industry has responded by developing many autism applications. Mobile computing is the primary driving force in eFellows awards. Current projects include operating the planetarium with an iPad, recording lectures for immediate student availability on their electronic devices, and student created lab equipment instructional digital recordings.

Regent Parker asked how do faculty access the Faculty Development Center, and how does the FDC help the faculty to successfully utilize the available technology. Dr. Klopfer explained that the FDC reaches out to the instructional staff in various ways including a newsletter and, targeted and general emails. She also relies on communications with the department heads and school directors.

Dr. Klopfer introduced Steven Webber, assistant professor in the School of Engineering Technology. Mr. Webber is a newer faculty member and shared his FDC new faculty orientation experience.

Regent Parker asked Dr. Evett if time is set aside for faculty to use the Faculty Development Center. Dr. Evett replied that EMU does not do this. Regent Parker continued that this should be something to consider for the future.

Regent Fitzsimmons inquired about the clickers and how they are used. Mr. Baier explained that students are required to purchase the clickers in association with their textbooks. A clicker allows an instructor to get immediate feedback from the class, and it is anonymous to the other students.

Donna Selman expressed concerns about the reliance on technology at the expense of student engagement and critical thinking in the classroom.

Sarah Ginsberg explained that the Scholarship of Teaching and Learning enables the objective evaluation of classroom technologies, showing if specific technologies enhance the teaching experience.

Regent Parker thanked the contributors and those in attendance and adjourned the meeting at 1:58 p.m.

Respectfully submitted,

Robertta Goffeney, Administrative Secretary  
Academic Affairs