

EPAG Minutes

September 12, 2013

3:00-4:30 Campus Center 214

Present: June Ban, Terry Boychuk, Kendrick Brown, Darcy Burgund, Merita Bushi, Terri Fishel, Susan Fox, Geoff Gorham, Ann Minnick, Jayne Niemi, Jaine Strauss, Joelle Vitiello (Chair), Harry Waters, Jr.

1. Approval of Minutes - minutes of Sept. 5th approved.
2. Kendrick announced Fall Academic Issues Retreat - Friday, Sept. 27th and Saturday, Sept. 28th. Kendrick encouraged EPAG members to attend break-out sessions on Sat. not as scribes, but just to take in what is said.
3. Review of EPAG draft letter to the Department of Educational Studies - Letter approved. Copies will be sent to Jan Peterson and Brenda Platz.
4. Second Language Proficiency Requirement update - Sept. 18th, Wed., 4:45-6:00 p.m. there will be a meeting of language faculty and members of the task force in the Harmon Room. They will be reviewing the final report and information that Nancy Bostrom shared. EPAG reviewed documents that Joelle shared. EPAG was advised that this report should be treated like the USID report and we were encouraged to focus on the first three sections. Discussion should include what the faculty want to see out of this requirement. Assessment would follow based on the outcomes faculty are seeking. Any changes would require a motion to the faculty.
5. Review of CDP, especially the FACT grants piece about collaborative teaching. Harry provided a list of FACT grants. Joelle created a Google survey doc and Harry sent out the questionnaire to those who have already taught a FACT funded course and have received two responses. Joelle and Harry will be looking at the responses and hope to have responses from everyone who participated by the end of the month. A bigger question is, why aren't more people doing team-teaching and applying for FACT grants? In the first year 2011-12, 3 pairs/6 people and each person received \$1000 (\$6000) and \$22,200 was funded for replacement costs. 2012-13 - FACT funds covered \$11,000 for stipends and replacement costs of \$25,000. Current year with 2 pairs, \$4000 with \$12,000 replacement costs. The salary line set aside is \$61,000 that is available each year. Total spent has only been \$59,000 for all three years. Replacement costs cover the fact that one of the individuals in the pairs teaching will not teach a course, so a replacement is brought in to teach the course. The question was raised about student responses and student evaluations for the course will be used. Other questions raised included, how does team teaching help student learning and what about team-teaching that isn't funded by FACT? How is team-teaching that isn't funded by FACT evaluated? Harry expressed interest in following up with a survey. To be eligible for a FACT grant requires faculty from two different departments, but team-teaching doesn't require that it be from two different departments. Jim Laine and Andy Overman team teach a course but it is two full sections. Ann asked if we can compile a list. It was explained that the FACT model is not to develop more courses. This money is supporting collaboration, not longevity. We will gather more information, people who collaborate outside of the grant, possibly have a conversation with those who have received FACT grants. Dianna Shandy and Jim Dawes will talk about their experiences in the CST. From a dollars and sense view, what additional information do we need in order to justify not using the funds for every year? Joelle asked about the reasoning for setting aside a line. Kendrick responded that the original rationale for dedicating a line was to foster collaboration. In light of the low demand of FACT funding, it

may be possible to support team-teaching through other income sources. There was a brief discussion about RPC and it was stated that we need to know what the FACT surplus has been used for so that we can understand the pros and cons of reallocating the FACT budget to create a new Tenure Track faculty line. Kendrick will discuss with Lynn H. Survey questions will be forwarded to committee. The question was raised as to when does the announcement to apply for FACT funding go out? There will be FACT funded courses next year, the question is whether we will end it. EPAG will meet once more before sending the announcement. Sept. 17th was the date last year for the announcement of FACT grants. **[Note:** A call was issued September 16th with a note indicating that this may be the last year of the FACT program.]

Other questions about CDP. How much impact priorities have had on allocations? Has it impacted our hires? Are we achieving anything? When a new priority is met, is it dropped from the list? President and Acting President use the CDP when talking with outside groups. A lot of the hires seem to speak to the essence of the CDP. What does success look like and what about new priorities? It appeared that the Curricular Visioning Document did not accomplish what was hoped. Next steps? Difference when we are talking about new lines versus replacements. Discussion about CDP as an instrument for allocations. What is the charge for the CDP? Having guidelines for allocations requests? What should we do with the document if some parts have been accomplished? What about strategic planning? It was decided we should come back next week to identify what parts need our attention.

5. Beginning of discussion about calendar issues: days of instruction, study days. Documents from Jayne include important questions for creating a calendar at Mac and comparison with peer institutions. The last discussion about calendar issues was at a 1992 faculty discussion when it was determined we should have this many days, for the good of our students and to serve the people who are teaching and learning. Changes in the calendar have multiple impacts on housing, money--the longer the calendar the longer people have to be here and be fed. How many study days, what about breaks? How many class days in each semester, should the semesters be exactly even? Holidays also have an impact on everything.

Is the primary concern about length of break days (Dec-Jan) or number of instruction days? For students the biggest concern is number of study days. Answers may vary according to majors. It was expressed that accessibility of study days should it be extended should be two consecutive days, which may be the weekend. The problem expressed last year when there were complaints about conflicts during final exams because professors were not scheduling according to the exam scheduled was resolved when faculty were reminded that they couldn't schedule their finals when it wasn't on the schedule. Currently, the 4 day exam period works.

6. Latin Honors - A very brief explanation about the fact that Latin Honors GPA were adjusted when IR reported 60% of graduating class was eligible. The adjustment then reduced the number to 35%, but numbers are creeping up again and we are now at 47%. The question was raised as to whether we needed another adjustment.

7. Guidance of Skype and technology in the classroom - The question was raised as to the frequency of when a faculty member may use Skype in place of being present. Do we

need a policy?

Next week EPAG will focus on the CDP and continue conversation on calendar issues.
Adjourned at 4:31

Respectfully Submitted by Terri Fishel, Library Director