

Academic Senate
Agenda for the Meeting of
December 2, 2014
MCO 210

1. Call to Order and Roll Call
2. Approval of Minutes
 - A. Nov. 4, 2014 minutes
3. Open Forum
4. Reports
 - A. Senate President – Khagendra Thapa
 - B. Senate Vice President – Charles Bacon
 - C. Senate Secretary – Amy Dinardo
5. Committee Reports
 - A. University Curriculum Committee – Kemi Fadayomi
 - B. Student Government – Andrew Kalinowski
 - C. General Education – Clifton Franklund
6. Old Business
 - A. Academic Amnesty Proposal – Susan Wancour
7. Conversation with the Senate
 - A. Dr. Roberta Teahen – NSSE/FSSE Data
8. Announcements
 - A. FSU President - David Eisler
 - B. Interim Provost – Paul Blake
 - C. Senate President – Khagendra Thapa
9. Open Forum
10. Adjournment

Minutes

Ferris State University

Academic Senate Meeting

MCO 210

November 4, 2014

Members in Attendance: Alspach, Bacon, C., Bacon, M., Bajor, Baker, Balanda, Baran, Barnett, Berghoef, Brandly, Daubert, Dinardo, Drake, Fadayomi, Fagerman, Fox, Groves, Hanna, Harlan, Ing, Isler, Klatt, Piercey, Rumpf, Siahpush, Thapa, Todd, Tower, Wagenheim, Wancour
Members absent with cause: Brecken, Dakkuri, Griffin, Jenerou, Richmond, Yowitz
Members absent: None
Ex Officio and Guests: Blake, Damari, Durst, Eisler, Franklund, Kalinowski, Nicol, Reifert, Schult, Teahen, Weller, Brackett, Saladin, Dawson, Urbanick, Won, Williams
1. President Khagendra Thapa opened the meeting at 10:04 a.m.
2. Approval of Minutes. Senator Dinardo moved to approve the October 7, 2014 minutes. Piercey seconded. Motion passed.
3. Open Forum
A. Alspach reminded the forum about ongoing activities of the Political Engagement Project
4. Officer Reports
A. President Khagendra Thapa relayed that, in response to Dr. Fagerman's suggestion, the Senate packet with the agenda was sent to everyone.
B. Vice-President Bacon stated that the Health Promotions Committee is looking for some direction. The Student Life Committee is tackling dual enrollment issues and "En Parente" Rules. VP Bacon is taking on the SAI task force.
C. Secretary Dinardo thanked Senators Rumpf, Isler, and Alspach for the help with the Charter Revision.
5. Committee Reports.

A. University Curriculum Committee Chair Kemi Fadayomi announced that there have been many proposals, but they are incomplete. The college curriculum chair should help in making sure that all proposals are complete before they go to the UCC. Otherwise, they will be held until completion. Form E is the most commonly missed form.

B. Student Government President Andrew Kalinowski introduced new treasurer, Benjamin Brackett. He is in charge of the readership program. Cory Saladin related that the student government has worked hard to be more involved with everyone across campus. There will be two upcoming events: Canned Food Drive and Let It Go. Contact Andrew K. if anyone is looking for student representatives or if you want to talk at a Student Government meeting. Pancakes with the President. Encouraged everyone present to participate or volunteer for Pancakes with the President. It will be on December 8th from 10pm-midnight. APRC will be presenting at an upcoming Student Government meeting to get input upon Roberta Teahan's recommendations. Senator Potter suggested that the SAI task force go to a Student Government meeting for feedback on the SAI/IDEA Forms.

C. Clifton Franklund. General Education Coordinator is continuing to work with the Gen Ed Committee and meeting with stakeholders across campus. We wishes to get as much feedback as possible but does not want to wear out his welcome. He encouraged all those who wish to have input to contact him directly. He has reduced the number of competency areas from 18 to 12 and subcommittees from 20 to 12. He is working on finalizing subcommittees. He is now tasked with reducing learning outcomes from 82-40.

D. Amy Dinardo and the Rules Committee, Review of Charter Revisions

Senator Dinardo reviewed the revisions, explaining the rationale for the changes. Melinda Isler reiterated that representation was consolidated based on the Unit to which the faculty reports in an effort to make it more evident who belongs to which College or Unit, particularly EIO. Along with that, Educational Counselors were moved the Counselors and Librarians Unit. A discussion ensued. There was some concern amongst Senators that faculty outside of the Big Rapids campus were not being included. Senator Hanna asked the Senate to consider changing the Charter so that each college had an equal representation of Senators. Senator Marion pointed out that if the number of Senators were reduced, it might lead to issues filling committee seats. Senator Piercey suggested that there might be communication challenges when larger colleges (such as Arts and Sciences) have fewer Senators. Some questioned if the current setup was truly a problem. Others had the opinion that the potential for a larger college to have more influence was a concern. Senator Wagenheim also suggested that the Charter have an explicit 3 year term for APRC and UCC Chairs. The reason being is that there is a lot of personal investment in learning the responsibilities of the positions. He also suggested that the Chairs have the ability to request reappointment and/or have a Senate majority vote along with the other elections in April instead of the Chairs being appointed by the Senate Executive Committee. Due to the fact that the goal of the current revision was minor changes, updates and cleaning up representation, President Thapa called for a vote on the original revisions. The original revisions passed by a majority vote. A second vote to task the Rules Committee with reviewing both Senator Hanna's and Wagenheim's suggestions in the near future passed by a majority vote.

6. Academic Amnesty for Undergraduate Students
<p>Peter Balanda and Susan Wancour reviewed the Request Form for Academic Amnesty generated by the Academic Policy and Standards Committee. He explained the concept of Amnesty and the circumstances to which it would apply. A few Senators expressed concerns about students getting a degree with low grades and ultimately, defrauding employers. Questions arose as to who would approve the student's request for amnesty. Would it be the college advisor, program director, or Dean? The Academic Policy and Standards Committee will revise the policy and Request Form based on the Senator's suggestions.</p>
7. Announcements
<p>A. President Eisler announced that student debt forums are underway. He encourages our participation. During the lame duck session, he is hopeful that Senator Booher will be able to move forward FSU's capital outlay plan. W reminded Senators that there is only one week between Thanksgiving and Finals week. He thanked Senators for their work and participation.</p>
<p>B. Interim Provost Paul Blake: The SPARC received feedback on informational session that the President presented to them, the Dean's Council, and Academic Leadership. There will be a Strategic Planning joint session at the start of the spring semester. He recognized Kemi Fadayomi and Trinity Williams for their work with the HERS (Women's Leadership) program.</p>
8. Open Forum
<p>A. Senator Alspach announced that the Sports Speakers Series will be held on Wednesday November 12th in BUS 111 at 7pm. The speaker will be Steve Kaminski.</p>
<p>B. Senator Rumpf stated that open enrollment for MESSA ends Thursday.</p>
<p>C. Senator Piercey reminded everyone to vote</p>
<p>D. Senator Fadayomi announced that Nov 14th, African Student Union will be sponsoring program called "Together We Stand" for Ebola in West Africa Awareness. It will be Friday, Nov 14th at the West Campus Community Center at 5pm.</p>
<p>E. Nov 25th: will be the next meeting of the Senate with APRC. Dinner will be served at the Rock at 5pm. The meeting will follow at 6pm.</p>
9. Meeting adjourned 11:35 a.m.
Respectfully submitted, Amy Dinardo
Secretary

Request for Undergraduate Academic Amnesty



Undergraduate students seeking academic amnesty must meet the following criteria:

- Have not earned a bachelor's degree,
- Have not attended Ferris State University (FSU), or any other college or university, for at least four years,
- Have applied for re-admission to FSU.

Re-entry term: Fall Spring Summer A Summer B Year: _____ **Please Print Clearly:**

FSU Student ID		Phone Number (include area code)	
Last Name	First Name	Middle Name	
Address	City	State	Zip Code

Terms of Academic Amnesty:

- Prior coursework still applicable to your program will be counted toward graduation requirements, provided a grade of CR, or C- or higher was received, and that the grade meets current program requirements.
- The student will resume coursework at FSU with no cumulative grade point average (GPA). Prior grades will remain on the transcript with notation indicating that academic amnesty was granted, but will not be used in calculating GPA.
- After readmission, the student must complete a minimum of twelve (12) credit hours at FSU before a degree can be awarded.
- The student will be governed by current academic probation and dismissal policies, and must meet the graduation requirements in place at the time of their readmission to FSU.
- To be eligible for graduation with honors, the student must have completed *45 hours of FSU coursework by the beginning of his/her final semester, of which 33 hours were graded.*
- Academic amnesty will be granted only one time, and once granted, will not be reversed.

Note: Academic amnesty will only be applied to your record if the Program Coordinator and the College Dean in which you are re-entering sign this form. See <http://www.ferris.edu/HTMLS/academics/advising/Section6/homepage.htm> for contact information.

College Use Only

Program Coordinator's Comments/Recommendations: _____

Program Coordinator Signature: _____ Date: _____

College Dean Approval Signature: _____ Date: _____

Important - please read and sign. *I am requesting academic amnesty be applied to my FSU transcript. I acknowledge that I meet the criteria for academic amnesty and accept the terms listed above.*

Student Signature: _____ Date: _____

Please return completed form to: FERRIS STATE UNIVERSITY, REGISTRAR'S OFFICE, 1201 SOUTH STATE STREET, CSS 201, BIG RAPIDS MI 49307-2714. *Please secure all required signatures. Incomplete forms will result in a delay.*

Admissions and Records Office Only

- Approved
- Approved Pending Readmission
- Denied

Processed by: _____

Date: _____



2014 NSSE Highlights

Presented to Academic Senate
December 2, 2014

ROBERTA TEAHEN, PH.D.
ASSOCIATE PROVOST

NSSE History/Status

- Ferris has used NSSE since 2005, with administrations in 2005, 2006, 2008, 2010, 2012, and 2014
- Prior data is available on the Academic Affairs Assessment website.
- 2014 Data will be posted once we have completed additional analyses.
- 2014 Administration has some new questions and approaches.
- In 2012 and 2014, FSSE was also administered. A future session should examine that data.
- In 2014 we added two sets of supplemental questions: transferable skills and academic advising.
- We have hundreds of student comments organized by colleges.

Who Was Surveyed?

- Surveys sent to all baccalaureate-degree-seeking freshmen and seniors

Note that this under-represented the freshmen because many are declared first in two-year programs.

- Response rates are much higher than other institutions, but students are not necessarily **representative**. *For example, Health Professions students appear to be over-represented as do other-location students. (32% for Ferris seniors vs. 26% for all of NSSE)*
- *Respondents: Freshmen = 254; Seniors: 764*

Respondent Characteristics

Senior Respondents	Senior Population	First-Year Respondents	First-Year Population
Female 56%	Female 52%	Female 65%	Female 52%
Full-time 52%	Full-time 51%	Full-time 93%	Full-time 91%
White 82%	White 81%	White 82%	White 82%

Majors Represented by Senior Respondents (5% or greater)

- Arts and Humanities – 5%
 - Biological Sciences, Ag, and Nat Res – 5%
 - Business - 14%
 - Education - 8%
 - Engineering - 14%
 - Health Professions - 31%
 - Social Service Professions - 8%
 - All Other – 12%
-

Examples of the encouraging News

- Ferris is at about the midpoint among all institutions (just below the 50% ranking)
- 61% of seniors report frequently giving course presentations.
- 67% of seniors said instructors “substantially” gave prompt and detailed feedback on tests or completed assignments.
- 92% of FY and 85% of seniors rated their entire educational experience at this institution as “excellent” or “good.”

What's happening now?

- Academic Affairs Assessment Committee has spent several meetings reviewing results and crafting possible action plans.
- College-level data has been sent to Deans and Academic Leadership Council (chairs, directors, associate deans, etc.) – for use at college level to identify possible actions.
- Bob Buckingham is producing program-level analyses.

What should be done . . .

- Further analysis to determine significance
- Localized interpretation . . . Different for different groups
- Take action on some aspects to enhance students' experiences that would result in improved ratings.

Areas of Strength in Engagement Indicators: (compared to all NSSE)

First-Year Students:

- Student-Faculty Interaction
- Effective Teaching Practices
- Quality of Interactions

Areas of Strength in Engagement Indicators: (compared to all NSSE)

Seniors:

- Quantitative Reasoning
- Quality of Interactions

Engagement Indicator Areas

Needing Improvement (compared to overall averages for all NSSE)

First-Year Students:

- Reflective and integrative learning
- **Discussions with diverse others**
- Supportive Environment

Engagement Indicator Areas Needing Improvement (compared to all NSSE – overall averages)

Seniors:

- Reflective and integrative learning
- **Discussions with diverse others**
- Supportive Environment

Factors comprising supportive environment:

- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially.
- Providing support for your overall well-being (recreations, health care, counseling, etc.)
- Helping you manage your non-academic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues.

Another Take. . .

If Ferris were to aspire to be in the top 10%, to achieve our vision - the picture changes some.

The recognized leader in integrative education, where theory meets practice throughout the curriculum, and where multi-disciplinary skills important in a global economy are developed with the result that Ferris State University will also be:

- The preferred choice for students who seek specialized, innovative, career- and life-enhancing education

The **premier educational partner** for government, communities, agencies, businesses, and industries through applied research and joint ventures

A **stimulating, student-centered academic environment** that fosters life-long engagement, leadership, citizenship, and continuing intellectual development

A university that aligns its practices and resources in **support of its core values** of collaboration, diversity, ethical community, excellence, learning, and opportunity.

To reach the top 10%

Opportunities - Effect sizes of .3 and above

Seniors

- Reflective and integrative learning (-.45)
 - Learning strategies (-.39)
 - Collaborative learning (-.39)
 - Discussions with diverse others (-.61)
 - Student-Faculty Interaction (-.66)
 - Effective Teaching Practices (-.38)
 - Supportive Environment (-.70)
-

To be just “above average” . . .

NSSE Top 50% (effect sizes $>.3$)

Opportunities as reported by Seniors:

- Discussions with diverse others (-.48)
- Student-Faculty Interaction (-.37)
- Supportive environment (-.47)

Factors in Discussions with Diverse Others

- People from a race or ethnicity other than your own (*this factor showed greatest discrepancy*)
- People from an economic background other than your own
- People with religious beliefs other than your own.
- People with political views other than your own.

Components of Student-Faculty Interaction

- Talked about career plans with a faculty member
- Worked w/faculty on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class.
- Discussed your academic performance with a faculty member.

Within Institution Differences

Excluding any areas with 10 or fewer respondents, Highest Rated:

Higher-order learning: Health Professions

Reflective & Integrative Learning: CJ, Social Work, and Other

Learning Strategies – CJ, Social Work, and Other

Quantitative Reasoning: Engineering

Leaders (continued)

*Collaborative Learning: Biology and Sciences;
Education; and Engineering tied*

*Discussions with Diverse Others – CJ, Social Work, and
Other*

Student-Faculty Interaction: Biology and Sciences

Effective Teaching Practices: Arts and Humanities

Quality of Interactions: CJ, Social Work, and Other

Supportive Environment: Biology and Sciences

Lagging Indicators. . .

Higher-order learning: Bio and Sciences

Reflective & Integrative Learning: Engineering, Business, and Biology- tied

Learning Strategies – Biology and Sciences

Quantitative Reasoning: Arts and Humanities and Biology

Collaborative Learning: Health professions and Arts and Humanities

Discussions with Diverse Others – Engineering

Lagging behind. . .

- *Student-Faculty Interaction: Health Professions*
- *Effective Teaching Practices: Business and Computers*
- *Quality of Interactions: 5 areas tied for low in this category (Bus, Health, Art/Hum*
- *Supportive Environment: Business & Computers and Education - tied*

Considerations for Actions. . .

- AAAC is considering drafting a quality initiative for our HLC reaccreditation that would address one of the areas.
- Because an office is already dedicated to enhancing diversity and inclusion, and because until the student composition changes we may not be able to move this indicator, the group is considering **Student-Faculty Interaction** and **Supportive Environment** for Action Projects.

For our consideration. . .

- More analysis required, but almost all respondents were full-time students; they report an average of **14 hours** studying each week.
- According to USDOE credit-hour definitions, we should expect to see a minimum of **24 hours** for students enrolled for 12 hours.

Your Observations . . .

We welcome the Senate's Input!