DRAFT OF FACULTY RESPONSES

Faculty Senate Kick Off
August 28, 2012

BUILDING A RESPONSIVE ENVIRONMENT FOR LEARNING AND TEACHING

• How should the campus online environment continue to evolve and be supported? This issue is especially relevant to the continued growth in online education
• MSU on iTunes
• What is REAL work force need?
• More guided use of new technologies
• Value of University degree
• Information literacy across the curriculum
• Support of international students
• TA support for undergraduate education
• Appropriate support for international students and faculty who is teaching them
• Are our students ready to be active in culturally learning environments?
• Broaden instructional models
• Should we be educating for “Michigan’s workforce” as opposed to learning/knowledge?
• Appreciation for learning skills in addition to didactic knowledge (transferable)
• How do we create cross-disciplinary scaffold for key undergraduate learning outcomes (effective communication, cultural understanding, etc)
• Does MSU need a system for “quality control” of online courses? College-level, University-level?
• How can we plan better for future enrollment increases?
• As on-line learning increases, what is the advantage of attending MSU?
• Lack of clear understanding of department/ faculty incentives/ disincentives for teaching
• How to keep tuition at affordable level that maintains diverse population of students
• Committee structure that is quickly responsive to faculty needs and communicated effectively
• Allow experimentation with new teaching models by untenured faculty
• Responsive non-classroom learning environments (residential/colleges, cohort programs) expanded?
• Will MSU be a leader in organizing/expanding computer testing centers for online courses across state/region?
• How are UCLLS and UCLL rubrics going to be used?

SUSTAINING AND EXPANDING OUR RESEARCH COMMUNITY

• Contracts and Grants – is it possible to know how much of budget spent, allocated, and remaining at any given time?
• An emerging challenge is the dissemination of online resources (e.g., journal articles, book chapter software) from non-traditional sources (e.g., faculty web site vs. library or journal web site)
• Support Research/Education hybrids
• Support metrics where all $ is green
• Easy way to locate skills (lab or other) at East Lansing Campus, Grand Rapids Campus, Detroit Campus
  Practical Knowledge – who does what?
• Supportive environment for all research types
• How do we get research at the center of relationships between and among faculty, staff, graduate students and undergraduates?
• How can we provide support and infrastructure for research data storage, presentation and sharing?
• Support for fixed term faculty research
• Team up with societies to bring meetings to ? (cannot read)
• Adapt expectations to funding situation
• Crediting research that doesn’t go through contracts and grants
• What evaluation/reward systems support high risk-high impact cross-disciplinary research
• Support for pilot work
• Looking at metrics in a new and more inclusive way that could include teaching and creative output
• Emphasis on grant dollars and higher emphasis on new knowledge/discovery
• How do we have fewer layers and yet still meet rules
• Sustaining and expanding research
• Online training faculty modules (short)
• New VPRGS ? (cannot read) on role of Academic Governance?
• Get rid of budgets for transmittals → make it JIT
• Process, execution, outcome
• Shift back to more ? (cannot read)
• Promote access to results of research (open access publishing, thesis access, preserves data sets, etc.)
• Mechanism of post award support is confusing and who is watching the henhouse?
• Get rid of the 1% cuts

MEETING THE OPPORTUNITY/CHALLENGE OF OUTREACH AND ENGAGEMENT

• How do we weigh outreach relative to other indicators of faculty productivity (e.g., publication, grants, etc)?
• How can we make room in our structures for leadership in this area?
• How can we better engage our students in their community learning experiences?
• Support connections to industry/research institutions via visiting or joint appointments
• How can we promote graduate medical education to meet the growing numbers of Michigan medical school graduates and the needs of the people of Michigan?
• What would a better University community look like to the rest of Michigan?
• Organize co-op programs within/out of State companies – MSU does preliminary training and serves as a liaison with company
• Credit for multidisciplinary work – grants/raises
• What should a community expect from us?
• Assistance to strengthen faculty-alumni relations
• This is not rewarded/appreciated in areas and will not make the radar. How to change? Varies incredibly across units as well
• Need more investment
• Any moves toward free online lectures and certificates by faculty?
• Is there a MSU unit that connects faculty interested in outreach with organizations/communities seeking outreach?
• How to better disseminate our faculty and institutional success stories

PROMOTING FACULTY COLLEGIALITY AND COMMUNITY

• To what extent should community experiences be required?
• Excellence in teaching, research and outreach
• How can we reduce feelings of isolation from the rest of the University?
• Promote inter? (cannot read) meetings/collaborations as part of curricular/evaluation
• Continue to strive for work/life balance for all
• Higher administration support for faculty
• Support faculty involvement in planning
• Establishment of multi-college faculty resource centers → like faculty neighborhoods
• Reward cross unit activities i.e., research
• Create a physically healthy environment – clean the buildings for a “healthy faculty”
• Higher diversity/inclusion across units as well as levels (faculty, staff, students)
• Measure faculty satisfaction, institutional altruism and vitality
• Regional cross discipline dining room
• What University-wide initiatives can be used to create working groups that include members from all areas of our community? (Library, research education, faculty – tenure, non-tenure, fixed-term, staff, career services, grounds etc
• Is collegiality a problem?
• More faculty (junior) mentoring opportunities
• Academic Advancement for cross-disciplinary research
• What does a stronger faculty community look like?
• Unit support for interdisciplinary education of students (all levels) – is this a good idea?
• Interdisciplinary research facilitation

PLANNING THE UNIVERSITY’S FUTURE

• How can we position MSU as a model of responsiveness and as a leader in responses that improve conditions for self and others?
• Encourage young faculty and students
• How can we generate more effective support from inside the University?
• Do we need more centralized IT support and infrastructure?
• Quality initiatives (survey of MSU employees satisfaction/safety)
• What is the “right size” for MSU? How do we get there?
• How do we provide for more student/faculty learning and service in Detroit?
• How do we balance planning at University vs. College level when interests diverge?
• Examination of role of athletics on campus culture
• How to evaluate the success of programmatic faculty hiring
• How can faculty best strategize their role in University development?
• Can the MSU Transfer System be improved/ updated?
• How to maximize benefit plans for individual faculty?
• How is MSU redefining global studies in the classroom and outside?
• What is the faculty role in planning the future – go along with plan or present alternatives?
• Adapt objectives to new learning environment
• Athletic vs. Academics – creating an environment that works together – no more Friday football games
• How do we stay competitive (financially and intellectually) and add value to our customers?
• Is study abroad going to continue to be part of identity? If so, how to increase faculty rewards ($/ RPT) for their involvement