

Auburn Hills (AH) campus response to the Public Draft #2 of the Campus Academic Master Plan (CAMP) -July 3, 2012 (compiled and written by outgoing AH campus-chair, Jeff Farrah)

Interest in the CAMP process remains strong at the AH campus. Compared to the responses received for the first iteration of the Public Draft #1 of the CAMP from the AH campus, there was much less input from the campus. I attribute that to the timing of the comment period however, and we await the next phase of the process eagerly and with enthusiasm.

In general, those that commented were happier with this current version as opposed to the previous draft, so there is definitely a learning curve regarding the CAMP process perhaps. One comment typifies this sentiment:

"The CAMP document reads a LOT better than before. Many of the objectionable items are gone."

Some were concerned with particularly the logistics of college-wide scheduling, along with other process-oriented criticisms of this radical change in how the college has successfully scheduled courses at the campus and through the college for perhaps over 40 years. As one commentator put it:

"One item that jumped out at me was the example given for Objective #10. College wide scheduling, although a good idea in theory, is not always possible when it comes to having different resources to work with at different campuses. For example, in biology, different campuses have different quantities of classrooms for both lecture and lab, different campuses have different qualities in their lab rooms (e.g. some are more modern and have fume hoods and showers and others have none), and different campuses have different quantities of lab support staff both in number of people and numbers of hours worked. My point is, there are too many variables that interfere with what courses are offered at which campus and at specific times. It would seem that we need to compare apples with apples first, at least for number of "learning ready" class/lab rooms and quantity of support staff hours before we consider college wide scheduling. I am sure some of the above is true for other disciplines as well. If the facilities and technology available to each discipline in their "pre-determined" classrooms, and/or the quantity of rooms differ from campus to campus, it is not logical to assume a balanced approach to college-wide, specific, scheduling. I really don't think some of our administrators get this. I also think they don't understand or believe that some disciplines have a much more difficult time finding and retaining high quality adjuncts than others. Lack of high quality adjuncts also influences scheduling.

In summary, please indicate, i.e. in your feedback about the 2<sup>nd</sup> draft of the CAMP document, that even though the college wide scheduling may be a worthy goal, all the variables related to the quantity and quality of learning ready classrooms, as well as support staff for those disciplines whose courses require it, must be taken into consideration first."

Some also asked about process, especially the ways in which the objectives would be implemented and prioritized at every level (campus to college and college to campus). In sum however, the AH campus is ready to move forward with the CAMP process and looks forward to the next steps (notwithstanding certain criticisms).