

SECTION: 20

DATE:

January 17, 2006

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

MONTHLY REPORT
FACULTY AFFAIRS COMMITTEE

ACTION REQUESTED

It is requested that the Faculty Affairs Committee Agenda for January 17, 2006 and the Minutes of the November 15, 2005 meeting be received and placed on file.

STAFF SUMMARY

The primary presentation item for the January 17, 2005 Faculty Affairs Committee meeting is a report on "On-Line Instruction".

FISCAL IMPLICATIONS

There is no fiscal impact.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Interim Provost and Vice President for Academic Affairs

Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Faculty Affairs Committee

January 17, 2006
8:45 – 9:30 a.m.
205 Welch Hall

AGENDA

Regular Agenda

Section 18 Monthly Report and Minutes (*Regent Rothwell*)

Status Report

REPORT: “On-Line Instruction”

Mary Sue Marz, *Interim Associate Vice President for Extended Programs*

Presentation (20 minutes)

Q&A (5 minutes)

Statement/discussion (AAUP) (5 minutes)

Statement/discussion (Faculty Council) (5 minutes)

Open discussion (10 minutes)

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

FACULTY AFFAIRS COMMITTEE MINUTES

September 20, 2005
9 a.m., 205 Welch Hall

Attendees (seated at tables): Regent Rothwell (Chair), D. Barton, H. Bunsis, M. Coffman, E. Contis, C. Haddad, M. Higbee, R. Holkeboer, M. Homel, L. Lee, Provost Loppnow, S. Norton, L. Nybell, Regent Valvo, A. Westman, M. Zinggeler

Guests (as signed in): T. Allen, C. Bach, D. Bennion, E. Broughton, M. Desprez, R. Douglass, S. Francoeur, L. George, E. Gold, M. Higbee, J. Hill, H. Höft, S. Holda, M. Homel, B. Hoxie, J. Hunsberger, J. Knapp, M. Laporte, R. Longworth, R. Larson, R. Longworth, M. Marz, G. Miller, M. Milletti, E. Morgan, M. Nair, R. Neely, G. Peoples, B. Scheffer, J. Schulz, C. Shell, D. Snyder, M. Sutton, T. Venner, P. Williams, S. Williams, D. Woike, P. Young, P. Zimmer,

Monthly Report and Minutes (Section 18)

Regent Rothwell convened the meeting at 9:00 and recommended that the minutes from the September 20, 2005 meeting be approved at the full Board meeting later in the day. Regent Rothwell turned the meeting over to *Interim Provost and Vice President for Academic Affairs Don Loppnow*, who introduced this session as a follow-up to several presentations given earlier in the year where faculty described the various scholarly and creative activities they had undertaken, many of which were launched or sustained with internal research support funds from the university. Externally sponsored projects were also presented, and many of these are also assisted by internally sponsored research support funds. Fiscal challenges in recent years have resulted in an erosion of internal support. Dr. Loppnow introduced *Robert Holkeboer, Associate Vice President for Graduate Studies & Research*, to provide a quick overview and continue the discussion of scholarly and creative activity and the internal support provided for that.

REPORT: "Scholarly and Creative Activities"

Please refer to the attached handout for details of Dr. Holkeboer's presentation. Dr. Holkeboer stressed the importance of both the financial and the scholarly benefits of research for faculty and students. Regent Rothwell opened the subsequent discussion by noting that the number of applications for research support has decreased over time, and wondered why this is so. Dr. Holkeboer replied that part of the reason comes from people knowing that the process is very competitive and feeling that there is such a slim chance of receiving an award that it's not worth it to complete the lengthy proposal process. Regent Rothwell remarked that previous presentations have indicated that receiving internal award support often leads to more sizeable external research grant funding. Dr. Holkeboer concurred that leveraging is extremely important, despite the fact that many of the applicants' areas are not externally fundable (historians, for example, do not have access to federal funding). It is difficult to assess the extent of this leveraging as reports on the grants are written shortly after their completion, and the actual results of the work might not appear for several years afterwards. Startup funding is not given conditionally and is mainly given as a way to compete for quality faculty. Regent Rothwell continued by saying that often research has a direct impact on curriculum in terms of inspiring new courses and programs, and therefore has an almost immediate effect of being incorporated into the classroom. Provost Loppnow interjected that students are very much engaged in the scholarly and creative pursuits of the faculty, and this is another way in which research is integral to the classroom. Unusually extensive involvement of undergraduates in these pursuits

is another way in which EMU distinguishes itself from its competitors. *Dr. Mark Higbee, AAUP Member-at-Large*, pointed out that students who have had these experiences as undergraduates go on to do very well as graduate students.

Regent Rothwell next turned the floor over to *Dr. Howard Bunsis, AAUP President*, who proceeded to give the AAUP perspective on scholarly and creative activity at EMU. Please refer to the attached handout for details on this presentation. During the presentation Dr. Bunsis reiterated the point made earlier that applications for research awards are down due to faculty knowing that the available pool of funding has dwindled, and he illustrated this with a graph based on the chart in Dr. Holkeboer's presentation. With regard to information supplied on facilities problems, notably in drastic temperature fluctuations and flooding, Regent Rothwell remarked that the data would be helpful in applications to Lansing for funding. Dr. Bunsis stated that faculty would be happy to help in any way as far as augmenting the applications to Lansing with whatever would strengthen EMU's case. Personal testimony would be very powerful persuasion.

Regent Valvo asked if there is enough cooperation among the disciplines such that clerical and other non-administrative support structures can be pooled and centralized for people doing research. Dr. Bunsis replied that this sort of resource sharing does not exist on campus, despite the interdisciplinary research going on. At this point the level of support across campus is not known. Faculty by themselves create applications for committees, and there is no campus-wide system for communication about these applications or their results. Dr. Bunsis opined that having this kind of support would be very beneficial, and hoped that it could be achieved without too much diversion of funds from where they are really needed. This sort of cooperation could lead not only to improved support, but to increased collaboration between departments and areas of the university.

Daryl Barton, Faculty Council President, was invited to introduce the Faculty Council perspective on this issue. She began by stating that it is interesting this topic has unified the administrative, Faculty Council, and the AAUP positions, and introduced *Alida Westman, Faculty Council Secretary*, to make the first statement. Dr. Westman stressed that research is critical to external accreditation. One of the reasons for this is that research keeps faculty on the cutting edge of their field, and since they are in a learning situation, it becomes much easier for them to relate to their students. Research projects engage students and faculty on many different and very satisfying levels, and can be a lot of fun.

Lidia Lee, Faculty Council Executive Board Member, continued the Faculty Council perspective by reiterating an earlier point made about internal funding jump-starting external grants. However, many areas in arts and humanities don't have the same levels of opportunity to access external funding as are available to the sciences, and Dr. Lee expressed the hope that internal support would be demonstrated for all areas in the university.

The next speaker was *Margaret Coffman, Faculty Council Executive Board Member*, who articulated a desire for increased internal support for fall and winter semesters, primarily for the students. During these semesters most students are on campus and available to collaborate with faculty on independent research projects, and often serve as research subjects as well.

Sandra Norton, Faculty Council Executive Board Member, next made a statement requesting more joint appointments between departments, colleges, centers, and academic programs. These kinds of appointments encourage creative research and teaching, despite being hampered by our traditional academic structures. One suggested solution is to give tenure at a university level, so that faculty can be assigned to different programs, and thereby facilitate interdisciplinary relationships.

Carol Haddad, Faculty Council Executive Board Member, continued the presentation by describing some of the committees and reports that have examined the desire to increase the research presence on campus. Many good ideas have come out of these endeavors, and one of them is the notion of doing a better job of publicizing the many truly exceptional research opportunities at EMU, and thereby countering the tendency to be overshadowed by the University of Michigan. Suggestions for achieving this positive publicity include: holding a faculty research fair; publicly displaying faculty books and publications during research excellence week; using WEMU to have interviews with faculty about their research; using the web page more effectively; and any other ways that current resources can be utilized at minimal cost to raise our profile.

The last presenter was *Margrit Zinggeler, Faculty Council Executive Board Member*, who announced her intention of outlining faculty concerns with regard to research and workload. Dr. Zinggeler described the case of a faculty member teaching a twelve-credit load divided between two locations, the main campus and the Livonia campus. The difficulty in keeping up with a teaching load and office hours between two locations and both graduate and undergraduate students caused this person to lose all interest in research. It's difficult to put sufficient time into writing grant proposals, which frequently are due in October and November, peak work times in an already busy semester. And while EMU offers a wonderful grant writing workshop, there is no post-grant support, and because of this where EMU faculty are teaming up with non-EMU faculty, those grants are housed at the other institution, where support is offered.

Regent Valvo asked for some clarification on what Dr. Zinggeler meant by "post-grant support." Dr. Zinggeler described a situation in which the grant money is used up and the research is not yet completed, and also mentioned a lack of momentum for publishing the results of the grant. Dr. Barton added that the lead researcher spends much of his or her time administering and accounting, and not doing the research. Dr. Higbee mentioned that EMU does absorb much of the indirect costs of these grants (Dr. Higbee quoted 46% from federal grants, and sometimes additional costs added at the college or department level), even when they are housed at other universities due to faculty collaboration, and hence an additional burden is imposed that EMU would actually be better without. Regent Rothwell asked if 46% was typical. Dr. Holkeboer replied that different agencies have different rates, and many other factors are involved in calculating this percent, which can be even higher.

Dr. Barton expressed agreement with Dr. Bunsis on the topic of needing more cooperation on campus to support these grant-related activities. She called for a sort of Center for Innovative and Creative Ideas, and a central database or network system containing information on areas of interest and expertise, creating opportunities leading to joint exploration and research. There are two existing centers that can be used for coordinating these efforts: the Bruce K. Nelson Faculty Development Center, and the Center for Innovative Pedagogy. Dr. Barton concluded by calling strongly for internal funding support.

Michael Homel, AAUP Secretary, remarked that retention of students was briefly touched upon in the discussion, but retention of faculty should also be considered. EMU can become more competitive by providing the support structures that encourage new faculty to stay, rather than using EMU as a stepping-stone to institutions that are more supportive of research.

Lynn Nybell, AAUP Member-at-Large, invited anyone present struggling with continuing research despite these barriers to contribute to the discussion. Resultant comments included: faculty at EMU can take risks that people whose salaries are grant-dependent cannot, and therefore are provided the chance to be on the cutting edge; and the interactive process of the university teaming up with local businesses benefits both and needs to be controlled from the university. A last comment voiced was that the discussion boils down to whether we want to do research at EMU and be successful at it, or not. If the answer is yes, then we need a plan including goals which need to be worked towards, and infrastructure, in order to be successful.

Regent Rothwell thanked all assembled, and adjourned the meeting at 9:56.

Respectfully submitted,

Akosua Slough, Administrative Secretary
Academic Affairs

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BOARD OF REGENTS
Faculty Affairs Committee
Nov. 15, 2005, 201 Welch, 9:00-9:45

EMU Research Support

WHY DO RESEARCH (SCHOLARLY/CREATIVE ACTIVITY)?

- It's critical to our mission
- It's central to teaching and learning

WHY SPONSORED RESEARCH?

- Tuition/stipends for G.A.'s and doctoral fellows
- Equipment/instrumentation
- It relieves the General Fund
- Salary savings

WHY FEDERAL SPONSORSHIP?

- Largest funding source by far

Individuals	\$54B
Corporations & Foundations	\$8B
<u>Government</u>	<u>\$538B</u>
Total	\$600B

- Full indirect cost recovery
- Public visibility

- Scholarly reputation (peer review)

WHAT EMU RESEARCHERS NEED

- Time
- Money (for supplies, consumables, travel, subject incentives, page costs, permissions, subvention, display materials, exhibits, performance CD's, etc.)
- Up-to-date, serviceable research/laboratory space
- Equipment/instrumentation
- Contact with peers
- Start-up funds for new faculty (lab, equipment, computer, travel)
- Seed funding for new ventures (centers, institutes, incubators)
- Post-award support (grants management, marketing, website maintenance, equipment and instrument repair/maintenance)
- Bridge funding to sustain grant-funded staff between grants
- Library resources (journal subscriptions, licensed databases, electronic contents and information-discovery tools)

EMU INTERNAL FUNDING SUPPORT

- **Sabbatical Leave Award**

After 12 semesters of tenure-track service to EMU, all faculty are eligible for a sabbatical leave – one semester at full pay or two semesters at half pay.

This award – sometimes called the profession's best fringe benefit – frees the faculty member from all employment responsibilities to focus exclusively on the project, which may be research or creative activity, community service, professional development, or program development. Awards are made competitively but there is no award limit and the success rate is high.

- **Faculty Research and Creative Activity Fellowship**

Like the sabbatical leave award, the FRF Award releases the faculty member from all teaching responsibilities for one semester, or provides a 50% course reduction for two semesters to concentrate on a research or creative project.

Applicants may also request up to \$2,000 in cash support for their project. Of particular interest are new projects or areas of inquiry. Program budget reduced by half in 2003.

- **Spring-Summer Research and Creative Activity Award**

The Spring-Summer Research award frees faculty from work obligations during the summer months in order to focus all their energies on a research project. The emphasis of this award, which pays 20% of the faculty member's base salary, is on initiating a new line of inquiry or collecting preliminary data in preparation for submitting an external funding proposal. Program budget reduced by half in 2003.

- **Provost's New Faculty Research Award**

The Provost's Research Support Award for New Faculty provides up to \$5,000 to successful applicants in their first two years of tenure-track service to EMU. The award may be used to purchase time, equipment, supplies, or travel that will assist the new faculty member in establishing a research agenda and improving their capacity to secure external funding. Matching funds from the home department often supplement the award, which extends from January through December. Budget is \$30,000 but will be at least doubled this year.

- **Graduate School Research Support Award**

The Graduate School Research Support Fund provides cash awards ranging from \$300 to \$2,000 to support worthwhile faculty research and creative projects. Faculty can apply at any time and be assured of receiving an award decision within weeks rather than months. Budget is \$40,000.

RESEARCH SUPPORT – EMU PEERS

Western Michigan University

- FACULTY RESEARCH AND CREATIVE ACTIVITIES SUPPORT FUND
Similar to EMU's FRF. Tenure-track faculty only. Annual award cycle. Two types of award: (a) up to \$5K and (b) up to \$10K.
- FACULTY RESEARCH TRAVEL FUND
Up to \$500 for travel to professional meetings (presenters only).
- SUPPORT FOR FINAL PREPARATION AND PUBLICATION OF PAPERS AND EXHIBITION OF CREATIVE WORKS
Up to \$500 for reprints, page charges, graphic preparations, etc.
- RESEARCH EQUIPMENT FUND
Support for obtaining research equipment. Only available when the external sponsor requires matching funds.
- SABBATICAL LEAVE
Provides 75% of salary for one year.
- FACULTY DEVELOPMENT FUND
Up to \$400 for professional development directly related to teaching curriculum development.

Kent State University

- Awards made by University Research Council
- Budget: \$85,000
- Awards from \$100-\$2500 (\$3500 for projects involving undergraduates)
- Funds supplies and materials, conference travel, publication costs, speakers
- Makes a few "research appointments" (released time/summer salary)

Central Michigan University

2019-2020 Academic Year
Faculty Research and Creative Endeavors
Award Cycle 2019-2020

- **FACULTY INSIGHT TEAMS**
Provides support for interdisciplinary teams of faculty and students to identify problems of mutual interest and to jointly study these problems in informal environments outside the classroom. Award: Up to \$5,000/year for up to 3 years. Staff review committee. Annual award cycle.
- **FACULTY RESEARCH & CREATIVE ENDEAVORS**
Provides funding for:
 - Research grants (up to \$7,500). Four types of award:
 - ❑ Sabbatical leaves (no curriculum development or pedagogy)
 - ❑ Up to \$1,000 to support sabbatical research/creative activity
 - ❑ Up to \$4,000 to initiate a scholarly, creative project
 - ❑ \$4,000-\$7,500 for projects resulting in an external grant
 - Presentation and publication (up to \$1,000/yr)
 - Page charges and reprints (up to \$1,000/yr)
 - Presentations, posters, exhibits, recitals (no state/local)
 - Review by 15-member faculty committee. Monthly award cycle (except for sabbatical reviewed in Jan. only).
- **GRANT DEVELOPMENT REIMBURSEMENT AWARD**
Grants that cover a variety of expenses related to developing a proposal for external funding. Review and recommendation by research development staff; awarded by VP for Research and President.
- **PRESIDENT'S RESEARCH INVESTMENT FUND – two types:**
 - Up to \$25,000 to support research and creative activities leading to submission of a multi-year grant of >\$50,000.
 - One-course release or one month summer salary to prepare multi-year grant proposal of >\$30,000.
 - Faculty review committee.
- **PRESIDENT'S/PROVOST'S AWARD FOR OUTSTANDING RESEARCH & CREATIVE ENDEAVORS**
Awarded to 2 senior and 2 junior faculty/yr. Recipients are given a faculty development award and their names are engraved on a permanent plaque.
- **RESEARCH EXCELLENCE FUNDS (REF)**
Funds used to support basic applied research and center/institute development projects.

- RESEARCH INCENTIVE AWARD (RIA)

Researcher of a department member receives an internal grant with a salary increase for one year which encourages them to work more on research during the year. The award is given to members and adjuncts and post docs, and is a monetary reward for research. The award is given to the department member who is the primary investigator of the research project.

PORTLAND STATE UNIVERSITY

Total internal award budget: \$240,000

Faculty Enhancement Grant

- Up to \$10,000 per award
- Discourages computer purchases, summer salary
- Release time limited to one course per year

Faculty Travel Grant

- Up to \$1,250 to present scholarly work at conferences
- Requires 20% or \$200 match, whichever is greater
- Because of volume, most requests are only partially funded

UNIVERSITY OF WISCONSIN – MILWAUKEE

One award (Graduate School Research Committee Award) up to \$15,000

- Research only
- 26% success rate
- Separate category for Assistant and new Associate Professors
- Min. 10% and max. 35% of available funds allotted to each college
- Eligible once every 4 years
- Summer salary @11% of base
- May request up to \$5,000 for equipment/instrumentation
- Does not fund conference travel for presentation of results

Scholarly and Creative Activity:

AAUP Perspective

What Faculty Want

- **Active participation in their discipline**
 - To conduct research
 - To disseminate findings
 - To interact with peers
- **Mentorship**
 - To train students
 - To pass on their knowledge, skills and insights
- **Meaning**
 - To influence their community, society and culture

What EMU Gets

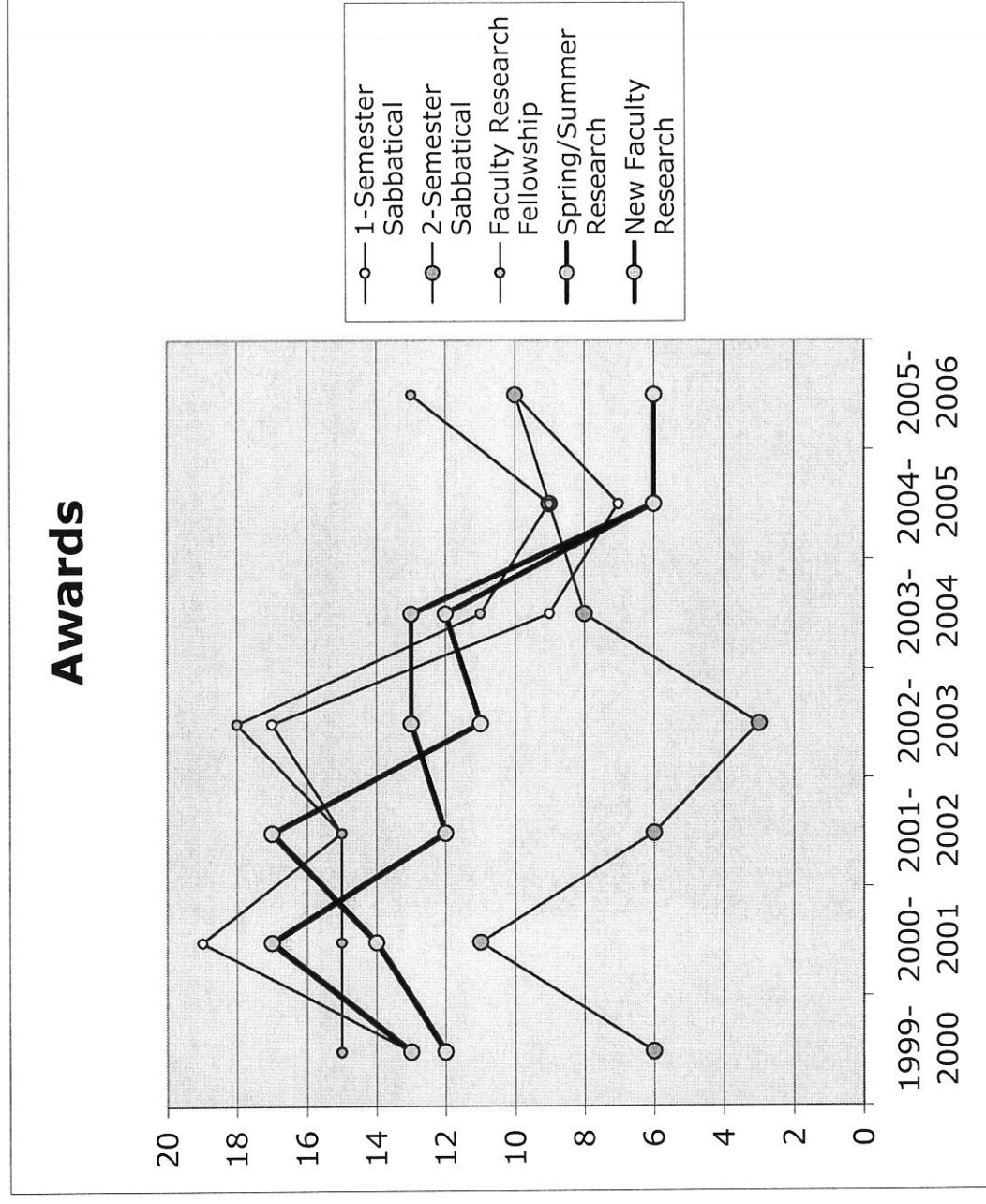
- **Prestige**
 - Public recognition
 - Proud alumni
- **Recruiting**
 - Students
 - Faculty
- **Financial benefits**
 - Student retention
 - Successful grants
 - Legislative funding

What Faculty Need

- **Security**
 - Academic freedom
 - Ability to reach institutional goals
- **Time**
 - To write applications
 - To conduct research
 - To report findings
- **Money**
 - For travel
 - For preliminary studies
 - To publish reports
- **Facilities**
 - To conduct research
 - To train students

Research Awards = Time & Money

- Total awards are significantly below historic levels
- New Faculty Research and Spring/Summer Awards have shown continued decline
- Only 2-semester sabbaticals are increased



New Faculty Research Awards

- Our commitment to the future
- Success rate has fallen to 29% of applications
- Dubious future
 - There were 6 new faculty awards this year
 - Supposed to double to 12
 - There are 60 new faculty
 - At best only 20% of new faculty could receive awards for 2006.
- This will discourage many desirable applicants

New Faculty

- New faculty are more likely to be successful with
 - Reduced teaching
 - Startup funding
- A biology comparison
 - EMU
 - 1/2 teaching load (6 hours) for first year
 - \$15,000 in support
 - CMU
 - 2/3 teaching load (6 hours) for first year
 - \$5,000-10,000 for supplies from department
 - \$35,000-50,000 for equipment from university
 - WMU
 - No teaching for first semester
 - \$180,000-200,000 for supplies and equipment
 - UM
 - No teaching first year
 - \$300,000-500,000 or more for supplies and equipment

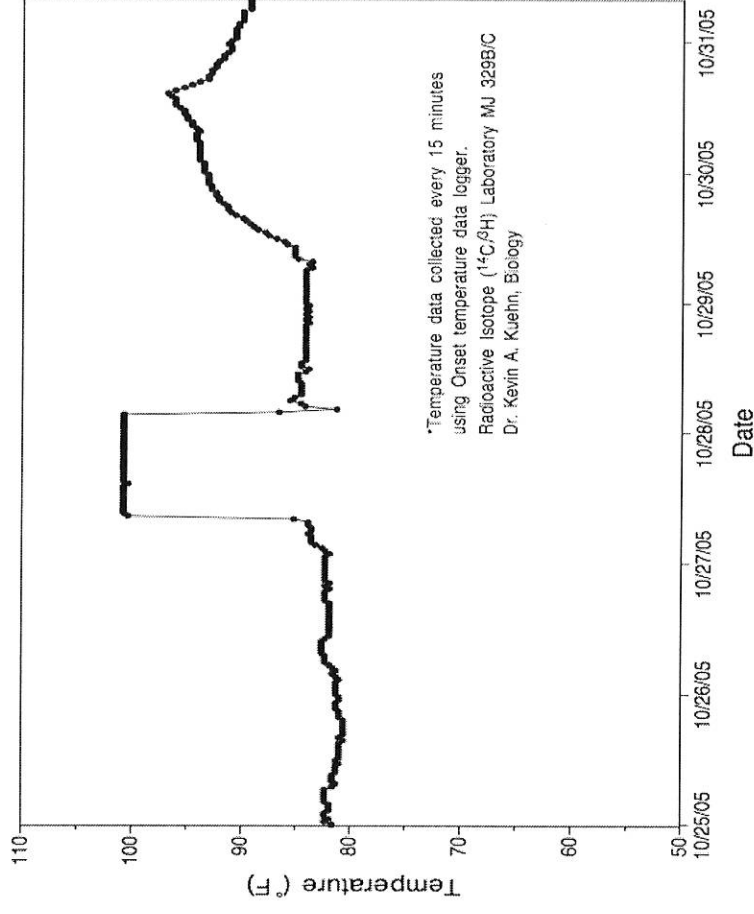
Facilities

- All scholars need libraries
 - Halle Library
- Performing artists need venues
 - Pease Auditorium
 - Quirk and Sponberg Theaters
- Fine artists need studios and galleries
 - Sherzer, Briggs
 - Ford
- Scientists need laboratories and field sites
 - Mark Jefferson
 - Strong
 - Terrestrial and Aquatic Research Facility (Greenhouse)
 - **Marshall**

November 15, 2005

Science Facilities

- **Extreme temperature variations**
 - Affect animals and plants
 - Change experimental conditions
 - Destroy equipment
 - Create chemical and radioactive materials dangers



November 15, 2005

Science Facilities

- Extreme temperature variations
- Water
- Older buildings leak destroying
 - Equipment
 - Books and journals
 - Electrical, communication, etc



Flooding in the Mark Jefferson basement

November 15, 2005

Actions

- **Increase funding for**
 - Scholarly& Creative Activity awards
 - Graduate student support
 - Travel and supplies
- **Continue**
 - Implementation of Physical Plant work order system
 - Capital outlay programs
- **Institute**
 - Reduced teaching loads for new faculty
 - Special set-aside for startup packages
- **Do NOT**
 - Divert money away from those who will do the work