

# APPROVED Minutes for Faculty Senate Meeting

## Wednesday, January 21, 2015

### 3-5pm, 310A Student Center

Present: K. Schatzel, Z. Moore, R. Quiel, M. Zinggeler, P. Smith, K. Banerji, T. Moreno, J. Eisenbach, M. Higbee, M. Peters, D. Barton, P. Koehn, D. Chou, M. Bluhm, S. Norton, P. Francis, R. Flowers, R. Baier, S. Tout, M. Evett, S. Hayworth, D. Crary, A. Eydgahi, R. Orrange, M. McVey, T. McTague, T. Brewer, D. Foster, L. Myler, K. Rusniak, R. O'Neill, (\* indicates item to take to department colleagues)

1. [3:05] Agenda approval Motion carries.
2. [3:10] Approval of minutes from FS meeting, 12/3/14.

There was a friendly amendment to original motion of Mahmud. It was sent to Sandy in writing. Motion to add this to the minutes. Motion carries. (See **Attachment A.**)

3. [3:15] Committee Reports
  - a. Faculty Senate Budget Committee (David Crary) \*

Structural budget deficit model – run deficits and plug holes. Some deficit is expected due to performance on investment issues. We need to take seriously all of our expenditures – not just the academic ones. Need transparency on what is planned and what was spent. Budget committee is gathering this data to make informed recommendations. Senate plans a year-end report on budget status. University budget council includes faculty, students, staff, and administrators. Faculty have 8 seats. Still need to fill 4 (CAS, COT, COE and at large). This is where we have significant long-term impact on budget. FSBC focused on how resources get allocated to colleges. Will recommend what other factors are relevant to setting budgets. One metric is not enough. (See a. (ii))

    - (i) Enrollment decline—budget \*
    - (ii) Recommendation Regarding Allocation of Instructional Budgets to Colleges (attached below) \* Move to endorse. Second. Motion carries.
    - (iii) Revenue gap in state budget. Word is higher education is cautiously optimistic that we will have a flat budget.
  - b. Academic Issues
    - (i) Global Engagement Council (Judith Kullberg) \* Report from M. McVey.

Work has continued in earnest this semester. Members of the Council have interviewed most Department Heads and Deans on campus as well as other key players in international efforts across campus. Summaries of the interviews will appear in our

final report to the Provost. There is a lot of passion among our colleagues for internationalization done right.

Last week, we listened to Harvey Charles, Senior International Officer at Northern Arizona University. He not only has 25 years of experience as an SIO but this year he is the President of the Association of International Education Administrators.

With our thanks to the Provost, Judy and I will attend their annual conference in Washington, DC, next month and try to bring as much information and insight back as we can carry.

Sometime in the next week, the second phase of our survey of international efforts will take place in the form of an online survey for all faculty, lecturers, and staff. A last minute staffing change in IRIM is delaying the survey but Bin promises you will see it soon.

At next week's meeting, we will be having a Skype conversation with Imara Dawson, the director of Ball State University's Rinker Center for International Programs.

- (ii) Gen Ed Review Comm. \* - no report
- c. Institutional Issues
  - (i) LMS search (Daryl Barton) \* Canvas moving along. Contact EPO with issues. Not all courses were migrated. If course was migrated, check on it. Gradebook is migrated separately. Check that. Training is ongoing. You must contact EPO if you want your test banks migrated. Process is complex and difficult. Commendations to the committee that worked on this effort.  
Request to make it easy to change student names at EMU online. This is a Banner issue.
  - (ii) R-25 (room scheduling) and the EEFC (Patrick Koehn) \* Met last Thursday. Changing R25 to make it do what we want probably isn't the way to go. Considering a work-around. For example, some problems are caused by hybrids. Scheduling 10-2 is the worst of it. Booking rooms in the library for student meetings is difficult. Sandy will take it up with Library advisory committee. Time to revisit the policy.  
Co teaching courses creates issues – two CRNs for what is essentially one course. Banner is the industry standard. Provost –it is not designed to be malleable. It is very difficult to change. We have 75 people in IT and if there are problems we will address them.

Do we ever test the software we buy? There is a phase called user acceptance.

(iii) Student Issues—Tobacco-Free Campus (Kay Woodiel)  
\*Kay is out sick.

(iv) Student conduct – YIK/YAK (Susan Moeller)-Email from union on yikyak. Administration did not do anything for faculty. There are things that can be done about yikyak. AAUP filed a grievance which administration denied. Provost will not meet with faculty. This is an issue of student behavior in the classroom.

Provost response: Provost takes every issue of harassment seriously. It was grievable. AAUP decided not to take it to arbitration. Does not want to debate details here. Grievance was active when request to meet with faculty was made. We have offices on campus for to address these concerns. Provost will support reasonable consequences to eliminating use of electronics in classroom, such as lowering grades.

d. Other committee reports

4. [3:45] Provost's Remarks (Provost Schatzel) \*

- a. Transgender topic came up in above discussion on harassment. Student name issues are being addressed for those who are changing their names. High priority for provost.
- b. COE Dean's search continues. Phone interviews happened. On campus interviews coming up. COT search is also ongoing according to timeline.
- c. Section of Halle is now available for students 24/7. Swipe card access only. Little collaborative space for students. This helps.
- d. Met with Sandy and Perry this week. After BOR meeting, new meeting for next steps to exit EAA. Provost and president supported exit. Contingency model won the day. The model is as follows:

*Eastern Michigan University intends to provide notice to withdraw its participation in the Interlocal Agreement in December of 2015 for a June 2016 withdrawal unless substantial progress is made in the following areas:*

- *A stronger partnership is forged between Eastern Michigan and the EAA;*
- *Demonstrated student achievement and progress in EAA schools;*
- *Fiscal Accountability; and*
- *Complete transparency of all activity, including prompt and appropriate responses to requests made under the Freedom of Information Act.*

The complete resolution can be found at  
<http://www.emich.edu/regents/meetings/2014/meeting120514/section18finalredacted.pdf>

Senate and BOR meeting to work on how the criteria in the model that EAA has to meet will be used. Faculty bringing forth metrics and then offering to assist BOR with measurement. (See minutes of BOR). BOR may reject this as biased. Third party neutral group may be useful to consider.

Q: Does COE have any more say so as EAA goes forward. A: Provost – COE no longer wants to work with EAA given the history. SN -Faculty Council would like to hold a summit in the Fall 2016 to discuss what can be done with struggling schools (take it out of being an EAA issue). This sends a message that academics belong at the table in these decisions. Is Fall too late?

Sandy and Perry will meet with COE council to determine how much COE wants to be involved in working with the BOR on metrics.

5. [4:00] Committee appointments (see attached ballot) \* There are no contested appointments. New faculty hires committee has nominations. Chair will be appointed by Senate and non-voting. Efellows are all set. FDC director search committee – CHHS rep Beverly Mihalko. Need a CAS nominee. Posting for the position is up. Faculty-student mentoring implementation committee has nominees – they can inventory the mentoring that is already happening; institutional support/credit for students and faculty involved in this work. Ask college colleagues. Gen Ed review committee needs an alternate. University Budget committee needs 4 faculty. Meets 2<sup>nd</sup> and 4<sup>th</sup> Tuesday 9ish-11:30ish. This is a critical committee. Please ask colleagues.

Motion to accept nominations that are uncontested. Second. Motion carries.

6. [4:25] New Business
  - a. March 17 FAC meeting topics \* Update on Global Engagement Council.
  - b. Other new business
    - i) BS and BA degree granting. Disparities. CAS – 90%BS (art, English, etc.). Ask departments what degrees are granted. Sandy will look for original discussion in minutes and bring it to FSEB. Some recollection that something was passed in the Senate. Rhonda Longworth was involved; invite her to FSEB for history? Re-open conversation by looking at the history.
7. [5:00] Adjournment Motion carries. Ended at 4:55pm

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The next Faculty Senate Executive Board meeting will be held January 28, 2015 in SC room 302. The next full Faculty Senate meeting will be held February 4, 2015 in SC 310A.

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FACULTY SENATE BUDGET AND RESOURCE COMMITTEE  
**Recommendation Regarding Allocation of Instructional Budgets to Colleges**

Based upon information provided by the Provost's Office to our committee, it appears that allocation of instructional budgets to colleges is based primarily upon a cost-per-student-credit-hour approach together with projected changes in enrollment. While a systematic approach is needed to allocate instructional resources to maximize educational outcomes and quality, the single-metric approach currently being used needs to be expanded to include other important metrics to promote success of Eastern Michigan University as a comprehensive, regional university. To achieve this goal, we recommend the following:

- 1) To clarify the current total cost calculation, calculations should also be broken into instructional/advising costs and administrative/support costs per credit hour. This will allow comparison of how effectively resources are being allocated to classroom instruction and advising rather than administrative expenditures.
- 2) The current metric of cost-per-credit-hour rewards most directly high-enrollment, low-cost introductory courses. This is the only activity in which we directly compete with community colleges. However, offering the range of courses needed to produce four year degrees and graduate degrees typical of a comprehensive university requires a much broader range of metrics. A first step to more effectively allocating resources should recognize differential tuition paid for 100/200 versus 300/400 and graduate level courses so that cost can be balanced against revenue generated from credits at the different course levels.
- 3) Tuition discount calculations need to accurately reflect financial aid benefits to produce estimates of **net** revenue per credit hour at the different class levels. Based upon data provided by the Provost's office, financial aid as a % of tuition cost is considerably higher at EMU for FTIAC (first time in any college) students than transfer students. Since FTIAC students comprise a large share of 100/200 level enrollments but a smaller share of 300/400 level enrollments with considerably more transfer students in 300/400 level classes, a higher discount rate is appropriate for 100/200 level courses than for 300/400 level courses. For graduate students, only tuition reimbursement and fellowships should be included in the discount rate since cash stipends for graduate assistants are included in the costs used to calculate the cost per credit hour in academic budgets.
- 4) At comprehensive universities, it is typical for highly-enrolled, low-cost introductory courses to help finance lower-enrolled, higher-cost advanced courses where students develop specialized skills essential to attaining their degrees. Thus, allocations should be based in part on the mix of upper-division and graduate courses versus 100/200 level courses offered by colleges. Revenue per credit hour differentials based upon tuition charged for the different course levels probably do NOT adequately reflect necessary differences in cost per credit hour. This cross-subsidization is likely to be a model followed across different universities so charging still higher tuition for higher than lower level courses could harm EMU's competitiveness among its peers.

5) In addition to the considerations above, emphasis should also be placed upon activities that promote effective advising, retention, timely completion of degrees, student learning beyond the classroom, and career placement.

The committee recommends rapid incorporation of this broader range of metrics for allocation of instructional resources across colleges. The Provost's office should provide a written plan for implementation of this policy and seek faculty input on the implementation process. These metrics should be reviewed regularly with the Faculty Senate Budget and Resource Committee with the goal of continuous improvement in the range of metrics considered and the most effective way to measure and weight each one to better achieve the goal of enhancing instructional effectiveness at Eastern Michigan University as a comprehensive, regional university.

**{Note: Approved unanimously by FSRBC (J. Badics, M. Bretting, R. Carpenter, D. Crary-chair, G. Jogaratnam, S. Newell, C. Petrescu) on January 8, 2015. Referred to Faculty Senate for endorsement.}**

## ATTACHMENT A

The motion proposed by Professor Rahman, amended by Professor Woods and approved by Faculty Senate on 12. 03. 14 now reads as follows:

The University Faculty Senate joins the EMU President in welcoming and encouraging a continuing discussion and dialogue on race and inclusion issues on the EMU campus. The Faculty Senate further encourages the University to elevate its presence in addressing structural inequality in criminal justice, education, employment, poverty, health and the environment, and in other quality-of-life factors in the region and the state.

### Rationale Statement

As an institution of higher learning, Eastern Michigan University embraces its leadership role in providing a safe and inviting space for inquiry, dialogue, and robust intellectual discourse. It takes pride in celebrating diversity, and in utilizing it as an asset for a more meaningful and sustained engagement in southeastern Michigan and the region. Today, as a comprehensive university, it draws upon its historic legacy of education, training and practical immersion in the well-being and sustainability of its greater community. In the context of Ferguson and the national events of 2014, it must now elevate its role in the search for answers. Situated uniquely by its history and by geography, Eastern Michigan must now leverage its intellectual capital to resolve the crisis of structural inequality in the state and elsewhere.

Note: the second sentence in the Faculty Senate statement uses wording different than that formally approved, while hopefully being true to the spirit of the approved motion. The effort here was both to provide a more fluid iteration of the second sentence, and to include within the motion words that better explain the thought behind it.

For your reference, the second sentence, as approved, read as follows:

“It further encourages University leadership to elevate EMU’s presence in addressing structural inequality in quality-of-life factors in the greater region. “

RCW

12. 03. 14

## ATTACHMENT B

### **Faculty Senate Committee Service Ballot January 21, 2015**

**Committee on New Faculty Hires** (2- or 3-year terms; 2 from CAS, 1 each from CHHS, COB, COE, COT, and LIB)

The Committee on New Faculty Hires is an oversight committee of the Faculty Senate. The specific charge of the NFH is to:

- A. Develop a process to be used across all colleges and the library for proposing tenure track faculty positions and
- B. Review the implementation of the process in each of the colleges and library to ensure conformance and fairness.

Nominations: John Reposa (COT) (see below)  
Mariana Nicolae (COB)

**E-fellows Program** [3-year terms; 3 alternates]

The eFellows program was established to support faculty and full-time lecturers in obtaining the resources needed to successfully integrate technologies that enhance student-focused instruction in courses and curricula. The overall outcome of this program is to improve and enhance student learning and the scholarship of teaching through the integration of appropriate technologies.

Nominations:

**Faculty Development Center Advisory Council** [3-year terms; 2 alternates from any college]

This committee serves in an advisory capacity to the Faculty Development Center (FDC) on the vision, strategic plans, needs and programming efforts of the Center. A representative needs to have a schedule free on Monday afternoons from 3:30-4:30. The council typically meets the first week of the month starting in October and meets once per month for the academic year. 2014-15 Projected schedule:

- January 12<sup>th</sup>
- February 16<sup>th</sup>
- March 16<sup>th</sup>
- April 13<sup>th</sup>



Nominations: Ann Blakeslee (CAS)

**Faculty Development Center Director Search Committee:** (1 from CHHS)

The University will be doing a national search for a permanent director of the Faculty Development Center.

Nominations: Beverly Mihalko (CHHS)

**Faculty / Student Mentoring Program Implementation Committee:** [2 from CAS, 1 each from CHHS, COB, COE, COT, and LIB]

The Provost's Degree Completion and Retention Plan calls for:

- a. fostering vital mentoring connections between faculty and students. These relationships have been shown to impact academic transition, success and degree completion, particularly among students at the highest levels of risk in these areas.
- b. promoting student persistence and academic success by demonstrating the level of commitment from key members of the university community.
- c. helping students develop attitudes, behaviors, support strategies correlated with academic success and satisfaction
- d. identifying core group of faculty and staff willing to serve as key role models, mentors in a variety of areas of need.
- e. build a clearinghouse of faculty member resources available to students.

This initial implementation committee will develop a plan for meeting these goals.

Nominations: Zuzana Tomas (CAS)

**General Education Review Committee** [1 alternates from any college]

The Gen Ed Review Committee was formed in response to the Gen Ed Implementation Document, which states: "Eastern Michigan University will appoint a committee of assessment specialists from both inside and outside the university to evaluate the program. This committee will work in concert with the Evaluation Subcommittee and the Course Vetting Subcommittee in preparing a report for the university community. Based on recommendations included in the report, modifications may be made to the general education program."

Nominations: Diana Pancioli (LIB):

**University Budget Council:** [2-year terms; 1 from CAS, 1 from each from COE and COT, and 1 at-large member from any college]

Through a thorough understanding of the budget and of historic budgetary information, the University Budget Council (UBC) provides guidance and recommendations to the Board of Regents (BOR) on the budget processes, procedures, priorities, and goals during the development of the university budget. The University Budget Council is charged with:

- a) Identifying and promoting a set of enduring principles and values that guide budgetary processes and decisions.
- b) Incorporating strategic planning priorities in context with the budget process.
- c) Assisting in the development of a balanced budget based on careful analysis of program, enrollment, market, compensation, and other relevant trends and that is consistent with long-range financial projections.
- d) Recommending university macro budget and priorities based on information provided by the Budget Office and other sources.

- e) Identifying standards and processes consistent with standard accounting practices to be followed by the areas responsible for budget development.
- f) Providing channels for adequate communication about budgetary issues and procedures within the university community.

Nominations:

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**Committee on New Faculty Hires:**

John Reposa (COT): I am currently on the Faculty Council from the COT and was the Chair for the 2013-2014 school year. I was also an active member on new faculty searches for both my program and programs in other schools.

**Faculty / Student Mentoring Program Implementation Committee:**

Zuzana Tomas (CAS): Ever since I started at EMU in 2011, I have embraced the role of a mentor as a faculty member. I have co-presented with students at conferences, co-published articles and pedagogical activities with students, mentored three successful student partnerships during applying for an international materials development award (all three partnerships were awarded this prestigious award!), and mentored undergraduate and graduate students at the Undergraduate symposium and Graduate Research Fair respectively. These experiences have been extremely rewarding for me and have fueled my commitment to student success. I would very much appreciate the opportunity to get together with a like-minded faculty to think about ways of creating faculty-student mentoring programs.