

## *Faculty Senate Minutes*

### Session 10

(approved 3/6/24)

Wednesday, February 21, 2024 (zoom)

3:15-5:15 pm

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**Attending:** Corsianos, Elton, Curran, Fields (guest), Longworth (guest), Barton, Bruya, Soltani, Bushinski, Millán Serna, Ferdousi, Simoes, McCleary, Pawlowski, Barragan, Ramsey, Pressley-Sanon, Winning, Marino, Gray, Brewer, Neufeld, Jefferson, Welsh, Proulx (guest), Lee, Narayanan, Carpenter, Spragg, Banerji, Ashur, Walsh, Putzu, El-Sayed (guest), Foster, Flowers, Bernstein (guest)

- I. Call to Order 3:17pm
- II. Approval of the Agenda moved by Elton, seconded by Pressley-Sanon. Passed 20 for, 0 against, 0 abstaining.
- III. Approval of the Minutes from [02/07/2024](#) . moved by Elton, seconded by Pressley-Sanon. Passed 20 for, 0 against, 0 abstaining.
- IV. Appointments and Elections (Elton)
  - A. New Vacancy - [Nomination/Sign-Up Form](#) Title IX Hearing Pool seeks volunteers to serve as Advisors or Hearing Panelists.

- i. Detailed description of duties

The Title IX Hearing Pool is made up of Faculty, lecturers, and Staff who participate in Title IX hearings. The Title IX Coordinator needs five hearing pool members for each formal hearing. Three members serve as the Decision-Makers, and two serve as Advisors to either the Complainant or Respondent. Training is provided to all Title IX hearing pool members before serving. The initial training for all Title IX Hearing Pool members is 2.5 hours, with a 1-hour refresher just before their first hearing. It is anticipated that Title IX Hearing Pool members will be asked to serve no more than twice in an academic year.

Decision-makers should expect to have approximately 2-3 meetings (1-2 hours maximum) outside of a hearing to discuss the investigative report with the other panelists, create questions to be asked during the hearing, and a decision meeting once the hearing has been completed.

Advisors are asked to be with their assigned party for every meeting after the investigative report has been completed and to support their party during the hearing. Typically, there are 3-5 meetings outside of the hearing, which can last 1-2 hours for each meeting.

Hearings, in general, are initially set for 4 hours, with an additional day if needed, but this is rare. They are usually held over Zoom unless otherwise requested. Per current regulations, the hearings must be held live and with the ability for both parties to cross-examine each other, in addition to questions the Decision-Makers may have.

ii. There are five cases pending. Volunteers would be responsible for hearing one of the five.

#### B. Ongoing Vacancies

- Educational Environment & Facilities Committee (EEFC) – 1 faculty member from COE
- Intercollegiate Athletics Advisory Committee (IAAC) – 1 faculty member from GACET
- Faculty Senate Budget and Resource Committee (FSBRC) – 1 faculty member from CAS-Sciences

### V. Reports

#### A. Provost's Update

i. Service requests will be coming for faculty to serve on panels addressing academic and student code misconduct, and grade grievances.

ii. The provost is working on a written response to input on both generative AI and course modalities.

iii. Would like senate to discuss graduate council's input on combined programs with the provost at next meeting (See Response to Graduate Council's [input](#) re: combined programs)

iv. Director of ORDA (Goff) has left. Karen Carter will be interim, part time. The provost is concerned about improving post-award support, and would like feedback on how to best support faculty before we post the job. This will take a couple of months— the search will likely happen during the summer. The provost wants a Senate and a Graduate Committee member for the search committee.

#### v. Cluster hire proposals (response to input from FSEB)

a. The provost approved funding the Civil Rights proposal (from B. Patrick) and Student Mental Health proposal (from R. Flowers) Hiring for each cluster will be spread over a few years. There will be one hire for each proposal this year.

Still need to determine which position comes first for the Civil Rights proposal.

b. The 3<sup>rd</sup> place proposal was the retention/graduation proposal (from J. Csicsila). The provost indicated this may be funded in the future but would prefer some modification to it.

c. All of the proposals for cluster hires had merit and may be considered in the future.

d. The provost was encouraged by the process. The back-and-forth dialog and planning for multiple years was positive. It would be nice to make the regular hiring process more like this, and link it to the strategic plan.

#### B. Faculty Senate Ad Hoc committee on AI gun detection system testing

##### i. Update on first round of testing with EMU DPS (Corsianos and Welsh)

We observed the tests at the student center and from the camera-control center. Exposed gun-replicas were detected, while other objects and hidden gun-replicas were not; but details of how the filtering works were not known.

ii. The gun-detection system needs high quality cameras. There are over 1000 cameras on campus, but only 200 have a high enough definition. All of those are indoors. EMU intends to obtain another 299 high definition cameras, as the Zeroeyes contract contemplates using 500 high-quality cameras in total. The contract is for \$100,000 per year.

Q: What happens after a gun is detected?

A: In principle, police dispatchers are notified within seconds, once Zeroeyes verifies the presence of a gun with a human.

Q: Any discussion about nighttime effects on accuracy?

A: Not as yet. We will encourage a night test.

#### VI. Guest

##### A. Jeffrey Bernstein (Director, Faculty Development Center)

i. Agenda items: 1) Update on Year 1 of three-year Gen Ed Revisions Plan

2) Use of Generative AI in the Classroom

3) upcoming FDC programming

ii. Year one of the general education revisions plan ends December 2024.

ii. Main issue for general education is the value of a 4-year degree.

iii. Four different discussion groups started in December and January – they are administration led. The groups address student perspectives, the role of 4-year degree, and the value for minoritized students.

iv. We are working on a communication strategy for campus for the results of these discussions.

Q: Are we revising general education courses? Since FTE is our business model, what is the impact?

A. There is a lot a stake. The groups are trying to add data and intellectual capital. If we do proceed with changes, there will be appropriate committees for input. Working on strategy right now, not courses.

Q: How does this intersect with reorganization of colleges like CAS?

A: That is not being discussed right now, those discussions are on parallel tracks.

Q: What about the push to turn us into professional/technical colleges? Are you tapping into the history of general education (e.g. Paul Ramsey at EMU is an expert), as well as looking at other institutions? Will you bring in outside experts?

A: We would like to bring in experts. Thinking hard about how general education and career training blend. There are no program-level goals for general education right now; there are course-level goals right now.

Comment: (Longworth) Professional programs have considered making general education courses come later in their programs.

Comment: The hierarchy of institutions could deny certain study paths for an entire socioeconomic stratum.

Response: We have a diverse group of discussants and are very aware of these issues. We are making a case for why general education is important. The AAC&U general-education guidelines are a resource.

Q: Could you comment on the governor's plan for 2-years of free community college? Will we be farming out our general education?

A: I think that plan is focused on vocational training, but I am concerned this could be used to replace our programs. The last time there was an investment in community colleges, however, it did help EMU's enrollment. More worrisome for EMU is dual enrollment, because our best students come in with two years of credit already.

v. Remaining agenda items with Bernstein were deferred to a later meeting, as the general education discussion lasted over an hour. Please email Bernstein, too, if you have further thoughts.

## VII. Old Business

- A. Latest update on work of shared governance committee with Dr. Steven Bahls
  - i. The governance survey will go out on March 4<sup>th</sup>, and will be open for eight days.
  - ii. A follow-up retreat will be on April 15<sup>th</sup>.

Q: Can you describe the retreat?

A: Bahls will lead, based on his analysis of the survey. Expect that all faculty and administrators will be allowed to participate. We will discuss next steps based on the result of the survey.

Q: What is the role of lecturers?

A: The survey will go out those parties who are contractually involved in the current shared governance system, which excludes lecturers. We would like to include lecturers in the next steps.

- B. Campus Master Planning Document - [Campus Planning Survey - Google Form](#)
  - i. Senators are asked to submit forms by March 20. Please collect comments from your departments. Please include safety concerns as part of your comments.

#### VIII. New Business

- A. In-person Faculty Senate meetings - March 6 310A Student Center; and April 3
- B. Committee Reports:
  - i. Academic Issues (Gray) - Approved minutes [10.30.23](#) & [12.04.23](#)
    - a. We have requested data on English-language proficiency and test-optional admissions, both from the administration and World Languages
    - b. We will meet with the provost at our next meeting to discuss some of our data requests
    - c. We are working with Fields about textbook notifications
  - ii. Graduate Council (McCleary)  
[Approved October Minutes](#) [November Minutes](#)

#### IX. Announcements

- A. Next Faculty Senate is scheduled for Wed. March 6 [In-Person](#) 310A Student Center.

#### X. Adjourned 5:18 pm