

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

FACULTY AFFAIRS COMMITTEE: APPROVAL OF AGENDA AND MINUTES

ACTION REQUESTED

It is requested that the Faculty Affairs Committee Agenda for March 25, 2014 and the Minutes of the December 10, 2013 meeting be received and placed on file.

STAFF SUMMARY

The topic for the March 25, 2014 Faculty Affairs Committee meeting is “The Carnegie Classification and Faculty Driven Community Engagement.”

FISCAL IMPLICATIONS

There is no fiscal impact.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

EASTERN MICHIGAN UNIVERSITY

Board of Regents

Faculty Affairs Committee

March 25, 2014

9:30-10:15 am

205 Welch Hall

AGENDA

Regular Agenda Items

Agenda and Minutes (*Regent Stapleton, Chair*)

Discussion Topic

“The Carnegie Classification and Faculty Driven Community Engagement.”

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

FACULTY AFFAIRS COMMITTEE MINUTES

December 10, 2013
8:00-8:45 a.m.
205 Welch Hall

Attendees (seated at tables): H. Bunsis, J. Carroll, D. Clearwater, A. Coykendall, P. Francis, R. Jones, J. Kindred, S. Norton, M. Rahman, Provost Schatzel, Regent Stapleton (Chair) and M. Yaya.

Guests (as signed in): A. Dow, K. Freedman-Doan J. Joseph, M. Nair, W. Tornquist, and Regent Webb.

Regent Stapleton opened the meeting at 8:00 a.m.

Monthly Report and Minutes (Regent Stapleton, Chair) (Section 13)

Regent Stapleton requested that the Faculty Affairs Committee Agenda for December 10, 2013 and the Minutes of the October 1, 2013 meeting be received and placed on file.

Discussion Topic -

Howard Bunsis, AAUP President and Professor of Accounting and Finance presented "Discussion of State and National Performance Funding Metrics for Higher Education: The Actual and Potential Impact on EMU."

Mehmet Yaya, AAUP Executive Committee Member and Assistant Professor of Economics presented his research on graduation and retention rates in which he compared data from the 15 Michigan public institutions.

Abby Coykendall, Professor of English Language and Literature discussed state and federal appropriations for funding of public universities.

Regent Stapleton thanked all and adjourned the meeting at 8:50 a.m.

Respectfully submitted,

Debbie Clearwater
Executive Assistant
Office of the Provost
Academic and Student Affairs

CARNEGIE GET ENGAGED

Definitions & Understandings

1. Community Engagement

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the *mutually beneficial* exchange of knowledge and resources in a context of partnership and *reciprocity**

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.
– *Carnegie Foundation for the Advancement of Teaching*

Often used as an “umbrella term for the multiplicity of practices and philosophies such as service-learning, participatory action research, civic learning, democratic engagement, and community-based teaching and learning.”-*Dan Butin*

*italics highlighted by EMU

Community Engagement at EMU

is an integral part of our character. It is embedded not just in the broad statements of our **vision, mission and strategy** but in the definition and character of student learning, the curriculum, and faculty research, scholarship and creative activity.

Four tests are used to determine the value and quality of EMU’s community engaged work:

- Is it useful to and valued by the community?
- Are we enhancing the capacity of local and regional institutions: to serve their citizens/ stakeholders, to solve problems, and to create thriving and sustainable communities?
- Are our students, faculty and staff enhancing their own learning?
- Are we as an institution growing in our capacity to be of useful service to the immediate, regional and global community?

2. Academic Service-Learning

Academic Service-Learning (AS-L) is a teaching and learning strategy where students participate in a meaningful service activity that meets identified community needs and reflect on the service activity to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of civic responsibility

3. Community Service

Service (by faculty, students or staff) are those activities which benefit the community entity (local, regional, state, national or global) but do not necessarily provide a corresponding instructional, scholarly or research benefit to the university.

4. Engaged Scholarship

Engaged scholarship (also known as public scholarship, scholarship of engagement, or community-engaged scholarship) involves the faculty member in a reciprocal partnership with the community on a local, state, regional, national, or global level, and integrates one or more faculty roles of teaching, research, creative work, or service.

EMU University Mission –adopted June 2013

EMU enriches lives in a supportive, intellectually dynamic and diverse community. Our dedicated faculty balance teaching and research to prepare students with relevant skills and real world awareness. We are an institution of opportunity where students learn in and beyond the classroom to benefit the local and global communities.

EMU University Vision- adopted June 2013

Eastern Michigan University will be a premier public university recognized for student-centered learning, high quality academic programs and community impact.

CARNEGIE GET ENGAGED

The Carnegie Classification &
Faculty Driven Community
Engagement

Why are we here? Giving Context to the Classification

In 2008 EMU received the Carnegie Classification in Community Engagement (*its not an award, but a recognition*). The classification process *then (and now)* required universities and colleges to engage in a self-study of their engagement practices by providing evidence-based documentation on everything from curriculum to scholarship to partnerships and outreach.

Brief History of The Classification: Carnegie created this classification as a way to recognize the evolution in higher education as the old classifications (eg current: MA and Research I, etc.) did not reflect the breadth and depth of university activity, mission and purpose.

The documentation was reviewed to determine whether the institution qualified for recognition as a community-engaged institution. All of those who received the classification in 2006 and 2008 and want to continue being a Carnegie Community Engaged Campus **are now required to reapply**. Requests to re-apply were launched in May 2013 and the application is due in **April of 2014**.

To support this (re)classification process we have a Core Carnegie Committee made up of administrators, faculty, staff and students supported through the Provost office and Government and Community Relations.

Why the Carnegie Classification is important to EMU.

GO TO DEFINITION handout of Community Engagement

Internally, the Classification process has provided a roadmap in the organizing, collaborating and institutionalizing of community engagement at EMU. It is a roadmap that honors both the individuality of EMU *and* engages us in a national dialogue/conversation on Community Engagement in Higher Education.

The Classification helped legitimized EMU's community engagement work as critical and relevant to EMU's present and future. Such legitimacy is further evidenced by the integration of community engagement into our: New Mission, Vision and Strategic Plan.

(Re) Classification

There are some significant changes from the 2008 to 2013-14 application namely its emphasis on the *institutionalizing* of community engagement. Institutionalization in this context refers to recognition of community engagement as part of our identity, mission, and ongoing activity in teaching, research, and service, as well as to material and organizational support for community engagement at all levels. We are evaluated based upon 2008 application and

our assertions on how we have and will continue to deepen our community engagement efforts on campus.

Bottom line - The (Re) Classification

'seeks evidence of how community engagement has become deeper, more pervasive, better integrated, and sustained at your institution. The focus is on depth and quality within a sustainable institutional context, not greater quantity per se (re-classification document 2013).'"

Purpose of the Documentation Process

A purpose and outcome of the Carnegie Classification in Community Engagement process is that we/EMU use it as an opportunity to better:

- Identify
- define
- implement, imbed & institutionalize (e.g. on the CAS website, departments... where do we find such projects and initiatives... we don't)

community engagement on the campus from bottom to top and top to bottom

Community Engagement: Driven & Designed by EMU Faculty

The following are faculty designed and co-created community engaged activity. Several of the initiatives listed below will be highlighted in our Carnegie application.

College of Arts & Sciences

1. **Helpy Hour** & Professor James Perren. Dr. Perren identifies community organizations and projects in need of service. Working with ES-L students, Dr. Perren uses the services as a means of language acquisition. He calls this event 'Helpy Hour' and sets aside Fridays to provide service to local agencies. Students involved practice their English skills through acts of service. Last year Dr. Perren and students were awarded a special recognition by the Mayor of Ypsilanti for the service they provide to the community.
2. **MFA graduate students in Applied Theatre** have a laboratory at Ypsilanti Community School, Romulus and Westland to practice drama techniques and strategies on high school and middle school age students. Art programs in all communities are underfunded or lacking funding. At YCS the MFA students are providing the only co-curricular drama education for students. <http://crosstowntheatre.weebly.com/>
3. **Historic Preservation - For Love of This Place: Interpreting the Campbell-DeYoung Farmstead** The GPHP has collaborated with The Leelanau Conservancy to research the buildings, collections, and inhabitants of the farmstead as The Conservancy works to create a farmer-in-residence program in the preserved buildings on the site. This three-year collaboration has been heavily funded by The Conservancy with graduate students and professors stabilizing the structures and conducting research to understand changes in the site over time.

College of Education

1. Linda Williams, Reading Course and Taft-Galloway Elementary in Wayne/Westland

Building of the Taft Galloway library. Students in this Reading class identify literature and books needed for the school, raise funds and work with students on reading skills.

2. SEMIS - Southeast Michigan Stewardship Coalition

Ethan Lowenstein & Rebecca Martusewicz,

The SEMIS Coalition facilitates school-community partnerships to develop students as citizen-stewards of healthy ecological-social systems. The work of SEMIS is based on an EcoJustice framework that recognizes that social and environmental justice are not separate; they share the same cultural roots. SEMIS is currently working with 9 schools in Detroit and Ann Arbor. <http://semiscoalition.org/>

3. EMU Michigan ESRI K-12 GIS license website

This collaboration, that benefits ALL K-12 students, teachers and school administrators in the State of Michigan, provides a complete suite of geographic information systems (GIS) FREE to K-12 schools.

This partnership, between Environmental Systems Research Institute (ESRI) and Eastern Michigan University, changes the way teachers can design learning opportunities and teach their K-12 students.

4. The EMU Wraparound Project -

(DOJ Earmark) served 42 clients from March 2009 to December 2010. PI's for this project were: Derrick Fries and Karen Carney .The project used wraparound, a strengths-based, individualized team process, to serve young parents, ages 13-21, in Michigan's Oakland and Washtenaw counties, who were at-risk for or experiencing **at least one** of the following:

- **Homelessness:** Individuals who lacked a fixed, regular, and adequate nighttime residence.
- **Court Involvement:** Individuals who were involved in the court system, documented as at-risk for involvement (e.g. were in prevention program or had been given warning), and/or were within one year of dismissal from the court system.
- **Foster Care/Aging Out:** Individuals who were involved in foster care, within one year of having aged out, and/or at-risk for out-of-home placements.
- **Mental Health Issues:** Included individuals with an severely emotionally disturbed (SED) diagnosis or a likely mental health condition pending diagnosis.

College of Business

1. Center for Entrepreneurship hosts the **Skandalaris Business Plan Competition**, which includes university, community college and K-12 students from the Midwest region.

2. The Popular Annual Financial Report (PAFR) - Bill LaGore – This project was developed as an Academic Service Learning (ASL) Project as part of course ACC 546 – Public and Nonprofit Sector Accounting and first implemented in the Winter, 2011 semester under the direction of Professor William LaGore. PAFR's for six municipalities were completed in the pilot course, including Cities of Adrian, Tecumseh, Wixom, and Ypsilanti. The PAFR is designed to give the community a simpler, more understandable version of the government's annual financial report.

3. MADE (Make a Difference of Excellence) – Diana Wong - as a service learning project for MGMT 486. Groups of students often selected non-profits to make an 'excellent' difference. The standards of excellence must be recognized by multiple stakeholders and not just in the eyes of students. They worked on creating a community library, bedding for Safe House, raising breast cancer awareness for men, coats for homelessness, etc.

4. MI Shifting Gears program to transition experienced professionals into the new economy. Four of EMU alumni who lead, coach, and facilitate in the program, partners with SPARK

College of Health & Human Services

1. Love and Logic Curriculum, An Academic Service-Learning (AS-L) Project in Bluefields Jamaica –International Service-Learning

Janet Okagbue-Reaves, Professor Social Work Spring 2012 and Spring 2013 12 graduate and undergraduate social work students recently returned from Bluefields, Jamaica after successfully completing several service learning projects in a small fishing village on the south coast of Jamaica. One specific project involved the Belmont Academy high school, where administrators had requested training on conflict resolution, peer mediation, and parent education. After researching available curriculum, the “Love and Logic Train the Trainer” curriculum was identified as being both culturally relevant and sustainable beyond the one week of the class. Belmont Academy identified parents, teachers, administrators and student leaders who participated in the three-day training. Feedback was very positive and the Academy made a commitment to use the curriculum as part of their PTA training.

2. Alzheimer's Education and Research Program

Development of seminars and a conference to benefit and improve health care professionals understanding of those changes and ability to assist persons with dementia and other brain disorders. Shelly Weaverdyck, the director of the Alzheimer's Education and Research program at Eastern Michigan University, and Elizabeth Schuster, Professor in the School of Social Work

College of Technology

1. Construction Management builds and manages projects for the Ann Arbor Housing

Commission and specifically its low income housing communities. Most recently professor Jim Stein and his students built a gazebo for the Hikone Community in Ann Arbor.

http://www.mlive.com/news/ann-arbor/index.ssf/2013/12/emu_and_ann_arbor_housing_comm.html

2. Digital Divas Eastern Michigan University's Center of Academic Excellence in Information Assurance, a Nation Security Agency Sponsored Center hosts an annual event for middle and high school girls to increase their access and engagement with and in technology.

Graduate Student Community Engagement Activity

The Popular Annual Financial Report (PAFR) - Bill LaGore – This project was developed as an Academic Service Learning (ASL) Project as part of course ACC 546 – Public and Nonprofit Sector Accounting and first implemented in the Winter, 2011 semester under the direction of Professor William LaGore. PAFR's for six municipalities were completed in the pilot course, including Cities of Adrian, Tecumseh, Wixom, and Ypsilanti. The PAFR is designed to give the community a simpler, more understandable version of the government's annual financial report.

Victorian Mann House –Jackson Michigan

EMU and the state/Michigan Historical Museum. EMU students use the house as a living classroom to check inventories and improve storage conditions for the archives. They also are researching numerous objects in the house and producing information for an expanded Mann House webpage, which will provide insights into the past and help modern day visitors understand life in early Michigan

The EMU course is part of a new partnership between the university and the state that provides unique educational opportunities for the students, and it enhances stewardship and management of the Mann House.