

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 15
DATE: June 21, 2016

RECOMMENDATION

EDUCATIONAL POLICIES COMMITTEE: APPROVAL OF AGENDA AND MINUTES

ACTION REQUESTED

It is requested that the Educational Policies Committee Agenda for June 21, 2016 and the Minutes of the April 22, 2016 meeting be received and placed on file.

SUMMARY

The primary items for the June 21, 2016 Educational Policies Committee meeting include:

Agenda and Minutes; Academic Affairs Administrative/Professional Appointments/Transfers; Faculty Appointments; Faculty Reappointments; Faculty Promotions; Faculty Tenure Appointments; Lecturer Promotions; Appointment of Charter Schools Board Members; Charter Schools Reauthorizations; New Academic Program: Master of Athletic Training; New Academic Program: Special Education Major K-12 Autism Spectrum Disorders Endorsement – Elementary and Secondary; Academic Program Phase Out: Distribution Operations and Technical Sales Major; Honorary Degree Recipient.

FISCAL IMPLICATIONS

The fiscal impact of the actions taken is listed in the appropriate sections and in the Board minutes.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Educational Policies Committee

June 21, 2016
9:00 a.m. to 9:45 a.m.
205 Welch Hall

AGENDA

- Section 15:** Agenda and Minutes (*Regent Crumm, Chair*)
- Section 5:** Academic Administrative/Professional Appointments/Transfers (*David Woike*)
- Section 6:** Faculty Appointments (*David Woike*)
- Section 7:** Faculty Reappointments (*David Woike*)
- Section 8:** Faculty Promotions (*David Woike*)
- Section 9:** Faculty Tenure Appointments (*David Woike*)
- Section 10:** Lecturer Promotions (*Dave Woike*)
- Section 16:** Appointment of Charter Schools Board Members (*Malverne Winborne*)
- Section 17:** Charter Schools Reauthorizations (*Malverne Winborne*)
- Section 18:** New Academic Program: Master of Athletic Training (*Rhonda Longworth*)
- Section 19:** New Academic Program: Special Education Major K-12 Autism Spectrum Disorders Endorsement – Elementary and Secondary (*Rhonda Longworth*)
- Section 20:** Academic Program Phase Out: Distribution Operations and Technical Sales Major (*Rhonda Longworth*)
- Section 21:** Honorary Degree Recipient (*Rhonda Longworth*)

Discussion Items:

- Update on Degree Completion and Retention Plan (*Rhonda Longworth*)
College Profile: College of Education (*Michael Saylor*)

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

EDUCATIONAL POLICIES COMMITTEE MINUTES

April 22, 2016
9:00 a.m. to 9:45 a.m.
205 Welch Hall

Attendees: (seated at tables) J. Carroll, Regent Crumm (Chair), D. Clearwater, A. Dow, Regent Fitzsimmons, R. Longworth, W. Tornquist, and M. Winborne .

Guests: (as signed in) K. Bagoumian, R. Baier, S. Bostley, N. Brennan, D. Crary, J. Fisher, K. Kucera, J. LeDuc, M. Marion, C. McFarland, S. McMullen, R. Nord, C. Powell, P. Quiel, N. Romerhausen, P. Seick, D. Turner, A. Valenzuela, T. Venner, and D. Winters

Regent Crumm convened the meeting at 9:00 a.m.

Report and Minutes (Section 12)

Regent Crumm requested that the Educational Policies Committee Agenda for April 22, 2016 and Minutes of the February 5, 2016 meeting be received and placed on file.

Academic Affairs Administrative/Professional Appointments and Transfers (Section 6)

Dr. James Carroll, Associate Provost and Associate Vice President of Administration recommended that the Board of Regents approve four (4) Administrative/Professional appointments at the rank and effective date shown on the attached listing.

FISCAL IMPLICATIONS

The salary would be absorbed in the 2016-2017 personnel budget.

Academic Retirements/Separations (Section 7)

Dr. James Carroll, recommended that the Board of Regents approve one (1) retirement and two (2) separations for the period of January 1, 2016 through March 31, 2016.

STAFF SUMMARY

Of the three (3) retirements and separations, one (1) is female and two (2) are male. Demographics show that all are Caucasian.

Emeritus Faculty (Section 8)

Dr. James Carroll, recommended that the Board of Regents grant Emeritus Faculty Status to one (1) former faculty member: William McMillan, Department of Computer Science, 1984 to 2014, who retired June 2014 after 30 years.

STAFF SUMMARY

The Collective Bargaining Agreement between Eastern Michigan University and the Eastern Michigan University Chapter of the American Association of University Professors (AAUP) provides that a faculty member who has served the University for at least fifteen (15) years may be nominated for Emeritus Faculty Status upon retirement.

The nomination for this individual has received the support of the department head or school director, the dean of the college, and the Provost and Executive Vice President.

2016-2017 Faculty Research Fellowship Awards (Section 14)

Dr. Wade Tornquist, Interim Associate Provost and Associate Vice President for Graduate Studies and Research, recommended that the Board of Regents accept and place on file the Report on the 2016-17 Faculty Research and Creative Activity Fellowships awards.

STAFF SUMMARY

Faculty Research and Creative Activity Fellowships are competitive awards given to faculty who submit meritorious research or special study proposals. The fellowships award up to 100 percent release time from teaching to help build a foundation for a faculty member's future research or creative activities and as a base for future additional funding from other sources. Unlike a sabbatical leave, the fellowship recipients are still expected to fulfill other contractual responsibilities, such as service to the University during this released time. The University Research and Sabbatical Leave Committee reviews the Faculty Research and Creative Activity Fellowship proposals and makes recommendations to the Provost and Executive Vice President. A listing of the approved projects is included with Board materials. Fifty-five faculty will be supported.

2016-2017 Sabbatical Awards (Section 15)

Dr. Wade Tornquist, recommended that the Board of Regents accept and place on file the Report on 2016-2017 Sabbatical Leaves.

STAFF SUMMARY

Sabbatical leaves (one semester at full pay or two semesters at half pay) are granted for special study, research, writing and/or other projects which enrich the activities of individual faculty members; bring prestige to the individual and the University; or provide service of significant nature for local, state, national, or international organizations. Two semester sabbatical leaves also include up to \$12,000 in research support, if requested and approved. The University Research and Sabbatical Leave Committee reviews the sabbatical leave proposals and makes recommendations to the Provost and Vice President. A list of the approved projects is included with Board materials.

In 2016-2017, seven (7) two-semester and seventeen (17) one-semester leaves will be awarded.

Winter 2016 Undergraduate Research Stimulus Awards (Section 16)

Dr. Wade Tornquist, recommended that the Board of Regents accept and place on file the Report on the winter 2016 Undergraduate Research Stimulus Program Awards.

STAFF SUMMARY

The Undergraduate Research Stimulus Program is intended to facilitate research partnerships between undergraduate students and Eastern Michigan University faculty. Student awardees will receive a \$2,000 fellowship in support of their research efforts. This award will be in the form of a credit to the student's university account. The collaborating faculty member may receive \$500 to be used for lab/studio supplies or equipment, professional travel, or other professional expenses.

The Provost and Executive Vice President has awarded a total of \$8,000 to four (4) undergraduate students and \$1,500 to four (4) Eastern Michigan University faculty for research and creative projects under the Undergraduate Research Stimulus Program for winter 2016.

New Major Proposal: Geospatial Information Science and Technology (Section 17)

Dr. Rhonda Longworth, Interim Provost and Executive Vice President, recommended that the Board of Regents approve a new Academic Program: Geospatial Information Science and Technology.

SUMMARY

This major emphasizes the integration of geospatial information concepts and technologies with multiple disciplinary programs that are primarily offered in the Department of Geography and Geology, or in selected departments, in which GIST has well-recognized applications. The GIST program prepares students for positions that utilize geospatial technologies in a broad range of fields that are covered by the afore-mentioned programs.

New Major: Special Education K-12 Learning Disabilities Endorsement (Section 18)

Dr. Rhonda Longworth, recommended that the Board of Regents approve a new Academic Program: Special Education K-12 Learning Disabilities Endorsement.

SUMMARY

Learning disabilities are neurologically based disabilities causing persons to process information differently. These processing deficits may impact a person's ability to master various academic skills, including: basic reading skills, reading fluency, reading comprehension, written expression, math calculation, math problem solving skills, oral expression and listening comprehension. Students with learning disabilities are at greater risk for failure in K-12 educational systems, including failure to master basic skills and failure to meet content area standards.

The proposed Special Education Major (K-12) Learning Disabilities endorsement program is based on the belief that teachers with a learning disabilities endorsement need a firm grounding in the theory of learning disabilities and an ability to use that theory to develop individual programs for students, meeting their specific needs. This will be accomplished by a curriculum requiring a rigorous understanding of the theory of learning, from a neurological perspective, coupled with strong field experiences connecting theory to reality.

Upon graduation, students will be competent to assess, analyze assessment data and develop and implement individual education programs, based on a strong theoretical understanding of the nature of learning disabilities.

New Minor: Simulation, Animation and Gaming (Section 19)

Dr. Rhonda Longworth, recommended that the Board of Regents approve a new Academic Program: Simulation, Animation and Gaming.

SUMMARY

The SAG minor is a multidisciplinary area of study, combining traditional art mediums, programming, creative writing, and story development with coursework focusing on modeling, rigging, animation, lighting, and camera work in 3D. The program gives students a variety of experiences in their course of study, which provides a competitive advantage over many other programs that are local, national and international.

Academic Program Phase Out: Master of Arts in Urban/Diversity Education; Public Law and Government Major; applied Technology Major (Section 20)

Dr. Rhonda Longworth, recommended that the Board of Regents receive and place on file this notification of three Academic Program Phase-Outs: *Applied Technology Major, Public Law and Government Major*, and *Master of Arts in Urban/Diversity Education*.

SUMMARY

Applied Technology Major

Insufficient interest in the program over the last couple of years has resulted in low enrollment. Further, the potential audience can be well accommodated by other similar program offerings in the college.

Public Law and Government Major

Elimination of this major will help the Political Science department condense the number of programs and bring its offerings into line with other political science departments nationally. As of now, majors in PLS and PLWG can take the same classes. In fact, the Political Science and Public Law & Government majors are almost interchangeable save for the fact that PLWG majors can avoid taking a methods course and additional 300-level courses with Political Science. With revisions, students will be able to choose to focus on public law courses in PLS while receiving a broad education within the discipline. The department will also institute a restriction that students may not do both major and minor in our department.

Master of Arts in Urban/Diversity Education

Insufficient interest in program over the last couple of years has resulted in low enrollment. Many of the courses will be offered under a new concentration under the Master of Arts in Curriculum and Instruction program.

Charter Schools: Approval of Board Candidates (Section 13)

Dr. Malverne Winborne, Director of Charter Schools, recommended that the Board of Regents re-appoint Kamal Cheeks and Hazel White to three year terms to the Board of Directors of Detroit Public Safety Academy; re-appoint Samy Ali-Khodja, Paula Kauffman and Franci Mooreman to three year terms to the Board of Directors of Global Tech Academy; appoint Chedrin Chambers to a one year term to the Board of Directors of Hope Academy.

STAFF SUMMARY

According to the resolutions which establish these public school academies (charter schools), vacancies on the Boards of Directors shall be filled by the Eastern Michigan University Board of Regents.

Discussion Items:

Dr. Rhonda Longworth provided an update on the Degree Completion and Retention Plan Report. We are currently tracking enrollment numbers and they are tracking up slightly. The final numbers will not be available until after the semester ends and a more complete report will be given at the June Board of Regents meeting.

Dr. Tom Venner, Dean, College of Arts and Sciences presented a CAS College profile.

Dr. Tom Venner provided an overview of the College of Arts and Sciences Academic Teams. The Forensics, the Mock Trial and Mediation Club, Moot Court, the Fed Challenge

and the Model United Nations teams were highlighted. Funding for these teams was discussed.

Regent Crumm thanked those in attendance, and adjourned the meeting at

9:45 a.m. Respectfully submitted,



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

Urban Teacher Pathways Program: Live Here, Learn Here, Work Here

Eastern Michigan University

Change brought about by the involvement of local people and institutions are changes most likely to be effective and sustainable. Success is brought about by living there, learning there, and working there.

Urban communities and the schools, children, and families in them face many challenges. The solutions to these challenges are not simple nor easy or quick. Why? Because the challenges are many, complicated, and inter-related: lack of good jobs, decent and affordable housing, crime, neighborhoods that are deserted or overrun with illegal activities, weak schools, and a lack of affordable and comprehensive transportation, child care, elderly care, and health care.

While all of these and even more are important elements for creating and sustaining a thriving urban community, one of the foundational components is the quality of the PreK-12 education available to children there. Without good schools, families in the community who can afford to do so move out or if they stay they send their children to non-neighborhood schools. Families who cannot afford to do this may be left with one option for their children's education – the weak often deteriorating local schools that are not working well for their children. Consequently, too many students in urban schools struggle to get into and through college or into and through high-quality trade schools and training opportunities.



Good schools, good teachers, and good administrators are essential to the children, the families, and to the community. In addition, good schools foster renewed interest in living in the community, encourage business and job growth, and help establish a safer, less dangerous environment for everyone. While there is not just one solution to the many problems of urban schools, having well-trained teachers is one essential component to creating and sustaining thriving schools.

Two issues that face urban schools relative to having good teachers are 1) getting well-trained energetic teachers to come to the schools to teach and 2) getting those teachers to stay. Living and working in urban settings, especially ones that have high levels of poverty and unemployment or underemployment, is not easy. It is hard to attract teachers to these schools, even teachers who see the need and want to help.

Urban Teacher Pathways Program: Live Here, Learn Here, Work Here

Eastern Michigan University

Pay is often lower than in suburban districts, working conditions are often harder, classes are large, supplies are often short; well maintained or modern facilities are often lacking; students don't behave like students in suburban schools do; administrators may not provide the leadership and mentoring they need; and there is a lot of public attention on the performance of students from these schools. Working in urban schools is hard.

When a school does manage to attract a strong teacher, their tenure in the school is often short. Studies have repeatedly found that teachers in schools serving high concentrations of low-income, low-achieving, students of color are more likely to leave than their counterparts in other schools. When they leave, these teachers usually either exit the profession or transfer to schools that have better academic records and serve Whiter, wealthier students. On average each year, urban schools lose 20% of their faculty. They lose over half of their teaching staff every five years. Curbing the constant churn of teachers through high-poverty schools is necessary if students are to receive the education they deserve.

Urban schools need teachers who are well prepared academically, who are eager to work in the urban settings, who want to make a difference, and who have the support of teams of individuals within the schools, the community, and the universities who are working together in deep collaborative ways to assess and address key educational and community issues.

To thrive schools, families, and communities need continuity which allows them to build sustained, trustful relationships. Such relationships develop over time and are critical for forming a sense of community unified by a common mission and an agreed-upon strategy for achieving it. Teachers were more likely to remain at schools where they understood the community but also found leaders who were trusting and supportive of the teaching staff, a knowledgeable instructional leader, an efficient manager, and adept at forming partnerships with external organizations.

Pathways - Finding and Training High-quality Teachers

One excellent way to work towards accomplishing the hiring and sustaining of quality teachers in urban schools is the establishing of close, mutually beneficial partnerships between the schools, the local community –



Urban Teacher Pathways Program: Live Here, Learn Here, Work Here

Eastern Michigan University

its leaders, businesses, churches, support services, and local universities especially their colleges of education. In such a partnership environment, each partner brings their expertise and resources to bear on the common problems of improving local schools. Colleges of education serve the role of training initial teachers, administrators, and counselors and providing some of the on-going development needed for teachers, administrators, and counselors to be successful and to remain in the schools.

We believe that one excellent path for preparing and hiring strong teachers for urban schools is to identify students still in high school who have interest in or potential to be teachers, train them well with lots of classroom experiences, and return them to the urban schools as new teachers. The Urban Teacher Pathways Program at Eastern Michigan University (EMU) seeks and is forming such partnerships with urban schools in southeast Michigan. The program seeks to help the school identify students interested in being a teacher or in whom teachers and administrators see the potential to be a teacher even among students who may never have considered this as a career option.

Once identified, schools in the program are given the authority to fast-track the admissions of the students to EMU and into a track leading to teacher certification. They also can fast-track those students who qualify for tuition support at the University. Additionally, EMU provides a menu of services to the schools ranging from staff development, to mentoring by urban students currently attending the University, to support in preparing students to be college-ready, support the school in counseling them to take and pass appropriately rigorous courses, and provide other kinds of support and guidance while still in high school so that they successful in an educator preparation program at the University.

Over time, the collaboration could extend to early high school or middle school. We believe that identifying students who have talent and who care about others to consider teaching early is important. One outcome of the collaboration is to enkindle a desire in students to be change makers and serve others in their community so that all can flourish.

Once admitted to the University, the students in the program are provided active support in their academic areas, but also in personal and social support services. The program promotes learning communities of education students from urban setting as well as suburban and rural settings. It provides access to individuals and mentors to make their college years happy, productive, and a place for the continued development of skills, character, and good habits. Many students who

Urban Teacher Pathways Program: Live Here, Learn Here, Work Here
Eastern Michigan University

enter the Pathways Program are the first-in-their-family-to-attend college, are minority students, and may come from homes with modest or few financial recourses. Students in the EMU educator preparation programs have significant experience in a variety of classroom settings.

After graduation, the partnership school from which the student originally came would guarantee them an interview for a teaching position, provided one is available at the time. No one is made to apply to any specific school nor are schools required to hire them. This is simply an open invitation to the young person to come home and work in their home community. New teachers who come out of the urban community and return well prepared to be educators to that or a similar community are likely to persist and impact positively the schools, the children, the families, and the community. This program is built on the belief that it is worth investing in individuals who live here, learn here, and work here as one approach to addressing the needs of urban communities and schools.

A teacher pipeline is the entire solution. It is one good way though to start and to foster the kinds of collaborative efforts that are essential is urban schools are to improve. The partnerships formed allow the expansion of the collaborative approach to supporting children, families, and communities to thrive.



DRAFT



COLLEGE of EDUCATION














Founding College of EMU in 1849

Our strength has always been and continues to be our faculty, students and staff

Departments

- Leadership and Counseling
- Special Education
- Teacher Education

Degrees

- Bachelors
- Masters
- Doctorate










COLLEGE of EDUCATION

TRU EMU

Leadership and Counseling

PhD in Educational Leadership

- First at EMU, 25th year in AY17, 200+ graduates

EMU Retention Successes (with EMU Student Affairs)

- Most challenging group – men of color 90%+ retention rate
- Extending to women of color and other groups



Leadership minor

- Collaborative effort, 2 yrs. old, 187 students taking classes, 91 in the minor

Accelerated-Carousel masters in Educational Leadership

- In its 8th year
- Expanding advertising and promotion in order to grow enrollments

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COLLEGE of EDUCATION

Special Education

TRU EMU

First Special Education department in the nation (1914)

Masters in special education in top 50 nationally

High-Needs Undergraduate programs

- Learning Disabilities added this spring
- Autism (added today?)

Brehm Scholars and Brehm Center

EMU Autism Collaborative Center



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Teacher Education

Growing teacher demand nationally and in Michigan

World leader in early childhood education

Place-based education

- Active and successful high school - elementary soon
- A major component of the SEMIS approach to community engagement

Doctoral program

Attracts students locally, nationally, and internationally



Partnerships between local schools (so far)

- Ypsilanti Community Schools
- Wayne Westland Community Schools
- River Rouge Schools
- Detroit Leadership Academy
- Detroit Public Schools (in final stages of MOU)

Facilitates finding and supporting students from urban schools to come to EMU as educator candidates

Be supported academically, socially, and personally while here

After graduation their home schools agree to interview them for a job



DRAFT



COLLEGE *of* EDUCATION

TRU EMU

Our Future

Creative, entrepreneurial, and innovative

- Incubator/innovation center

Forming collaborative partnerships

- Other EMU Colleges and programs
- EMU Charter Schools
- Local schools, governments, business, and communities
- Any one with common interests and goals

Seeking research and programming grants and contracts

Developing Centers and Institutes with a national impact

