

SECTION: 9
DATE: December 13, 2019

**BOARD OF REGENTS**  
EASTERN MICHIGAN UNIVERSITY

**RECOMMENDATION**

**EDUCATIONAL POLICIES COMMITTEE: APPROVAL OF AGENDA AND MINUTES**

**ACTION REQUESTED**

It is requested that the Educational Policies Committee agenda for December 13, 2019 and minutes of the October 24, 2019 meeting be received and placed on file.

**STAFF SUMMARY**

The primary items for the December 13, 2019 Educational Policies Committee meeting include:

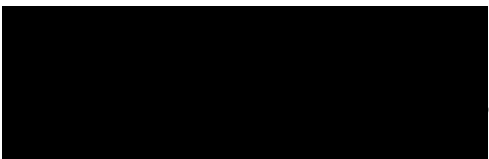
Approval of the Agenda and Minutes; Emeritus Faculty Recommendations; Academic Affairs Administrative/Professional Transfer; Faculty Appointments; Appointment of Charter School Board Members; Charter Schools 2018-19 Annual Report; Fall 2019 Brickley Endowment for Faculty Professional Development and Innovation Awards; a presentation on Eastern's Mentor Collective; and an update on recently approved academic programs.

**FISCAL IMPLICATIONS**

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

**ADMINISTRATIVE RECOMMENDATION**

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



\_\_\_\_\_  
University Executive Officer  
Rhonda Longworth, Ph.D.

11/20/19  
\_\_\_\_\_  
Date

# EASTERN MICHIGAN UNIVERSITY

## **Board of Regents** **Educational Policies Committee**

December 13, 2019  
10:30 a.m. 205 Welch Hall

### AGENDA

- Section 9:** Agenda and Minutes (*Regent Jeffries, Chair*)
- Section 5:** Emeritus Faculty Recommendations (*Rhonda Longworth*)
- Section 6:** Academic Affairs Administrative/Professional Transfer (*Brian Pappas*)
- Section 7:** Faculty Appointments (*Brian Pappas*)
- Section 10:** Appointment of Charter School Board Members (*Malverne Winborne*)
- Section 11:** Charter Schools 2018-19 Annual Report (*Malverne Winborne*)
- Section 12:** Fall 2019 Brickley Endowment for Faculty Professional Development and Innovation Awards (*Wade Tornquist*)

#### **Presentations:**

Mentor Collective Initiative (*Michael Tew*)

Updates on Recently Approved Academic Programs (*Rhonda Longworth*)

EASTERN MICHIGAN UNIVERSITY  
BOARD OF REGENTS  
**EDUCATIONAL POLICIES COMMITTEE MINUTES**

October 24, 2019

4:00 p.m.

205 Welch Hall

**Attendees:** (seated at tables) D. Beagan (Regent), J. Carroll, D. Clearwater, A. Ducher, Regent Jeffries (Chair), R. Longworth, B. Pappas, M. Tew, W. Tornquist, M. Treder Lang (Regent), and M. Winborne

**Guests:** (as signed in): J. Ammons, R. Baier, S. Chawla, C. Croxall, A. Eisenberg, E. Finley, R. Fowler, J. Heck, S. Kersey-Otto, K. Kucera, K. Lord, A. Mackowiak, M. Mane, S. Martin, C. McFarland, M. Nair, J. Parks, L. Parks, M. Qatu, A. Rainville, M. Sayler, C. Shell, J. Smith (President), K. Stacey, L. Stevens, D. Watson, M. Watson, D. Winder, D. Winters, R. Woody and M. Yaya.

*Regent Jeffries* convened the meeting at 4:00 p.m.

**Report and Minutes (Section 11)**

*Regent Jeffries* requested that the Educational Policies Committee Agenda for October 24, 2019 and Minutes of the June 13, 2019 meeting be received and placed on file.

**Emeritus Faculty (Section 5)**

*Dr. Rhonda Longworth, Provost and Executive Vice President Academic and Student Affairs,* recommended that the Board of Regents grant Emeritus Faculty Status to grant Emeritus Status to seventeen (17) former faculty and one (1) former lecturer.

**Faculty:**

Randal Baier, University Library from 2000 to 2019 who retired after 19 years; Ella Burton, Department of Leadership and Counseling from 2000 to 2019 who retired after 19 years; Thomas Cullen, Department of World Languages from 1993 to 2019 who retired after 26 years; Daniel Fields, Department of Engineering Technology from 1986 to 2019 who retired after 33 years; Susan Haynes, Department of Computer Science from 1992 to 2019 who retired after 27 years; Theodore Ligibel, Department of Geography & Geology from 1991 to 2019 who retired after 28 years; Rebecca Martusewicz, Department of Teacher Education from 1988 to 2019 who retired after 31 years; Joanna McNamara, School of Music and Dance from 1986 to 2019 who retired after 33 years; Anne Nerenz, Department of World Language from 1986 to 2019 who retired after 33 years; Loreena Parks, Department of Special Education from 1995 to 2019 who retired after 24 years; Kenneth Rusiniak, Department of Psychology from 1981 to 2019 who retired after 38 years; Natthi Sharma, Department of Physics and Astronomy from 1986 to 2019 who retired after 33 years; Deborah Silverman, School of Health Sciences from 1979 to 2019 who retired after 40 years; Lizbeth Stevens, Department of Special Education from 1998 to 2019 who retired after 20 years; James Thornton, Department of Economics from 1991 to 2019 who retired after 28 years; Mary Ann Watson, Department of Communication, Media & Theatre Arts from 1990 to 2019 who retired after 29 years and Ronald Woods, Department of Africology and African American Studies from 1976 to 2019 who retired after 43 years.

**Lecturer:**

Arnold Mackowiak, School of Communication, Media & Theatre Arts from 1990 to 2019 who retired after 28 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) and a Memorandum of Understanding between E.M.U. and E.M.U. F.T. provide that a faculty member or lecturer who has served the University for at least fifteen (15) years may be nominated for Emeritus Status upon retirement.

The nominations for these individuals have received the support of the Department Head or School Director, the Dean of the College, and the Provost and Executive Vice President for Academic and Student Affairs.

**Academic Affairs Administrative/Professional Appointments/Transfer (Section 6)**

*Dr. Brian Pappas, Assistant VP for Academic Affairs* recommended that the Board of Regents approve one (1) Administrative/Professional transfer.

**Academic Retirement/Separations (Section 7)**

*Dr. Brian Pappas*, recommended that the Board of Regents approve twenty-eight (28) retirements and five (5) separations for the period of June 1, 2019 through September 30, 2019.

**STAFF SUMMARY**

Of the thirty-three (33) retirements and separations, eighteen (18) are female and fifteen (15) are male. Demographics show that 28 (85%) are Caucasian, 3 (9%) are African-American, one (3%) is Native American and one (3%) is Asian.

**Faculty Appointments (Section 8)**

*Dr. Brian Pappas* recommended that the Board of Regents approve two (2) new faculty appointments for the 2019-2020 academic year at the rank, salary, and effective date shown.

**STAFF SUMMARY**

Of the two (2) appointments, one (1) is male and one (1) is female. Both are African American. One of the new hires has prior online teaching experience.

**Lecturer Appointments (Section 9)**

*Dr. Brian Pappas* recommended that the Board of Regents approve two (2) new lecturer appointments for the 2019-2020 academic year at the rank, salary, and effective date shown.

**STAFF SUMMARY**

The new lecturers are both female. Neither have previous online teaching experience.

**Appointment of Charter Schools Board Members (Section 12)**

*Dr. Malverne Winborne*, Director Charter Schools recommended that the Board of Regents appoint Ann Owen to a three-year term on the Board of Directors of Ann Arbor Learning Community; appoint John White to a three-year term on the Board of Directors of the Academy for Business and Technology; appoint Deronda Dinkins to a three-year term on the Board of Directors of Joseph F. Pollack Academic Center of Excellence; appoint Kenneth Bland and Melissa Dunmore to three-year terms on the Board of Directors of Hope Academy; appoint Courtney Randolph to a three-year term on the Board of Directors of The James and Grace Lee Boggs School; and appoint Ned Cooper and Carolyn King to two-year terms on the Board of Directors of New School High.

**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.

**Ann Arbor Learning Community**

Ann Owen is a Principal at Emerson Middle School in Livonia, Michigan. She earned a Bachelor of Arts degree in Spanish at the University of Michigan in Ann Arbor, Michigan and a Master of Arts degree in Educational Leadership at Eastern Michigan University in Ypsilanti, Michigan. She is the Co-President of LEADS. This is a new appointment.

**Academy for Business and Technology**

John White is a retired Administrative Intern from Barber Middle School in Highland Park, Michigan. He earned a Bachelor of Science degree in Social Studies at Eastern Michigan University in Ypsilanti, Michigan and a Master of Arts degree in Administration and Supervision at the University of Michigan in Ann Arbor, Michigan. He is the Vice-President of the Highland Park Men's Forum. This is a new appointment.

**Joseph F. Pollack Academic Center of Excellence**

Deronda Dinkins is a Management Analyst at the Social Security Administration in Detroit, Michigan. She earned a Bachelor of Science degree in Business Administration at Lane College in Jackson, Tennessee. She is the owner of Starlight Designs/Event Planning and Divascript Customized Pens. This is a new appointment.

**Hope Academy**

Kenneth Bland is a Unit Leader at Blue Cross and Blue Shield of Michigan in Detroit, Michigan. He earned an Associate of Arts degree at Wayne County Community College in Taylor, Michigan. He is the Vice-President of the local UAW at Blue Cross and Blue Shield of Michigan in Detroit, Michigan. This is a new appointment.

Melissa Dunmore is a Scheduler at Hansons in Troy, Michigan. She earned a diploma at the High School of Commerce and Business Administration in Detroit, Michigan. She is a member of Parents Roar Volunteer Organization at Hope Academy. She is a parent of a child at Hope Academy. This is a new appointment.

**The James and Grace Lee Boggs School**

Courtney Randolph is a Community Engagement Manager at 826michigan in Harper Woods, Michigan. She earned a Graphic Design Certificate at Specs Howard School of Media Arts in Southfield, Michigan and a Bachelor of Arts degree in Sociology & African Studies at Wayne State University in Detroit, Michigan. She is on the Write A House Advisory Board. This is a new appointment.

**New School High**

Ned Cooper is a retired Leadership Coach from the Institute for Excellence in Education in Mt. Pleasant, Michigan. He earned a Bachelor of Arts degree in Psychology at Wittenberg University in Springfield, Ohio, a Master of Arts degree in Counseling and Student Personnel at Western Michigan University in Kalamazoo, Michigan and a Ph.D. in Educational Leadership at Eastern Michigan University in Ypsilanti, Michigan. He is a volunteer for Washtenaw County MOMS Demand Action for Gun Sense in America. This is a new appointment.

Carolyn King is a Literacy Interventionist at Plymouth Canton Community Schools in Canton, Michigan. She earned a Bachelor of Arts in Education at Albion College in Albion, Michigan and a

Master of Science in Elementary Education at Bank Street College of Education in New York City, New York. She is a parent of a child at New School High. This is a new appointment.

### **New Academic Program: Quantitative Economics, Bachelor of Science (Section 13)**

*Dr. Rhonda Longworth*, recommended that the Board of Regents approve a New Academic Program: Quantitative Economics (Bachelor of Science).

#### **STAFF SUMMARY**

The *Bachelor of Science in Quantitative Economics* prepares students to pursue career opportunities in business, government and the non-profit sector. More quantitatively oriented than the BA in Economics, the program is designed to prepare students for jobs requiring data analysis skills or graduate programs in economics.

#### **PROPOSAL ELEMENTS**

*Rationale* 1) The economics discipline is becoming increasingly more empirical. Econometrics has become more popular over the past few decades in undergraduate education due to the demand from employers and graduate school preparation.

2) At many institutions, economics is being reclassified as a STEM major as a way of both satisfying increasing demand for quantitative skills and providing more favorable post-graduation employment opportunities for international students. The proposed degree program meets the standard for STEM classification and could serve as a recruiting and retention tool for international students.

3) The proposed major allows the Economics Department to provide more training in the quantitative methods, which are increasingly popular in the discipline and expected by potential employers. Government and corporations have collected countless data and now demand graduates with a skill set which allows them to extract information from these data. This program is designed to prepare students with the skills necessary to model and understand data to make informed decisions.

*Program Distinction* The program differs from other bachelor's degree programs in economics, in that it combines economic theory with a solid foundation in mathematics and statistics that prepare students for careers in quantitative fields in high demand industries.

Another distinguishing feature of this program is that it is classified as STEM. The STEM designation allows for unique opportunities for students in the major to apply for private and public STEM-specific fellowships, grants, and scholarships. This STEM program provides a competitive advantage that is especially attractive to international students.

The mathematical and econometrics foundation given in this program allows it to serve as a gateway program to masters and Ph.D. programs.

Educational Policies Committee Meeting Minutes October 25, 2109 continued

*Curriculum Design* The major requires 34 credit hours of coursework which develops a student's skills in collecting and analyzing data and conducting statistical analysis. Students are also required to write empirical papers that communicate the results from the statistical analysis. Students will learn how to ask and answer thought-provoking and relevant research questions. Students will also develop hypotheses and use empirical methods to refute or confirm the research hypotheses. Furthermore, the program will prepare students for an economy that is becoming increasingly focused on STEM orientated skills.

*Projected Enrollment* We project initial enrollments in this program to be approximately 10-15 students. While some students may decide to switch from the BA in Economics to the BS in Quantitative Economics, others may choose to double major to complement their current major. For instance, Math or Stats majors may wish to supplement their primary major with a robust curriculum in economics, thereby expanding their marketability. Moreover, students wanting to pursue graduate studies in economics (or other related graduate programs) will consider this program.

After three years, we expect this program to attract approximately 20% more students once students learn about the benefits of this program for enhancing student marketability and career choices.

**Commencement Speaker and Honorary Degree Recipient (Section 14)**

*Dr. Rhonda Longworth* recommended that the Board of Regents approve Senator Gary Peters as Commencement Speaker at the December 15, 2019 commencement ceremony. In addition, it is recommended that the Board award an honorary Doctor of Public Service degree to Senator Peters.

It is recommended that the Board of Regents award an honorary Doctor of Commercial Science degree to Mr. Jack Roush at the December 15, 2019 commencement ceremony.

**Discussions**

*Dr. Micheal Tew, Associate Provost and AVP Academic Programs* presented graduation rates for FTIAC and Transfer Student cohorts for 2008-2015 which have increased year over year. He attributes these increases primarily to improvement and continued enhancements to advising and financial aid; improvements in program pathways and more students utilizing academic support services that are available to them.

Dr. Tew presented the retention rates for 2012-2018 FTIAC cohorts and transfer rates for students who transfer after one and two years. He discussed financial considerations, academic reasons and personal reasons why they leave. We as an institution are responding with interventions such as peer mentoring (upper classmen to freshmen), dropout/stopout reach out and re-enrollment (ReUp), early alert advising (Starfish) and adjustments in academic standing at admission.

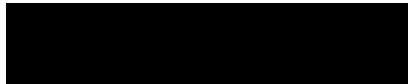
Regent Jeffries reminded all of us that retention is all of our jobs.

Educational Policies Committee Meeting Minutes October 25, 2109 continued

Dr. Ann Blakeslee, Director of the Campus and Community Writing Center and Cathy Fleischer, Faculty Fellow in the CCWC presented on the Center and how it has expanded to include the community in a new initiative, the YpsiWrites Community Writing Center.

Regent Jeffries thanked those in attendance, and adjourned the meeting at 5:10 p.m.

Respectfully submitted,



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



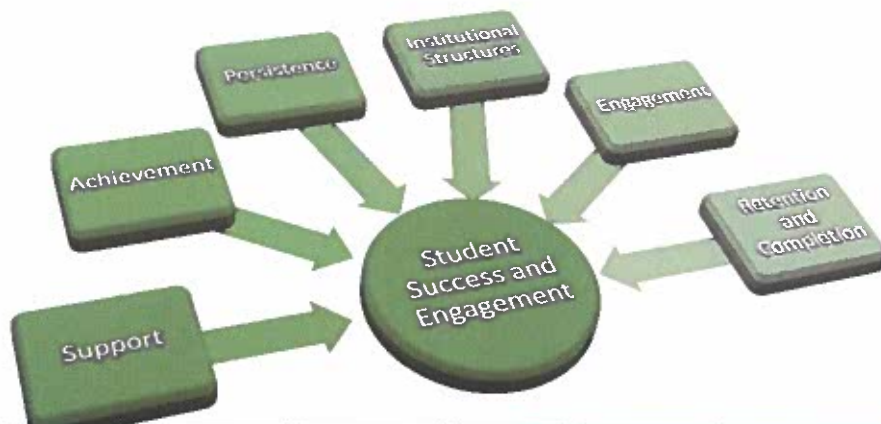


EASTERN MICHIGAN UNIVERSITY

# Student Success Report and Discussion

EMU Board of Regents  
Educational Policies Committee  
December 13, 2019

## Strategic Student Success Framework



## Increase Mentorship Programs and Opportunities



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## Mentorship Programs at EMU

- Mentorship already exists in pockets at EMU
- Eastern Michigan University and Mentor Collective
  - Partnership since Fall 2018
  - Structured Peer Mentoring Program
  - Mentor Collective:
    - Recruits/On boards/trains junior and senior mentors
    - Recruits mentees in targeted first year student populations

2018-2019 Pilot for First Generation Student

2019-2020 Expansion to Plan Admit Students (academically at risk)

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## Reasons For Collaboration

- Provide **first-generation and plan admit FTIAC students** with access to a mentor who can support them with their transition into Eastern Michigan University
- **Increase student success and retention** through providing students with additional support and resources
- Build a **culture of mentorship** at Eastern Michigan University

## Program Overview By Year

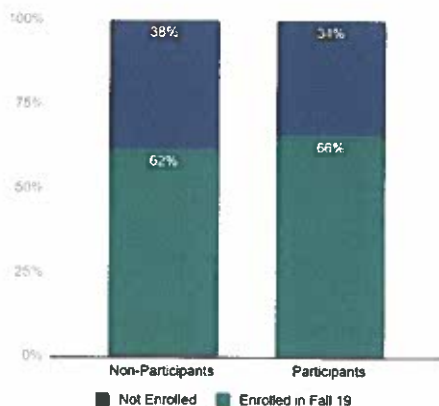
	2018-19	2019-20 YTD
<b>Students Matched</b>	86	314
<b>Mentors Volunteered</b>	124	246
<b>Conversations Reported</b>	337	770
<b>SMS Exchanged</b>	955	5016
<b>Insight Flags</b>	16	12

***What did we learn?***

EMU students have opted into the program and been matched at a higher rate than similar MC programs by almost 10%.

## 2018-19 Program Impact on Retention

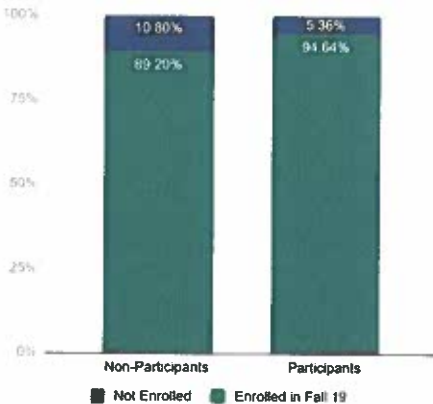
Fall 2019 Enrollment Rates for 2018-19 Program Participants



	Participants (88 students)	Non-Participants (110 students)
<b>Enrolled in Fall 2019</b>	58	68
<b>Not Enrolled</b>	30	42
<b>Retention Rate</b>	<b>66%</b>	<b>62%</b>

## 2019-20 Program Impact on Melt (since orientation)

Fall 2019 Melt Rates for 2019-20 Program Participants

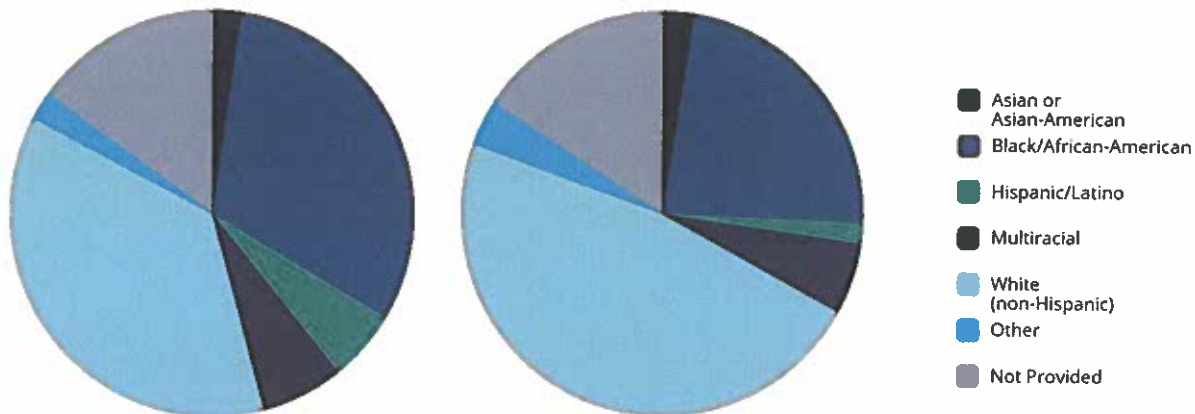


	Participants (317 students)	Non-Participants (398 students)
<b>Enrolled in Fall 2019</b>	300	355
<b>Not Enrolled</b>	17	43
<b>Melt Rate</b>	<b>5%</b>	<b>11%</b>

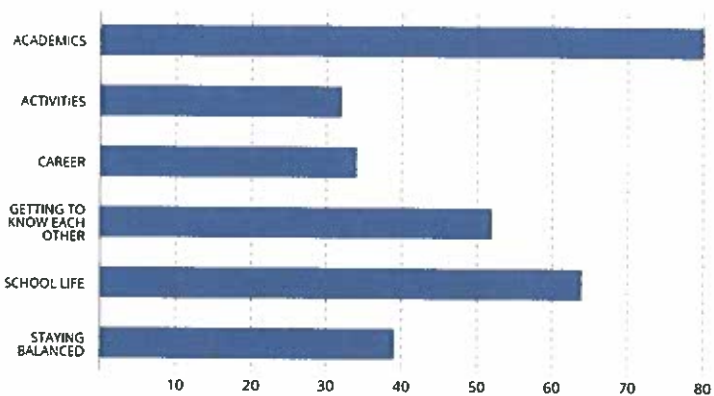
## Demographics: Race (self-reported)

MENTEE

MENTOR



## What Topics are Students Discussing?

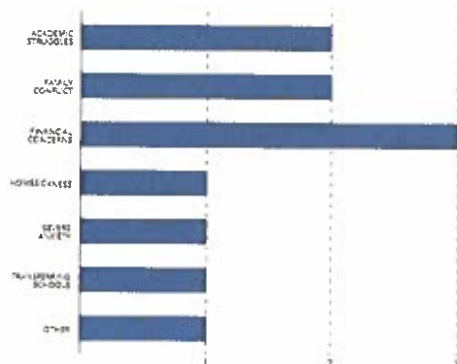


**"I love working with others to fulfill their dreams. My transition to college wasn't the easiest and I know how difficult it could be without a proper support system."**  
**- Logan Knight (Mentor)**

***What did we learn?***

Students have questions for mentors about a range of topics, the most common being **academics** and **school life**.

## What Challenges are Students Facing?



“Chae is learning to take her families' advice at her pace, and not take everything they say as law. **She is adjusting to college life and making decisions for herself.**”

- Grace Rowe (Mentor)

### What did we learn?

Mentorship is a way to provide administrators with more information about the struggles that their students face. This semester, Mentors have most frequently flagged that students are struggling with **academics, family conflict, and financial concerns.**

## What is your experience of being a mentor?

“I know how hard college can be the first few years and how lost a person can feel. I want to **share the knowledge I gained** from the experiences I have made. **Especially being a woman in STEM** can be daunting at first. I want to **pay it forward** to a young student who will hopefully pass on their knowledge when they get older to another young student.” - *Sara Muchmore*

“He seemed a little **nervous to start school**, so I gave him a tour to locate his classes and showed him support systems, such as the writing center. This **made him feel more confident about starting classes** tomorrow.” - *Beth Wasserman*

## How has your mentor helped you?

**“My mentor has helped me with my insecurities with transitioning from high school to college. I am commuting and my mentor has really eased my anxiety and helped me a lot by answering my questions and telling me her experiences.” - Katelynn Tobin**

**“She's given me nonstop advice about the programs I need to know, parking, and other things that will help me with college. I was scared of my first semester. Thanks to my mentor, I feel like I can take on the semester!” - Natalie Slowik**

### Vision for Mentorship at Eastern Michigan University

- Second to Third Year Transition Mentorship
- Alumni/Career Mentorship
- Online Programs

# Mechanical Engineering, BS

Degrees awarded to date: 10

Required credit hours in major: 85-87 hours

## Enrollment

The following graph shows the number of Mechanical Engineering Majors by semester, Fall 2017 thru Fall 2019.

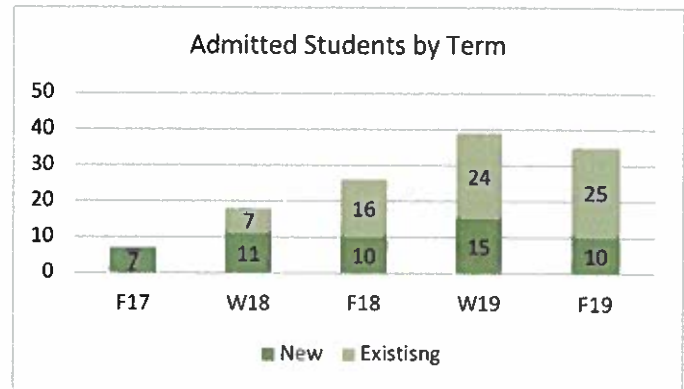
### Fall 2019 Enrollment:

37 – Major, 105 – Intent

FTIAC (Major): 21

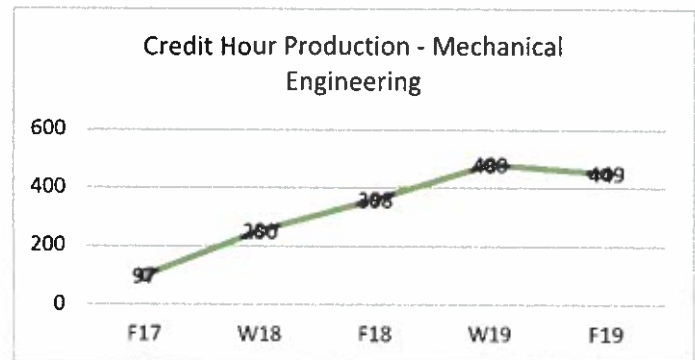
Transfer (Major): 16

Average GPA (Major): 3.43

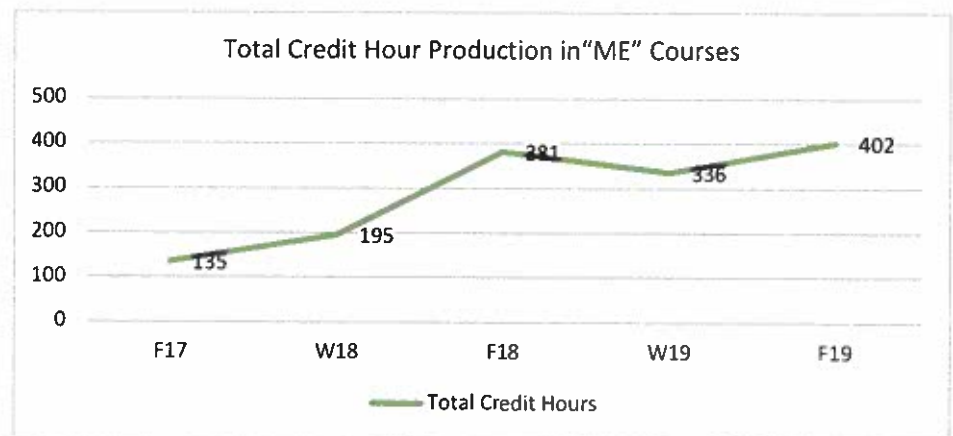


## Credit Hour Production

Credit hours produced by Mechanical Engineering Majors by semester, Fall 2017 through Fall 2019.



Credit hours produced in "ME" courses, by semester, Fall 2017 thru Fall 2019. All courses were new as of Fall 2017. ME 100 is shared with one other major.



Course:	ME 100	ME 211	ME 312	ME 313	ME 316	ME 317	ME 325	ME 326	ME 330	ME 418	ME 420	ME 431	ME 432	ME 435	ME 492	ME 493	Total
F17	57				45				33								135
W18	42	51				36	22	11				33					195
F18	117		36	45	39					39			36	36	33		381
W19	66	66				27	22	11	39		39	33				33	336
F19	135		45	42	48					30			33	33	36		402



# Religious Studies, BA

Degrees awarded to date: 0

Required credit hours in major: 30

## Enrollment

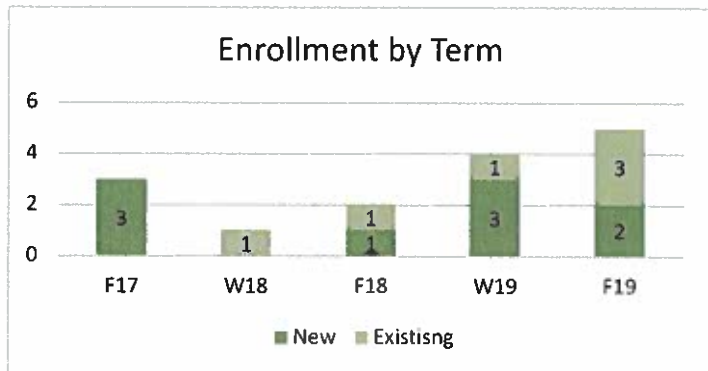
The following graph shows the number of Religious Studies Majors by semester, Fall 2017 thru Fall 2019.

**Fall 2019 Enrollment: 5**

**FTIAC: 3**

**Transfer: 2**

**Average GPA: 3.30**



## Credit Hour Production

Credit hours production in "RLST" and cross-listed courses, by semester, Fall 2017 through Fall 2019.

Term	RLST 100	RLST 300W	RLST 499	RLST/AFC/WGST 362	RLST/HIST 304	RLST/HIST 306	RLST/HIST 307	RLST/HIST 334
W18	151		1	25	17		17	
S18	35							
F18	182	3						15
W19	163			27		18		
S19	39							
F19	137				26			21

# Data Science and Analytics, BS

Degrees awarded to date: 4

Required credit hours in major: 73-77

## Enrollment

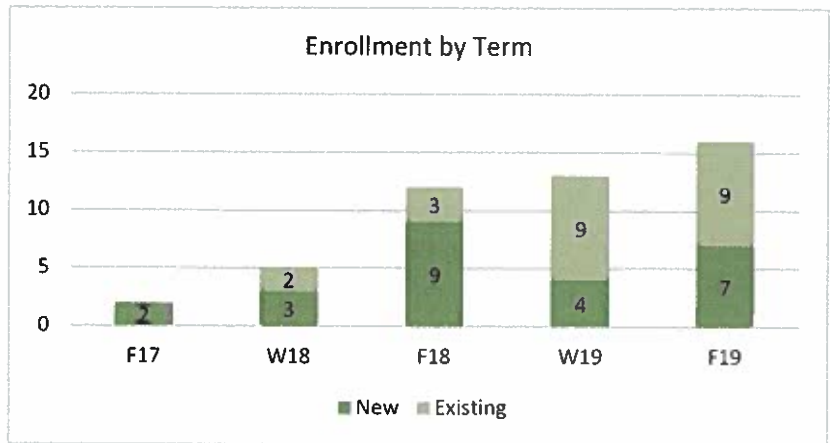
Fall 2019 Enrollment: 16

FTIAC: 10

Transfer: 3

Second Bachelors: 3

Average GPA: 3.08



## Credit Hour Production

Credit hours produced by Data Science and Analytics Majors by semester, Fall 2017 thru Fall 2019.

