

SECTION: 10
DATE: October 22, 2020

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 October 22, 2020 and minutes of the June 18, 2020 meeting be received and placed on file.

STAFF SUMMARY

The primary items for the October 22, 2020 Educational Policies Committee meeting include:

Approval of the Agenda and Minutes; Emeritus Faculty Recommendations; Academic Affairs Administrative/Professional Transfers; Academic Retirements/Separations; Faculty Appointments; Reappointment of Charter School Board Members; Approval of Academic Calendar – Winter 2021; and two (2) presentations: Mentor Collective Fall 2020 Updates and Updates 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.



October 5, 2020

University Executive Officer
Rhonda Longworth, Ph.D.

Date

EASTERN MICHIGAN UNIVERSITY

Board of Regents
Educational Policies Committee

October 22, 2020
10:00 a.m. 201 Welch Hall

AGENDA

- Section 10: Agenda and Minutes (*Regent Beagen, Chair*)
- Section 5: Emeritus Faculty Recommendations (*Rhonda Longworth*)
- Section 6: Academic Affairs Administrative/Professional Transfers (*Brian Papas*)
- Section 7: Academic Retirements/Separations (*Brian Papas*)
- Section 8: Faculty Appointments (*Brian Papas*)
- Section 11: Reappointment of Charter School Board Members (*Malverne Winborne*)
- Section 12: Approval of Academic Calendar – Winter 2021 (*Rhonda Longworth*)
- Presentations:** Mentor Collective Fall 2020 Update (*Michael Tew*)
- Updates on Recently Approved Academic Programs (*Michael Tew*)

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS
EDUCATIONAL POLICIES COMMITTEE MINUTES

June 18, 2020
10:00 a.m.
201 Welch Hall

Attendees: R. Baird (Vice Chair), D. Beagen (Chair), Regent E. Jeffries, A. Ducher, R. Longworth, B. Pappas, M. Tew, W. Tornquist, M. Winborne, Regent J. Webb

Guests: M. Nair, J. Schultz, J. Cowdery

Regent Beagen convened the meeting at 10:00 a.m.

Report and Minutes (Section 15)

Regent Beagen requested that the Educational Policies Committee Agenda for June 18, 2020 and Minutes of the February 12, 2020 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 two (2) former faculty.

Marcia Bombyk, School of Social Work from 1996 to 2019 who retired after 23 years and Susan Moeller, Department of Accounting and Finance from 1990 to 2019 who retired after 29 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 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.

Honorary Emeritus Faculty (Section 6)

Dr. Rhonda Longworth recommended that the Board of Regents grant Honorary Emeritus Status for Meritorious Service to one (1) former faculty, Dr. Arnold Fleischmann, who provided exceptional leadership in his role as a Department Head and faculty member in the Department of Political Science for 10 years.

STAFF SUMMARY

According to University policy, retiring employees who have served the University for fewer than 15 years may be granted Honorary Emeritus Status for Meritorious Service. Candidates for honorary emeritus status must have a significant number of years of service and a record of meritorious performance in one or more of the following: (a) a substantive record of scholarly achievement commensurate with national or international standards within the specific discipline, (b) a record of outstanding teaching and or educational contributions, (c) clear evidence of service to the University

beyond the normal expectations, (d) clear evidence of exceptional institutional leadership, advancement of the University or extraordinary service to students.

Academic Affairs Administrative/Professional Transfer (Section 7)

Dr. Brian Pappas, Assistant VP for Academic Affairs recommended that the Board of Regents approve four (4) Administrative/Professional transfers.

Academic Retirements/Separations (Section 8)

Dr. Brian Pappas recommended that the Board of Regents approve six (6) retirements and five (5) separations for the period of January 1, 2020 through May 15, 2020.

STAFF SUMMARY

Of the eleven (11) retirements and separations, eight (8) are female and three (3) are male. Demographics show that six (55%) are Caucasian, three (27%) are African-American and two (18%) are Asian.

Faculty Appointments (Section 9)

Dr. Brian Pappas recommended that the Board of Regents approve nine (9) new faculty appointments for the 2020-2021 academic year.

STAFF SUMMARY

Of the nine (9) appointments, five (5) are female and four (4) are male. Demographics show that two (2) have online teaching experience.

Faculty Reappointments (Section 10)

Dr. Brian Pappas recommended that the Board of Regents accept and place on file the report from the Division of Academic and Student Affairs pertaining to the reappointment of sixteen (16) probationary faculty members for the 2020-2021 academic year.

STAFF SUMMARY

Newly-hired tenure-track faculty are “on probation” for a period of time that varies according to rank. Instructors are eligible for reappointment for five (5) or six (6) years; Assistant Professors for four (4) or five (5) years; Associate Professors for three (3) or four (4) years; and Professors for two (2) or three (3) years. During this time, probationary faculty must be evaluated annually, undergoing either interim (partial) evaluations or full evaluations in accordance with the Eastern Michigan University/Eastern Michigan University –American Association of University Professors’ contract. An interim evaluation reviews the applicant’s instructional effectiveness and service. A full evaluation also reviews those two performance areas and the applicant’s scholarly and/or creative activity. A favorable pre-tenure evaluation leads to a recommendation for reappointment.

Faculty Promotions (Section 11)

Dr. Brian Pappas recommended that the Board of Regents accept and place on file the report from the Division of Academic and Student Affairs pertaining to the promotion of fifty-two (52) probationary faculty members for the 2020-2021 academic year.

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 faculty are eligible to apply for promotion in accordance with the following schedule of years of service in rank:

Instructor – two (2) years, Assistant Professor - four (4) or five (5) years, and Associate Professor - five (5) years. Faculty having served at least the requisite years in rank, who apply for promotion, are evaluated by standards provided in the EMU/EMU-AAUP Master Agreement and individual evaluation documents that have been established for each academic department. Evaluations and standards address three areas of review: (1) Instructional Effectiveness, (2) Scholarly and/or Creative Activity, and (3) Service. A favorable promotion review results in a recommendation for promotion.

The fifty-two (52) faculty members listed on the attached page meet the general contractual requirements for promotion as well as the specific performance standards, which have been defined in his/her respective department evaluation document.

Faculty Tenure Appointments (Section 12)

Dr. Brian Pappas recommended that the Board of Regents Board of Regents approve the granting of tenure, effective beginning with the 2020 fall semester, for thirty-five (35) faculty members.

STAFF SUMMARY

The thirty-five (35) probationary faculty are recommended for tenure, effective at the beginning of the 2020 Fall semester. Newly-hired tenure-track faculty are “on probation” for a period of time that varies according to rank. Instructors are eligible to apply for tenure for five (5) or six (6) years; Assistant Professors for four (4) or five (5) years; Associate Professors for three (3) or four (4) years; and Professors for two (2) or three (3) years. During this time, probationary faculty must be evaluated annually, undergoing either interim (partial) evaluations or full evaluations in accordance with the Eastern Michigan University/Eastern Michigan University –American Association of University Professors’ contract. An interim evaluation reviews the applicant’s instructional effectiveness and service. A full evaluation also reviews those two performance areas and the applicant’s scholarly and/or creative activity. A series of favorable probationary evaluations and a favorable final full evaluation leads to a recommendation for tenure.

The faculty members meet the general contractual requirements for tenure, as well as the specific performance standards, which have been defined in his/her respective department evaluation document.

Lecturer Promotions (Section 13)

Dr. Brian Pappas recommended that the Board of Regents Board of Regents accept and place on file the report entitled Promotion of Lecturers for 2020-2021.

STAFF SUMMARY

The Collective Bargaining Agreement between Eastern Michigan University and the Eastern Michigan University Federation of Teachers (EMU-FT) provides that lecturers are eligible to apply for promotion in accordance with the following schedule of years of service in rank: Lecturer II – three (3) years, and Lecturer III - four (4) years.

The seven (7) lecturers meet the general contractual requirements for promotion as well as the specific performance standards, which have been defined in his/her respective department evaluation document.

Reauthorization of Charter Schools (Section 16)

Dr. Malverne Winborne, Director Charter Schools recommended that the Board of reissue the charter for Ann Arbor Learning Community and authorize the president of the University to execute a new two-year contract which will expire June 30, 2022.

Dr. Malverne Winborne, Director Charter Schools recommended that the Board of reissue the charter for the Academy for Business and Technology and authorize the president of the University to execute a new five-year contract which will expire June 30, 2025.

Dr. Malverne Winborne, Director Charter Schools recommended that the Board of reissue the charter for Great Lakes Academy and authorize the president of the University to execute a new four-year contract which will expire June 30, 2024.

Dr. Malverne Winborne, Director Charter Schools recommended that the Board of reissue the charter for Hope Academy and authorize the president of the University to execute a new five-year contract which will expire June 30, 2025.

STAFF SUMMARY

Ann Arbor Learning Community

Ann Arbor Learning Community (AALC) opened as a K-6 school in 1998. In 2018-19 the academy was approved to expand enrollment to K-12 with a blended-learning high school academy. The overall enrollment for 2019-20 was 320 students. The student body is comprised of a wide diversity of social and economic backgrounds from Ann Arbor, Ypsilanti and several surrounding communities.

AALC is committed to the rigorous development of student intellect, curiosity and cooperation with a focus on helping students value themselves, their peers and their community. A safe and nurturing environment supports the social and emotional development of children, which is fundamental for effective student learning.

AALC is proud of the following accomplishments:

- The high school moved to a new location in Pittsfield Township at 4377 Textile Road. This new facility provides a larger community area, a gymnasium, and a stage for future performances.
- Students in the middle school recently competed in the Michigan History Day competition. Students created intensive projects based the theme, “Triumph and Tragedy.” One exhibit, “The Italian Hall Mining Disaster,” and two websites, “Women’s Suffrage” and “Frederick-Douglas’s Life and Death” advanced to the state finals.
- Expansion of its academic offerings to include a blended-learning high school academy.

Academy for Business and Technology

The Academy for Business and Technology Elementary School (ABTE) is a school of choice in Dearborn, Michigan enrolling students in grades K-5. Presently, ABTE has an enrollment of 275 students in grades K-5. ABTE is fully accredited by AdvancEd and the North Central Association on Accreditation and School Improvement. ABTE offers a challenging curriculum which is aligned to the State of Michigan Standards.

The vision of ABTE is, “Academic Success for All,” and, as such, the goal is to provide the academic support system necessary to make this a reality for every student. This is accomplished by providing a safe, secure school culture, a Positive Behavior Intervention Support system, an English as a Second Language program, tutoring for all grade levels, a summer academic camp, and a structured Multi-Tier System of Supports (MTSS) program designed to bring all students to grade level achievement.

ABTE is proud to offer:

- **Highly Qualified Staff:** Teachers who are highly qualified and dedicated. They go above and beyond for our students and families.
- **Multi-Tier-Systems of Support (MTSS):** A system to support students who are struggling academically and behaviorally.
- **Michigan School Safety Grant:** ABT was the recipient of the Michigan School Safety Grant. Through the grant they were able to ensure that all exterior doors were secure as well as having cordless phones installed throughout the school.
- **Renovated School:** During the summer of 2018, they replaced all of the flooring in the classrooms and various districts around the school donated more than 200 desks, 50 tables, 200 chairs, office furniture, and carpets.

The Academy for Business and Technology Secondary School (ABT MS/HS) is a tuition free public charter school located in Melvindale, MI that serves 285 students in grades 6-12. This school is accredited by the North Central Association. ABT MS/HS offers a rigorous curriculum aligned to the State of Michigan standards that prepares students to be college ready. In addition to the core-curriculum, ABT MS/HS offers classes to create well-rounded students in the areas of science, technology, engineering, mathematics (STEM) and business.

ABT MS/HS operates with the foundational belief that all students can learn. They dedicate resources to supporting students both academically and socially. For example, ABT MS/HS offers free after-school tutoring, school day academic and behavior support through the Multi-Tiered System of Support (MTSS) program, social work services, and guidance counseling. By working with their various community partners, ABT MS/HS also offers students a variety of experiences to learn, grow and become productive citizens. This includes college fairs and tours, career day speakers, and field trip opportunities. ABT MS/HS also offers several sports programs including football, softball, basketball and cheerleading.

ABT Middle/High School is most proud of the following accomplishments:

- Implementing a robotics team which participated in several competitions and increased the school's ranking at each competition.
- Exposing our students to several colleges and universities via campus tours such as: Eastern Michigan University, Michigan State University, University of Michigan, Western Michigan University, Henry Ford College, Grand Valley State University, Wayne County Community College District and Wayne State University.

Great Lakes Academy

Great Lakes Academy is celebrating 23 years of service to the city of Pontiac. Great Lakes Academy began operations in the fall of 1997 as a K-3 school. The school added a grade level each year for the first five years, leading to the current configuration of providing a public education for 151 students in grades K-8. Presently, Great Lakes Academy has an enrollment of 155 students.

Great Lakes Academy's programming is built around the shared vision of educating children in a safe and nurturing environment. Great Lakes Academy is committed to giving every student the opportunity to be responsible for their academic success and to put them on the path to lifelong learning.

Great Lakes Academy is most proud of these achievements:

- Exceeded last year's scores in reading and math in the NWEA Assessment.
- Talented, dedicated and highly qualified teachers.
- Experienced school leader.
- Chromebooks for every student
- School-wide field trips
- After school tutoring
- Summer school
- Smaller class size
- Extended learning day
- Full-day kindergarten
- Peaceful learning environment
- Individualized learning paths for each student

Hope Academy

Hope Academy began the process, promise and commitment to educate students in July 1998, enrolling 288 students in kindergarten through 3rd grade. Presently, Hope Academy has an enrollment of 500 students in grades K-8. Each grade cluster contains 2-3 classes. Students in grades 4-8 are departmentalized. All Hope Academy teachers are certified and highly qualified.

To enrich the students' education, Hope Academy offers students music, physical education, instructional technology, and science labs for both elementary and middle school students. As Hope Academy implements the Common Core State Standards (CCSS) in all academic classes, the special subject and special education teachers are responsible for including the CCSS in their lesson planning and classroom instruction. The Academy also offers intervention classes to meet the challenges of diverse learners and special needs students. Programs are designed for students who are exceeding the standards consistently at Hope Academy. All Hope Academy students are challenged to reach greater heights.

Hope Academy continues to engage students in extracurricular activities to enhance their learning experiences. Its overall focus is to provide a well-rounded education that addresses the needs of the whole child. In-school and after-school tutorial services and programs include: academic games, Boy and Girl Scouts, basketball leagues for boys and girls, academic tutoring, Spanish, chess club, art, drama, Boys to Men male mentoring, and summer school programs.

Hope Academy is most proud of the following accomplishments:

- Establishing a district-wide Multi-Tiered System of Support (MTSS). This includes a procedural guide for academics and behavior.
- Professional Learning was impactful and included the five (5) power strategies for improving student academic achievement: Reciprocal Teaching; Gradual Release Method; Cornell notes; Close Reading; and Frayer Model Vocabulary.
- All staff receive on-going training in restorative practices and differentiated instruction.

Appointment of Charter Schools Board Members (Section 17)

Dr. Malverne Winborne, Director Charter Schools recommended that the Board of Regents re-appoint David Vincent to a three-year term on the Board of Directors of the Academy for Business and Technology; re-appoint Cynthia Smith and Grace Vereen to three-year terms on the Board of Directors of Commonwealth Community Development Academy; re-appoint Kenneth Dettloff, Rolanda Williams and Shawn Yates to three-year terms on the Board of Directors of Detroit Public Safety Academy; re-

appoint Elaine Miller to a three-year term on the Board of Directors of Great Lakes Academy; and re-appoint Chedrin Chambers to a three-year term on the Board of Directors of Hope Academy.

STAFF SUMMARY

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

Academy for Business and Technology

David Vincent is currently a Laboratory Manager at KAMAX L.P. in Troy, Michigan. He is a parent of children attending the Academy for Business and Technology. Mr. Vincent is a product of the Southgate Community Schools System. This is a re-appointment.

Commonwealth Community Development Academy

Cynthia Smith is the vice president and branch manager of PNC Bank in Oak Park. She has been employed at the bank since 1979. Ms. Smith attended Michigan State University. She is involved in community outreach in a feed the hungry lunch program and serves as a youth trainer in her church. This is a re-appointment.

Grace Vereen is employed at Michigan State University as an Elementary Education Field Instructor. She earned an Administrative Certificate in Elementary Administration and a Masters of Education in Elementary Education both from Wayne State University in Detroit, Michigan. She currently serves as assistant dean of Christian Education in Calvary District Congress of Christian Education and as Superintendent of Sunday School in Mt. Zion Baptist Church in Ecorse, Michigan. This is a re-appointment.

Detroit Public Safety Academy

Kenneth Dettloff has been a corrections officer at the Michigan Department of Corrections – G. Robert Cotton Correctional Facility in Jackson, Michigan since 1997. He earned a Bachelor of Science Degree in Education from Eastern Michigan University in Ypsilanti, Michigan and an Associate Degree in Criminal Justice from Washtenaw Community College in Ypsilanti, Michigan. He also taught American History and Government to Adults in Hartland and Huron Valley Schools in Michigan in 1980's. This is a re-appointment.

Rolanda Williams was employed as a sales representative at Value Plus in Detroit, Michigan in 2016. She earned a Pharmacy Technician Certification at Kaplan University in Detroit, Michigan. She is a parent of a student at Detroit Public Safety Academy. This is a reappointment.

Shawn Yates has been a Senior Police Officer, Field Training Officer and Detective at Highland Park Police Department in Highland Park, Michigan since 2012. He graduated from Macomb Police Academy in Mt. Pleasant, Michigan. He earned an Associate in Liberal Arts in General Studies from Wayne County Community College in Detroit, Michigan. He passed the Michigan State Barber Board from Michigan Barber College in Detroit, Michigan. This is a reappointment.

Great Lakes Academy

Elaine Miller retired from General Motors Corporation in Pontiac, Michigan in 2003 where she held the position of Program Manager-Engineering Operations since 1972. She earned a Bachelor of Business Administration from Alcorn State University in Lorman, Mississippi and attended Michigan State University. This is a re-appointment.

Hope Academy

Chedrin Chambers is a Restoration Service Specialist for Lowes of Southfield, Michigan since 2005. He attended trade school studying Flight Science at Western Michigan University in Kalamazoo, Michigan. He is certified as a Private Pilot and a Notary. This is a re-appointment.

Summer 2020 Faculty Research and Creative Activity Awards (Section 18)

Dr. Wade Tornquist, Interim Associate VP for Graduate Studies and Research, recommended that the Board of Regents accept and place on file the Report on the Summer 2020 Faculty Research and Creative Activity Awards.

STAFF SUMMARY

The Summer Research/Creative Activity Award is intended to encourage and support the research, creative, artistic, and scholarly endeavors of full-time tenured or tenure-track EMU faculty during the summer months (May-August) by providing stipends of \$12,000 for outstanding proposals in lieu of summer teaching assignments. Faculty may apply in teams. Each team member is allowed to request a full award, but each benefiting member must submit a full electronic application.

2020-2021 Sabbatical Leave Awards (Section 19)

Dr. Wade Tornquist recommended that the Board of Regents accept and place on file the Report on the 2020-2021 Sabbatical Leave Awards.

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 Executive Vice President of Academic and Student Affairs.

In 2020-2021, seven (7) two-semester and twenty (20) one-semester leaves will be awarded.

2020-2021 Faculty Research and Creative Activity Fellowships (Section 20)

Dr. Wade Tornquist recommended that the Board of Regents accept and place on file the Report on the 2020-2021 Faculty Research and Creative Activity Fellowship 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% release time from teaching for one semester 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 of Academic and Student Affairs.

In 2020-2021, fifty-one (51) faculty will be supported.

Winter 2020 GameAbove Faculty First Professional Development and Innovation Awards (Section 21)

Dr. Wade Tornquist recommended that the Board of Regents accept and place on file the Report on the Winter 2020 GameAbove Faculty First Professional Development and Innovation awards.

STAFF SUMMARY

The GameAbove Faculty First Professional Development and Innovation awards for Winter 2020 have been identified. We expect that as a result of the awards provided, we will be able to come back to you in future meetings to report on subsequent research activity by these faculty, whether it be in receiving internal or external grant awards, patents, or other recognition for their scholarship. In this manner we hope to portray a continuum of faculty research activity.

The purpose of the fund is to facilitate faculty professional development and innovation through a broad range of activities, including but not limited to, things such as (1) reassigned time from teaching for scholarly, creative, and innovative endeavor; (2) conference presentations; (3) travel; (4) hiring of research assistants; (5) purchase of special equipment or supplies for teaching, scholarly, research, creative, or innovative activities; (6) development of a grant proposal for external funding; and (7) similar or related academic activities.

Winter 2020 and Fall 2020 GameAbove Faculty First Undergraduate Research Stimulus Awards (Section 22)

Dr. Wade Tornquist recommended that the Board of Regents accept and place on file the Report on the Winter 2020 and Fall 2020 GameAbove Faculty First Undergraduate Research Stimulus Awards.

STAFF SUMMARY

The GameAbove Faculty First Undergraduate Research Stimulus Award is intended to facilitate research partnerships between undergraduate students and Eastern Michigan University faculty. Student awardees will receive a \$2,000 stipend in support of their research efforts, which will be paid in bi-weekly installments throughout the award period. The collaborating faculty member may receive \$500 to be used for lab/studio supplies or equipment, professional travel, or other professional expenses.

WINTER 2020: The Provost and Executive Vice President of Academic and Student Affairs has awarded a total of \$6,000 to three (3) undergraduate students and \$1,500 to three (3) Eastern Michigan University faculty for Winter 2020 research and creative projects under the GameAbove Faculty First Undergraduate Research Stimulus Award.

FALL 2020: The Provost and Executive Vice President of Academic and Student Affairs has awarded a total of \$42,000 to twenty-two (22) undergraduate students and \$9,672 to twenty-one (21) Eastern Michigan University faculty for Fall 2020 research and creative projects under the GameAbove Faculty First Undergraduate Research Stimulus Program.

Winter 2020 Undergraduate Research Stimulus Program Awards (Section 23)

Dr. Wade Tornquist recommended that the Board of Regents accept and place on file the Report on the Winter 2020 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, which will be paid in bi-weekly installments throughout the award period. 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 of Academic and Student Affairs has awarded a total of \$20,000 to ten (10) undergraduate students and \$4,000 to eight (8) Eastern Michigan University faculty for Winter 2020 research and creative projects under the Undergraduate Research Stimulus Program.

New Academic Program and Degree: Master of Public Health (Section 24)

Dr. Rhonda Longworth and Dean Murali Nair recommended that the Board of Regents approve a New Academic Program and Degree Type: Master of Public Health.

STAFF SUMMARY

The *Master of Public Health (MPH)* program prepares culturally competent public health professionals to partner with individuals and communities to prevent disease and injury and promote optimal health for all people.

PROPOSAL ELEMENTS

Rationale Internal and external factors drive the need for a Master of Public Health (MPH) degree. The evolution of health education, health promotion, and public health disciplines caused a philosophical and structural shifts in traditional health education academic programs. Public health is the most recognizable term for encompassing these shared disciplines making the MPH degree the most recognized and valued in terms of employment.

Changes in the profession provided the impetus for the introduction of our BS in Public Health program in 2015-2016. For consistency and accuracy in reflecting the philosophical foundation of our Public Health Education program, it is necessary to be consistent with the degrees offered, thus improving the clarity of mission.

Furthermore, the development of this new degree program better positions program faculty to achieve several goals.

1. Obtain Council on Education for Public Health accreditation for both the undergraduate and graduate public health programs.
2. The creation of an accredited 5-year combined undergraduate-graduate public health degree; the first and only such program in the state.
3. This positions faculty to partner with programs across the University to expand cognate areas (e.g., social work, nutrition, environmental health).

Program Distinction Currently, the majority of our peer institutions have an MPH degree, including CMU, WMU, UM-Flint, OU, and UT. Except for UT and UM-Flint, all other programs are generalist degrees. This program is unique among public health graduate programs, given its defined focus on Public Health Education. The advantage to this degree is that students will have achieved the National Commission for Health Education Credentialing (NCHEC) core competencies and be eligible to sit for the Certified Health Education Specialist (CHES) exam, which many employers require.

Many students expect to engage with the community while pursuing their degrees. The University's proximity to the Washtenaw County health department, as well as health departments in surrounding counties, and the Michigan Department of Community

Health in Lansing, offers unique opportunities for student involvement, potential field placement or employment.

Curriculum Design The program, as designed, will provide students with an abundance of graduate-level courses and professional experiences to enhance their readiness and level of employability in the public health field. The program will prepare students as masters educated public health education specialists. A program that prepares graduates competent in the NCHEC professional areas of responsibility and professionally prepared health education specialists. This program prepares students to sit for and pass the voluntary CHES exam.

The program requires 36 credit hours of required coursework. Students have the option of completing either an internship, project, or thesis to satisfy the capstone requirement.

Projected Enrollment Year one projected enrollment, as indicated by program faculty, is 15-18 students. Faculty project maintaining current enrollment and graduation levels from their existing Master of Science in Health Education (MSHE) program, which will be phased-out when the MPH program is approved. The proposed program includes no new courses; all 36 credit hours are existing courses.

With increased marketing efforts and continued growth in the undergraduate public health major, the anticipation is that enrollment will continue to grow over the next two years. It is reasonable to expect the MPH to be a more attractive degree than the MSHE, thereby increasing prospective enrollment from the community by several students. Also, the current global health crisis as a result of COVID-19 may also spur interest in pursuing a public health degree.

Supplemental Information Addressing Regents' Questions

*** What is the current UG enrollment in EMU's BS degree in Public Health program implemented in 2015-16?**

For the academic year 2019_2020 there were 77 total declared undergraduate Public Health Majors (n=43) and Public Health major intents (n=34). A needs assessment conducted by the Public Health Education faculty in support of this proposal found that 80% of our undergraduate public health students plan to pursue an MPH with 84% indicating that they would consider an MPH at EMU if we were to offer one (full needs assessment results are included with the original proposal).

*** Has there been a noticeable growth in enrollment in the recently implemented UG program?**

We have seen steady growth in both declared majors and Public Health graduates since the inception of the UG program four years ago. Winter 2017 saw the first cohort of 26 students receive their BS in Public Health degrees (IRIM). Academic year 2018-19 showed a slight decline in number of graduates (24) most likely as a result of the initial wave of backlogged students having finished. Academic year 2019_2020 graduated 28 Public Health Majors. The number of Public Health majors doubled from 2015 (48) to 2018 (100).

*** Are the 15-18 students projected in year one of the Master of Public Health proposal based the current undergraduate program enrollment?; and**

Yes, in part. The projected enrollment is based on a combination of retaining a percentage of our undergraduate public health students, maintaining our typical enrollment that we've had in our MSHE program, and increased marketing and recruitment regionally.

***Could the College or School provide data regarding career opportunities for graduates, such as number of governmental public health positions in the state?; and other possible venues?**

Public Health Educators work in federal, state, and local public health departments; hospitals and managed care settings; voluntary groups; businesses; international organizations; and many other settings. The establishment of a process for long-term workforce development in public health is a stated high priority for the country. Even prior to the COVID-19 pandemic, The Bureau of Labor Statistics projected a 16% increase specifically in Public Health Education jobs through 2026.¹ This is well above the average increase for most other labor sectors and occupations. This increased demand is driven by the recognition of the need for public health systems to prepare and respond to threats from bioterrorism events, pandemic influenza or other public health emergencies, along with an aging U.S. population, and an emphasis on population health and the elimination of health disparities. For COVID-19 contact tracing alone, the State of Michigan is estimating hiring 35 public health workers for every 100,000 Michigan residents, resulting in approximately 3500 new public Health jobs. Additionally, corporations, school systems, and other institutions are looking to hire Public Health Educators to facilitate communication and promote healthy behaviors regarding prevention strategies such as use of PPE and physical distancing in worksites.

*** The confusing element of the proposal is the statement in the Program Distinction details--"The advantage of this degree is that students will have achieved the National Commission for Health Education Credentialing (NCHEC) core competencies...". Yet the Projected Enrollment section states "there will be no new courses; all 36 credit hours are existing credit." Does that mean the NCHEC core competencies will be integrated into existing courses, and if so is this a new program or a change of name of an existing program?**

This MPH – Health Education program is replacing the existing MS in Health Education (MSHE) program. Because the MPH degree did not currently exist at EMU the proposal needed to be submitted as a “new” program. The rationale for transitioning the current MSHE to an MPH-Health Education is driven by both internal (UG Public Health program and desire for CEPH accreditation) and external factors. Nationally and within the State of Michigan the majority of former MSHE programs have transitioned to the MPH degree as professionally this is the most recognized and valued degree in terms of employment. This transition came about as a result of the Council on Education for Public Health (CEPH) recognizing public health programs outside of Schools of Public Health at both the graduate and the undergraduate level.² This provided the impetus for the introduction of our BS in Public Health that started in the 2015-2016 academic year as well.

Currently the majority of our peer institutions have an MPH degree including Central Michigan University, Western Michigan University, UM-Flint, Oakland University, and the University of Toledo. CEPH provides accreditation for both “generalist” MPH degrees and MPH degrees with a specific concentration (Health Education, Epidemiology, Global Health etc.). With the exception of The University of Toledo and UM-Flint all other peer programs are generalist degrees. CEPH accreditation recognizes concentration standards. As such the standards set by the National Commission for Health Education Credentialing (NCHEC) may be used.

We are uniquely positioned to provide an MPH with a defined focus on Public Health Education as opposed to a generalist degree. The advantage to this degree is that students will have achieved the NCHEC core competencies and be eligible to sit for the Certified Health Education Specialist exam which many employers require. Our current MSHE curriculum incorporates the latest iteration of the NCHEC standards.

This past spring new NCHEC standards (A Competency Based Framework for Health Education Specialists, 2020) were released. Our intention is that during the Fall semester of academic year 2020-2021 we will conduct a comprehensive curriculum review and mapping to ensure that our course requirements meet both current CEPH accreditation standards as well as newly updated NCHEC competencies.

Students enrolling for the Fall semester are being admitted into the MSHE program. They will have the option to apply/transition to the MPH-Health Education program once it is available. The MSHE program will then be eliminated.

¹ United State Department of Labor, Bureau of Labor Statistics. (2019). *Occupational Outlook Handbook: Health Educators and Community Health Workers*. <https://www.bls.gov/ooh/Community-and-Social-Service/Health-educators.htm>

² Council on Education for Public Health (CEPH). (2019) <https://ceph.org/constituents/schools/considering/>

Academic Program Phase-Out: Geology Hydrogeology, Bachelor of Science (Section 25)

Dr. Rhonda Longworth recommended that the Board of Regents receive and place on file this notification of an academic program phase-out: Geology – Hydrogeology, Bachelor of Science.

STAFF SUMMARY

To improve advising and streamline course offerings, the Geography & Geology Department consolidated their Geology majors under a single major with concentrations. As a result, the Geology – Hydrogeology, BS will be phased out effective Fall 2020.

Discussions

Dr. Micheal Tew, Associate Provost and AVP Academic Program gave updates on College Persistence Teams.

Regent Beagen thanked those in attendance, and adjourned the meeting at 10:45 a.m.

Recorded by: Amy Ducher, Administrative Associate to the Provost and Executive Vice President of Academic and Student Affairs



EASTERN MICHIGAN UNIVERSITY

Mentor Collective Fall 2020 Update

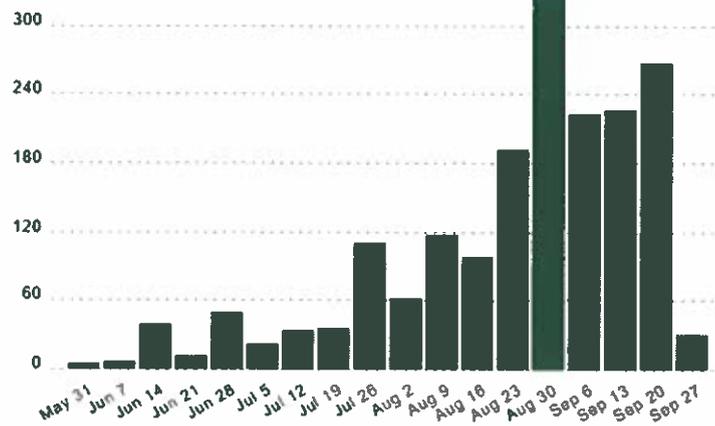
EMU Board of Regents
Educational Policies Committee
October 22, 2020

Mentor Collective Update – Fall 2020

- We have matched 1,037 students with mentors.
- Students and mentors have logged nearly 1,200 conversations and exchanged nearly 13,000 texts.
- The registration link remains open just in case others decide to join the program, but we are not doing any active solicitation for new mentees at this time.

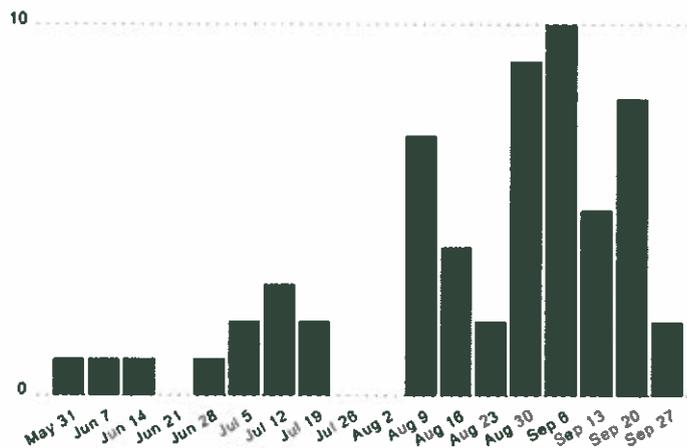
Conversations Logged

Click on a bar segment to view individual-level data



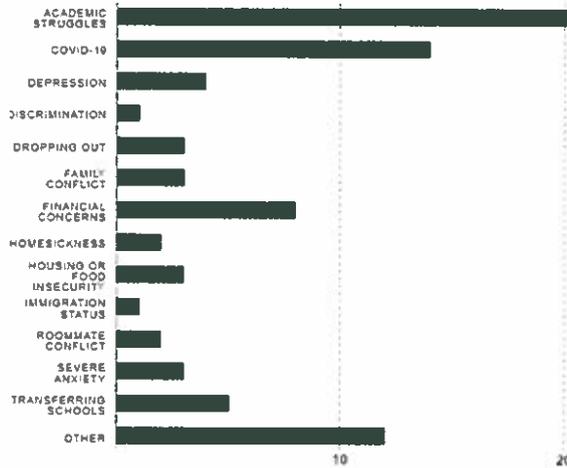
Insight Flags Reported

Click on a bar segment to view individual-level data



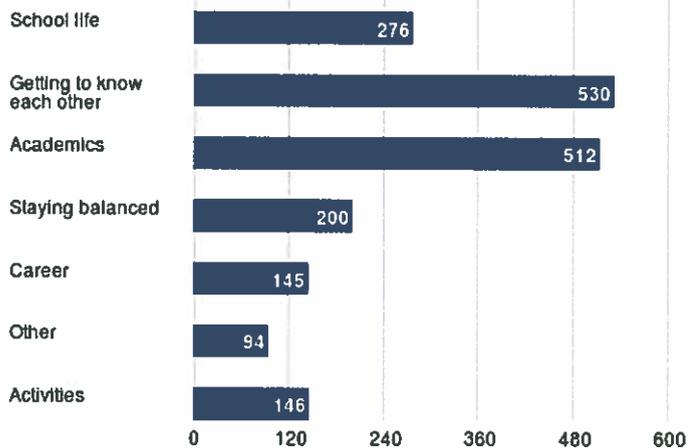
Insight Flag Topics

Click on a bar segment to view individual-level data

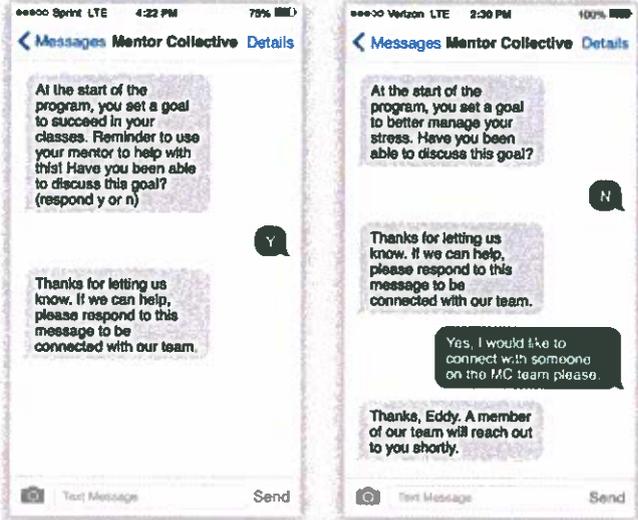


Discussion Topics

The graph represents the total number of times students and mentors reported discussing the following topics



Goal Setting Texts





EASTERN MICHIGAN UNIVERSITY

Updates on Recently Approved Academic Programs

October 22, 2020
 Educational Policies Committee
 Board of Regents

Electrical and Computer Engineering, BS

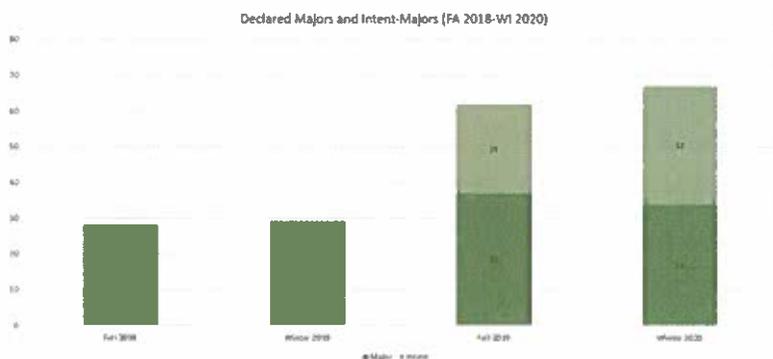
Approved by the Board of Regents on October 20, 2017

Credit Hours in Major: 85

New Courses: 18

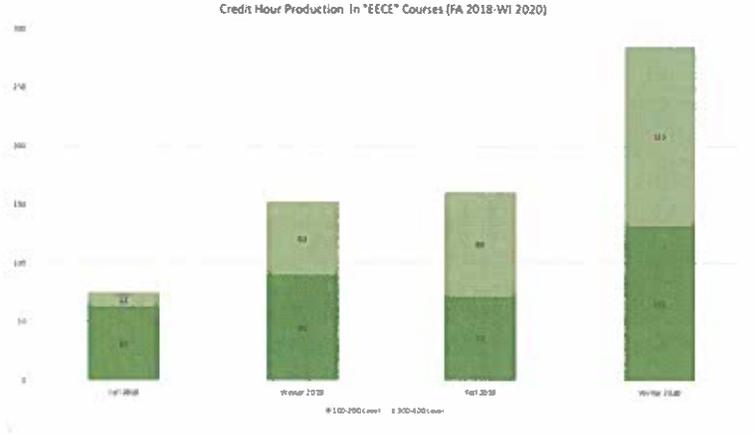
Degrees Awarded: 4 (3 W120, 1 SU20)

The number of students admitted into the major and declared an intent to apply for admission has increased over the last four semesters, as shown in the "Declared Majors and Intent-Majors" chart.



Electrical and Computer Engineering, BS

An increase in Credit Hour Production from "EECE" courses from Fall 2018 to Winter 2020.



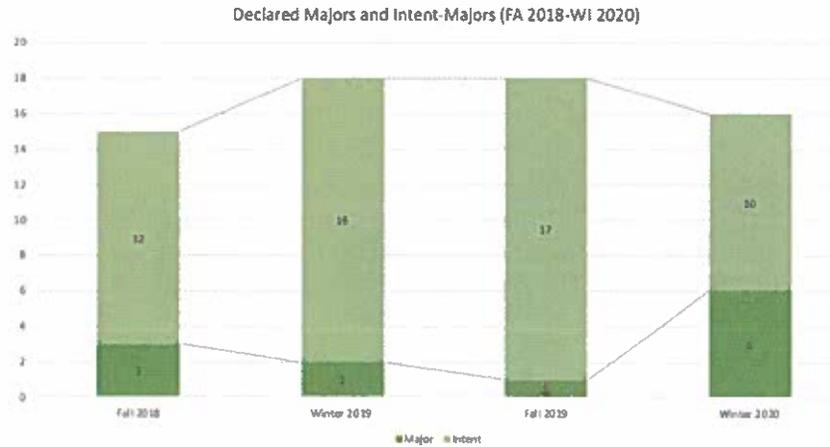
Information Technology, BS

Approved by the Board of Regents on December 15, 2017

Credit Hours in Major: 78 hours

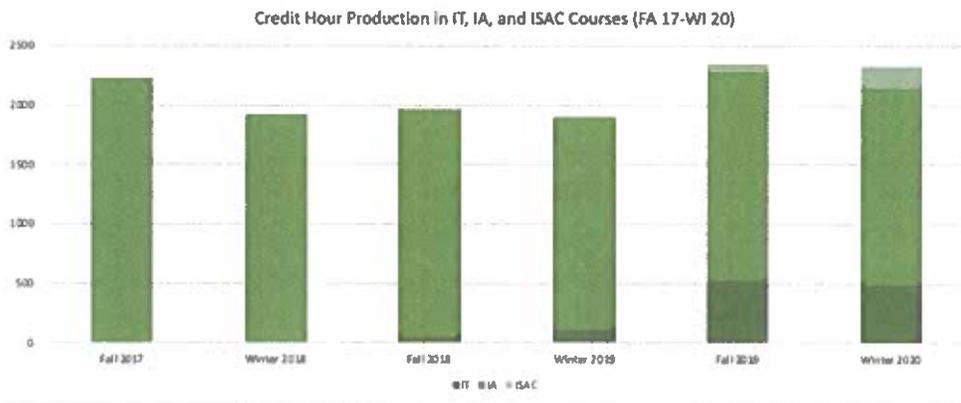
New Courses: 7

Degrees Awarded: 0



Information Technology, BS

Students take up to 63 credit hours in courses with an IT, IA, or ISAC prefix. The following chart shows the credit hour production in IT, IA, and ISAC courses from Fall 2017 to Winter 2020. *These courses are required and elective courses in other majors.*



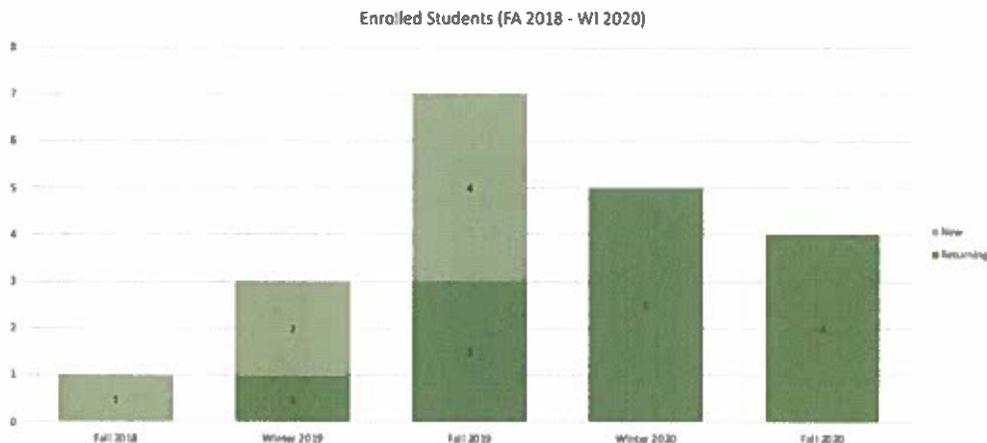
Africology & African American Studies, MA

Approved by the Board of Regents on June 22, 2018

Credit Hours:
33 hours

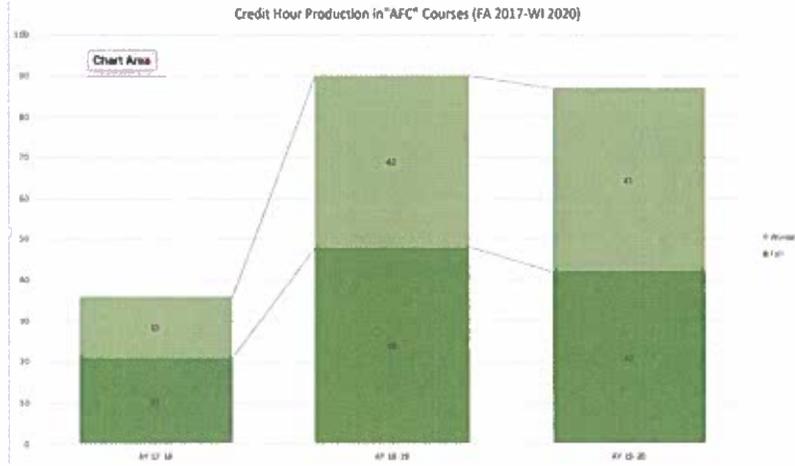
New Courses:
6

Degrees Awarded: 1
(WI 20)



Africology & African American Studies, MA

- With the introduction of the MA in Africology & African American Studies in Fall 2018, the dept. experienced an increase in credit hour production as shown in the following graph.
- Unique MA that attracts a diverse mix of students.



Finance, MS

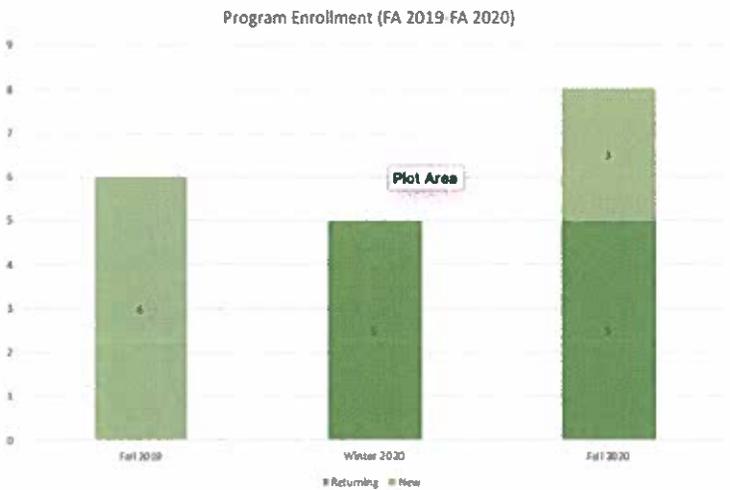
Approved by the Board of Regents on February 9, 2018

Credit Hours: 36-42 hours

New Courses: 10 Courses

Degrees Awarded: 0

- The first cohort of students were admitted to this program during the Fall 2019 semester.
- An additional three students were admitted to the program for the Fall 2020 cohort.
- Five students from the Fall 2019 cohort are enrolled in Fall 2020 coursework.



Finance, MS

The Accounting & Finance Dept. experienced a decrease in credit hour production in "FIN" courses over the last two years.

- The introduction of the Finance, MS program in Fall 2019 helped slow this decline.
- The challenges to international students enrollment impacts this program in several ways (I-17, COVID-19)
- Modified Structure

