

SECTION: 13
DATE: June 10, 2021

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 June 10, 2021 and Minutes of the April 22, 2021 meeting be received and placed on file.

STAFF SUMMARY

The primary items for the June 10, 2021 Educational Policies Committee meeting include:

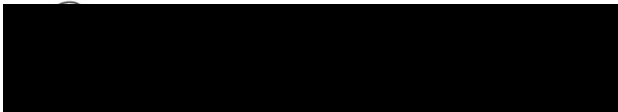
Approval of the Agenda and Minutes; Emeritus Faculty Recommendations; Academic Affairs Administrative/Professional Appointments/Transfers; Academic Retirements/Separations; Faculty Appointments; Faculty Reappointments; Faculty Promotions; Faculty Tenure Appointments; Appointment/Reappointment of Charter School Board Members; 2021-2022 Sabbatical Leave Awards; 2021-2022 Faculty Research and Creative Activity Fellowships; Winter 2021 and Summer 2021 Undergraduate Research Stimulus Program Awards; and a Retention and Completion Plan Report and Update.

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.



May 21, 2021

University Executive Officer
Rhonda Longworth, Ph.D.

Date

EASTERN MICHIGAN UNIVERSITY

Board of Regents
Educational Policies Committee

June 10, 2021
10:45 a.m.
201 Welch Hall

AGENDA

- Section 13: Agenda and Minutes (*Regent Beagen, Chair*)
- Section 11: Emeritus Faculty Recommendations (*Rhonda Longworth*)
- Section 5: Academic Affairs Administrative/Professional Appointments/Transfers (*Brian Pappas*)
- Section 6: Academic Retirements/Separations (*Brian Pappas*)
- Section 7: Faculty Appointments (*Brian Pappas*)
- Section 8: Faculty Reappointments (*Brian Pappas*)
- Section 9: Faculty Promotions (*Brian Pappas*)
- Section 10: Faculty Tenure Appointments (*Brian Pappas*)
- Section 14: Appointment/Reappointment of Charter School Board Members (*Malverne Winborne*)
- Section 15: 2021-2022 Sabbatical Leave Awards (*Wade Tornquist*)
- Section 16: 2021-2022 Faculty Research and Creative Activity Fellowships (*Wade Tornquist*)
- Section 17: Winter 2021 and Summer 2021 Undergraduate Research Stimulus Program Awards
(*Wade Tornquist*)

Presentation:

- Retention and Completion Plan: Report and Update (*Michael Tew*)

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS
EDUCATIONAL POLICIES COMMITTEE MINUTES

April 22, 2021
9:45 a.m.
201 Welch Hall

Attendees: D. Beagen (Chair), J. Kimbrough-Marshall (Vice Chair), Regent M. Crumm, Regent N. Ford, Regent M. Hawks, Regent A. Simpson, President J. Smith, J. Carroll, A. Ducher, Regent E. Jeffries, R. Longworth, B. Pappas, V. Reaume, M. Tew, W. Tornquist, and M. Winborne.

Regent Beagen convened the meeting at 9:45 a.m.

Report and Minutes (Section 8)

Regent Beagen requested that the Educational Policies Committee Agenda for April 22, 2021 and Minutes of the February 18, 2021 meeting be received and placed on file.

Emeritus Faculty (Section 4)

Dr. Rhonda Longworth, Provost and Executive Vice President, Academic and Student Affairs, recommended that the Board of Regents grant Emeritus Faculty Status to five (5) former faculty.

Faculty:

Steven C. Hayworth, Department of Economics from 1977 to 2020 who retired after 43 years; Diane Jacobs, Department of Physics and Astronomy from 1984 to 2020 who retired after 36 years; Elisabeth Morgan, Department of World Languages from 1991 to 2019 who retired after 29 years; Garik Pedersen, School of Music and Dance from 1989 to 2020 who retired after 31 years; and David Woike, School of Music and Dance from 1990 to 2020 who retired 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 by their colleagues. Board of Regents policy provides that other instructional employees may be nominated for Emeritus Status upon retirement for meritorious service.

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.

Summer 2021 Research/Creative Activity Awards (Section 9)

Dr. Wade Tornquist recommended that the Board of Regents accept and place on file the Report on the 2021-2022 Faculty Research and Creative Activity Fellowship 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.

In Summer 2021, forty (40) faculty will be supported.

2020-2021 Symposium Undergraduate Research Fellowship Recipients (Section 10)

Dr. Wade Tornquist recommended that the Board of Regents accept and place on file the Report on the 2020-2021 Symposium Undergraduate Research Fellowship Recipients.

STAFF SUMMARY

The Symposium Undergraduate Research Fellowship (SURF) is intended to encourage partnerships between undergraduate students and Eastern Michigan University faculty and to facilitate student participation in the annual Undergraduate Symposium. Selected student fellows are matched with faculty mentors in the student's chosen field of study. SURFS engage in a research or creative scholarly project that is of mutual interest between the student and faculty mentor. Students are provided with a \$1,000 stipend; faculty are provided up to \$1,000 to support the project. SURF positions are awarded for one year with the possibility of renewal. As a culmination of the year's work, SURFs present at the EMU Undergraduate Symposium.

In 2020-2021, eleven (11) faculty and students were supported.

Appointment of Charter Schools Board Members (Section 11)

Dr. Malverne Winborne, Director, Charter Schools recommended that the Board of Regents appoint Lonnie Jones Jr. to a three-year term on the Board of Directors of Ann Arbor Learning Community, re-appoint Theron Kersey to a three-year term on the Board of Directors of Global Tech Academy, and re-appoint Sandra Rolle to a three-year term on the Board of Directors of Great Lakes 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.

Ann Arbor Learning Community

Lonnie Jones Jr. is an Achievement and Behavior Specialist at National Heritage Academies Detroit/Southfield, Michigan. He earned a Bachelor of Arts degree in Interdisciplinary Studies from Madonna University in Livonia, Michigan and an Associate of Science degree in General Studies from Oakland Community College in Farmington, Michigan. He has a State Certification in Crisis Intervention Training/Protective Action Response. This is a new appointment.

Global Tech Academy

Theron Kersey has served on the Board of Global Tech Academy since 2013. He is retired from Ford Motor Company where he worked as an assembly employee from 1965-2004. He has a high school diploma. He is currently a Pastor at Community Church of God where he has been affiliated since 1984. This is a re-appointment.

Great Lakes Academy

Sandra Rolle has served on the Board of Great Lakes Academy since 2009. Rolle is the Owner/Director of Precious Child Learning Center. She has a Bachelor of Arts degree in Education Management from Norfolk State University, as well as Associate degrees in General Education and Early Childhood Development from Oakland Community College. She is a member of the National Association of Female Executives, Black Professional and Business Women-Southfield Chapter, Child Care Council of Michigan-Pontiac Chapter, and Welcome Missionary Baptist Church. She is a grandparent of a child at Great Lakes Academy. This is a re-appointment.

2019-2020 Charter Schools Annual Report (Section 12)

Dr. Malverne Winborne, Director, Charter Schools recommended that the Board of Regents receive and place on file the 2019-2020 Charter Schools Annual Report.

STAFF SUMMARY

During the 2019-20 school year, eleven charter schools operated under the auspices of the Board of Regents of Eastern Michigan University. These schools enrolled approximately 3,600 students. As the fiscal agent for the schools, Eastern Michigan University's accounting office processed slightly more than \$29 million of state aid funding to the schools. The Charter Schools Office paid \$150,237 in indirect costs to the University's General Fund.

The Annual Report includes a discussion of the history of the Charter Schools Office at Eastern Michigan University as well as a state and national perspective. Complete descriptions of each school, their mission statements, their performance indicators, vital statistics and a financial report are contained in the Annual Report.

Discussions

Overview of the College of Education (Micheal Sayler)

- Three Minute Thesis, "On the Syntactic and Pragmatic Interpretation of the Imperative Discourse Marker, 'Look, here's the deal.'" (L'Meese Greaney, EMU Graduate Student)

Regent Beagen thanked those in attendance, and adjourned the meeting at 10:30 a.m.

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



EASTERN MICHIGAN UNIVERSITY

Degree Completion and Retention Plan Update

June 10, 2021
Educational Policies Committee
Board of Regents

1

Executive Summary

- Degree Completion and Retention Plan (DCR) was developed, in 2014, to address both retention and graduation rates in a comprehensive manner.
- The DCR plan focused on five areas of practice, process, and policy that both scholarly and practitioner research find have great impact on degree completion and retention.
 1. Academic & Student Preparedness
 2. Enrollment Policies
 3. Financial Aid Policies and Incentives
 4. Advising and Student Support
 5. Curriculum Structure and Delivery
- In addition, the plan included targeted initiatives aimed at two demographic segments of the student population: Men of Color and Single Parents.

2

Factor 1: Academic and Student Preparedness

Recommended Key Actions:

1. Create a comprehensive faculty mentor program.
2. Conduct a comprehensive assessment of 'first year' courses offered at EMU as well as courses frequented at high rates by first year students in the past.
3. Support Student Development of Four Year Graduation and Career Readiness Plans with appropriate staff and systems support.
4. Evaluate the cost and benefits of creating co-curricular transcripts
5. Adopt consistent university-wide messages around attracting and orienting new students for success.

Summary of Actions Taken Since 2014:

- Mentor Collective - Established as a primary form of mentoring at the institutional level.
- Gateways to Completion - Examined first year/introductory courses, assessed student performance outcomes, and implemented pedagogical change to improve student outcomes and equity.
- Career Development moving forward with career plans (to go along with the 4 year academic plans that were developed). Project stalled due to COVID.
- Developmental Math - Streamlined, creating distinct (and shorter) pathways for students on either the Quantitative Reasoning path or the Calculus path.
- Orientation (Fast Track), EMU Connect, StartSTRONGFinish
- Plan Admit student Communication - rewritten with 'growth mindset' and scheduled throughout the first-year.
- Co-curricular transcript concept replaced with new micro-credentialing process

Factor 2: Enrollment Policies

Recommended Key Actions:

1. Evaluate Current Recruiting Strategies
2. Develop a comprehensive institutional approach to advising students returning after dismissals.
3. Conduct a comprehensive review of advising policies
4. Clarify graduation clearance process
5. Require students declare a major by the beginning of junior year.
6. Conduct a curricular review to ensure that all programs are offered in a way that allows for 4-year graduation.

Summary of Actions Taken Since 2014:

- *MICUP BEAT* - Supports students transitioning to EMU from a community college.
- *Foundations of Excellence - Transfer* - A year-long self study on transfer experience. The project produced recommendations for responding to gaps and improving the transfer experience.
- *MiTransfer Pathways* - Statewide articulation agreements developed in across the state in popular disciplines.
- *ReUp Education* - An external company that reached out to and re-enrolled former students who stopped out/dropped out of the university.
- *Program Maps* - 4-year maps created for all majors. Maps are submitted with all new program proposals.
- *HLC Academic Advising Quality Improvement* - Self study of advising processes and policies in 2017.
- *Students Returning after Dismissals* - Students returning after sitting out the required amount of time (one year) return on an academic plan that specifically helps the student to persist towards completion of their academic goals.

Factor 3: Financial Aid Policies and Incentives

Recommended Key Actions:

1. Conduct a strategic assessment of student enrollment patterns and attitudes
2. Restructure aid to incentivize academic success and progress to degree.
3. Evaluate, streamline and improve the aid appeal process
4. Investigate graduation and academic incentives.
5. Expand and publicize the CAP Program.
6. Enhance facilities and technology to deliver information and services to students in an effective and accessible manner.

Summary of Actions Taken Since 2014:

Financial Aid

- FTIACs are offered two pathways toward degree completion through EFOS
- 4WARD Graduation Scholarship
- Frontliners Scholarship
- *TRUEMU Global Tuition rate* - International undergraduate students will pay in-state tuition. Part of the 'You Are Welcome Here' campaign.
- CAP program discontinued

Facilities and Technology

- Engage App
- Online access to services was significantly expanded due to COVID
- Explanatory video series developed for multiple service areas

Factor 4: Advising and Student Support Services

Recommended Key Actions:

1. Create a University College to support and serve students who have not made a final program selection at the University.
2. Fully implement Online Degree Tracking and Audit System including transfer and planning modules.
3. Conduct a project to enhance advising quality through the development and use of appropriate metrics
4. Undertake a strategic assessment of ways in which to enhance communications with students and provide consistent messages about the need for advising support and career preparation.

Summary of Actions Taken Since 2014:

- Mandatory meeting with advisor for students with 60+ credits who are still declared exploratory (undecided).
- Joint communication from Career Coaches and academic advisors regarding important dates (fin aid, drop/add, registration).
- U.Achieve - online degree tracking and audit system.
- Academic Advising Quality Improvement (QI project) - HLC accreditation process.
- Starfish (Early Alert System) - Student messaging regarding in class alerts, outside the classroom issues, and access to information/referral to campus resources
- Writing Center - Established a closer collaboration resulting in greater use of our support and services by first-year students.
- Supplemental Instruction (SI) - greatly expanded courses included

Factor 5: Curriculum Structure and Delivery

Recommended Key Actions:

1. Create a General Studies Completion degree (ISP)
2. Conduct a targeted review of programs with the goal of streamlining curriculum and/or effectively scheduling courses in support of timely graduation.
3. Maximize student enrollment in courses that employ "High Impact Educational Practices" (HIPs)
4. Create a professional development institute for students with the goal of more comprehensively preparing students for transition to the workforce.
5. Undertake an evaluation of ways in which EMU can streamline the Math Placement Process.

Summary of Actions Taken Since 2014:

- A Bachelor of General Studies degree program was formalized in Fall 2018
- Academic departments developed and submitted 4-year program maps for each undergraduate major to indicate the pathway to 4 year completion, identify specific areas for program streamlining, provide guidance for effective course scheduling.
- General Education Student Learning Outcomes were reviewed and renovated
- *Developmental Math* - Streamlined, creating distinct (and shorter) pathways for students on either the Quantitative Reasoning path or the Calculus path.
- Career Development (Handshake Career Management Platform, Quinncia - Student resume platform, Podcast and Video series)

Factor 6: Men of Color

Recommended Key Actions:

1. Appoint a person to lead the assessment of academic, personal development, and social needs of students of color.
2. Attention should be given (but not limited to) the following services designed to support men of color
3. Explore ways to connect and possibly grow current programs across the university that serve this population of students
4. Conduct a comprehensive needs analysis for programs and support services for men of color on campus.
5. Construct an academic profile of men of color who succeed and do not succeed in completing their education at EMU.

Summary of Actions Taken Since 2014:

- BrotherHOOD/SisterHOOD Scholars (Comprehensive wrap-around student support program)
 - 58% of the first cohort graduated within six years.
 - 90% of scholars finished their second year at EMU with a 2.5 cumulative GPA or higher.
 - 75% returned for their third year. This compares favorably to the 56.7% third-year retention rate for men of color at EMU.
- Prioritized achievement gap reduction for underrepresented and underserved student populations.

Additional Student Success Actions

- Created General Education Subcommittees for Student Success, Integrative and Applied Learning, and Teaching and Learning
- Increased online presence, and expanded usage of online services, in response to COVID and other student requests
- Restructured Orientation Program, Career Development and Academic Support services to create expanded accessibility
- Expanded student engagement via Engage mobile app
- Completed review and update of multiple academic policies
- Expanded reach of University Writing Center and services

Degree Completion and Retention Plan 2.0

- Work is underway on the development of a new Degree Completion and Retention Plan
- The revised plan will be developed as an outcome of Higher Learning Commission Student Success Team's work over the last three years.
- The Student Success Team conducted an Infrastructure Inventory, Focus Groups, Surveys and Interviews as an evaluation of student success at EMU, including a Gap Analysis.
- The goal is to develop a sustainable approach to improving retention and completion rates, revisit the mission for student success and create more pathways to graduation and employability for undergraduate students.
- The team will submit a final student success report with recommendations for improving student success to the Provost Office by July 2021. The revised Degree Completion and Retention Plan will be developed from the information provide in the report with expected completion by the end of the Winter 2022 semester.