

**BOARD OF REGENTS**  
**EASTERN MICHIGAN UNIVERSITY**

**RECOMMENDATION**

**MONTHLY REPORT**  
**FACULTY AFFAIRS COMMITTEE**

**ACTION REQUESTED**

It is requested that the Faculty Affairs Committee Agenda for September 21, 2010 be received and placed on file and the Minutes of the April 20, 2010 meeting be received and placed on file.

**STAFF SUMMARY**

The topic for the September 21, 2010 Faculty Affairs Committee meeting will be a report on the University Advising and Career Development Center.

**FISCAL IMPLICATIONS**

There is no fiscal impact.

**ADMINISTRATIVE RECOMMENDATION**

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

\_\_\_\_\_  
University Executive Officer  
Provost and Executive Vice President

9-8-10  
\_\_\_\_\_  
Date

**EASTERN MICHIGAN UNIVERSITY**  
**Board of Regents**  
**Faculty Affairs Committee**

September 21, 2010  
12:45 – 1:30 p.m.  
205 Welch Hall

**AGENDA**

**Regular Agenda**

Section 6                      Monthly Report and Minutes (*Regent Parker, Chair*)

**Status Report**

**Presentation:** “University Advising and Career Development Center”

EASTERN MICHIGAN UNIVERSITY  
BOARD OF REGENTS

**FACULTY AFFAIRS COMMITTEE MINUTES**

April 20, 2010  
12:45-1:30 p.m.  
205 Welch Hall

**Attendees** (seated at tables): R. Bullard, M. Evett, M. Higbee, L. Kinczkowski, Provost and Executive Vice President Kay, S. Moeller, R. Neely, Regent Parker (Chair), M. Rahman, D. Selman, Regent Sidlik (Vice-Chair), Alida Westman.

**Guests** (as signed in): D. Bennion, B. Bond, M. Boone, J. Boyless, J. Carroll, D. deLaski-Smith, A. Dow, L. Findley, C. Freedman-Doan, R. Hanna, M. Jackson, R. Larson, B. Lindke, J. Lyddy, A. Meyer, D. Mielke, S. Kersey Otto, R. Nord, E. Owen, C. Powell, C. Shell, W. Shell, R. Sipe, T. Venner, B. Warren, D. Winder, R. Woody.

**Presentation: "Autism Collaborative"**

After a short video introducing the Autism Collaborative Center (ACC) *Provost and Executive Vice President Kay* commented on the significance of the collaborative nature of the work of the center to the university and presented *James Lyddy, former Executive Director, Autism Collaborative Center*. Mr. Lyddy stated that autism is a complex disorder that presents extremely challenging and fulfilling work. The first challenge the center encounters is bringing the multidisciplinary teams together, with three colleges and nine disciplines being involved. While, to a small extent, the center has been able to use grant money to buy some faculty release time, for the most part faculty have added their work at the center to their regular course work and university responsibilities. Bringing the different views and scopes of multiple disciplines together in one operational center is difficult, but those involved are actively working on this challenge and their focus is on serving the families.

Another challenge is that autism interventions are not very effective. It is hoped that bringing the different disciplines together in different combinations may produce new and more effective therapies. An example of such an interdisciplinary approach is in the area of food. Many autistic children are on restrictive diets and issues concerning food are very common in the autism population. The multidisciplinary approach allows for a team of sensory, speech and language, behavior, nutrition, and dietetic experts to come together and serve the autistic child with a feeding problem. Food is just one of many issues around which different interdisciplinary groups can be organized. The center can be innovative in these new kinds of therapies and create intellectual property that can be used to both train others in new methods and provide a competitive advantage in applying for grants.

The lack of funding for dealing with autism in Michigan is a further challenge. Autism tends to fall into the crack between medical therapy and educational support resulting in insurance companies denying coverage. It is only when a child receives another diagnosis for a serious medical condition, such as seizures or schizophrenia, that the medical system kicks in and reimburses for that aspect of the care. While schools provide significantly for the care of children with autism, school systems and special education departments are having their budgets cut at a time when there is a huge increase in the number of autism diagnoses. A mission of the center is to make it accessible to all families. With comprehensive services only provided privately, they are only available to wealthy families. The challenge is to provide services to families that can't afford them, in a state that doesn't have much money, for a condition that is extremely difficult to treat.

The center does have a long-term sustainability plan. Private pay from families for services will only be a small part of the revenue for the center. Funding will come from three main sources: first, from training in the new multidisciplinary models, with the production of training manuals and provision of courses; second, research grants for proposals that will be very competitive in the federal and private arena; and third, from philanthropy. It will take three to four years on the front end to get to the point where sufficient intellectual property is built up to enable the center to be self-sustaining. In the meantime, the center is looking for the support of the regents from the new fundraising campaign and whatever other sources are available to get the center off the ground.

The center has now been in the Fletcher School building, purchased by the university, for six months. The newly renovated wing was opened last week and all are invited to tour the facility, which is perfect for serving its population.

In response to Regent Sidlik's question regarding specific goals for the comprehensive campaign, Mr. Lyddy stated that the center is looking for about a million dollars a year, with about half coming from the campaign and like sources, although he hasn't, as yet, been in clear conversations with the campaign leaders.

In response to Provost Kay's request for a brief report on the Washington D.C. trip, Mr. Lyddy explained that, through a generous contribution from Easter Seals, the center has hired a year round staff therapy group--of four part-time individuals--which the center wishes to grow to support the full nine disciplines represented at the center. Towards this end, the center has submitted a proposal to Congress to enable the center to have nine staff therapists to complement all nine faculty departments. During the trip to Washington, five congressional offices were presented with the proposal and Congressman Dingell's and Senator Stabenow's offices are working to move the proposal forward.

Regent Sidlik asked how many children the center serves and what the capacity of Fletcher School is. Mr. Lyddy replied that the center currently serves sixty children and has a goal of serving one thousand of the twenty-three hundred children diagnosed with autism in the region between Washtenaw County and suburban Wayne. The capacity of Fletcher is about one thousand.

Mr. Lyddy introduced *Dr. Pamela Lemerand, Director, Autism Collaborative Center and Assistant Professor, School of Health Sciences*. Dr. Lemerand stated that the center currently serves sixty families, has another twenty or so families in the intake line, and will provide an additional forty to sixty families with summer services. In addition to direct services to the children with autism, the center has parent support groups and provides some parent focused and sibling focused services.

She posed the question as to how the center serves Eastern and its students. Many of the students within the nine disciplines represented at the center will go into professions that will serve families with autism, whether they deal with children, adults, seniors, or infants. Furthermore, needs assessments clearly show that there is nationwide shortage of professionals serving these families. Student involvement at the center ranges from observation, to class assignments based around the center, to immersion classes where students are part of a class at the center and do work based on an intervention. Many students, particularly in the health sciences, will do their pre-practicum and practicum requirements at the center, with the time spent there ranging from one to two days a week to a full semester or entire academic year. The center also affords students the opportunity of earning up to nine hundred hours of volunteer service required for admission to certain programs. The center also works with faculty from Learning Beyond the Classroom and has students from various disciplines, such as public administration and marketing, doing internships on site. The center, then, provides a variety of ways in which students across campus can be involved, be it at the bachelor, masters, or doctoral level and in fields ranging from nursing to education, and beyond.

This includes opportunities for masters and doctoral research. With one in one hundred children being born with autism, no matter what field our students pursue they will encounter autism in their professional lives. The hope is that they will be better prepared to understand autism and that Eastern will be ahead of the pack in respect of turning out professionals with this first hand experience that is not available from other colleges across the country.

*Mahmud Rahman, Vice President of Faculty Council and Professor, Accounting and Finance*, asked if there are organizations in this region with a similar mission. Dr. Lemerand replied that there are no such organizations in this region, state, or within five hundred miles of the state borders. Western Michigan University has an autism center that offers one approach only, applied behavior analysis/behavior modification, which cost \$50,000 a year. Grand Valley's focus on autism is strictly in the realm of classroom teachers, for which it has received state and federal funding. Oakland University has an autism center of sorts that, while being a resource for families, does not provide direct service. Its focus is also on classroom teachers. Eastern is uniquely poised in that it has the undergraduate and graduate majors which will turn out professionals working with the autistic population and is able to provide the collaborative experience that most professional only get when they enter the workforce.

Regent Parker inquired as to St. Joseph Mercy hospital's role in the project. Dr. Lemerand stated that its role was very strong in the beginning and it is being negotiated. The chief of staff in psychiatry was part of the discussion for two years and last summer the hospital provided a building for use on its campus. St. Joseph's has donated close to \$75,000 and is responsible for practically all of the furnishings in the center. One of its psychiatrists sits on the center's advisory board and there are discussions for an outpost in the hospital to provide services, including psychiatric consults.

In response to Regent Parkers question as to how the center gets its referrals, Dr. Lemerand stated that word of mouth in the tight-knit autism community is a prime means of spreading information about the center. In addition, word has spread through speaking engagements with parent groups around the metropolitan area and through professional organizations and collaborative partners. The center has begun to have contracts with public school systems that see it as an independent collaborative partner. The University of Michigan's Autism & Communication Disorders Center is also a source of referrals. While it is famous worldwide for diagnosis, it has to send clients elsewhere for treatment unless they fit into one of its NIMH studies. It has a two-year waiting list for evaluations and has been referring evaluations to the ACC while training our diagnosticians in use of the instruments used by Director Catherine Lord, one of the top three names in the field globally. The University of Michigan's Depression Center, which offers limited services to individuals with autism, also refers its patients to the ACC for additional services. Community Mental Health, within a six county area, is also a major source of referrals.

Provost Kay inquired as the type of media attention the center has received. Dr. Lemerand stated that the center has had an interview on NPR, has been the focus of a PBS special, and has had invitations to speak at a couple of conferences within the professions. However, there hasn't been a concerted, organized media marketing campaign.

Regent Parker thanked Dr. Lemerand and those in attendance and adjourned the meeting at 1:27 p.m.

Respectfully submitted,

Winifred Martin, Administrative Secretary  
Academic Affairs