

SECTION: 6

DATE:

October 19, 2010

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

MONTHLY REPORT
FACULTY AFFAIRS COMMITTEE

ACTION REQUESTED

It is requested that the Faculty Affairs Committee Agenda for October 19, 2010 be received and placed on file and the Minutes of the September 21, 2010 meeting be received and placed on file.

STAFF SUMMARY

The topic for the October 19, 2010 Faculty Affairs Committee meeting will be "The role of Eastern Michigan University as a comprehensive university in these challenging times."

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

10-11-2010

Date

EASTERN MICHIGAN UNIVERSITY

Board of Regents

Faculty Affairs Committee

October 19, 2010

12:45 – 1:30 p.m.

205 Welch Hall

AGENDA

Regular Agenda

Section 6

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

Status Report

Topic: "The role of Eastern Michigan University as a comprehensive university in these challenging times."

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

FACULTY AFFAIRS COMMITTEE MINUTES

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

Attendees (seated at tables): D. Barton, R. Bullard, H. Bunsis, M. Evett, C. Gould, M. Higbee, Provost and Executive Vice President Kay, P. Leighton, R. Neely, Regent Parker (Chair), M. Rahman.

Guests (as signed in): A. Alvarez, D. Barton, B. Bond, C. Cadmus, J. Carroll, D. deLaski-Smith, A. Dow, M. Evett, L. Findley, C. Freedman-Doan, T. Fulton, C. Gould, G. Heinrichs, M. Jackson, D. Jesse, E. Jones, S. Kersey Otto, M. Laporte, P. Leighton, A. Meyer, D. Mielke, T. Molloy, R. Nord, E. Panches, M Rahman, C. Shell, S. Spencer, D. Winder, M. Zdrojowski.

Regent Parker shared favorable comments on the September 19, 2010, Detroit Free Press article (Kovanis,) which features returning EMU sophomore, A.J. McLittle.

Presentation: "University Advising and Career Development Center"

Provost and Executive Vice President Kay introduced *Assistant Vice President Lynette Findley*. Dr. Findley began her presentation with excerpts from the same Detroit Free Press article Regent Parker discussed, which was distributed to the attendees.

She also shared an email A.J McLittle sent Mark Jackson, Director of the Holman Success Center.

Provost and Executive Vice President Kay shared the following statistics:

A total of 77 percent of freshmen returned to a second year at Eastern Michigan University, compared to 72 percent for the 2008 entering freshmen class.

Of the 77 percent 2009 FTIACs (first time in any college; n=1452) who returned the second year, the following successes are also recognized compared to the 2008 cohort's (n=1238) second year:

- Increase of 17.29 percent (n=214) in Good Standing.
79.77 percent (n=1238) in 2008 compared to 86.12 percent (n=1452) in 2009.
- Decrease of 25.80 percent (n=81) on Probation.
20.23 percent (n=314) in 2008 compared to 13.82 percent (N=233) in 2009.
- Increase of 39.80 percent (n=119) more students with a GPA between 3.0-3.5 (n=418) in 2009 compared to 2008 (n=299).
- Increase in Class Standing with 11.77 percent (n=113) more students reaching their sophomore year status.

There are many factors that went into these efforts. College of Arts and Sciences began a pilot program where faculty provided earlier graded assignments and taking attendance in class. All of the colleges were working on retention. Holman Success Center, PASS Program was revised dramatically 2008 with some critical changes, primarily from an opt-out policy to a mandatory policy. There are many components in the success but it was a team effort from the Regents, Faculty, and Staff who all worked very hard on this. Pleased to announce the 77% Retention Rate, but there is more work to do.

Dr. Findley explained the merger of the Academic Advising and Career Development departments. Staff members from all levels were involved in creating the structure of the merged department. Some important items to staff were: maintain staff subject matter expertise and also a true merger being in the same location. The merger became effective on July 1, 2010, with the majority of the staff located at 200 McKenny Hall. Adam Meyer became Senior Director of Student Success, and Sarah Kersey Otto became Director, Career Development & Outreach. An additional director of Academic and Career Advising will be hired.

The benefit of the University Advising and Career Development Center (UACDC) merger is that undergraduate students can receive comprehensive services critical to their lives throughout their entire time at Eastern Michigan University. While many factors play into a student's success and satisfaction with their time in college, one essential component of overall satisfaction is a student's ability to identify a major that fits one's skills, interests, and vocational dreams.

The University Advising & Career Development Center can directly impact this area of student development. Academic Advisors are on the front lines in terms of identifying students who are on the right track academically or who may not be in the right major for a variety of reasons.

In the latter situation, these students can be referred to Career Coaches who can guide students through the process of matching skills, interests, and life goals with the appropriate major.

- Career Coaches can then prepare all students for next steps (internships, co-ops, jobs after graduation, etc.) through resume enhancement, effective job searching and interview skill development. An Employer Development team is actively working on relationship building with the greater community to create a variety of job possibilities for EMU students. Higher education is evolving in such a way that helping students get a degree is no longer enough. Offering doors of opportunity after graduation is becoming a necessity and EMU is primed to be a leader in this area with a dedicated Employer Development team led by Sarah Otto.
- The Center also oversees all of the Student Employment processing and management on campus. Student employment programs will eventually be created to tie job opportunities and assignments to student majors whenever possible. In this way, students can begin to develop applicable skills that will enhance their employability after graduation.

The merger improves the communication among all of these areas as students go back and forth. The combining of the two areas also offers the possibility for creative program and resource development that can become a national best practice.

The UACDC are and will continue to do the following:

- A staff member from each of the areas is assigned to specific college and academic program. This team consisting of an Academic Advisor and Career Coach will work closely together during the student's first two years to help undeclared students in search of a major and to be a resource for students questioning current selection of major
- Career Coaches and Employer Development team work closely together during students final years to enhance job search skills (resume, interviews, dress, etc.) and to identify community placements (internships, co-ops, and post graduation job opportunities); EMU recognizes the importance of helping students not just obtain a degree but also to be in position to successfully use that degree upon graduation

- By assigning Academic Advisors, Career Coaches, Employer Development, and Coordinated Student Advising Team staff to each college, this team approach offers comprehensive wrap-around services that can benefit students no matter where they are on their academic journey and can especially target at-risk students by assessing in detail if they are taking the right classes and in the right major
- Merger offers enhanced communication opportunities among staff and easy referrals for students
- Thus, this resource will reach every undergraduate student on campus and has the opportunity to play a large role in the overall success that a student experiences both while at EMU and in life immediately following graduation during the all-important job search and placement process.

It is impossible for an undergraduate student to get through their time at EMU without interacting with at least one person in the UACDC.

Dr. Findley went on further to explain the Student Success Network where students explore different opportunities that they have before them, engage in the out-side-of- the classroom opportunities that will be available to them, and evolve into what they want to become by taking advantage of all that will help them to become all that they can be as they leave EMU with a degree of choice and a job of choice.

The Student Success Network:

- Creates one-stop connection opportunities for students and parents during campus admissions programs, as students and parents can learn about all of these resources by talking to one person at one event table; actively showcases EMU's desire to make student success and student support a top priority
- Student Success Network Annex offers the opportunity for outside-of-the-classroom activities engaging students with an array of different program. This Annex is located in the hub of the First Year Center, right below the eateries. During the day plan to provide GA support meetings, supplemental instruction, and individualized tutoring. In early evenings will provide outside the classroom engagement opportunities to speak with students.
- Having the Student Success Network as a part of Academic Affairs, collaborative possibilities with academic departments are limitless. These opportunities definitely strengthen the student success initiative.

Matthew Evett, President, Faculty Senate and Professor, Computer Science, What kind feedback would you provide faculty for students who are struggling in class? Dr. Findley explained the Grades First initiative, an interactive, user-friendly tracking system that will track the academic success of students, and provide information, but will enhance the ability to advise the students. Attendance lists will be available for faculty also. Faculty will receive an email regarding this system by end of week, with a link to access the system. The system also has the ability to send reports directly to the students' Eastern Michigan email addresses.

Regent Parker inquired whether there was a white paper associated with the merger. In response, Dr. Findley explained that the summer was spent learning to work as a team and advising students, but that the white paper is the next step.

Regent Parker followed up with her requirements of the paper with objective data measuring success. She also would like Dr. Findley to email her the plans to launch the Center, and how she plans to draw faculty and students.

Regent Parker asked Dr. Findley for clarification on the term “People can support that which they created,” and her concern that some staff members may not all support the merger. In response, Dr. Findley explained that her philosophy was a collaborative one, where all members were involved throughout the entire merger process, as opposed to a top down directive. She felt this gives the members an opportunity for ownership, and to be part of the success.

Regent Parker asked what was the impact to the budget, and Dr. Findley explained that nothing extra was added to the budget as a result of the merger.

Regent Parker explained her interest in an evaluation of the merged program. She would like to see a two-pronged approach; one from the faculty, and one from the students-are the unique needs of both groups being met.

Daryl Barton, Associate Professor, Marketing, explained a successful Western Michigan University program, which supports students who have gone through the foster care program. She would to a similar program here at Eastern Michigan University. Regent Parker agreed with Dr. Barton, and asked to have Western Michigan’s program investigated. Dr. Findley agreed to investigate the program.

Regent Parker shared demographic information regarding Eastern Michigan’s students. She explained that we draw most of our students from a 30-mile radius, and that affordability is the number one issue with students.

Mahmud Rahman, Vice President of Faculty Council and Professor, Accounting and Finance, observed that a combined organization is not always the best solution. He is concerned with the quality of service to the students in the combined UACDC, as opposed to a decentralization of advising to each College. He would like to see each professional school set up its best organization to place their students rather than depend on a combined center. Regent Parker asked Dr. Findley to consider Dr. Rahman’s concern when looking at the UACDC structure, and to see how to capture his concept as well.

Paul Leighton, Professor, Sociology, Anthropology and Criminology, asked about a permanent director for the Women’s Center, and *Bernice Lindke, Vice President, Student Affairs*, shared that they are interviewing candidates next week.

Regent Parker inquired about the pending legislation regarding Community Colleges granting four-year degrees, and what is being done to prepare for this if the legislation passes. Provost Kay explained that it is a topic in the Cabinet, and that the College of Health and Human Services has been very active. *Betty Beard, Director, School of Nursing*, has testified in Lansing. He stated the need to develop strategies in the event that the bill passes. The meeting concluded with a discussion of possible strategies including the potential hiring of additional PhD level faculty members.

Regent Parker thanked Dr. Findley and those in attendance and adjourned the meeting at 1:30 p.m.

Respectfully submitted,

Robertta Goffeney, Administrative Secretary
Academic Affairs