

2022

Faculty Senate Minutes, February 9, 2022

Faculty Senate

Eastern Michigan University
Faculty Senate Minutes (approved 2/23/22)

Session 10

3.00—5.00 pm February 9, 2022 via Zoom

Attending: Gray, Curran, Soltani, Gellasch (alternate), Logwood, Judd, Lee, Pressley-Sanon, Elias, McCleary, Brewer, Waltz, Braun Marks, Eisenberg (guest), Spragg, Saldanha, Reedy, Pawlowski, Tew (guest), Omar, Carpenter, Barton, Corsianos, Elton, Longworth (guest), Zakrajsek, Flowers, Foster, Banerji, Bavary, Welsh, Neufeld, Elton, Lovence, Ashur, Lucy, Millán, El-Sayed (guest).

I. Approval of agenda. Moved by Barton, seconded by Carpenter. **Passed:** unanimously.

II. Approval of minutes from 12/15/21 and 1/26/22: Moved Barton, seconded by Corsianos.

December 15th minutes Passed: 23 yes, 0 no, 2 abstaining; **January 26th minutes Passed** unanimously.

III. Appointments and Elections (Corsianos)

A. Seeking nominations for:

1. Intercollegiate Athletics committee - CET (3 year term)

2. Gen-Ed Vetting Sub-committees:

- College of Education (COE) -- at-large
- Library
- Perspectives on a Diverse World -- Global Awareness (teaching experience in GEGA courses)
- Perspectives on a Diverse World -- U.S. Diversity (teaching experience in GEUS courses)
- Knowledge of the Disciplines -- Social Science (teaching experience in GEKS courses)

B. Elections :

1. Contested election: Gen Ed subcommittee (CET - At large member)

i. **Pejman Rezakhani**, School of Visual and Built Environments Received 64% of vote, **winning.**

ii. Qin Hu, School of Engineering Received 36% of the vote.

Gen Ed subcommittee (Knowledge of the Disciplines - Quantitative Reasoning)

See statement [here](#)

2. Uncontested election: Motion to approve Andrew Wilfong, Department of Mathematics and Statistics. Moved by Barton, seconded by Pressley-Sanon. **Passed** unanimously.

II. Discussions

A. Honors College Proposal for Curriculum Change

Ann Eisenberg, Dean, Honors College

1. Changing co-curricular requirements. The current required categories are narrow, and some are difficult to achieve especially for non-traditional students, and for whole groups of students (e.g. low-income, athletes). For instance, study abroad is expensive and difficult to do in the current environment. The proposal is a menu-based system that recognizes a fuller range of what students are contributing to the community and EMU.

2. Especially concerned about students who could achieve highest honors, but certain requirements like study abroad were not viable. We still intend to encourage study abroad where possible.

Q: How many honors students are living on campus, and have reliable scholarships?

A: There are about 1000 honors students. 30% live on campus, roughly. About 80% have an Emerald scholarship, which does not cover all tuition and fees but is a big help.

Q: Could you explain the petition process when a student wishes to count an experience that is not on the list?

A: There is a form, and a student must make an argument for why the experience should count. There are perhaps 30 petitions per year.

Q: How did we establish the value of the experiences required? Is there a cultural bias? E.g. things listed under “skill development” might not be considered valuable to some communities, e.g. running a marathon or ballroom dancing.

A: We are trying to promote work-life balance and improving mental health. In addition, there are a lot of choices.

Q: What about a greater emphasis on working in local communities?

A: We agree this is important. Working with civic organizations and non-profits is embedded in the different categories. There is specialized advising provided for students about how to plan their activities, they do not rely just on the list.

Q: How do you evaluate things like “learn a new instrument.”

A: Every student writes a reflection paper. We rely on the content of the paper to evaluate what the student’s goals were, and what was achieved. We are trying to get students to stretch themselves. Remember the list provided is suggestive, not exclusive.

3. Motion to support the direction of these changes. Moved by Barton, seconded by Flowers. **Passed** 23 yes, 1 no, 3 abstaining

Comment from Eisenburg: Your further comments and input are welcome.

Provost’s Update

1. Automatic drop decision. Federal financial aid guidelines suggest EMU should drop students receiving federal financial aid if they do not attend course. Per the academic issues committee, faculty do not favor a mandatory attendance policy, and current workarounds for identifying non-attending students seem OK for now. EMU will not pursue an automatic drop policy at this time. There may come a time when we are required to be more restrictive, but that is not the case currently.

2. Follow up comments on fall schedule. Please contemplate what your “new normal” will be. If you want to change more than, say, 30% of a program’s pre-pandemic modalities, please go through the input process. Changes should be intentional and explicit. If you have particular questions and concerns, please contact the Provost with them.

3. Fast track starts in 6 weeks. Applications are up compared to last year.
4. The governor is advocating for capital investments on campuses. Our Roosevelt Hall renovation is the highest ranked project coming out of administrative review, unexpectedly.
3. Student and faculty surveys. We are working with Hanover on a follow-up survey, with more nuance (e.g. distinguishing between lower/upper undergraduates, graduate students), to that done last year. This is a check-in process with students and faculty. Thinking about holding town halls and focus groups in addition to the survey. None of this substitutes for information that programs have about their students and faculty and what they need for curriculum offerings.
4. Update on plan to hire chief diversity officer. Will start a search for a permanent CDO in the fall; please think about how faculty can contribute to the search and defining its parameters. In the meantime, an interim CDO will be appointed by the president's office. They will work on affirmative action and some curricular issues during the summer and fall.

Q: What are the details of the search for the permanent role?

A: It will be an open, full search. Details to follow.

Q: Will faculty help draft the job description?

A: There needs to be input before the committee is formed.

B. Update from Title IX Research Implementation Committee (Corsianos)

1. Committee proposals
 - a) Immediately release, officially and to the whole community, the committee's research report on Title IX implementation.

Q: Who is responsible for releasing this? FS approved the recommendations last May. What's the hold-up?

A (from FS): The report was generated by the Provost's committee, so she would be responsible for the official release.

A (from Tew): Will ask the Provost about the timing.
 - b) Student Title IX training prior to Winter 2022 registration— we appreciate the effort, but we are asking for changes to make the training substantive. Any training modules selected in the future should be collaborative choice, with input from faculty and students and relying on recommendations in the committee's report.
 - c) The committee recommends adding a general-education category on sexual misconduct.
 - d) The committee recommends that EMU create a survivor support center, providing advocacy for survivors. The center would make sure survivors have information about support resources and the criminal process. It would focus as well on education and prevention efforts.

e) The Couzens-O'Connor report is delayed, apparently so as to gather more information about the incidents that have led to additional lawsuits against the university.

C. Senate Discussion: "The Great Faculty Disengagement"

Discussion points:

- a) There has been an erosion in the number of volunteers for service opportunities.
- b) For those of use with younger children, we feel the need to re-focus our service efforts, not necessarily pull back.
- c) There is a perpetual "budget crisis" (canceling smaller classes, less summer teaching, less program support), leading to more work and a sense of instability.
- d) Faculty seem disengaged. There is a low number of applicants for distinguished faculty awards.
- e) A lack of shared governance undermines faculty morale, especially when hard work is ignored. This is certainly true in CET, where decision making is top-down.
- f) We are losing faculty and force to coalesce on things we really care about. Faculty who do not attend faculty senate perceive recurring animosity between faculty and administrators.
- g) Faculty allegiances are first to students, then to programs. We have reduced resources and support staff and expanded roles (e.g. faculty picking up slack for students who have no one else to talk to about pressing concerns), we prioritize supporting students and restructuring programs during COVID.
- h) The CAIARE group is engaging in an institutional self-study, and will be gathering comments and data about faculty experience providing service.

III. Committee Reports

- A. Academic Issues (Elton)
 - 1. The Online Learning Survey 2021 Report from Winter 2021 will serve as the basis for the next survey. The committee has not seen the new draft survey, but please forward your suggestions on how it can be improved.
- B. Committee for Action on Intersectionality, AntiRacism, and Equity (Neufeld)
 - 1. Please have a look at the videos on Creating a Culture of Belonging. If your department is interested in having a discussion or training session around these, let us know.
- C. Intercollegiate Athletic Advisory Committee (Spragg)
 - 1. Working on scheduling conflicts between athletics and academics. We are struggling to measure the scale of this problem. If you are aware of students who are affected by these issues, please let us know

IV. Announcements

- A. Request to complete sustainability survey
- B. Pop-up COVID vaccine clinic, 2/19/22
- C. Campus Climate Assessment Report Summer 2021 will be on the IRIM website eventually, but you can use the link (given in the agenda) already.

