Board of Regents Meeting Materials, June 13, 2019

Eastern Michigan University

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These are the proposed minutes of the April 23, 2019 Board of Regents meeting.

The meeting of the Eastern Michigan University Board of Regents was called to order by Chairman Webb at 1:02 p.m. in Room 201, Welch Hall, Ypsilanti, Michigan.

The Board members present were: Regent Rich Baird, Regent Dennis Beagen, Regent Michelle Crumm, Regent Mike Hawks, Regent Eunice Jeffries, Regent Alex Simpson, Regent Mary Treder Lang and Regent James Webb.

Board members absent: None

There was a quorum.

Section 1

PROPOSED MINUTES OF THE FEBRUARY 7, 2019 REGULAR BOARD MEETING

Regent Crumm moved and Regent Beagen seconded that the proposed minutes for the February 7, 2019 Board Meeting be approved as submitted.

Motion Carried

CONSENT AGENDA

Chairman Webb asked the Board if there were any items on the consent agenda the Board members wished to vote on separately. Hearing none, it was moved by Regent Treder Lang and seconded by Regent Hawks that sections 2-6 be approved in their entirety as presented.

Section 2

STAFF APPOINTMENTS

Recommended that the Board of Regents approve ten (10) staff appointments for the reporting period of January 15, 2019 through March 25, 2019: James Patton, Sam Sewell, Jeff Collett, Darren Paige, Vanessa Lofton, Heather Babcock, Daniel Feasby, Valerie Lancaster, Laura Truesdell, and Nicholas Loechli.
Section 3

STAFF SEPARATIONS/RETIREMENTS

Recommended that the Board of Regents approve fourteen (14) separations and retirements for the reporting period of January 15, 2019 through March 25, 2019: Michael Pasieczny, Mark Monarch, Kimberly Olson, Judith Pokrywki, Warren Roscoe, Matthew Jakobsze, Meng Chen, Rhonda Tisdale, Christina Davis, Lorraine McKnight, Donelle Goerlitz, Joshua McPhatter, Kevin Sewell, and Alejandro Contreras.

Section 4

EMERITUS STAFF STATUS

Recommended that the Board of Regents grant Emeritus staff status to three (3) staff members: Margaret Goodwin, Operations Services Specialist Senior, Office of Information Technology, who retired November 5, 2018, Mark Monarch, Manager, Technical / Mechanical Trades & Utilities, Physical Plant, who retired on January 18, 2019 and Christina Davis, Administrative Assistant, Office of School of Communications, Media & Theatre Arts, who retired on March 1, 2019.

Section 5

EMERITUS FACULTY STATUS

Recommended that the Board of Regents grant Emeritus Faculty status to two (2) former faculty members. Michael Paciorek, School of Health Promotion & Human Performance from 1981 to 2019 who retired after 37 years; and Glenn K. Walker, Department of Biology from 1976 to 2018 who retired after 42 years.

Section 6

ACADEMIC SEPARATION

Recommended that the Board of Regents approve one (1) separation for the period of January 16, 2019 through March 31, 2019: Philip Smith.

Motion Carried
REGULAR AGENDA

Section 7

STUDENT AFFAIRS COMMITTEE: APPROVAL OF AGENDA AND MINUTES

Regent Beagen moved and Regent Crumm seconded that the Board of Regents receive and place on file the agenda for the April 23, 2019 meeting and the February 7, 2019 minutes.

Motion Carried

Section 8

EDUCATIONAL POLICIES COMMITTEE: APPROVAL OF AGENDA AND MINUTES

Regent Jeffries moved and Regent Beagen seconded that the Board of Regents receive and place on file the agenda for the April 23, 2019 meeting and the February 7, 2019 minutes.

Motion Carried

Section 9

ACADEMIC CALENDARS FOR 2021/22 AND 2022/23

Regent Jeffries moved and Regent Beagen seconded that the Board of Regents approve the Academic Calendars for 2021-2022 and 2022-2023.

Motion Carried
Section 10

APPOINTMENT OF CHARTER SCHOOLS BOARD MEMBERS

Regent Jeffries moved and Regent Baird seconded that the Board of Regents appoint Larry Berg to a three-year term on the Board of Directors of the Ann Arbor Learning Community. It was also recommended that the Board of Regents appoint the following individuals to three-year terms on the Board of Directors of New School High: Samuel Barresi, Joanne Lamar and Briana Sprague; and Carey Gary and Richard McCoy to two-year terms.

Motion Carried

Section 11

REAUTHORIZATION OF CHARTER SCHOOLS

Regent Jeffries moved and Regent Crumm seconded that the Board of Regents issue a charter for Commonwealth Community Development Academy and authorize the President of the University to execute a new five-year charter school contract which will expire June 30, 2024. It is also recommended that the Board of Regents issue a charter for Dr. Joseph F. Pollack Academic Center of Excellence and authorize the President of the University to execute a new seven-year charter school contract which will expire June 30, 2026. It is also recommended that the Board of Regents issue a charter for Grand Blanc Academy and authorize the President of the University to execute a new five-year charter school contract which will expire June 30, 2024.

Motion Carried

Section 12

2019 SUMMER RESEARCH AWARDS

Regent Beagen moved and Regent Crumm seconded that the Board of Regents accept and place on file the Report on the 2019 Summer Research Awards.

Motion Carried
Section 13

COMMENCEMENT SPEAKER AND HONORARY DEGREE RECIPIENT

Regent Beagen moved and Regent Treder Lang seconded that the Board of Regents approve Mr. Dave Zilko as Commencement Speaker at the morning and afternoon April 28, 2019 commencement ceremonies. In addition, it is recommended that the Board award an honorary Doctor of Commerce degree to Mr. Zilko.

Motion Carried

Section 14

NEW U.S. PATENT: CORROSION-RESISTANT COATINGS AND MATERIALS

Regent Beagen moved and Regent Hawks seconded that the Board of Regents accept and place on file the report on a new U.S. Patent No. 10,118,986: Corrosion Resistant Coatings and Methods using Polyepdxysilane Precursors.

Motion Carried

Section 15

NEW ACADEMIC PROGRAM: ENGINEERING, TECHNOLOGY AND WORKFORCE EDUCATION; BACHELOR OF SCIENCE

Regent Beagen moved and Regent Baird seconded that the Board of Regents approve a new academic program: Engineering, Technology, and Workforce Education (Bachelor of Science).

Motion Carried
Section 16

NEW ACADEMIC PROGRAM: SPECIAL EDUCATION; MASTER OF ARTS IN TEACHING

Regent Jeffries moved and Regent Crumm seconded that the Board of Regents approve a new academic program: Special Education (Master of Arts in Teaching).

Motion Carried

Section 17

ACADEMIC PROGRAM PHASE-OUTS

Regent Jeffries moved and Regent Treder Lang seconded that the Board of Regents receive and place on file this notification of the following four (4) Academic Program Phase-Outs: Composition, Master of Music; Music Education, Master of Music; Music Performance, Master of Music; Piano Pedagogy, Master of Music.

Motion Carried

Section 18

FINANCE AND INVESTMENT COMMITTEE: APPROVAL OF AGENDA AND MINUTES

Regent Crumm moved and Regent Jeffries seconded that the Board of Regents receive and place on file the agenda for the April 23, 2019 meeting and the February 7, 2019 minutes.

Motion Carried
Section 19

WEMU-FM FINANCIAL STATEMENTS AS OF JUNE 30, 2018 AND AUDITOR’S REPORT

Regent Crumm moved and Regent Beagen seconded that the Board of Regents receive and place on file the WEMU-FM Financial Statements as of June 30, 2018 and related auditor’s report.

Motion Carried

Section 20

FEDERAL SINGLE AUDIT FINANCIAL REPORTS FOR THE YEAR ENDED JUNE 30, 2018

Regent Baird moved and Regent Crumm seconded that the Board of Regents receive and place on file the Federal Single Audit Financial Reports for the year ended June 30, 2018.

Motion Carried

Section 21

UNIVERSITY INVESTMENT POLICY

Regent Baird moved and Regent Beagen seconded that the Board of Regents amend the University Investment Policy 11.1.2 in accordance with the attached document.

Motion Carried
NEW BUSINESS AND PRESENTATIONS

TAB A

PRESENTATION: UNDERGRADUATE SYMPOSIUM 2019

Professor Harriett Linsey and Amy Bearinger gave a presentation on the 2019 Eastern Michigan University Undergraduate Symposium.

TAB B

COLLECTIVE BARGAINING AGREEMENT BETWEEN EASTERN MICHIGAN UNIVERSITY AND THE EMU CHAPTER OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (EMU-AAUP)

Regent Hawks moved and Regent Beagen seconded that the Board of Regents approve the recently negotiated two-year extension of the collective bargaining agreement between Eastern Michigan University and the EMU Chapter of the American Association of University Professors (EMU-AAUP). It is further recommended that the Board of Regents authorize the President to execute the Agreement on its behalf.

Regent Crumm abstained.

Motion Carried

TAB C

REVISION TO BOARD POLICY

Regent Hawks moved and Regent Simpson seconded that the Board of Regents approve the revision to Board Policy 3.7.4: Extreme Weather Policy.

Motion Carried
TAB D

RESOLUTION: RECOGNITION OF DR. CHIARA HENSLEY, RECIPIENT OF THE 2019 EMU-ACE DISTINGUISHED WOMAN IN HIGHER EDUCATION LEADERSHIP AWARD

Regent Simpson moved and Regent Treder Lang seconded that the Board of Regents approve the resolution recognizing Dr. Chiara Hensley as the recipient of the 2019 EMU-ACE Distinguished Woman in Higher Education Leadership award.

Motion Carried

TAB E

RESOLUTION: RECOGNITION OF THE 2019 WEEK OF EXCELLENCE FACULTY AWARD RECIPIENTS

Regent Treder Lang moved and Regent Hawks seconded that the Board of Regents approve the resolution recognizing EMU faculty members and lecturers for the 2019 Week of Excellence. Drs. Joseph Braza, Tana Bridge, John Carbone, Karen Ann Craig, Carla Harryman, Megan Moore, and Tsu-Yin Wu were recipients of the Ronald W. Collins Distinguished Faculty Awards. Nozomi Craft, Evan Dority, Janit Hinz, and Aunmar Mohammad were recipients of the Part Time Lecturer awards. Dr. Barry Pyle was honored with the Excellent Teachers Engaging Alumni Award.

Motion Carried

TAB F

PRESIDENT’S REPORT

Mr. Chairman and Distinguished Members of the Board of Regents:

In five days, Eastern Michigan University will celebrate the milestone of the academic year – our spring commencement ceremonies. All told, more than 2,300 students will walk across the stage Sunday at the Convocation Center to become Eastern graduates.
Eastern also will welcome thousands of family members and friends who will join the students for the ceremonies and participate in the joy and pride-filled experience.

Our commencement speaker is a well-known entrepreneur – Mr. Dave Zilko – the man who helped create the most popular salsa brand in North America, Garden Fresh Gourmet. After serving as Vice Chairman for 13 years, he sold the company to the Campbell's Soup Company for $231 million. Today, he is CEO of FUEL Leadership, a digital media property. At Sunday’s ceremonies, he will be presented with an honorary Doctor of Commerce degree.

I would like to thank and acknowledge Eastern’s esteemed faculty and staff for the incredible work that takes place in supporting our students to reach this important milestone. Sunday will be a truly remarkable day!

In the spirit of collaborating to support the success of our students, I would like to thank our faculty union leadership in the EMU-AAUP, the Faculty Senate and all Eastern faculty members for working with Provost Longworth and her team on the two-year extension of our labor contract that was approved earlier in this meeting. Working together to support our students has never been more important. I thank each and every faculty member for their ongoing role in the success of our students and the success of Eastern Michigan University.

Eastern’s faculty continues to do great things – and the University continues to support their fine efforts. This is evidenced by today’s approval of summer research awards, which provide 40 faculty researchers with $12,000 stipends to pursue their summer research and creative projects in lieu of summer teaching assignments. I encourage you to review the entire list of faculty receiving awards and their research topics—they are listed in Section 12 of the Board materials.

On a similar note, it was wonderful to recognize our Week of Excellence Faculty Award recipients a few minutes ago. I add my sincere appreciation for the fine work of the 12 faculty members honored.

I would also like to congratulate Professor Vijay Mannari on obtaining his sixth U.S. patent - the most recent for his work on corrosion resistant coatings. It is the University’s 29th U.S. patent – Dr. Mannari’s work is testament to the overall quality of innovative research that takes place at Eastern Michigan.

If you pass by the corner of Huron River Drive and Oakwood, you will see construction well underway for Eastern’s new primary and urgent care health center in collaboration with St. Joseph Mercy Health System and IHA. Crews continue to work on site and utility infrastructure, and structural steel installation is now visible. Construction of this part of the facility is targeted for completion this November, with the connected facility for Eastern’s Counseling and Psychological Services (CAPS), Psychology Clinic and College of Health and Human Services programs set to open in mid-to-late January. Crews are currently working on Sill Hall, home of our College of Technology. When completed, the entire 92,000 square foot structure will be renovated, with an additional 16,000 square feet in new academic space to be constructed. On May 1, we will present to the State’s Joint Capital
Outlay Subcommittee our request for funds for the expansion of our technology and engineering complex to the now vacant Jones Hall. This project will provide much needed space for our growing engineering, cyber security and technology programs.

We have started work on a complete overhaul of the REC/IM building – recognizing a longstanding wish of our students and employees. The REC/IM project is targeted for completion by fall 2020.

The Student-Athlete Performance Center located in the north end zone area of Rynearson Stadium is nearing completion. The facility will open this summer and will provide state-of-the-art space for sports medicine, performance and equipment operations. The project is heavily supported by fundraising efforts.

On a final note, I want to share my personal appreciation and respect for Dr. Chiara Hensley, who was recognized a few minutes ago as this year’s recipient of the EMU-ACE Distinguished Woman in Higher Education Leadership Award. Dr. Hensley is a wonderful colleague and someone I deeply value for the depth of her insight into student affairs and her support of our students. I hope you will join us following today’s Board meeting for a reception in her honor next door in the Tower Room at McKenny Hall.

Other accomplishments are listed in the Appendix to this report on the University website.

Thank you, Chairman Webb.

James M. Smith, Ph.D.
President

Recognition

- Eastern Accounting program students from the College of Business offered free income tax preparation help to low income residents from the Ypsilanti community through the VITA (voluntary income tax assistance) program from March 9-April 13.

- The EMU mock trial team placed second at a regional tournament with 22 teams from the Midwest, including the University of Michigan, Michigan State University, Northwestern, University of Toledo, and Valparaiso University. Eastern’s other team was awarded the Spirit of American Mock Trial Association (AMTA) Award, which goes to “the team that best exemplifies the ideals of honesty, civility and fair play.”

- Eastern’s MBA program has been named among the nation’s “Best Graduate Schools” by U.S. News and World Report in its 2020 ranking of part-time MBA programs. Eastern is ranked 168th nationally and among the top six programs in the state of Michigan. It’s the first time Eastern has been ranked in the prestigious national listings, which are regarded as the gold standard of such comparative recognition.
• The **College of Education** has been ranked among the fourth in the state in U.S. News & World Report’s annual listings of the country’s top graduate programs in education, and is also in the top 150 colleges nationally.

• The **Ford Motor Company Fund** has selected Eastern Michigan University as one of just 10 universities in the world to receive a special $10,000 scholarship, to be awarded this coming academic year. The **Alan Mulally Leadership in Engineering Scholarship** will be awarded to a student in the **College of Technology**. Along with EMU, the other U.S. based institutions to receive the scholarship for the 2019-2020 academic year were Carnegie Mellon, Michigan Tech, Georgia Tech, and Purdue.

• EMU Philosophy professor **Brian Bruya** has partnered with C.C. Tsai, one of Asia’s most popular cartoonists, on an illustrated adaptation of "The Art of War."

• **Megan Moore**, associate professor of anthropology, was featured on the April 8 broadcast of Smithsonian Channel’s “America’s Hidden Stories: The General Was Female?” Her expertise is featured in episode six in which her team solves a big question about the sex and gender of General Casimir Pulaski, a Revolutionary War hero.

• **Martin Shichtman**, professor of English and Literature and Director of the Center for Jewish Studies, will deliver the keynote address at the **2019 Official State of Michigan Holocaust Commemoration**, in the rotunda of the State Capitol on April 23.

• Faculty and staff who have distinguished themselves through thoughtful and dedicated work at and around the university were honored at the annual **Distinguished Contributions Awards**, part of Eastern’s 42nd Annual Week of Excellence. Recipients included: **Joseph Breza**, **Tana Bridge**, **Susan Campbell**, **John Carbone**, **Karen Craig**, **Nozomi Craft**, **Evan Dority**, **Carla Harryman**, **Janet Hinz**, **Dar Mayweather**, **Kyle Martin**, **Aunmar Mohammad**, **Wanda Monks**, **Megan Moore**, **Barry Pyle**, **Jennifer Tremawan**, **Shayna White**, and **Tsuyin Wu**. Also honored were the Enterprise Application Services (EAS) Programmers and Business Analysts: **Russ Blanton**, **Andrew Daniels**, **Ron Elam**, **Debbie Foss**, **Zhen Fu**, **Nathan Jackson**, **Subbu Kilangodi**, **Janet Lyle**, **Sapna Maheshwari-Bajaj**, **Janet Min**, **Kathy Robertson**, and **Paul Welke**; and, the ORDA group of **Phyllis Britton**, **Caryn Charter**, **Sonia Chawla**, **Jennifer Glass**, **Cynthia Monzon**, **Brian Moynihan**, and **Tracy Pytlak**.

• **Pamela Cardell Cato**, assistant managing director for the EMU Theatre, has been honored with the annual **Michigan Thespians Standing Ovation Award** recognizing outstanding contributions to the state’s theater community.

• Eastern Michigan University and members of the surrounding community honored exceptional community engagement efforts on April 12. The event was hosted by **Engage@EMU’s Office of Academic Service-Learning, Institute for the Study of**
Children, Families, and Communities (ISCFC), the Non-Profit Leadership Alliance, and VISION. Award recipients included Sadaf Ali; Maureen Lynch; Chalice Randazzo; Concentrate Media’s On the Ground Ypsilanti, with journalists Sara Rigg and Patrick Dunn; Michigan Advocacy Program/Family Law Project; and, The Collaborative; Ypsilanti YMCA Early Childhood Development Center.

- The 2019 Alumni Awards ceremony, scheduled for May 18, carries on a tradition of recognizing outstanding EMU alumni who have distinguished themselves in their respective professional fields and within their communities. This year’s head of ceremonies will be alumna Dara Munson (BS96), who is currently the CEO of the Chicago Child Care Society. This year’s Alumni Award recipients are Marisa Colston, Scott Frush, Maj. Gen. William A. Henderson, Jawan Jackson, Terry Kayser, Glenna Frank Miller, and Amalie Nash.

Of Note

- The Eagle Flight Center, EMU’s aviation partner, has recently acquired two new flight simulators that will be used to train students enrolled in EMU’s Aviation program. The new software application features state-of-the-art technology, including wireless database updates, visual approaches, map overlays, faster map rendering and advanced weather radar.

- The Fermentation Science program has released its first commercially brewed collaboration beer. The Ypsi Alehouse and students and faculty from EMU partnered this winter to design and brew their version of a Berliner Weisse, a lightly sour wheat beer that originated in Berlin.

- EMU Professional Programs and Training (PPAT), part of Engage@EMU, is launching a new online, non-credit Lean Six Sigma for Health Care course, a 12-week professional program offering 4.5 Continuing Education Units.

- The Pen Pals Program, overseen by the VISION Volunteer Center, paired Eastern students with fifth graders from Estabrook Elementary to write letters back and forth during the academic year to sharpen communication skills, introduce the young students to college life, and culminated with an EMU campus visit on March 22. The students were hosted by the EMU Rec/IM staff, met their year-long EMU Pen Pals in person, enjoyed a campus tour, and received EMU T-shirts from EMU Athletics.

- EMU is serving as a beta site for a new energy efficient window, as a part of sustainability initiatives. Guardian Vacuum IG units, manufactured by Guardian Glass, can bring significant benefit for retrofits in older, historical buildings. The windows were installed in the Sherzer, Quirk and Briggs classroom buildings this academic year.
Events

- The Manhood Project, a youth-development program that seeks to link young men in southeastern Michigan with positive influences and experiences to empower them to achieve and discover their true potential, visited EMU on April 13. The visit included a welcome at the Student Center, a campus tour, a mentor mingle and lunch with faculty and staff, activities at the Rec/IM Building and attendance at the spring football game.

- EMU hosted 500 high school girls for the annual Digital Divas conference on April 12, teaching girls about careers in technology, engineering and math along with the expanding field of cyber security.

- Students who have encountered mental health challenges themselves or through others close to them expressed their unique experiences through a variety of performances during the second annual Mental Health Monologues on April 9. The event was presented by the student group called Active Minds at Eastern Michigan University. Active Minds empowers students to change the perception about mental health on college campuses. The group promotes mental health awareness, raises awareness of suicide prevention, promotes a seek-help culture and combats the negative stigma of talking about mental health.

- Eastern students and community members tackled timely and challenging questions in a stimulating and distinctive event called Solve EMU, on April 5. The first time solve-a-thon event was a one-day thinking competition that required participants to take part in innovative and engaging problem solving by offering a platform to create solutions for community-based challenges.

- The 39th annual Undergraduate Symposium was held on March 29 and featured the exceptional academic work of EMU undergraduate students, showcasing their research and creative projects from a wide variety of disciplines. For this year's Symposium, 109 faculty members served as mentors to 337 student participants.

- Eastern hosted the 11th annual Gamers for Giving event, founded by EMU alumnus Zach Wigal, at the EMU Convocation Center on March 23-24. Donations from the event fund its “Project GO Kart” and “Player 2” programs, which provides gaming recreation to more than 1.1 million children annually in hospitals across the U.S.

- Anita Martínez, executive director of the Michigan Hispanic Collaborative, served as the keynote speaker at EMU's 11th annual César Chávez Day of Celebration on March 20.

- The annual Sesi Midwest Entrepreneurship Conference was held on March 15. The conference also included the Skandalaris Business Plan Competition, in which college and high school students compete in separate categories and present their business plans.
Athletics

- Baseball (Men): Zachary Owings was named a 2019 National Strength and Conditioning Association All-American Athlete Award recipient.

- Basketball (Women): Courtnie Lewis was named to the Academic All-MAC Conference Academic team.

- Basketball (Men): Paul Jackson was named to the Academic All-MAC Conference Academic team.

- Basketball (Men): Jalen King was named a 2019 National Strength and Conditioning Association All-American Athlete Award recipient.

- Cheer (Women and Men): EMU’s cheer squad finished in fourth place at the National Cheerleaders Association (NCA)/National Dance Association (NDA) Collegiate Cheer and Dance Championship. The squad tallied a 93.7542 to finish behind Pittsburgh (94.7958), Florida International (94.2458), and Akron (93.9333).

- Cross Country (Women): EMU junior Abbi Stemple has been selected to attend the 2019 NCAA Student-Athlete Leadership Forum. She is one of two Mid-American Conference student-athletes selected to attend the event that is focused on the development of attendees professionally and personally.

- Cross Country (Women): Seniors Sydney Meyers and Natalie Cizmas were honored for their academic success as the U.S. Track and Field and Cross Country Coaches Association (USTFCCCA) recognized the harriers as All-Academic Individuals.

- Cross Country (Men): The EMU men’s cross country team was named a Division I All-Academic Team by the U.S. Track and Field and Cross Country Coaches Association (USTFCCCA).

- Football (Men): Blake Banham, Jeremiah Harris, Jeremy Hickey, Tyler LaBarbera, Ville Vilasti, and Tyler Wiegers were named to the 2019 National Football Foundation Hampshire Honor Society.

- Gymnastics (Women): Sydney Audet, Courtney Bezold, Carly Clark, Emili Dobronics, Cali Harden, Megan Hultgren, Bri Price, Jada Rondeau, and Allie Smith earned MAC All-Academic Team honors.

- Gymnastics (Women): Courtney Bezold was named First Team All-MAC and Emili Dobronics was named Second Team All-MAC.
- **Rowing (Women):** Sarah Anderson, Meagan Bond, Priscilla Brom, Jennifer Bucci, Grace Burke, Michelle Deering, Erica Dubke, Haley Dutton, Chloe Elwell, Anna Eschenburg, Karissa Fald, Brianna Gracey, Brynna Harder, Mary Hemgesberg, Michalyn Hiltz, Alyssa Hood, Leah Huyser, Chelsea Justice, Baylee Kinkade, Antinique Kirksey, Kayla Kuhfeldt, Stephanie Lamphear, Karson Mahaney, Ashly Matzek, Eve Melody, Calley Muir, Addison Oblanas, Jordan Reed, Caitlin Rodanhisler, Alicia Schmidt, Diana Spokas, Carly Szymanski, Hannah Taylor, and Breanna Wirth were named to the Colonial Athletic Association (CAA) Commissioner's Academic Honor Roll.

- **Soccer (Women):** Kristin Hullibarger was named a 2019 National Strength and Conditioning Association All-American Athlete Award recipient.

- **Swim and Dive (Women):** Senior Delaney Duncan placed second in the 100 Breaststroke at the NCAA Championships.

- **Swim and Dive (Women):** Claire Young placed second in the 100 Backstroke at the College Swimming and Diving Coaches Association of America’s National Invitational Championship.

- **Swim and Dive (Women):** Delaney Duncan was named a 2019 National Strength and Conditioning Association All-American Athlete Award recipient.

- **Swim and Dive (Women):** Amelia Armstrong-Grant, Bethany Berger, Marcella Da Costa, Emilie Desnoyers, Delaney Duncan, Casey Gavigan, Hunter Ignasiak, Brielle Johnston, Stephanie Johnston, Carlee Jones, Gabrielle Mace, Marissa Marion, Abby Rapien, Kaitlynd Scanlan, Micaela Schempf, Meike Staffeldt, Rachel Stark, Ali Staver, Avrie Stewart, Kylie Sutherlin, Nicole Swartz, Sydney Thomas, Sophia Tsafantakis, Dora Vrcic, and Claire Young earned Academic All-MAC Conference honors.

- **Track and Field (Women):** Rebekah Carr, Kadian Clarke, Madison Distelrath, Allyson Goff, Jessica Harris, Micha Johnston, Savanah Luthman, Brittni Mason, Sydney Meyers, Catherine Mittga, Michaela Nelms, Gianna Salzbrunn, Graysen Simmons, and Ashleigh Simonis were named to the All-MAC Academic team for the indoor season.

- **Track and Field (Men):** Derek Ziegenfuss set a new school record in the Javelin Throw event at the Tennessee Relays.

- **Track and Field (Men):** Sean Beckom II, Solomon Costa, Owen Day, Hayelom Fitsum, Mike Hierholzer, Derek Jones, Zach Purcilly, Owen Richardson, Tyler Underwood, and Austin Wicker earned Academic All-MAC honors for the indoor season.
• Volleyball (Women): Head Coach **Darcy Dorton** was named one of the 2019 American Volleyball Coaches’ Association’s **Thirty Under 30 Award** recipients.

**TAB I**

**OPEN COMMUNICATIONS**

Vice President Reaume announced that ten (10) people requested to address the Board of Regents. The speakers were given up to three (3) minutes to speak.

1. Kevin Doak – Update the Board on the progress related to reinstating eliminated sports teams and the impact the cuts have on the student body.

2. Candice Crutcher (Student Government) – Student Government end of the year wrap up.

3. Ethan Smith (Student Government) – The importance of finding resources for our most vulnerable students, like MAGIC.

4. Sarah Poteracki (EMU Theatre) – EMU Theatre is pioneering accessibility in theatre through educating students on how to make the theatre more accessible to disabled patrons as well as people on the autism spectrum.

5. Kirk Suchowesky (International Student Association) – The NSP Scholarship guidelines and in-state tuition.

6. Jasmine Billings (Smith/Abuzir or a new EMU) – My experience as a student parent on the campus and how things could have been made easier with EMU Support.

7. Ramone Williams – I’d like to speak about the need for secure housing for students at EMU, as it is a main focus for Smith and Abuzir. I’ll share a little bit of my story of housing instability, then talk about the major obstacles that exist at Eastern, as well as the repercussions of those being in place.

8. Judith Kullberg (EMU-AAUP) – The summer course schedule and enrollment

9. Sk Nodia Rahman Silvia – The NSP scholarship that does not allow international students to take summer classes. However, from 2018 fall, all incoming students are allowed to take classes with in state tuition (even in the summer). We want the policy to be the same for all international students.

10. Chimi Dolker Sherpa – Allowing the international student of winter 2018 with NSP scholarship to change their scholarship program to in state scholarship (as the former international students). This is so, because we would also like to have equal opportunities for being an international student i.e. having to take only 12 credits instead of 15 credits.
Chairman Webb reminded attendees that the next meeting is scheduled for Thursday, June 13, 2019. He called for any further business to be brought before the Board. There being none, Regent Crumm made a motion to adjourn. Regent Hawks seconded to adjourn the meeting.

**Motion Carried**

The meeting was adjourned at 2:17 p.m.

Respectfully submitted,

Vicki Reaume  
Vice President and Secretary to the Board of Regents
RECOMMENDATION

STAFF APPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve 9 staff appointments for the reporting period March 26, 2019 through May 20, 2019.

STAFF SUMMARY

Of the 9 appointments, 2 (22 percent) are males and 7 (78 percent) are females. Demographics of the total group indicate 8 (89 percent) are Caucasians and 1 (11 percent) is 2 or more races.

FISCAL IMPLICATIONS

The salaries are part of the University's 2018-2019 budget as approved by the Board of Regents.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.
## EASTERN MICHIGAN UNIVERSITY
### STAFF APPOINTMENTS
#### For Activity Date Reporting Period
March 26, 2019 through May 20, 2019

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<td>Sean</td>
<td>Director of Compliance</td>
<td></td>
<td>Compliance Athletics</td>
<td>4/29/2019</td>
<td>55,000.00</td>
<td>100 WH</td>
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<td>M</td>
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<tr>
<td>O'Brien</td>
<td>Maggie</td>
<td>Sr Admissions Processor</td>
<td>06</td>
<td>Adm Internal Oper</td>
<td>4/22/2019</td>
<td>42,058.49</td>
<td>100 WH</td>
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<td>F</td>
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<tr>
<td>Tierney</td>
<td>Rene</td>
<td>Payroll Practitioner III</td>
<td>07</td>
<td>Controller</td>
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<td>47,934.45</td>
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<td>Kendal</td>
<td>Coord New Stud Trans Prog</td>
<td>08</td>
<td>Orientation</td>
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<td>51,189.00</td>
<td>100 2 or more</td>
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<td>Shallow</td>
<td>Kathryn</td>
<td>COB Academic Advisor</td>
<td>07</td>
<td>Director University Advising</td>
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<td>45,681.00</td>
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<td>Bailey</td>
<td>Marianne</td>
<td>Testing Administrator</td>
<td>06</td>
<td>IELTS</td>
<td>4/22/2019</td>
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<td>100 WH</td>
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<td>Lewis</td>
<td>Judy</td>
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<td>06</td>
<td>School of Comm, Media, Theater Arts</td>
<td>5/8/2019</td>
<td>40,557.00</td>
<td>100 WH</td>
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</tr>
</tbody>
</table>
STAFF SEPARATIONS/RETIREMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve 12 separations and retirements for the reporting period of March 26, 2019 through May 20, 2019.

STAFF SUMMARY

Of the 12 separations and retirements there are 6 (50 percent) females and 6 (50 percent) males. Demographics of the total group indicate 2 (17 percent) African Americans, 1 (7 percent) Native American, 7 (58 percent) Caucasian, and 2 (17 percent) Not Disclosed.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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

[Signature]
University Executive Officer

[Signature]
Date
## EASTERN MICHIGAN UNIVERSITY

### STAFF SEPARATIONS and RETIREMENTS

For Termination Date Reporting Period
March 26, 2019 through May 20, 2019

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Job Title</th>
<th>Grad</th>
<th>OrgTitle</th>
<th>Current Hire Date</th>
<th>Termination Date</th>
<th>Ethnicity</th>
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<td>Steven</td>
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<td>FM 19</td>
<td>Dining Admin</td>
<td>3/13/2001</td>
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<td>CS 07</td>
<td>Controller</td>
<td>11/20/2015</td>
<td>4/12/2019</td>
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<td>Rosenblum</td>
<td>Melissa</td>
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<td>PT 09</td>
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<td>8/11/2008</td>
<td>4/12/2019</td>
<td>WH</td>
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<td>Carol</td>
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<td>PT 07</td>
<td>Business Operations</td>
<td>8/5/2013</td>
<td>4/18/2019</td>
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<td>F</td>
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<td>Parnis</td>
<td>Amelia</td>
<td>Success Coach</td>
<td>PT 07</td>
<td>The Learning Center</td>
<td>9/15/2017</td>
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<td>WH</td>
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<td>Deborah</td>
<td>Psychologist</td>
<td>PT 09</td>
<td>Counseling and Psych Services</td>
<td>9/21/2015</td>
<td>4/26/2019</td>
<td>ND</td>
<td>F</td>
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<td>Gantz</td>
<td>Lakita</td>
<td>Mgr Bsktball/Football Ops</td>
<td>AC 11</td>
<td>A Mens Basketball</td>
<td>8/12/2016</td>
<td>4/26/2019</td>
<td>BL</td>
<td>F</td>
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<tr>
<td>Sadows</td>
<td>Colleen</td>
<td>Admin Assoc to the President</td>
<td>AP CDEA2</td>
<td>Presidents Office</td>
<td>1/7/2019</td>
<td>5/15/2019</td>
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<td>Van Wasshenova</td>
<td>Christopher</td>
<td>International Prog Coordinator</td>
<td>PE 08</td>
<td>International Students</td>
<td>1/29/2016</td>
<td>5/17/2019</td>
<td>WH</td>
<td>M</td>
</tr>
</tbody>
</table>
RECOMMENDATION

EMERITUS STAFF STATUS

ACTION REQUESTED

It is recommended that the Board of Regents grant Emeritus Staff Status to One (1) staff member: Judy Pokrywki, Senior Secretary, Office of Biology, who retired January 31, 2019.

STAFF SUMMARY

According to University policy, retiring Administration Professional (AP), Athletic Coaches (AC), Confidential Clerical (CC), Food Service, Custodial & Maintenance (FM), Professional Technical (PT) or Clerical Secretarial (CS) staff members who have served the University for at least fifteen (15) years, may be granted Emeritus Staff Status. Such status is conferred based on the recommendation of the President and approval of the Board of Regents.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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

James M. Smith, Ph.D.
President
Judy Pokrywki retired on January 31, 2019 after 28 years of service at EMU. Judy was a Senior Secretary, Office of Biology. Judy started working at EMU in 1990 in a clerical position. She Judy dedicated and is always willing to help students, staff and faculty. She is known to go above and beyond to get the job done. She is known as a problem solver and works long hours to make sure the job gets done. Her outgoing personally, patience and quite competence provide a warm, nurturing environment. Judy will be truly missed by her department.
The Department/Office of Biology recommends the awarding of Emeritus Staff Status for the following retiring/retired staff member:

Name of staff member: Judith Pokrywki

Title upon retirement: Senior Secretary

Date of hire at EMU: September 10, 1990 Retirement date: January 31, 2019

Number of years at EMU: 28 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home address: [Redacted]

Home telephone: [Redacted] E-mail address: [Redacted]

Name of spouse: 

Degree(s)/institutions/year: Baccalaureate: BS/Eastern Michigan University/1990

Masters: 

Doctoral: 

Please attach 2 letters of support to this application

[Redacted] Date [Redacted] Date

Recommended by

[Redacted] Date 4/4/19

Department Head and/or Supervisor

[Redacted] Date 5/22/19

Executive Council Member

[Redacted] Date 5/31/19

President

(REC'D APR 05 2019)

Date Submitted to Board of Regents

After the Executive Council member signs, please forward this form and letters of support to: CFO, 101 Welch Hall. Upon approval of the President, the recommendation will be sent to the Board of Regents. Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Office of the Chief Financial Officer.
Re: Judith Pokrywki, Senior Secretary of Biology – Emeritus status

To: EMU Board of Regents

On January 30, 2019, Ms. Judith Pokrywki retired from EMU after more than 28 years of outstanding service to the students, faculty and administrators of EMU. Her dedication to the Biology Department is legend. Since coming to the Biology Department in March 1996, she served six Department Heads and trained eight front office secretaries all of whom benefited from her tutelage and successfully moved on to CS05 positions.

Ms. Pokrywki’s contributions to the department and EMU are numerous and include her efforts to make the department an efficient and welcoming place for students and faculty alike. She worked tirelessly to make sure all faculty had what they needed when they needed it in order to be successful. This included regularly coming in extremely early and staying late to ensure that everything was done correctly.

Her outgoing personality, patience, quiet competence and accessibility provided a warm, nurturing environment that made the Biology Department feel like family. Students and faculty regularly went to see her for assistance. She always gave of her time and talents generously. She is missed.

The Biology department requests Emeritus staff status for Ms. Pokrywki in recognition of her outstanding career and many contributions to EMU. We look forward to Ms. Pokrywki’s continued involvement with the EMU community as an Emeritus staff member.
To Whom It May Concern-

It is my pleasure to recommend Ms. Judy Pokrywki for an Emeritus Staff appointment. Our relationship as co-workers was both rewarding and positive. Judy was the backbone that made the Biology Department work. She is dearly missed by the faculty and students of the Department. Judy deserves any measure, no matter how large or small, of appreciation for her work with the students, faculty, and administration of Eastern Michigan University.

Judy was an active and positive presence in the Biology Department. Judy was very organized. For example, for tenure applications, Judy kept extra new binders ready for distracted professors. For hourly students, Judy had a several-day, multi-pronged approach to help students get time sheets in on time. Judy was organized past typical work duties. For example, Judy kept a master list of all staff and faculty birthdays and made sure everyone got a birthday email regardless of the time of year.

Judy did countless little things for all of us—some of which we are only recognizing now that she is gone. For example, Judy would find out your favorite candy and keep some hidden in her office for you. She was always ready to help with forms or some other University protocol. She had a true open door policy.

As an alumnus herself, Judy made sure to look out for the students. For example, in our department Master’s students have to hold a public defense of their research thesis. Judy took great pride in making defense announcement posters. Further, she always printed 2 or 3 extra copies in color so the student could have a ‘mint’ copy for themselves and one for their parents.

In sum, I urge you to grant Ms. Judy Pokrywki Emeritus status.

Sincerely,

Thomas G. Mast, Ph.D.
Eastern Michigan University Class of 2001
Associate Professor of Biology
RECOMMENDATION

EMERITUS FACULTY STATUS

ACTION REQUESTED

It is recommended that the Board of Regents grant Emeritus Faculty Status to five (5) former Faculty Members. Harvey Lyons, School of Engineering Technology from 1998 to 2019 who retired after 21 years; Lynn Nybell, School of Social Work from 1983 to 2018 who retired after 35 years; Gretchen Otto, School of Art and Design from 1987 to 2018 who retired after 31 years; Ellen Schwartz, School of Art and Design from 1977 to 2018 who retired after 41 years; Thomas Venner, School of Art and Design from 1998 to 2018 who retired after 20 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.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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

__________________________
University Executive Officer
Rhonda Longworth, Ph.D.

Date
EASTERN MICHIGAN UNIVERSITY
EMERITUS FACULTY STATUS RECOMMENDATION
June 13, 2019

Harvey Lyons
Professor, School of Engineering Technology
(21 years)
Doctorate Ohio State University
Masters The Cooper Union
Baccalaureate The Cooper Union

Lynn Nybell
Professor, School of Social Work
(35 years)
Doctorate University of Michigan
Masters University of Michigan
Baccalaureate University of Michigan

Gretchen Otto
Professor, School of Art and Design
(31 years)
Doctorate Pennsylvania State University
Masters Cranbrook Academy of Art
Baccalaureate Seton Hall College

Ellen Schwartz
Professor, School of Art and Design
(41 years)
Doctorate New York University
Masters New York University
Baccalaureate Brandeis University

Thomas Venner
Professor, School of Art and Design
(20 years)
Masters Eastern Michigan University
Baccalaureate Alma College
EASTERN MICHIGAN UNIVERSITY
Division of Academic and Student Affairs
EMERITUS FACULTY STATUS RECOMMENDATION

The Department of ___ Engineering Technology _______________ recommends the awarding of Emeritus Faculty Status for the following retiring/retired faculty member:

Name of Faculty Member: ___ Dr. Harvey Lyons _________________

Current Status/Rank at EMU: ___ Professor _______________________

Date of Hire at EMU: ___ 1998 _______________ Retirement Date: ___ 4/30/9 _______________

Number of Years at EMU: ___ 21 _______________ (Minimum of 15 years of service required)

Please complete the following information on the retiring faculty member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty Directory.

Home Address: ___ Prefers not to provide personal information ________________

Home Telephone: ___ E-Mail Address: ___ _______________

Name of Spouse: __________________________________________

Degree(s)/Institutions/Year: Baccalaureate: ___ B.S. Mechanical Engineering, The Cooper Union (1962) ___

Masters: ___ M.S. Mechanical Engineering, The Cooper Union (1971) _______________

Doctoral: ___ Ph.D., Mechanical Engineering, Ohio State University (1976) ___

Registered Professional Engineer in New York, Michigan, Ohio, Wisconsin, Montana, New Hampshire, and Washington

See attached Statement of Support

Dr. Daniel Fields ___ 11/8/18 ________________

Recommended by (please print) Date

[Blacked out] 11/8/18 ________________ 11/8/18 ________________

Department Head Date Dean Date

[Blacked out] ________________ 12/6/18 ________________

Provost Date Submitted to Board of Regents

Please forward this completed form to: Debbie Clearwater

Academic and Student Affairs, 106 Welch Hall
Statement of Support, Emeritus Faculty Status for Dr. Harvey Lyons, Professor, School of Engineering Technology

Dr. Lyons has served with distinction as a faculty member of the School of Engineering Technology (previously Industrial Technology Department) in the College of Technology for over 20 years. He has served as the Program Coordinator of the highly successful Mechanical Engineering Technology Program. Under his leadership, he was responsible for the development of the curriculum, and supporting laboratories. He is actively involved in the recruiting of a large number of students that led to the success of the program. Due to the rapid expansion of the Mechanical Engineering Technology Program under his leadership, the number of faculty in the program has grown correspondingly. These faculty, with appropriate engineering credentials and industrial experience, set the stage for the development of the new Mechanical Engineering Program. Due to his development of engineering faculty expertise and laboratory facilities the School of Engineering Technology now has the capability to deliver Mechanical Engineering and other engineering curricula. In addition to his leadership in program development, he has also excelled in teaching and other areas of service. He was nominated for a distinguished teaching award. He has also developed a Mechatronics Certificate Program and has provided service on several College of Technology and School of Engineering Technology committees, including: Finance, Strategic Planning, Faculty Development, College Faculty Council and Chair of the Mechanical Engineering Faculty Search Committee. Outside of the university has been active in several professional organizations, including: American Society of Mechanical Engineers, American Society for Engineering Education, National Society of Professional Engineers, Society of Professional Engineers, Who’s Who among America’s Teachers, National Association of Industrial Technology, Who’s Who in Science and Engineering, Order of the Engineer, Pi Tau Sigma and Epsilon Pi Tau. While an excellent instructor and providing exemplary service, he has maintained an active scholarly agenda. He has published a list of scholarly papers and reports too long to mention in this statement of support. Likewise, he has maintained current in his field of study through various consulting projects.

Dr. Lyons has served as a mentor to his peers, through example, encouragement, guidance and support in their professional development. While his expertise and caring service will be sorely missed in the School of Engineering Technology, his students, peers, administrators and industry contacts wish him well on his new journeys in retirement. We all strongly support his nomination for emeritus faculty status.

Dan Fields, Ph.D.
Professor
School of Engineering Technology
EASTERN MICHIGAN UNIVERSITY
Division of Academic and Student Affairs

EMERITUS FACULTY STATUS RECOMMENDATION

The Department of School of Social Work recommends the awarding of Emeritus Faculty Status for the following retiring/retired faculty member:

Name of Faculty Member: Lynn Nybell

Current Status/Rank at EMU: Professor

Date of Hire at EMU: 08/31/1983 Retirement Date: 12/31/2018

Number of Years at EMU: 35 (Minimum of 15 years of service required)

Please complete the following information on the retiring faculty member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty Directory.

Home Address:

Home Telephone: E-Mail Address:

Name of Spouse: Lawry Dolph

Degree(s)/Institutions/Year: Baccalaureate: Univ. of Michigan
Ph.D. Social Work and Anthropology/University of Michigan/2002

Please Attach a Brief Statement of Support to this Form

Emeritus Faculty status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Provost’s Office.

Recommended by Sarah Shea

Date of Recommendation: 3/18/19

Department Head

Date: 3/18/19

Provost

Date: 3/30/19

Date Submitted to Board of Regents: 3/22/19

Date Submitted to Board of Regents:

Date Submitted to Board of Regents: 3/22/19

Please forward this completed form to: Debbie Clearwater
Academic and Student Affairs, 106 Welch Hall

3/26/2013
To: Dean Murali Nair, College of Health and Human Services  
From: Sarah Shea, Associate Professor, School of Social Work  
Re: Emeritus Faculty Status Recommendation, Professor Lynn Nybell  
Date: January 11, 2019

I write to nominate Professor Lynn Nybell for emeritus faculty status at Eastern Michigan University. This nomination is based on the recommendation of Dr. Sarah Shea and affirmed by the School of Social Work faculty, as expressed in vote (17 Yays, 0 Nays, 0 Abstain) taken on January 11, 2019.

Dr. Lynn Nybell earned her MSW with a concentration in community practice from the University of Michigan in 1974 and a Joint Doctorate in Social Work and Anthropology from the University of Michigan in 2002. Dr. Nybell joined Eastern Michigan University’s School of Social Work’s faculty in 1983 as an assistant professor bringing with her years of experience as the assistant director of the National Child Welfare Training Institute at the University of Michigan and her work at the University of Michigan School of Social Work’s Center for Continuing Education. As a faculty member at EMU, Dr. Nybell taught in both the BSW and MSW Programs, including field seminars, policy and social work theory courses, courses in cultural competence, Advanced MSW courses in the Child & Family concentration, among others. Dr. Nybell has been recognized for her exceptional teaching as evidenced by the Alumni Association’s 2004 Excellence in Teaching Award and the Holman Success Center’s Recognition in 2010. Dr. Nybell collaborated with Dr. Sylvia Sims Gray to create and implement the Teaching in Context series in the Faculty Development Center that focused on the University’s relationship with Southeast Michigan.

Dr. Nybell has had an active and progressive career in research and scholarship throughout her 35 years at EMU, primarily focused on youth voice in social policy, class, race, and gender in social work practice, policy, and education, and the constructs of childhood, retention and graduation in higher education, and college students’ experiences of hunger and housing issues. The recipient of a variety of external grants including, but not limited to, awards from the Administration for Children, Youth, and Families, Department of Health and Human Services that funded collaborative efforts with Dr. ’s Sylvia Sims Gray and Don Lopnow focused on professional training on cultural perspectives in child welfare, as well as awards that funded projects devoted to youth voice in marginalized communities. Dr. Nybell is the editor or co-editor of several books focused on children and youth in social work practice and has been the author or co-author of a host of publications featured in prominent social work and child welfare professional journals. This extensive scholarship has also been featured in a multitude of presentations with local, statewide, and national audiences that span Dr. Nybell’s 35-year-career.

Dr. Nybell’s service to the School of Social Work is extensive; Dr. Nybell served on and chaired a variety of committees, including but not limited to, Instructional Committee, Finance Committee, and Personnel Committee. Dr. Nybell took on roles of leadership in the College of Health and Human Services and the University, serving on the CHHS Faculty Advisory Council, and in various positions within the EMU-AAUP, including the contract negotiating team and bargaining council. One of Dr. Nybell’s greatest contributions to the School of Social Work was in her role as Director of the School of Social Work from 2012-2018. As Director, Dr. Nybell
supported the mission of the School through careful and thoughtful attention to the needs of students, the professional development of faculty, and critical social justice issues. Dr. Nybell led the School in an effort to extend the School’s legacy of social justice activism to include the Day of Social Justice, Social Activism Day, as well as intensive efforts to address retention issues and racism on campus. Dr. Nybell championed the relationships between the Ypsilanti community and EMU and supported efforts to enhance these relationships through her steadfast support of faculty and student projects and teaching that integrated the community and the University. Dr. Nybell led the School of Social Work to excel in teaching, scholarship, and service while also mentoring students, staff, and faculty to create their own paths for advancing social work in our community.

It is an honor to celebrate Dr. Lynn Nybell’s accomplishments and profound contributions to our School, University, community, and field, and to nominate Dr. Nybell for Emeritus status at Eastern Michigan University.
April 14, 2019

Dear Dean Dana Heller,

I am writing this letter to support Dr. Gretchen Otto’s nomination of Emeritus Professor Status. Dr. Otto’s formal nomination received almost unanimous support from the faculty of the School of Art and Design at its faculty meeting on November 16, 2018.

Dr. Otto earned her Ph.D. in Art Education from Penn State University. Prior to that, Dr. Otto attained her terminal studio art degree, MFA, from the Cranbrook Academy of Art and a K-12 art teaching certification from Wayne State University. She began her long and devoted career as a Professor of Art Education at Eastern Michigan University in 1987. In 2003, when there was a faculty vacancy in the jewelry studio area, given her art training in metalsmithing, she began to serve as a Studio faculty in that area. With Dr. Otto’s over thirty-year long career at EMU this letter can only highlight some of her distinguished service to the university and the professions of art education and studio art as a teacher preparation professional, excellent exhibiting artist-teacher, and contributing colleague.

In her thirty-year career at EMU Dr. Otto provided much service to the School of Art and Design, College of Arts and Sciences, and EMU. She served on a variety of committees throughout her tenure in the School of Art and Design as well as on the College and University Level. During the span of her over thirty-year teaching career at Eastern Dr. Otto taught a wide variety of art education and studio classes ranging from arts integration and art education methods classes, jewelry, 3D design, and a wide variety of art education graduate classes. This included regularly teaching art education methods class from 1987 to 2003, which was the capstone art education class before the visual art education candidates started their student teaching in elementary and secondary art classrooms. Over the course of her career, she advised more than a thousand students who went through the EMU art education and studio programs. Because of this Dr. Otto has had lasting influence in art teacher preparation in Southeast Michigan. Every year when I attend the annual Michigan Art Education Conference, many art teachers, who were Dr. Otto’s former students, come up to me to recount their fond memories of studying with Dr. Otto. In addition, as the sole tenured track studio faculty who specializes in metal art, Dr. Otto regularly taught jewelry classes to undergraduate and graduate students since 2003 and maintained and updated the jewelry studio on a continual basis. Her depth of knowledge and experience in both art education and studio art had profound impact on the cross-disciplinary teaching of her art education and studio students. Art education students benefited from the insight of a practicing and exhibiting artist and on the other hand, studio students benefited from an art professor, who had not only a capacity for teaching jewelry techniques and processes, but also an aptitude for guiding students in meta-cognitive learning in art, because Dr. Otto was trained in art teaching pedagogy. In this regard Dr. Otto will be difficult to be replaced.
In addition to her regular teaching responsibility, Dr. Otto sponsored students for independent studies and spent hours after classes preparing students to present at EMU undergraduate symposiums and enter into juried jewelry art exhibits. Her students made impressive symposium presentations and regularly won high honors in art competitions. As an artist Dr. Otto's art was inspired by children's art as well as voodoo art. Her unique jewelry pieces, made of natural and man-made materials, won prizes and were an embodiment of her feminist artist statement.

As a cancer survival herself, Dr. Otto collaborated with scientist scholars, Dr. Omens, Dr. Garvey, and Dr. Smaldino and art education colleague, Dr. Camilla McComb in an interdisciplinary project that applied visual art to better understand the 12 hallmarks of cancer. This project resulted in a 2018 publication of the lead article in the Canadian Journal of Teaching and Learning, titled *Visualizing Cancer: A Transdisciplinary Art and Biology Collaborative*. 2018 was the year of Dr. Otto’s retirement. This is an unequivocal statement of Dr. Otto’s persistent scholarly and teaching work throughout her EMU career.

In recognition for her many decades of contribution to EMU and beyond, the faculty of the School of Art and Design whole heartedly recommends that Professor Gretchen Otto be awarded Faculty Emeritus Status.

On behalf of the School of Art and Design faculty,

Dr. Guey-Meei Yang  
Professor of Art Education

[Signature]

Professor Sandra Murchison, Director, School of Art & Design
EMERITUS FACULTY STATUS RECOMMENDATION

The Department of ___School of Art & Design____ recommends the awarding of Emeritus Faculty Status for the following retiring/retired faculty member:

Name of Faculty Member: _Dr. Ellen Schwartz____

Current Status/Rank at EMU: _Full Professor_ Date of Hire at EMU: September 1977____

Retirement Date: August 2018___

Number of Years at EMU: _41 years_____ (Minimum of 15 years of service required)

Please complete the following information on the retiring faculty member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty Directory.

Home Address: ________________________________

Home Telephone: __________________ E-Mail Address: __________________

Name of Spouse: _Frank Wayman________________

Degree(s)/Institutions/Year: Baccalaureate: _Brandeis Univ 1969____
Masters: _Institute of Fine Arts, NYU 1973____
Doctoral: _Art History from New York University 1978____

Please Attach a Brief Statement of Support to this Form

Emeritus Faculty status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Provost's Office.

Dr. Thomas Suchan April 2, 2019
Recommended by __ (please print) Date ______________

Sandra Murchison April 2, 2019
Department Head Date ______________

Provost Date ______________

Date Submitted to Board of Regents ___

Please forward this completed form to: Debbie Clearwater
Academic and Student Affairs, 106 Welch Hall

3/26/2013
April 5, 2019

Dear Dean Dan Heller,

This letter is to serve as support for awarding Professor Ellen C. Schwartz Faculty Emeritus Status. Professor Schwartz’s formal nomination for emeritus status was enthusiastically approved by a unanimous vote of the full faculty of the School of Art and Design at its faculty meeting on November 16, 2018.

Doctor Schwartz earned her Ph.D. in Early Medieval and Byzantine art history from the Institute of Fine Arts of New York University. She began her lengthy and dedicated career as a Professor of Art History at Eastern Michigan University in 1977. Given the forty-year length of her service, it is only possible in this letter to provide a very brief of summary of her substantial service to the university and profession as a dedicated instructor, actively engaged scholar, and collegial colleague.

During the span of her forty-year teaching career at Eastern, Dr. Schwartz taught a wide variety of courses ranging from introductory art history surveys and art appreciation to advanced specialized courses and seminars on a variety of topics from women in art to architectural history. This included regularly teaching courses on classical and medieval art as well as a popular interdisciplinary course on the Enlightenment and the French Revolution. Many of the courses she taught became requirements in the degree programs in the School of Art and Design as well as in several other departments within the College of Art and Sciences. Her experience and depth of knowledge to teach this array of courses will sorely be missed. She was also creative in her teaching by incorporating active learning opportunities for students with activities such as costumed role-playing recreations of 18th century salons and allowing students to create their own Byzantine icons. Moreover, she was continually updating her courses even in her last semester she took on the solo teaching of a formerly team-taught course. Often each semester she was tasked with teaching multiple classes with different subject matter while managing large enrollments. During the course of her career she taught thousands of different students. If all her former students stood shoulder to shoulder the line would stretch about two miles. In addition to her regular teaching load she often took on students to pursue independent studies and she regularly sponsored students at the undergraduate symposium including one student during her final semester of teaching.

As a scholar, Doctor Schwartz’s research has primarily focused on the art and architecture of Byzantium and medieval Eastern Europe. She remains an actively engaged scholar throughout her career publishing and presenting at academic gatherings. Over the years she has been very involved with the Byzantine Studies Conference chairing sessions and serving in differing capacities as its president, vice-president, as well as being a member of its governing board. In retirement she continues to be a productive scholar and is currently serving as the editor of the


114 Ford Hall, Ypsilanti, MI 48197 • 734.487.1268 • Fax: 734.487.2324
Oxford Handbook of Byzantine Art and Architecture among other scholarly endeavors that she now has more time to pursue.

In her forty year career at EMU Dr. Schwartz provided much service to the Art and Design School, College of Arts and Sciences, University, and her field of Byzantine Studies. She served on a variety of committees throughout her tenure in the Art and Design School as well as on the College and University Level. Among her many accomplishments was the establishment of the undergraduate art history program. Over her lengthy career she chaired several committees and at one point she even served as the Director for Women's Studies Program. Even during the later part of her career she remained actively serving the Art and Design School and was centrally involved in two recent successful art history faculty searches.

In gratitude for her many decades of service that have been outlined above, the faculty of the School of Art and Design enthusiastically recommends that Professor Ellen Schwartz be awarded Faculty Emeritus Status.

For the Art Department faculty,

Dr. Tom Suchan
Professor of Art History

Sandra Murchison, Director
of the School of Art & Design
The Department of _School of Art & Design_________ recommends the awarding of Emeritus Faculty Status for the following retiring/retired faculty member:

Name of Faculty Member: _Thomas Venner______________

Current Status/Rank at EMU: _Full Professor_ Date of Hire at EMU: September 1998____

Retirement Date: _August 2018____

Number of Years at EMU: _20 years_____ (Minimum of 15 years of service required)

Please complete the following information on the retiring faculty member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty Directory.

Home Address: ________________________________

Home Telephone: _____________________________ E-Mail Address: ____________________________

Name of Spouse: _Anne________________________

Degree(s)/Institutions/Year: Baccalaureate: _Alma College 1973___

Masters: MFA in Ceramics from Eastern Michigan University in 1978____

Please Attach a Brief Statement of Support to this Form

Emeritus Faculty status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Provost's Office.

Prof. John DeHeng __April 2, 2019__

Recommended by (please print) ________________________

Sandra Murchison _April 2, 2019__

Department Head ____________________________

Provost __4/12/19__

Date Submitted to Board of Regents

Please forward this completed form to: Debbie Clearwater

Academic and Student Affairs, 106 Welch Hall

3/26/2013
April 5, 2019

Dear Dean Dana Heller,

The faculty of the School of Art and Design have voted unanimously on November 16, 2018 to nominate former Dean of the College of Arts and Sciences Professor Thomas Venner for emeritus status. We are delighted to forward this nomination to you and to highlight Tom's many years of service to Eastern Michigan University.

Tom has longtime connections with Eastern Michigan University beginning with receiving a Masters of Fine Arts Degree from EMU in 1978. He chaired the Visual and Performing Arts Division at Sienna Heights University for several years prior to becoming the Department Head of EMU's Art Department in 1998. After leading the Art Department, he became Dean of the College of Arts and Sciences and then returned to the faculty of the School of Art and Design for the academic year 2017/2018. Tom has dedicated 20 years of his professional career to Eastern Michigan University.

Among his many accomplishments during his tenure as Department Head and Dean, one of the most exciting was his overseeing EMU's acquisition of the Jean Noble Parsons Center for Arts & Sciences. Jean Parsons wished that her endowment and land be given to a Eastern Michigan University who committed to use it for the study of arts and sciences. Tom was integral to UM being awarded this gift, and we are quite fortunate to have received it. As Dean, Tom oversaw many years of stability in the College of Arts and Sciences and also played important roles in the construction of both the new Science Complex and also the Art Department's Sculpture Studio. His impact was broad and his presence will be missed.

We respectfully ask that you forward our emeriti recommendation to the EMU Regents.

Sincerely,

John DeHoog, Professor, School of Art and Design

Sandra McChesney, Director, School of Art and Design
RECOMMENDATION

ACADEMIC AFFAIRS ADMINISTRATIVE/PROFESSIONAL APPOINTMENTS/TRANSFERS

ACTION REQUESTED

It is recommended that the Board of Regents approve six (6) Administrative/Professional appointments and two (2) Administrative/Professional transfers at the rank and effective date shown on the attached listing.

FISCAL IMPlications

The salary would be absorbed in the 2019-2020 personnel budget.

ADMINISTRATIVE RECOMMENDATION

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

Rhonda Longworth, Ph.D.
University Executive Officer

6/11/19 Date
<table>
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<td>Burke, Wendy</td>
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<td>$122,000</td>
<td>Academic Department Head, Department of Teacher Education</td>
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<td>Pappas, Brian</td>
<td>6/1/2019</td>
<td>$150,000</td>
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<td>Barrick, Christopher</td>
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<td>Fritz, Jennifer</td>
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<td>Eisenberg, Ann</td>
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RECOMMENDATION

ACADEMIC RETIREMENT/SEPARATIONS

ACTION REQUESTED

It is recommended that the Board of Regents approve one (1) retirement and three (3) separations for the period of April 1, 2019 through May 31, 2019.

STAFF SUMMARY

Of the four (4) retirements and separations, one (1) is female and three (3) are male. Demographics show that 3 (75%) are Caucasian and one (25%) is Asian.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Rhonda Longworth, Ph.D.
<table>
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<tr>
<th>NAME</th>
<th>E-CLASS</th>
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<th>TERM DATE</th>
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RECOMMENDATION

FACULTY APPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve eleven (11) new faculty appointments for the 2019-2020 academic year at the rank, salary, and effective date shown on the attached listing.

STAFF SUMMARY

Of the eleven (11) appointments, nine (9) are male and two (2) are female.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Rhonda Longworth, Ph.D.
FACULTY APPOINTMENTS

**Abramoski, Kathryn**  
Assistant Professor (Nursing) in the School of Nursing effective 8/28/2019 at an academic year base salary of $73,000.

Education  
PhD – University of Michigan, In Progress  
B.S.N. – University of Michigan, 2016

**Amsaad, Fathi**  
Assistant Professor (Cybersecurity) in the School of Information Security & Applied Computing effective 8/28/2019 at an academic year base salary of $82,000.

Education  
PhD - University of Toledo, 2017  
M.Sc. – University of Bridgeport, 2012  
B.S. – University of Benghazi (Libya), 2001

**Caldwell II, Phillip**  
Assistant Professor (K-12) in the Department of Leadership & Counseling effective 8/28/2019 at an academic year base salary of $65,600.

Education  
PhD – University of Wisconsin, 2016  
M. Ed. – University of Missouri-Saint Louis, 2007  
B.S. – Florida A&M University, 2000

**Delaney II, Jerard**  
Assistant Professor (Aviation Management) in the School of Technology & Professional Services Management effective 8/28/2019 at an academic year base salary of $70,500.

Education  
PhD – University of Toledo, 1992  
M.S. – Oakland University, 1987  
B.S. – St. Mary’s College, 1977

**English, Ryan**  
Assistant Professor (Simulation, Animation & Gaming) in the School of Visual & Built Environment effective 8/28/2019 at an academic year base salary of $78,500.

Education  
M.F.A. – The Ohio State University, 2010  
B.S. – The Ohio State University, 1998
Foster, Michael
Assistant Professor (Bilingual Education) in the Department of World Languages effective 8/28/2019 at an academic year base salary of $63,000.

Education
PhD - University of Illinois at Urbana-Champaign, 2012
M.A. - University of Illinois at Urbana-Champaign, 2007
M.A. - University of Notre Dame, 2005
B.A. – Wabash College, 2001

Hutchinson, Chad
Assistant Professor (Director of Orchestral Activities) in the School of Music & Dance effective 8/28/2019 at an academic year base salary of $63,000.

Education
DMA – University of Minnesota, 2017
M.M. – Bowling Green State University, 2003
B.M. – Morningside College, 2001

Loomis, Elizabeth
Assistant Professor (Nursing) in the School of Nursing effective 8/28/2019 at an academic year base salary of $73,500.

Education
DNP – Rush University, 2018
M.S.N. – Michigan State University, 2002
B.S.N. – University of Michigan, 1998
B.S. – Michigan State University, 1992

Rezakhani, Pejman
Assistant Professor (Construction/Civil Engineering) in the School of Visual & Built Environment effective 8/28/2019 at an academic year base salary of $76,000.

Education
M.Sc – Georgia Institute of Technology, In Progress
PhD – University of Missouri-Kansas City, 2017
M.Sc. – Kyungpook National University, 2012
B.Sc. – Azad University, 2004
**Rudebusch, Gabriel**  
Assistant Professor (Organic Chemistry) in the Department of Chemistry effective 8/28/2019 at an academic year base salary of $67,000.

Education  
Ph.D – University of Oregon, 2016  
B.S. – University of Nevada-Reno, 2010

**Tong, Weitian**  
Assistant Professor (Computer Science) in the Department of Computer Science effective 8/28/2019 at an academic year base salary of $86,500.

Education  
Ph.D. – University of Alberta (Canada), 2015  
B.S. – Zhejiang University, 2010
RECOMMENDATION
FACULTY REAPPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents accept the report from the Division of Academic Affairs pertaining to the reappointment of thirty (30) probationary faculty members for the 2019-2020 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.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.
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<thead>
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<th>First Name</th>
<th>Department</th>
<th>Rank</th>
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RECOMMENDATION

FACULTY PROMOTIONS

ACTION REQUESTED

It is recommended that the Board of Regents accept and place on file the report entitled Promotion of Faculty Members effective Fall 2019.

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-five (55) faculty members listed on the attached page meets the general contractual requirements for promotion as well as the specific performance standards, which have been defined in his/her respective department evaluation document.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Rhonda Longworth, Ph.D.

Date
<table>
<thead>
<tr>
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<th>First Name</th>
<th>Department</th>
<th>Rank</th>
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<td>Yaya</td>
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ACTION REQUESTED

It is recommended that the Board of Regents approve the granting of tenure, effective beginning with the 2019 fall semester, for thirty-four (34) faculty members.

STAFF SUMMARY

The thirty-four (34) probationary faculty members listed on the attachment are recommended for tenure, effective at the beginning of the 2019 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 listed on the attached page meets the general contractual requirements for tenure, as well as the specific performance standards, which have been defined in his/her respective department evaluation document.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Rhonda Longworth, Ph.D.

Date
<table>
<thead>
<tr>
<th>Last Name</th>
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ACTION REQUESTED

It is recommended that the Board of Regents accept and place on file the report entitled Promotion of Lecturers for 2019-2020.

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 five (5) lecturers listed on the attached page meets the general contractual requirements for promotion as well as the specific performance standards, which have been defined in his/her respective department evaluation document.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Rhonda Longworth, Ph.D.

Date 5/22/19
<table>
<thead>
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RECOMMENDATION

VISITING FACULTY APPOINTMENT

ACTION REQUESTED

It is recommended that the Board of Regents approve one (1) visiting faculty appointment for the 2019-2020 academic year at the rank, salary, and effective date shown on the attached listing.

STAFF SUMMARY

Demographics show that the visiting faculty is female.

FISCAL IMPLICATIONS

The salary would be absorbed in the 2019-2020 personnel budget.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Rhonda Longworth, Ph.D.

Date
Visiting Faculty Appointment

<table>
<thead>
<tr>
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RECOMMENDATION

EDUCATIONAL POLICIES COMMITTEE: APPROVAL OF AGENDA AND MINUTES

ACTION REQUESTED

It is requested that the Educational Policies Committee agenda for June 13, 2019 and minutes of the April 23, 2019 meeting be received and placed on file.

STAFF SUMMARY

The primary items for the June 13, 2019 Educational Policies Committee meeting include:

Approval of the agenda and minutes; emeritus faculty recommendations; academic affairs administrative/professional appointments/transfers; academic retirement/separations; faculty appointments; faculty reappointments; faculty promotions; faculty tenure appointments; lecturer promotions; visiting faculty appointment; appointment of charter school board members; 2019-2020 sabbatical leave awards; 2019-2020 faculty research and creative activity fellowships; winter 2019 and summer 2019 undergraduate research stimulus awards; academic program phase-outs (11); launch of College of Engineering and Technology; and a discussion on retention and graduation activities.

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.
EASTERN MICHIGAN UNIVERSITY

Board of Regents
Educational Policies Committee

June 13, 2019
10:00 a.m. 205 Welch Hall

AGENDA

10:00 Section 14: Agenda and Minutes (Regent Jeffries, Chair)
10:01 Section 5: Emeritus Faculty Recommendations (Rhonda Longworth)
10:05 Section 6: Academic Affairs Administrative/Professional Appointments/Transfers (Rhonda Longworth)

Section 7: Academic Retirement/Separations (Brian Pappas)
Section 8: Faculty Appointments (Brian Pappas)
Section 9: Faculty Reappointments (Brian Pappas)
Section 10: Faculty Promotions (Brian Pappas)
Section 11: Faculty Tenure Appointments (Brian Pappas)
Section 12: Lecturer Promotions (Brian Pappas)
Section 13: Visiting Faculty Appointment (Brian Pappas)

10:15 Section 15: Appointment/Reappointment of Charter School Board Members (Malverne Winborne)
10:20 Section 16: 2019-2020 Sabbatical Leave Awards (Wade Tornquist)
10:22 Section 17: 2019-2020 Faculty Research and Creative Activity Fellowships (Wade Tornquist)
10:24 Section 18: Winter 2019 and Summer 2019 Undergraduate Research Stimulus Awards (Wade Tornquist)
10:26 Section 19: Academic Program Phase-Outs (11) (Rhonda Longworth)
10:28 Section 20: Launch College of Engineering and Technology (Rhonda Longworth)

10:30 Discussion Item:

Retention and Graduation Activities (Michael Tew)
Regent Jeffries convened the meeting at 10:00 a.m.

Report and Minutes (Section 8)
Regent Jeffries requested that the Educational Policies Committee Agenda for April 23, 2019 and Minutes of the February 7, 2019 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 Members. Michael Paciorek, School of Health Promotion & Human Performance from 1981 to 2019 who retired after 37 years; and Glenn K. Walker, Department of Biology from 1976 to 2018 who retired after 42 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.

Academic Separations (Section 6)
Dr. David Woike Assistant VP for Academic Affairs, recommended that the Board of Regents approve one (1) separation for the period of January 16, 2019 through March 31, 2019.

STAFF SUMMARY
Demographics show that the one (1) separation is a Caucasian male.
Academic Calendar for 2021/22 (Section 9)

*Dr. Michael Tew, Associate Provost and AVP Academic Programs,* recommended that the Board of Regents approve the Academic Calendars for 2021-2022 and 2022-2023.

**STAFF SUMMARY**

An Academic Calendar Committee--comprising representatives from Faculty Senate, the Colleges and Department/Schools, Academic Advising, Financial Aid, Student Business Services, the Physical Plant and Housing--works with the Provost's Office and the Registrar to develop the University Calendar.

Appointment of Charter Schools Board Members (Section 10)

*Dr. Malverne Winborne, Director Charter Schools* recommended that the Board of Regents appoint Larry Berg to a three-year term on the Board of Directors of the Ann Arbor Learning Community. It is also recommended that the Board of Regents appoint the following individuals to three-year terms on the Board of Directors of New School High: Samuel Barresi, Joanne Lamar and Briana Sprague; and Carey Gary and Richard McCoy to two-year terms.

**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**

Larry Berg is the Founder and CEO of Smart Precision Marketing in Pinckney, Michigan. He earned a Bachelor of Science Degree in Management & Communication from Western Michigan University in Kalamazoo, Michigan. This is a new appointment.

**New School High**

Samuel Baressi is a retired Educator and Superintendent from Frankfort-Elberta Area Schools in Frankfort, Michigan. He earned a Doctorate of Education from Western Michigan University in Kalamazoo, Michigan; a Specialist and a Master of Arts Degrees in Educational Leadership from Eastern Michigan University in Ypsilanti, Michigan; and a Bachelor of Arts Degree in History from the University of Detroit in Detroit, Michigan. He is a member of the American Association of School Administrators and United States Department of Education Elementary School Recognition Review Panel. This is a new appointment.

Carey Gary is a retired Educator from Salem High School in Canton, Michigan. She earned a Master of Science Degree in Vocational Education from the University of Michigan in Ann Arbor, Michigan; and a Bachelor of Science Degree in Teacher Education from Northern Michigan University in Marquette, Michigan. This is a new appointment.

Joanne Lamar employed as a Case Manager at the University of Michigan Health System in Ann Arbor, Michigan. She earned a Master of Public Policy Degree from Michigan State University in Lansing, Michigan; a Master of Science in Nursing Administration and Business Administration from Madonna University in Detroit, Michigan; and a Bachelor of Science in Nursing from Michigan State University in Lansing, Michigan. She is a member of Sigma Theta Tau-National Honor Society of Nursing and Gamma Pi Sorority. This is a new appointment.

Richard McCoy is a retired Educator from Plymouth-Canton Community Schools. He earned a Master of Arts in Special Education of the Emotionally Impaired from Eastern Michigan University in Ypsilanti, Michigan; and a Bachelor of Arts in Psychology from Albion College in Albion, Michigan. This is a new appointment.
Briana Sprague is the Owner and Management Consultant at Sprague Systems, LLC in Plymouth, Michigan. She earned a Master of Science Degree in Industrial Hygiene from Wayne State University in Detroit, Michigan; and a Bachelor of Science Degree in Mechanical Engineering from Penn State University in State College, Pennsylvania. She is a mentor for the New School High Robotics Team. This is a new appointment.

**Reauthorization of Charter Schools (Section 11)**

Dr. Malverne Winborne recommended that the Eastern Michigan University Board of Regents issue a charter for Commonwealth Community Development Academy and authorize the President of the University to execute a new five-year charter school contract which will expire June 30, 2024.

Dr. Malverne Winborne recommended that the Eastern Michigan University Board of Regents issue a charter for Dr. Joseph F. Pollack Academic Center of Excellence and authorize the President of the University to execute a new seven-year charter school contract which will expire June 30, 2026.

Furthermore, Dr. Malverne Winborne recommended that the Eastern Michigan University Board of Regents issue a charter for Grand Blanc Academy and authorize the President of the University to execute a new five-year charter school contract which will expire June 30, 2024.

**STAFF SUMMARY**

**Commonwealth Community Development Academy**

Mission Statement: Commonwealth Community Development Academy shall challenge each student to succeed at his/her maximum potential in a safe and secure environment. Academic and social excellence will be encouraged through effective instruction and cooperation between faculty, parents, and students.

Commonwealth Community Development Academy (Commonwealth) was established in 1996 and is in its 23rd year of serving students. Commonwealth proudly serves a second generation of students; whose parents are alumni and have a desire for their children to have the same quality educational experience they had. The alumni are proud and grateful for their experience and partner with the school in many ways, including mentoring programs, student recruitment and fundraising efforts. Commonwealth is a K-8 school, located in the city of Detroit that enrolls 200 students.

Commonwealth students have demonstrated academic improvement each year through full implementation of its' interdisciplinary, project-based learning program. Community partnerships have been established to provide experiences to extend project-based learning activities beyond the classroom, allowing for exploration into cultural immersion(s), financial planning, physical fitness and community development. Not only do these partnerships benefit students academically, they serve to assist students with clothing, food, and school supplies.

**Dr. Joseph F. Pollack Academic Center of Excellence (PACE)**

Mission Statement: PACE Academy empowers student to realize their potential through meaningful educational opportunities and creates productive citizens in an ever-changing world.

Vision Statement: PACE Academy envisions our school as a safe, secure and stimulating environment where children will recognize and achieve their fullest potential, so they are empowered to make the best contributions to society.

The Dr. Joseph F. Pollack Academic Center of Excellence (PACE) opened its doors in the fall of 1999 as the Edison-Oakland Public School Academy of Ferndale, Michigan. In the fall of 2009, the school
Educational Policies Committee Meeting Minutes April 23, 2109 continued

relocated to Southfield, Michigan, and was renamed the Dr. Joseph F. Pollack Academic Center of Excellence, after Dr. Joseph F. Pollack, who served as the founding director of the Eastern Michigan University Charter Schools Office. PACE Academy is a K-8 school that serves 840 students, with more than 87% of whom reside in the city of Detroit.

PACE Academy offers a comprehensive and culturally relevant curriculum in the areas of reading, mathematics, science, history, social science and foreign language. At PACE, character development is cultivated through the implementation of Franklin Covey’s “Leader in Me” program. Teachers use a student-centered approach as a foundation for teaching, learning and student development. PACE’s approach blends research-based teaching methods with a warm and friendly environment that is nurturing, empowering and kind.

Grand Blanc Academy
Mission Statement: Grand Blanc Academy is an innovative community that supports and celebrates lifelong learning for the success of our students and families by igniting growth, imagination, and dreams.

Grand Blanc Academy opened in 1999. The initial school enrollment was 341 students, grades K-5. Currently, Grand Blanc Academy is a pre-K-8 school with an enrollment of 377 students, the great majority of whom reside in the city of Flint. Students in K-5 are offered classes in reading, language arts, mathematics, science, social studies, art and physical education. Middle school students have the opportunity to excel in reading, writing, mathematics, social studies and science. Art and physical education allow for students to develop artistic ability and interest(s) as well as healthy living habits.

The Grand Blanc Academy supports the education of the “whole” child through rigorous, differentiated instruction; the building and strengthening of meaningful relationships with students and parents; and the wrap-around services provided through community partners. Grand Blanc Academy has the feel of a neighborhood, community school with a warm, friendly atmosphere and welcoming environment. Many community partnerships have been developed to provide support in the areas of student development, mental health, mentorship, community service, social services and more. These efforts support and reinforce the academic program that has resulted in continuous improvement academically, especially in the area of reading.

2019 Summer Research Awards (Section 12)
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 2019 Summer Research Awards.

STAFF SUMMARY
The Summer Research/Creative Activity Award (SRA) 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.

Commencement Speakers and Honorary Degree Recipients (Section 13)
Dr. Rhonda Longworth, recommended that the Board of Regents approve Mr. Dave Zilco as Commencement Speaker at the April 28, 2019 commencement ceremony. In addition, it is recommended that the Board award an honorary Doctor of Commerce degree to Mr. Zilco.
New U.S. Patent: Corrosion-Resistant Coatings and Methods (Section 14)

Dr. Wade Tornquist recommended that the Board of Regents accept and place on file the report on a new U.S. Patent No. 10,118,986: Corrosion Resistant Coatings and Methods using Polyepdxysilane Precursors.

STAFF SUMMARY
The report details a new U.S. Patent recently obtained by Professor Vijay Mannari.

New Academic Program: Engineering, Technology and Workforce Education; Bachelor of Science (Section 15)

Dr. Rhonda Longworth recommended that the Board of Regents approve a new academic program: Engineering, Technology, and Workforce Education (Bachelor of Science).

STAFF SUMMARY
The Bachelor of Science in Engineering, Technology, and Workforce Education provides students the interdisciplinary concepts required to be effective and professional educators in secondary, post-secondary, industry, government, or nonprofit organizational training and education.

PROPOSAL ELEMENTS

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**Rationale**

There is a critical and extreme shortage of secondary education teachers from this area in the United States. This shortage is a result of a combination of factors including the societal changes brought about by technology. This program intends to provide competent educators to fill the growing shortage in this field.

An article by Lori Higgins, Detroit Free Press, quotes Bill Miller, Executive Director of the Michigan Association of Intermediate School Administrators. “We’re closing programs … because we cannot staff these programs with qualified people.” He states, “We are at a very critical point.” The Michigan Department of Education reports that “within the last three years, four programs closed because of difficulty in finding instructors.” Brian Pyles, Regional Director for Career and Technical Education for Berrien Regional Educational Service Agency and President of the Michigan Association of Career and Technical Education, reports that he has difficulty finding health science, welding, and engineering teachers.

With nearly 130,000 students in Michigan enrolled in Career and Technical Education programs, and districts are adding additional engineering and technology education programs, it is increasingly essential to provide appropriate training opportunities to prepare educators to teach these integrated concepts. State statistics indicate enrollment in these programs has increased by more than 5,000 students since 2015. This demand has increased pressure on existing programs and pressed existing schools to add these advanced integrated courses into their programmatic course offerings.

**Program Distinction**

Two other programs are meeting the requirements for the Industrial and Technology Education teaching endorsement: Western Michigan University and Northern Michigan University. These two universities are located, three hours, and seven hours away from southeast Michigan, respectively. For professionals preparing to enter transition into teaching, these sites are neither convenient nor accessible.
Students will gain expertise in applied STEM (Science, Technology, Engineering, and Mathematics) content. The problem- and project-based curriculum teaches the foundational elements of engineering and technology, which enables graduates to teach these concepts to students.

Foundational concepts include engineering design, engineering physics, prototyping, civil engineering, construction, robotics, automation, computer programming, physical computing, and electronics. Students will learn the nature of engineering, technology, and workforce education through application, project, and problem-based learning methodologies, and build a foundation of educational pedagogy, and praxis through service learning, and pre-student teaching experiences. Concentration options include robotics and machine learning, vocational education, career, and technical education, and training and development.

It is expected this program would attract an annual enrollment of between 10 and 15 students.

**New Academic Program: Special Education; Master of Arts in Teaching (Section 16)**

*Dr. Rhonda Longworth* recommended that the Board of Regents approve a new academic program: Special Education (Master of Arts in Teaching).

**STAFF SUMMARY**

The *Master of Art in Teaching Special Education* provides specially designed instruction to meet the unique needs of a student with a disability, including instruction conducted in various settings such as the classroom, the home, hospitals, and institutions. Special education provides three different types of interventions (preventive, remedial, and compensatory) and instruction focusing on who to involve, what to teach, how to teach, and where to teach.

**PROPOSAL ELEMENTS**

**Rationale**

The existing Special Education Master's with Teacher Certification (SEM-T) program requires up to 150 credits and many prospective students are discouraged by the number high number of credit hours required for completion and choose not to enroll. For those who do enroll, many complete only the certification/endorsement requirements and do not finish the master's program. Since 2011, 80 students were awarded a teaching certificate and endorsement, yet only 27 completed the additional coursework required for the master's degree. This is a 40% completion rate for students earning teacher certification/endorsement and master's degree. *With the approval of this one program, the eight existing SEM-T programs will be phased out.*

The reason the existing SEM-T programs required such a high number of credit hours was due, in part, to the lack of graduate-level courses necessary for certification/endorsement. Because students were limited in how many 400-level courses they could use toward their master's degree, they would have to take additional graduate credits to meet the minimum number of hours required for a master's degree. In recent years, many of these courses were made available at the graduate level, and students can now fulfill their special education endorsement requirements with graduate-level classes. For this reason, with the Master of Arts in Teaching (MAT) Special Education program, students can earn teacher certification, endorsement, and a master's degree in fewer credits than the current SEM-T model.
In many cases, general education teachers are responsible for educating students with disabilities in their classes. For this reason, some general education teachers wish to earn a MAT specializing in a specific disability area so that they may more effectively teach children with disabilities and thus promote more inclusive classrooms.

Current special education teachers who pursue the MAT Special Education do so not only to make them better prepared to teach students with an array of disabilities, it also can improve their marketability and lead to salary increases. It is rare for special education teachers to only have one type of disability present in their classroom. Frequently, teachers have students with multiple impairments all in one class and the MAT Special Education program is designed to support a diverse set of student needs.

**Program Distinction**

Although other universities in Michigan offer the MAT degrees, Eastern is unique in offering the MAT in Special Education. With the approval of this program, Eastern will become the only university offering all five endorsement areas: Autism Spectrum Disorder (ASD), Cognitive Impairment (CI), Emotional Impairment (EI), Learning Disabled (LD), and Physical and Other Health Impairment (POHI). For example, Michigan State University has only ASD and LD programs; Wayne State University has CI and LD programs. Eastern is the only teacher preparation program in the area of POHI. Furthermore, Eastern would be competitive by offering the MAT Special Education endorsement in the range of 35-39 credits. A general education teacher seeking to add a special education endorsement to their existing certificate could accomplish this plus a master's degree in two years or less.

**Curriculum Design**

The program supports inquiry, advocacy and leadership in education for a diverse and democratic society. This program aims to produce professionals with the comprehensive knowledge, skills, and attitudes to deliver a continuum of habilitative/rehabilitative services to persons with special needs, and to their families, within an ever-changing society.

The program's curriculum is designed to meet the needs of three audiences:

- Students with a Bachelor's degree but no teacher certification, who desire teacher certification and special education endorsement (61-128 credit hours).
- Students with a general education teaching certificate (elementary or secondary) who desire a special education endorsement and master's degree (30-39 credit hours).
- Students with both a teaching certificate and initial special education endorsement who desire an additional special education endorsement (30-39 credit hours).

*This program will eventually be offered entirely online.*

**Projected Enrollment**

Once fully enrolled, program faculty expect to see 20 graduates in each concentration area, per year.

**Academic Program Phase Outs (Section 17)**

*Dr. Rhonda Longworth* recommended that the Board of Regents receive and place on file this notification of the following four (4) Academic Program Phase-Outs: Composition, Master of Music;
STAFF SUMMARY

It is the nature of graduate study music programs that each student is provided an opportunity to concentrate on the specific skills needed for their performance or teaching specialization. Since it is now possible to have official concentrations within graduate programs, the School of Music and Dance has revised the Master of Music degree into a single program with multiple concentrations. This program revision and associated phase-outs brings Eastern’s Master of Music degree program in line with the recommendations from the National Association for Schools of Music (NASM), the school’s accrediting body.

Discussion

Dr. Micheal Tew announced that since the last Board meeting we have applied for inclusion in the Higher Learning Commission Student Success Academy and were accepted. A committee was formed to review and better understand student success over a three year process. He then introduced Dr. Doris Fields, one of the committee members.

Dr. Fields presented on the three year process. Dr. Bin Ning presented on data and research the committee will be utilizing. Dr. Calvin McFarland reviewed initiatives that are currently in place and how those initiatives will be analyzed going forward. Policies and procedures; infrastructure and engagement at EMU will be part of the analysis as well. The rest of the committee were also in attendance. At the completion of the three year process, recommendations will be given to the Provost for a sustainable student success plan for the future.

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

Respectfully submitted,

Debbie Clearwater
Executive Assistant, Office of the Provost
Academic and Student Affairs
RECOMMENDATION

APPOINTMENT/REAPPOINTMENT OF CHARTER SCHOOL BOARD MEMBERS

ACTION REQUESTED

It is recommended that the Board of Regents appoint Denne Lawton and Nathanial Gleeton to three-year terms, appoint Julie Bohl and Christopher Geer to two-year terms, reappoint Clement James Goebel III to a one-year term and reappoint Susan Uvick to a three-year term on the Board of Directors of Ann Arbor Learning Community; reappoint Renee Newman to a three-year term on the Board of Directors of Academy for Business and Technology; reappoint Richard Hamme, IV to a three-year term on the Board of Directors of Commonwealth Community Development Academy; reappoint Kamal Cheeks and Hazel White to three-year terms on the Board of Directors of Detroit Public Safety Academy; reappoint Samy Ali-Khodja, Paula Kauffman and Franci Mooreman to three-year terms on the Board of Directors of Global Tech Academy; reappoint Felicia Carter and Angelo Powell to three year terms on the Board of Directors of Grand Blanc Academy; appoint Lurdes Arambula and Katrin Robertson to two-year terms and reappoint Dr. Lumas Helaire and Soh Suzuki to three-year terms on the Board of Directors of The James and Grace Lee Boggs School.

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

Denne Lawton is the Children on Campus Program Coordinator at the University of Michigan in Ann Arbor, Michigan. She worked as the manager of data and information services at the Dr. Joseph F. Pollack Academic Center of Excellence from 2009 to 2019. She earned a Bachelor of Science degree in Management and Organizational Development from Spring Arbor University in Flint, Michigan, and a Master of Business Administration in Human Resources from Capella University in Minneapolis, Minnesota. She is a member of Zeta Phi Beta Sorority. This is a new appointment.

Nathanial Gleeton is an Enterprise Account Executive at iDashboards in Troy, Michigan. He earned a Bachelor of Arts degree in Marketing from Eastern Michigan University in Ypsilanti, Michigan. He is an Eagle Scout in Boys Scouts of America. This is a new appointment.
Julie Bohl is a Teacher Consultant/Resource Room Teacher at Ann Arbor Public Schools’ Burns Park Elementary, Eberwhite Elementary School and Forsythe Middle School in Ann Arbor, Michigan. She earned a Bachelor of Arts degree in Elementary Education from Saint Mary’s College in Notre Dame, Indiana and a Master of Arts degree in Special Education from Michigan State University in East Lansing, Michigan. She was the Head Coach for the Girls Soccer in Ann Arbor Recreation and Education. This is a new appointment.

Christopher Geer is a Finance Director for PwC. He earned a Bachelor of Arts degree in Accounting from Michigan State University in East Lansing, Michigan. He is an affiliate of the American Institute of Certified Public Accountants and the Michigan Association of Certified Public Accountants. This is a new appointment.

Clement James Goebel III has been the chief operations officer and owner of Menlo Innovations in Ann Arbor, Michigan since 2001. He is an adjunct faculty and instructional designer at the University of Michigan in Ann Arbor since 2012 and an instructor for Massachusetts Institute of Technology in Cambridge, Massachusetts since 2008. He earned a Master in Business Administration in 2004 and a Bachelor of Computer Science in 1989 both from Eastern Michigan University in Ypsilanti, Michigan. This is a reappointment.

Susan Uvick has been a teacher at South Lyon Community Schools’ Sayre Elementary School since 2004. She earned a Master of Science in Education degree from Walden University Minneapolis, Minnesota, a Post Baccalaureate Teaching Certificate in Science from Eastern Michigan University in Ypsilanti, Michigan in 2004, a Master of Science in Chemical Engineering degree from Wayne State University in Detroit, Michigan and a Bachelor of Science in Mechanical Engineering degree from GMI Engineering and Management Institute in Flint, Michigan. She earned a South Lyon Elementary School Teacher of the year award in 2014. She is a member of Michigan Association of Computer Users in Learning and National Council of Teachers of Mathematics. This is a reappointment.

Academy for Business and Technology
Renée Newman has been employed at Dyscalculia.org as the president and educational diagnostician since 1992. She earned a Master of Education in Instructional Design degree from Western Governors University in Salt Lake City, Utah, a Master of Science in Special Education degree from LaSalle University in Los Angeles, California and a Bachelor of Arts in Advertising and Marketing degree from Michigan State University in Lansing, Michigan. This is reappointment.

Commonwealth Community Development Academy
Richard Hamme IV has been employed at the State Farm Mutual Automobile Insurance Company as a claim representative since 1995. He earned a Master of Business Administration degree as well as a Bachelor of Business Administration degree, both from Eastern Michigan University. He has served on the board of Commonwealth Community Development Academy since 2005. This is a reappointment.
Detroit Public Safety Academy

Kamal Cheeks is employed as a retirement systems paymaster at the City of Detroit in Detroit, Michigan since 2007. He earned a Bachelor of Business Administration degree in Computer Information Systems from Ferris State University in Big Rapids, Michigan. He earned a Master of Business Administration degree in Finance from Grand Canyon University in Phoenix, Arizona. He is licensed as a State of Michigan Realtor. He is accountable for submitting annual state of Michigan campaign finance reports as the elected treasurer for the Young Democrats of America, Michigan Chapter and for candidates on state and local levels. He is a Board Member of Brownfield Redevelopment Authority Community Advisory Committee since 2015. He also coached high school basketball for Detroit Country Day High School. This is a reappointment.

Hazel White has been an Instructor for the City of Detroit, Department of Elections in Detroit, Michigan since 2008. Prior to working for the City of Detroit she was an athletic director for Charles R. Drew Middle School in Detroit, Michigan since 1970. She earned a degree in Health and Physical Education from University of Arkansas in Bluff, Arkansas and a degree in Health, Physical Education and Recreation from Indiana University in Bloomington, Indiana. She is the President of Rosedale Park Improvement Association and served on its board of directors for 8 years. She also led a drive for “at risk” children to attend a summer camp on college campus including the University of Michigan, Michigan State, Ferris State, Central Michigan University and Michigan Technology University. This is a reappointment.

Global Tech Academy

Samy Ali-Khodja has been employed as a help desk team leader at NSF International in Ann Arbor, Michigan and has worked there since 2003. He earned a Degree in Civil Engineering HVAC from the University of Ain Bey Constantine in Constantine, Algeria, a C4 Certificate in Computer Science from University of Orsay in Essonne, France and a Master of Science degree in Information Systems from Eastern Michigan University in Ypsilanti, Michigan. He is an IACRB’s Certified Data Recovery Professional (Infosec 2011) and a Microsoft Certified Professional. This is a reappointment.

Paula Kauffman worked for OfficeMax in Naperville, Illinois as a district sales manager from 1998-2009. She earned a Bachelor of Art degree in Marketing from Eastern Michigan University in Ypsilanti, Michigan. She is a board member and chair of the Development Committee for The Shelter Association of Washtenaw County in Ann Arbor, Michigan. She also is on the Development Committee of Michigan Ability Partners of Ann Arbor, Michigan. This is a reappointment.

Dr. Franci Moorman is a retired classroom teacher from the Willow Run School System in Ypsilanti, Michigan. She has a Bachelor of Science degree in Elementary Education in English from Virginia State University in Ettrick, Virginia, a Master of Arts degree in Administration and Education Specialist degree both from Eastern Michigan University in Ypsilanti, Michigan and a Ph.D. in Educational Psychology in Curriculum from the University of Michigan in Ann Arbor, Michigan. She is currently the associate pastor of the Community Church of God in Ypsilanti, Michigan. This is a reappointment.
Grand Blanc Academy

Felicia Carter is a checker at General Motors in Pontiac, Michigan since 1979. She attended Wiley College in Marshall Texas. She volunteered at McKinley Center for Senior Citizens, Grand Blanc Academy and UAW Shop Committee Local. She is a parent of a student at Grand Blanc Academy. This is a reappointment.

Angelo Powell is a Department of Health and Human Services partnership analyst at the State of Michigan Department of Community Health in Lansing, Michigan since 2014. He was a client services manager for Livingston County Community Mental Health in Howell, Michigan from 1991-2014. He earned a Bachelor of Arts in Sociology degree from Olivet College in Olivet, Michigan in 1989. He was a member of the Student Concerns Committee and the Treasurer of the Elite Club at Olivet College. He is a parent of a student at Grand Blanc Academy. This is a reappointment.

The James and Grace Lee Boggs School

Lurdes Arambula is a fulltime homemaker. She worked as a Call Center Quality Supervisor for seven years at Total Health Care in Detroit, Michigan. She attended Wayne County Community College, Wayne State University, and University of Detroit-Mercy. She earned a High-School Diploma with honors from Southwestern High School in Detroit, Michigan. She is a parent of a child at The James and Grace Lee Boggs School. This is a new appointment.

Katrin Robertson is a Lecturer IV at University of Michigan School of Education since 2005. She earned a Bachelor of Arts degree in Art History and Studio Art from Oberlin College in Oberlin, Ohio and a Master of Arts degree in Education from Stanford University in Stanford, California. She is a member of the Association for Supervision and Curriculum Development, Michigan Association of Teacher Educators and National Art Education Association. She is a parent of a child at The James and Grace Lee Boggs School. This is a new appointment.

Dr. Lumas Helaire is the assistant director of the Office of Academic and Multicultural Initiatives at the University of Michigan in Ann Arbor, Michigan since 2001. He earned a Bachelors in Psychology from Morehouse College in Atlanta, Georgia. He received a Master of Science degree in Developmental Psychology and a Ph.D. in Education & Psychology both from the University of Michigan in Ann Arbor, Michigan. He received a Certificate of Dopeness from the North Carolina AT&T State University Student Circle of the Association of Black Psychologists' Dialogue on Progressive Enlightenment (DOPE) Conference. This is a reappointment.

Soh Suzuki has been a studio instructor at the Detroit Institute of Arts in Detroit, Michigan since 2011. He received a Bachelor of Arts degree in Interdisciplinary Humanities, a Bachelor of Fine Arts degree in Studio Art and Specialization in Museum Studies all from Michigan State University in Lansing, Michigan. He was introduced to Detroit’s grassroots community organizing initiatives through the planning of the twentieth-year remembrance of the Vincent Chin incident, and then working with Detroit Summer to create a community-based mural in Chinatown. He co-founded the Detroit Asian Youth Project and participates in Detroit Future Youth as an adult ally. This is a reappointment.
FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Rhonda Longworth, Ph.D.

Date: 3/23/19
Objective

To utilize my skills, knowledge base, and professional experience to apply innovative and strategic approaches towards implementing the shared vision and mission of my employer.

Work History

2019-Present  Children On Campus Program Coordinator  University of Michigan
              Ann Arbor, Michigan
❖ Responsible for the health, well being, and safety of minors on campus
❖ Establish relationships with University departments to ensure compliance
❖ Support University policies related to minors on campus
❖ Analyze data to develop ways to support organizations and departments who facilitate minors on campus
❖ Develop policies and procedures related to minors
❖ Review Background Checks of program volunteers and adults supervising children
❖ Maintain Children On Campus Website
❖ Analyze Sales Force Software/Program to drive decision making related to COC process and procedures

2009-2019  Manager of Data and Information Services  PACE Academy
              Southfield, Michigan
              (Formerly Edison Oakland)
❖ Responsible for Maintaining/Analyzing Pupil Accounting System-PowerSchool
❖ Responsible for student enrollment
❖ Maintain student demographic and attendance records
❖ Responsible for state reporting utilizing CEPI/MDE applications (EEM, MSDS, SRM, REP, MICR)
❖ Create and monitor student schedules
❖ Provide data support for pupil assessments (Illuminate, MAPS, ANET)
❖ Responsible for marketing and recruitment functions
❖ Generate data needed to support Title I, At-Risk, and additional funding sources
❖ Provide site level attendance and school code compliance training for teachers and school personnel
❖ Provide consultation to school administration regarding legal and government compliance requirements as they relate to pupil accounting and the Pupil Accounting System-Powerschool
❖ Coordinate school recruitment and parental events
❖ Develop and coordinate school policies related to compliance and regulatory constraints
❖ Maintain school website and social media
❖ Provide monthly and quarterly benchmarks related to enrollment and programs impacting program enrollment and retention

2007-09  Enrollment Specialist/Data-Owner  Edison Oakland PSA
Ferndale, Michigan

- Responsible for enrollment and recruitment
- Provide customer assistance and service to prospective parents
- Maintain pupil accounting systems and records-SASI/PowerSchool
- Provide demographic and analytic reports for accounting systems
- Maintain student attendance records
- Responsible for state reporting utilizing CEPI/MDE applications (EEM, MSDS, SRM, REP, MICR)
- Create and monitor student schedules
- Maintain pupil accounting system
- Provide data support for pupil assessment systems (Illuminate, MAPS, ANET)
- Responsible for marketing and recruitment functions
- Generate data needed to support Title I, At-Risk, and additional funding sources
- Provide site level attendance and school code compliance training for teachers and school personnel
- Provide consultation to school administration regarding legal and government compliance requirements as they relate to pupil accounting

2002-2007  Student Information Specialist  Edison Schools Corporate
            Ferndale, Michigan

- Managed SASI (Currently PowerSchool) Student Information Database for New York based corporation
- Responsible for creating student schedules, report cards and transcripts
- Provided regional support for all Edison's Michigan Schools
- Responsible for pupil accounting for Pennsylvania and Illinois school
- Facilitated quarterly professional development for school personnel
- Provided consultation for school administration regarding legal and government compliant issues
- Completed all state and federal reporting necessary to meet and secure all funding factors needed for school operations and student funding
- Provided site-level regional supervision for employees at each school for which database support was provided.

2001-2002  Medical Librarian Assistant  Phoebe Putney
            Albany, Georgia

- Responsible for conducting medical research for hospital staff of over 3,000 employees.
- Utilized several databases to seek pertinent medical information
- Worked initially under the supervision of the certified medical librarian
- Developed the Northwest Library Branch and Collection

1998-2001  Library Media Specialist  Edison Schools
            New York, NY
            Flint Office-Garfield Elementary

- Coordinated and developed the entire circulation for an elementary library; servicing approximately 500 students.
- Worked with educational staff to provide technology and curriculum coordinated lesson plans
- Coordinated and developed an in-school broadcast viewed by the entire staff and student population daily
- Facilitated library functions; consisting of book fairs, meet and greet, read-a-thons and guest reading services
- Provided resources and training to parents and students attending the school

Education

January 2019  Capella University  Doctorate in Public Administration  Current Student
March 2018  Capella University  Masters of Business Administration  MBA
            Concentration: Human Resources
June 2015
Spring Arbor University- Flint Campus
Management and Organizational Development

August 2013-June 2014
Aspiring Leaders Program
MAPSA

June 1997
Baker College- Flint Campus
Legal Office Specialist

April 1993
Ross Medical Center
Medical Assisting/Office Admn.

Awards and Recognitions

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<tr>
<th>Date</th>
<th>Organization</th>
<th>Description</th>
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<tbody>
<tr>
<td>04/1993</td>
<td>Ross Medical Center</td>
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<td>07/2000</td>
<td>Edison Schools</td>
<td>Outstanding Contribution</td>
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<td>11/2010</td>
<td>Michigan Sport Karate Circuit</td>
<td>3rd Place State Div. Champion</td>
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<td>12/2011</td>
<td>Great Lakes Karate Circuit</td>
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<tr>
<td>06/2016</td>
<td>PACE Staff Oxygen Award</td>
<td>Outstanding Employee</td>
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<td>09/2017</td>
<td>PACE Staff Oxygen Award</td>
<td>Outstanding Employee</td>
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<tr>
<td>01/2018</td>
<td>PACE Staff Oxygen Award</td>
<td>Outstanding Employee</td>
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Skills

- Ability to think critically and analytically to provide evidence based business solutions
- Integrate information across disciplines from a global perspective
- Ability to collaborate in a virtual, global, and culturally diverse environment
- Excellent written and verbal communication skills
- Per Pupil Revenue Billing Experience
- Problem solving
- Technical and Analytical Skills
- Event Coordination
- System Integration Experience
- Michigan State Pupil Accounting Reporting
- Supervision and Leadership skills
- Operational Office skills
- 1st Degree Black belt-Certified Martial Arts Teacher

Organizations

Higher Education Protection Network- Jan. 2019
Zeta Phi Beta Sorority, Inc.- April 2019
Nathaniel Gleeton
Client Advocate & Sales Professional

Experience

2018-07 - present
Enterprise Account Executive
iDashboards
- Received Rainmaker award for exceeding quota within my first 5 months of employment.
- Responsible for sustaining client renewal and growth.
- Responsible for prospecting new business across all market verticals, with focus on Manufacturing, healthcare, and financial markets.
- Responsible for organizing and managing technical demonstrations.
- Active subject matter expert and consultant for C-Level executives across SMB and Enterprise markets.

2014-01 - 2018-04
Global Sales & Account Manager
Ministry Brands
- Certificate of Achievement Top Sale/Account Manager
- YoY top salesman in new customer acquisition (organic growth) averaged over 125% of quota attainment.
- Professionally managed RFP/RFI and multi-stakeholder complex sales processes utilizing a “challenge-sales” and solution-selling approach.
- Developed new on-boarding standards resulting in expedited deliverables. YoY improvement in customer NPS with 99% retention.
- Collaborate with Director of Marketing and Vice President to create ad campaigns and marketing assets for global business development.
- Organized and lead seminars across the nation generating leads for sales development.
- Trained and mentored new hires and top performers within the sales department.

2013-06 - 2014-01
Senior Account Manager & Director of Engagement
FloTag
- Increased company revenue by 120% in one year through due-diligence consultation and solution selling.
- Demonstrated world class customer service through empathetic listening and innate knowledge of, and passion for, people.
- 100% retention of monthly renewable business.
- Oversee the sustainability, engagement, and growth of over 150 key accounts across 3 states.
- Trained, and lead over 30 employees to be growth advocates for our customers promoting engagement and retention.
- Collaborated/Strategized with, and reported to, CEO and CTO in identifying growth opportunities and new product initiatives to increase market share.
- Analyzed client data to identify growth opportunity, then strategized and implemented tailored advertising solutions within the service industry.

Education

2009-05 - 2012 05
Eastern Michigan University, Ypsilanti, MI
- BA in Marketing - 2012
- Concentration in Sales Management
- Deans List: College of Business
- Award of Marketing Excellence
- EMU Athletics Captain
- VP American Marketing Association
- Member of Apics (Supply Chain, logistics, and operations management)

Additionally Activities

2007 - present
Boy Scouts of America
- Achieved Rank of Eagle Scout
EDUCATION

Masters of Arts Degree, Special Education, SM (Learning Disabilities)
Michigan State University, East Lansing, MI
December 2003; GPA 3.94

Bachelor of Arts Degree, Elementary Education
Saint Mary's College, Notre Dame, IN
May 2000

ACCOMPLISHMENTS

- Michigan Teaching Certification, Special Education SM December 2003
- Michigan Teaching Certification, Elementary Level (K-5 all subjects) June 2001
- MLPP/LIFT Certification June 2002
- Certified/Trainer in F.A.S.T. Reading System; a research-based literacy intervention program August 2011
- Developed, owned, managed, lead teacher of own tutoring business; "Out of the Box Education" September 2011-June 2012
- CR Success Early Literacy Reading Program Certified Trainer for the State of Michigan June 2013
- Member of the Board of Directors for the Learning Disabilities Association of Michigan April 2016
- Technology: IEP Writer (Tienet), Snap and Read, BookShare, Universal Reader, Accelerated Reader, Explore Learning Gizmos, Windows Operating System, Mac Applications, PowerSchool

TEACHING EXPERIENCE

Teacher Consultant/Resource Room Teacher August 2016 - Present
Ann Arbor Public Schools
Burns Park Elementary, Eberwhite Elementary School, Forsythe Middle School (Present)
- Resource Room Teacher (Highly Qualified in Reading and Math)
- Use norm-referenced and performance based assessments to evaluate students
- Create Individualized Education Plans and Behavior Intervention Plans; responsible for those plans
- Using the IEPs, and working with the general education teachers, develop plans and accommodations to create the least restrictive environment for each student
- Create individual daily lessons based on students' needs and IEP goals, while following benchmarks of that particular grade
- Base lessons on student goals, and follow the standards and benchmarks of that particular grade while keeping close with lessons being taught in the general education classroom
- Accommodated for individual needs in the resource room and in the general education environment

Senior Kindergarten Teacher/Reading Interventionist September 2012 - August 2016
Ann Arbor, Michigan
- Teacher and Senior Leader of kindergarten program
- Young 5s Senior Leader; developed curriculum with focus on early learning, supporting developmental delays and behavior support
- Supervisor and Mentor for junior kindergarten teacher and teacher's assistant
- Teach all subjects in self-contained classroom: Reading/Early Literacy Methods, Math, Science, Social Studies, Religion
- School Wide Reading Intervention Consultant
- Diocesan consultant for CR Success Learning
- Implement IEPs/504 plans, initiate speech and language program in the classroom for those who did not yet qualify for programs
- Create differentiated lesson plans for those below, at, and above grade level across the curriculum
- Collaborate with staff members and parents regarding student achievement and needs
- Created, implemented, and led lower elementary reading support program to ensure differentiated instruction across Pre K-3rd grade
- Implemented and advised classrooms on the use of The Daily 5
- Created and executed Behavior Support Plans for children with special needs and ensured all supports were in place
- Created a curriculum and culture to boost St. Francis's kindergarten to the largest enrollment in the past ten years

Washtenaw County
- Mentor/Teacher for at-risk high school youth who have been disengaged from the traditional educational process
- Assist student researchers through the learning process and lessons, while communicating their needs to Mentors and W-A-Y Program staff
- Communicate with the researchers in an informal and supportive way
• Offer persistent and encouraging support without being punitive, encouraging success and perseverance
• Effectively communicate researchers' learning needs and support those needs

Special Education Teacher  
* Malby Middle School, Brighton, MI  
  * Self-contained classroom and Resource Room
  * Used norm-referenced and performance based assessment to evaluate students
  * Created Individualized Education Plans and Behavior Intervention Plans, and was responsible for those plans
  * Using the IEPs, and working with the general education teachers, developed plans and accommodations to create the least restrictive environment for each student
  * Created individual daily lessons based on students' needs and IEP goals, while following benchmarks of that particular grade
  * Based lessons on student goals, and followed the standards and benchmarks of that particular grade while keeping close with lessons being taught in the general education classroom
  * Accommodated for individual needs in the resource room and in the general education environment
  * Provided a organized, calm, and adaptable atmosphere for all students
  * Provided a positive behavioral support to assist with physical, sensory, emotional and academic needs of students
  * Co-taught and collaborated regarding lesson planning with general education teachers on a daily basis
  * Demonstrated commitment to lifelong learning through attendance at seminars, in-services, and relevant training opportunities

Special Education Teacher  
* Hilton Elementary School, Brighton, MI  
  * Evaluated individuals using norm-referenced and performance based assessments
  * Instructed in a self-contained special education classroom of fourth and fifth graders
  * Developed and implemented Individualized Education Plans and behavior intervention plans
  * Created prescribed objectives and goals for each student in order to be successful

Special Education Teacher  
* Lansing Public Schools, Lansing, MI  
  * Key member of the Student Support Team
  * Developed and implemented Behavioral Intervention Plans
  * Developed and implemented Individualized Education Plans
  * Created prescribed objectives and goals for each student in the special education classroom and general education classroom

Fifth Grade Teacher  
* St. Gerard School, Lansing, MI  
  * Taught all subjects (Language Arts, Math, Science, Social Studies, Religion) in a self-contained classroom and shared specialties with other teachers
  * Coached sixth and seventh grade girls basketball 2000-2001 seasons
  * Destination Imagination Team manager for girls regarding a team oriented academic/developmental competition
  * Tutored fifth and sixth grade students in all subjects

Individual and Small Group Tutor  
* June 2000 - Present  
  * Tutored students of varying grade levels and abilities in the area of mathematics, reading, and writing
  * Developed individualized lessons for each student, creating familiarity with the scope and sequence of the mathematics, reading, and writing curriculums across all grade levels

PROFESSIONAL DEVELOPMENT  
* CR Success Reading Program Certified Trainer/Instructor for the State of Michigan
* F.A.S.T. Reading System Teacher/Consultant
* Crisis Prevention and Intervention Training
* Sensory Integration Training
* The Daily 5 and The Daily Cafe
* North Central Accreditation Team Planning
* Violence Prevention in Schools
* Anti-Bullying Workshops
* Instructional Strategies for High School Achievement
* How to Handle the Hard to Handle Parent
* Caring for the Mental Health of Your Students
* Co-Teaching in the Classroom
* CPR Certified
Volunteer Experience
• Head Coach, 2011-2016, Girls Soccer, Ann Arbor Rec and Ed
• Head Coach, 2013-2014 Girls Basketball, Ann Arbor Rec and Ed
• Lunch Coordinator for St. Francis of Assisi Catholic School, 2013-2016

References

Suzanne Lewis
Teacher Consultant/Resource Room Teacher
Forsythe Elementary School

Charles Hatt
Principal
Burns Park Elementary School

Emily M. Fredericks, PhD
Associate Professor of Pediatrics, Associate Director of Pediatric Psychology Child Health and Research Unit
University of Michigan and C.S. Mott Children’s Hospital

Kristi McKenna
Teacher Consultant/Resource Room Teacher at Eberwhite Elementary School

Charlotte Carne
Parent of former student/Special Education Attorney
Finance Executive Profile

Business Insight / Compliance & Control / Efficiency / M&A / Leadership & Mentoring

Over 20 years of finance, accounting, and M&A success. Partners with all stakeholders to drive value creation and better business decision-making. Simplifies data, information, and analysis to drive better insight. Uses data analytics to drive predictive and forward looking insight. Streamlines and scales end-to-end processes to support business growth and release time for value added activities. Constantly assesses leading edge technology and processes to drive efficiency. Uses transparency with key stakeholders to drive control, awareness and better management of risk. Drives strategic and tactical planning to align finance team performance to strategic objectives of the organization. Respected mentor noted for ability to recruit and manage high-caliber talent to fill a range of positions and foster future leadership. Has led due diligence on over 150 M&A transactions across a variety of sectors globally.

Core competencies include:

- Aligning Stakeholder Priorities
- Budgeting & Forecasting
- Financial Reporting & Analysis
- Mergers / Acquisitions / Divestitures
- Project Management
- Financial Modeling
- Relationship Building
- Team Coaching & Development

PROFESSIONAL EXPERIENCE

PwC

FINANCE DIRECTOR (10/2012 – Present)

Financial oversight of a $2.0B (revenue) division of PwC. Leads a team of finance and accounting professionals responsible for monthly, quarterly and annual financial reporting, budgeting and forecasting, balance sheet and cash management, ad hoc financial analysis and communication /compliance with finance policies and procedures. Divisional hiring and expense oversight to ensure headcount and spending are in alignment with PwC’s financial objectives. Member of the division’s leadership team and engages in 5 year strategic planning, annual budgeting and quarterly/monthly leadership meetings to provide operational recommendations and financial insights for improved financial performance. Implements Firm’s strategic finance initiatives.

Selected accomplishments:

- Implemented use of new digital automation tools.
- Developed comprehensive management reporting package with KPI’s.
- Designed a capital budgeting process to facilitate decision making and significant investment into the Deals business.

Client Service Consultant Prior to 2012
DIRECTOR OF TRANSACTION SERVICES (10/2010 – 10/2012)
Director of Transaction Services (TS) role in the USA overseeing large, complex domestic and international acquisitions, divestitures, and special projects for this top global accounting and consulting firm. Managed client engagements and project teams to ensure on-time, in-budget delivery. Engaged with CFOs, executives, and other decision-makers across all levels to guide engagements. Spearheaded in-depth analysis of historical balance sheets, income statements, and cash flows. Identified, evaluated, and advised on forecast assumption risks, opportunities, and sensitivities, as well as strategic and tactical issues. Approved results, synthesize deal issues, and wrote reports.

*Selected engagements & accomplishments:*
- Led 15-member team on 10-month, $2B divestiture for a Fortune 100 client.
- Distinguished as top performer recognized for exceptional team and project leadership abilities, mentoring talents, and high employee satisfaction.

Personally selected by senior US and French executives for strategic assignment leading US Transaction Service Desk handling inbound / outbound deals, proposals, and other high-profile projects at the Firm’s 2nd largest European office. Initiated and led significant practice development efforts targeting US and US-related clients, as well as numerous cross-border projects. Developed and presented competitive proposals and executed transactions. Directed analysis of financial information, identified and advised on risks and opportunities, and drove strategic and tactical planning to facilitate close of major deals. Interfaced regularly with high-level executives and key stakeholders.

*Selected accomplishments:*
- Immediately reached out to 30+ partners across multiple industries to build relationships and establish credibility.
- Served as Deal Cycle course instructor at the annual Advisory University for staff in Europe, Middle East, and Africa.
- Rapidly adapted to new culture and gained excellent ability to communicate with French-speaking colleagues; co-created and taught “Basic English Writing Skills” to international colleagues.
- Leveraged existing relationship with top international client executives to winning 1.1M euro cross border / cross-functional project and secure the Firm’s position as primary consultant on European-based deals; received accolades for exceptional relationship building and business development expertise.

Held responsibility for directing major domestic and international client engagements focused on divestitures, acquisitions, and other projects to on-time, in-budget completion. Led annual strategic planning efforts. Communicated with client stakeholders, executives, and decision-makers. Analyzed historical balance sheets, income statements, and cash flows; advised on risks and opportunities. Reviewed project team results and performance; prepared detailed reports. Designated HR Director for Detroit TS practice guiding hiring, recruiting, and interviewing. Served as Site Leader for “Going From Good to Great” Committee as well as TS Annual Performance Review Chairman.

*Selected engagements & accomplishments:*
- Earned early promotion to Director due to outstanding performance and record of results.
- Prepared and presented the Detroit TS Strategic Plan to TS Leadership Team.
Promoted to management position charged with leveraging leadership abilities and financial consulting expertise to oversee day-to-day operations of project team, project delivery, work assignments, and alignment with objectives. Analyzed forecast assumptions to identify risks, opportunities, and sensitivities.

Selected accomplishment:

- Honed expertise in earlier roles as Transaction Services Senior Associate ('99–'02), Transaction Services Associate ('98–'99), Audit Associate ('98), and Audit Intern ('97).

** Additional experience with United States Marine Corps Reserves. **

EDUCATION & CREDENTIALS

UNIVERSITY OF MICHIGAN, ROSS SCHOOL OF BUSINESS, Ann Arbor, MI
MBA in progress (April 2019 completion)

MICHIGAN STATE UNIVERSITY, 111 BROAD COLLEGE OF BUSINESS, East Lansing, MI
Bachelor of Arts in Accounting

Certified Public Accountant (CPA), Michigan

Affiliations & Volunteer Experience
American Institute of Certified Public Accountants  •  Michigan Association of Certified Public Accountants

Technical Skills
Windows, Word, Excel, PowerPoint, Alteryx, Tableau
Clement James Goebel III

I work in a variety of environments including small technology startups-up, public school systems, non-profits, and large public companies. As a coach and change agent, I help organizations achieve dramatic transformations in both process and culture. I enjoy teaching, presenting at conferences, and speaking to small local groups in order to share the lessons I have learned on organizational leadership.

Menlo Innovations:

5/01 – Present  COO / Owner
I am a founding partner of Menlo Innovations, an innovative product design firm. Menlo’s mission is to end human suffering as it relates to technology. In order to accomplish this lofty goal, Menlo’s High-Tech Anthropology® teams study how humans interact with products and determine how products can be designed in order to fit the technology into the human’s frame of reference instead of training the humans in how they should use the technology. Menlo has implemented many creative business strategies intended to build stronger relationship with its clients, including the deferral of up to 50% of a project’s billing until after the project has succeeded in the market place. Menlo achieves its high level of innovation through a deeply collaborative work style. Representatives from other organizations routinely tour Menlo’s Software Factory’s environment to study our culture.

Accent Reduction Institute:

6/09 – 12/15  Executive Coach / Board Advisor / Investor
Accent Reduction Institute is a specialized speech pathology practice serving large corporate clients and large government organizations such as Accenture and NATO. I advise the executive team and members of the board on how to make the organization more effective.

Commerce One / AppNet Midwest / Arbor Intelligent Systems:

10/00 – 5/01  Practice Director
Acted in the role of functional manager for a group that grew from 5 to over 100 team members. Responsibilities included management of bench resources, staff training programs, employee reviews, hiring, compensation decisions, management of first-tier managers, and management of key customer accounts.

8/95 – 10/00  Managing Consultant
Interface Systems. I led a consulting team whose primary mission was to redesign and rebuild the processes and organizational culture of Interface Systems’ engineering team. Assistant: I assembled and led the team that redesigned Acuson’s FDA approved Ultrasound Image Review Station. Responsibilities included lead negotiator for multi-million dollar contracts and management of a team that included resources from my own organization as well as resources from the client’s team. Addison Wesley: Led the design and implementation of the automated test generation tool, TestGen, that was provided with the majority of Addison Wesley textbooks.

Gene Codes:

8/89 - 1/95  Scientific Software Sculptor
Project manager, chief architect and lead programmer of 'Sequencer,' a molecular biology application used to assemble the human genome. Actively participated in selection of team members, user support, trade show sales, and customer sales.

Insite Computing:

4/87 - 9/88  Software Engineer / Team Lead
Designed and created the course registration systems for the University of Michigan Office of Continuing Medical Education. Responsibilities also included negotiating contracts, managing staff, and technical leadership.

Craig Research:

4/84 – 10/85  Software Engineer
Customer site liaison for company’s largest client, Rockwell International.
**Mentor Innovations:**

*Lead Instructor & Curriculum Designer, 2001 - Present*
- Two-Day Course on Organizational Effectiveness and Change Management
- Two-Day Course on Project Management
- Three-Day Course on Understanding End User and Organizational Needs

*Curriculum Designer, 2010 - Present*
- Aligning Your Organization with Your Mission, one part of Ascension Health's Enterprising Health Initiative

*Selected Presentations*
- Effective and engaging brainstorming techniques
- Using low-tech tools to facilitate effective project management
- Using the Business Model Canvas as a tool for organizational and strategic planning

**Ann Arbor Neutral Zone:**

*Volunteer, Fall 2012 (currently in development, to be delivered in August 2012)*
- Lead Curriculum Developer and Instructor Coach for High School Entrepreneurship Immersion

**University of Michigan:**

*Adjunct Faculty & Instructional Designer, 2012 – Present*
- Instructor for Entrepreneurship Practicum LNG411
- Instructor for Multidisciplinary Design II ENG455
- Mentor coaching the boards of students running startup companies in TechArb
- Mentor coaching student executive teams pitching to venture capitalists

*Invited Speaker 2012*
- Teach for America: Innovating in education to improve student motivation (June 27th)

*Invited Speaker 2005 – Present*
- Computer science courses
- Invited Speaker 2005 - 2017
  - Leading Innovation: Putting Creativity to Work, an Executive Education course

**Massachusetts Institute of Technology:**

*Instructor, 2008 - Present*
- Undergraduate Practicum Opportunities Program, Teaching Agile Engineering Module
- Mentor, 2009 - Present
  - Undergraduate Practicum Opportunities Program, Teaching Leadership Skills to Sophomores

*Invited Speaker 2008*
- Gordon Leadership Program - Engineer Leadership Lab. Teaching Leadership Skills to Upperclassmen

**Eastern Michigan University:**

*Department Advisory Board Member 2006 – Present*
- Business School

*Department Advisory Board Member 2006 – 2015*
- Computer Science

*Invited Speaker 2005 – Present*
- Computer science courses

**Schoolcraft College:**

*Adjunct Faculty, 1995*
- Instructor for C++ course (3 credit hours)

**Brighton Community Schools:**

*Instructor for Adult Learning Computer Programming and Courses 1982 - 1985*
- Assistant Instructor for Adult Learning Computer Programming Courses 1980 - 1982
Education

Master in Business Administration – 2004 Eastern Michigan University
Bachelor of Computer Science with minors in Business and Mathematics – 1989 Eastern Michigan University

Youth Coach

Assistant Coach, Youth Ringette (a form of girls hockey) ages 6 -14, 2011 - 2013
Assistant Coach, Youth Hockey ages 4 - 8, 2009 - 2010
Coach, Youth Soccer ages 5 - 7, 2008 - 2010
Coach, 8th Grade Basketball, 1985 - 1986

Religious Education, Holy Trinity Student Chapel (EMU)

- Member of Religious Education Commission (Board), 2007 - 2010
- Religious Education Facilitator for Activity Based Family Learning, 2008 - 2010
- Religious Education Instructor for Elementary Grades, 2002 - 2007

Service Activities for the Ann Arbor Learning Community

Board member search committee, 2012 - present
Dean search committee, 2012
- Designed and facilitated a community workshop to help educate and gather input for the dean search, 2012
- Chaperoned primary level canoeing field trip, 2012
- Sponsored middle school field trip to Menlo Innovations, 2012
- Engaged Michael Jones and Abby Kuhn to explore how Menlo collaborates with Forsythe Middle School, 2011
- Chaperoned middle school field trip to Washington DC, 2011
- Chaperoned primary level ice skating field trip, 2011 and 2010
- Designed and facilitated a brainstorming session for the staff in regards to collaborating with SFMIS, 2010
- Chaperoned primary level fishing field trip, 2010
- Designed and facilitated a reflective retreat for the school board, 2008
- Facilitated a dean fit panel, 2008 & 2007
- Designed and facilitated a strategic goal setting session for PTSO, 2007
- Designed and facilitated a school-wide workshop for gathering community input on long term vision, 2007
- Collaborated with Joe Capriano to recruit new non-parent school board members, 2006
- Recruited non-parent volunteers to visit the middle school and explore career choices, 2006
- Recruited team of non-AAALC volunteers to complete playground construction effort, 2005

Sample Conference Speaking Engagements

Helping Organizations Change
- Intentional Interim Ministry Conference, Lutheran Church Missouri Synod Michigan District, 2016
- Project Management Institute, Huron Valley Chapter 2016

Creating Progressive Work Environments

Hiring Team Oriented People By Changing The Way You Interview
- American Society for Training and Development, Ann Arbor Chapter 2006 and 2008

Never Work Weekends Again, Insights Into Creating a Joyful Culture

Using the Competing Values Framework & Five Dysfunctions to Improve Collaboration
- Agile2012 Conference, Dallas Texas, August 2012
- Project Management Institute, Great Lakes Chapter 2010

Workplace Democracy
- Net Impact Conference, University of Michigan 2010
Associated with AALC

Bill Morgan
Previous Interim Dean AALC

Carol Morton
Previous Board Member AALC

Joe Capurso
Previous Board Member AALC

Janet Adelman
Previous Board Member AALC

Professional/Mentoring Skills

Moses Lee
Assistant Director for Student Ventures
School of Engineering Center for Entrepreneurship
University of Michigan

Diana Wong
Associate Professor of Management
Eastern Michigan University

Rich Sheridan
CEO
Mento Innovations

Jennifer Baird
CEO
Accio Energy
Susan Lynn-Sroka Uvick

EDUCATION
Walden University
Master of Science in Education
Concentration in Reading and Math 2007

Eastern Michigan University, Ypsilanti, Michigan
Post Baccalaureate Teaching Certificate
Concentration in Elementary Education
Major: Science Minor: Mathematics 2004

Wayne State University, Detroit, Michigan
Master of Science in Chemical Engineering
Concentration in Hazardous Waste Management 1994

GMI Engineering and Management Institute, Flint, Michigan
Bachelor of Science in Mechanical Engineering
Concentration in Environmental Engineering 1989

TEACHING EXPERIENCE
Sayre Elementary School, South Lyon, Michigan 2004-Present
Position: Second, Third, Second/Third Combination Teacher

AWARDS
South Lyon Elementary School Teacher of the Year 2014

EDUCATIONAL COMMITTEE WORK
Math Subject Area Committee Member
Responsibilities: Develop and implement common core aligned math curriculum; develop and review district assessments; provide training on new curriculum

Technology Subject Area Committee Member
Responsibilities: Develop and implement technology curriculum; review and provide Specifications for district technology devices; provide training and support to buildings

Technology Building Liaison
Responsibilities: Provide building support on educational technology programs and devices; provide training and support Google educational products and devices

District Technology Vision Committee
Responsibilities: Provide and represent lower elementary educators as district creates and implements a district vision statement; provide input and support for lower elementary educators on technology related to lower elementary curriculum
<table>
<thead>
<tr>
<th>EMPLOYMENT EXPERIENCE</th>
<th>MANUFACTURING SYSTEMS, INC., FENTON, MICHIGAN</th>
<th>1995-2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position: Senior Project Engineer</td>
<td>Responsibilities: Design, testing, and installation of ManGuard Environmental Information System computer program; provided training and documentation for computers systems; provided online and telephone support for systems across the country.</td>
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<table>
<thead>
<tr>
<th>EMPLOYMENT EXPERIENCE</th>
<th>THE ENVIRONMENTAL QUALITY COMPANY, BELLEVILLE, MICHIGAN</th>
<th>1992-1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position: Project Engineer/Regulatory Specialist</td>
<td>Responsibilities: Environmental regulation research and tracking; compliance program development and environmental education and training programs developed and implemented in Hazardous Waste Environmental Training Program; planned and implemented engineering projects at processing plant.</td>
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<tr>
<th>EMPLOYMENT EXPERIENCE</th>
<th>GENERAL MOTORS CORPORATION, FLINT, MICHIGAN</th>
<th>1989-1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position: Environmental Engineer</td>
<td>Responsibilities: Environmental reporting activities related to air, water, and waste emission reports; implementation, operation and training activities for General Motors Environmental Information System computer program for plant and division; developed and implemented a Waste Minimization Program in cooperation with GMI Engineering &amp; Management Institute.</td>
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<tr>
<th>MEMBERSHIPS</th>
<th>MACUL (MICHIGAN ASSOCIATION OF COMPUTERS USERS IN LEARNING)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMBERSHIPS</td>
<td>NCTM (NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS)</td>
</tr>
</tbody>
</table>
Renee M. Hamilton-Newman

Instructional Designer • Director of Education & Communications • Education Technologist • Executive School Board Member
Hospital HIPAA Project Manager & Data Security Specialist • NPO Founder • Business Consultant
College Instructor • Curriculum Developer • Author • Educational Diagnostician & Therapist
Program Analyst • Learning Disorders Specialist • Special Education Coordinator

PROFESSIONAL EXPERIENCE

Founder / President Dyslexia & Dyscalculia Support Services — Dyscalculia.org 1992–Present
• diagnostician • instructional designer • ed technologist • trainer • strategic planner • researcher
• writing & editing • web hosting & programming • print design & production • marketing & public relations
Communications Director American Arab Chamber of Commerce — Dearborn, Michigan 2005–2006
• database administrator • intern supervisor • e-news, websites, magazines • board communications
• major event management • publicity–radio/print/broadcast • speech writing • grant writing
Special Education Coordinator Advanced Technology Academy High School — Dearborn, Michigan 2003–2005
• full inclusion model • case management & reporting • computer applications teacher • 150 students/semester
Data Security Specialist Memorial (Hospital) Healthcare System — IT Dept.— Owosso, Michigan 2002–2003
• research & analysis • HIPAA Security Officer • HIPAA Project Manager • policies & procedures • Most Wired Award
Adjunct Faculty Baker College — Owosso, Michigan 1999–2002
• CS, CIS, INF, ENG, WEB • web programming instructor • web curriculum developer • 19 different courses

EDUCATION

2015 Master of Education ◊ Instructional Design ◊ Western Governors University ◊ Salt Lake City, Utah
2009 Prof. Dev. Certificate ◊ Distance Education ◊ University of Wisconsin–Madison ◊ School of Education ◊ [23 Credits]
1999 Master of Science ◊ Special Education ◊ LaSalle University, LA ◊ Suma Cum Laude
1988 Bachelor of Arts ◊ Advertising / Marketing ◊ Michigan State University—Communication Arts ◊ East Lansing
1985 [40 Credits] University of Wisconsin–Madison ◊ Integrated Liberal Studies Program
2005 Certificates: Diagnostician & Therapist ◊ Dyslexia Institutes of America ◊ Champaign, Illinois
2005 Certificate ◊ Michigan Special Education Compliance & MIS Reporting ◊ Wayne RESA ◊ Wayne, MI
2004 Trainer Certificate ◊ Ford Motor Co. Partnership for Advanced Studies ◊ Univ. of Michigan—Ann Arbor
2002–2003 Certificates: HIPAA Final Security & Privacy Regulations; IT Security; Instructional Technology
2000–2001 Certificates: Assistive Educational Technology; IDEA & Sec. 504; SPED Advocacy; Outcomes; IEP Writing
1993 Trainer Certificate: Project Success for Dyslexic College Students ◊ University of Wisconsin ◊ Oshkosh
Ottowai Richard Hamme, IV

Education

Eastern Michigan University, Ypsilanti, Michigan
M.B.A., December 17, 1995

Eastern Michigan University, Ypsilanti, Michigan
B.B.A., Real Estate December 15, 1993

Employment History

State Farm Mutual Automobile Insurance Company, Livonia, Michigan
Claim Representative 1995 - Present

- Investigate and evaluate property damage and personal injury claims
- Negotiate settlements with policyholders, claimants and attorneys
- Analyze medical records and complete reports documenting care and treatment of injured parties
- Review and pay bills from auto body facilities, rental companies and medical providers
- Take recorded statements from policyholders, claimants, injured and witnesses to complete an liability analysis

Volunteer

School Board member of Commonwealth Community Development
Academy Detroit, Michigan
Vice President June 2005 - Present

United Way Coordinator for State Farm Insurance Company
2002 - 2003
KAMAL I. CHEEKS, MBA

PROFESSIONAL SUMMARY
Experienced leadership selected to lead by Realtors®, Government Officials and Eastern Michigan University Board of Regents. Tactical planner of 21st century solutions, producing high performing institutions. Able to provide high-level organizational support, budget and project management.

EDUCATION

Master of Business Administration, Concentration In Finance
Grand Canyon University
December 2006

Bachelor of Business Administration, Concentration In Computer Information Systems
Ferris State University
December 2002

EMPLOYMENT HISTORY

Project Manager Analytics Specialist III
City of Detroit Retirement System, Detroit, MI
June 2017 – Present

- Internal Project Manager working in conjunction with the contractual development team to redesign and institute efficient work processes through Enterprise Resource Planning (ERP).
- Manage process improvement initiatives, including automation, on the processes used to increase the capability and efficiency of resource efforts.
- Create and maintain project schedules, work assignments, report project statuses and provide communication updates to shareholders.
- Provide recommendations for improving business results, operational efficiencies, and system experiences through in-depth analysis.
- Prepare I.T. equipment purchase proposals and oversee the system network and software technicians assignments and labor allocations.

Information Technology Liaison / Project Manager Analytics Specialist II
City of Detroit Retirement System, Detroit, MI
June 2016 – June 2017

- Analyze data from a variety of database sources and formats for research, systems, and report design.
- Assisted stakeholders in understanding generated reports, guidance with the implementation of divisional goals, initiatives and plans.
- Support staff in developing standards, guidelines and procedures for network administration, security access control, and data protection.
- Engages in strategic analysis and evaluation of current network platforms to develop long range proposals and recommendations for enhancements, replacements and/or adjustments to the overall strategic plan.

Payroll Supervisor/ Paymaster
City of Detroit Retirement System, Detroit, MI
November 2011 - June 2016

- Managed the operations of retirement benefit payments
- Oversaw, trained and provide continuous assistance to the payroll section
- Responsible for the internal check replacement process

Human Resource,
I would like to thank you for the opportunity to present my resume for consideration. Below, I have outlined my related leadership, affiliations, knowledge and experience. I hope that you will find that my overall capabilities are exemplary of a qualified match for this job posting. Thank you for your time.

RELATED LEADERSHIP EXPERIENCE
Michigan Realtors 14th District Director, 2019
Elected September 2018
• Elected to the state board to serve and provide representation to Realtors® and local associations located within the 14th Congressional District
• 2017 Michigan Realtors Leadership Academy graduate

Brownfield Redevelopment Authority Community Advisory Committee, Vice Chair -2015 - Present
Appointed by Detroit City Council in 2015
• Approve multimillion-dollar commercial and residential development projects in Detroit
• Knowledgeable of ACT 381, Tax Increment Financing and Tax Increment Revenue

Detroit Public Safety Academy Charter School, Board President 2013 - Present
Installed by the Eastern Michigan University Board of Regents in 2013
• Responsible for DPSA, launch, sustainability and advancement as a publicly funded academic institution
• Organize board activities and oversee contracted management company of the school

MBC Real Estate Company 2007 - Present
Principal Broker
• Co-Founder, strategy planner and fiduciary
• Maintain a diverse cliental of investors, sellers, buyers and renters

Detroit Association of Realtors, President - 2016
Elected Board Member in 2011
• Developed organizational strategy, participated in National Realtor Leadership Training
• Served as Co-Treasurer, responsible for procurement, investments and fiduciary obligations

AFFILIATIONS
Project Management Institute
Young Professionals Network
Congressional Black Caucus
National Association of Realtors®
Michigan Realtors®
Detroit Association of Realtors®

KNOWLEDGE AND EXPERIENCE HIGHLIGHTS
• Tax Increment Revenue Capture Report
• Real estate development proposals
• Auditing & Negotiation experience
• Instructor and public speaking
• Manage multiple organizational divisions
• Board Chair leadership experience
• Over ten years of experience in accounting
• Accustomed to working in political environments
• Review, evaluation, and development of policy
• Knowledge and experience of City of Detroit Compliance Rules and Regulations
• Executive Project Plan
Education:
University of Arkansas, Pine Bluff, Arkansas
Formerly AM&N College Class of 1965
Major: Health and Physical Education
Indiana University, Bloomington, Indiana
Class of 1969
Major: Health, Physical Education and Recreation

Employment Experience:
Health & Physical Education Instructor, Louisville Public Schools
Duvall Junior High School, Louisville, KY 1965-1970

Physical Education Instructor, Detroit Public Schools
Charles R. Drew Middle School, Detroit, MI 1970-2006
- Mentor of 1st yr teachers
- Chair School Improvement team
- Det. Fed of Teachers Committee Member

Athletic Director, Detroit Public Schools
Charles R. Drew Middle School, Detroit, MI 1992-2006

National Youth Sports Program, NCAA
University of Detroit Mercy, Detroit, MI 1982-2006
- Administrative Staff/Educational Specialist
- Direct and Supervise Staff/Students

Election Poll Worker Trainer, City of Detroit,
Department of Elections, Detroit MI 2008-Present

Community Service:
President, Rosedale Park Improvement Association
- Initiated the Historical District Movement
- Redevelopment of Flintstone Park
- Delegated responsibilities of several committees
- Served on Board of Directors 8 years

Detroit Chamber of Commerce
- Spearheaded a drive for at risk children to attend a summer camp on a college campus. Funding was obtained by writing grants, by soliciting from corporations, and the community. Participating schools were U of M, State, Ferris State, CSU, and Mich. Tech.
SAMY ALI-KHODJA

IT Manager and Administrator with more than 15 years of experience leading and providing global support to business enterprise networks and user populations. Multi-disciplinary expertise includes leading global initiatives in network design, implementation, and technical support. Improves the performance of technical support operations through effective leadership of strategic initiatives, technical teams, and support programs. Holds a Master of Science in Information Systems. Fluent speaker of French, Arabic, and English. Notable achievements in technical support leadership include:

- Established standard operating procedures for global help desk operations, Budgeting for IT needs, providing new tracking and reporting of all technical support issues; centralized the management of technical support operations, allowing better oversight of the global enterprise.
- Analyzed and revamped global technical support operations to implement new processes that improved helpdesk response times, enhanced the network, and reduced employee turnover.
- Procured, designed, and implemented laptops, desktops, printing and all IT needs, for all locations, local and remote.
- Participated in the testing and deployment of Polycom video conferencing to facilitate better communications between international teams.
- Implemented a new Citrix remote desktop platform to provide international connectivity to remote technical support personnel, allowing central management of global support processes.

PROFESSIONAL EXPERIENCE.

NSF INTERNATIONAL, Ann Arbor, Michigan

Helpdesk Team Leader (2005 - Present)

- Manage helpdesk projects and programs, Global IT budgeting, technical support operations, and personnel working in California, Michigan, and Brussels Belgium.
- Establish and direct comprehensive global support of 2,000 network users; provide support on hardware and software deployments, updates, upgrades, and user account management.
- Evaluate and approve RFPs for new support management platforms and solutions; procure all hardware, software, and peripherals required to implement new systems.
- Propose and recommend new technology platforms to senior management to gain consensus for new project initiatives.

Helpdesk Technician (2003 - 2005)

- Led the migration of user operating systems from Win ME to Windows 2000, a solution that reduced calls to the helpdesk by up to 90%.
- Optimized network operating efficiency and integrity through the creative use of technical platforms and support procedures.
- Ensured optimum system uptimes by providing end-to-end support of global users’ hardware and software platforms.
- Implemented new support processes for new office expansions; translated business requirements into comprehensive, stable, helpdesk solutions.
PROFESSIONAL EXPERIENCE (Continued)
AON, SERVICES CORP., Mount Clemens, Michigan 1998 - 2003

- Supported more than 500 users working across six states, providing on-site, remote, and telephone support for desktops, laptops, servers, workstations, and operating systems.
- Conducted complete network design, implementation, and maintenance for new office locations; developed topologies, installed servers, desktop workstations, and peripheral devices.
- Serviced hardware and software platforms with ghosting, testing, and troubleshooting processes; documented standard procedures for technical support.
- Performed user account management, establishing permissions and access to hardware and software in alignment with network security and operating policies.


- Administered P390 and AS400 systems used to print checks; configured and supported hardware and software systems, maintaining high integrity and security for sensitive financial operations.
- Oversaw system activities through on-site and remote monitoring of hardware and software, and implemented backup media for disaster recovery.

TECHNICAL SKILLS
IACRB's Certified Data Recovery Professional (Infosec 2011)

Microsoft Certified Professional (MCP)

TRAINING experience with NSF new hires, company and computer policies

OPERATING SYSTEMS: Microsoft Windows family OS, Sun UNIX, Linux, Cisco IOS, DOS, OS/2 Warp

HARDWARE: Mobile computing, Desktops, Laptops, Servers, Mainframe IBM AS400, P390, Sun Microsystems, PDA devices, Network printers and copiers, Switches, Routers, E-devices

PROGRAMMING LANGUAGES: Visual basic, C/, PASCAL, FORTRAN, Sun ASSEMBLY, MS Visual Studio.

NETWORK MANAGEMENT & SOFTWARE SUPPORT: Call management Ecast, Matrix42, BMC (Formell remedy), MS Project, Visio, Active Directory, SQL, Exchange, Group Policy, TIVOLI, and various backup and security utilities

NETWORK COMMUNICATION PROTOCOLS: SMTP, POP3, FTP, DNS, DHCP BGP, OSPF, Frame Relay, VLAN, Quality of Service), TCP/IP, IPX/SPX, Fluke tools and network monitoring/protocols.

EDUCATION

Master of Science, Information Systems Graduated with Honors, 06/2009
EASTERN MICHIGAN UNIVERSITY, Ypsilanti, Michigan

C4 Certificate Computer Science, 06/1994
UNIVERSITY OF ORSAY, Essonne, France

Degree In Civil Engineering HVAC, 12/1991
UNIVERSITY OF AIN BEY CONSTANTINE, Constantine, Algeria
Highly effective marketing executive with proven leadership skills and sales results. Extensive background in strategic sales planning and negotiations that result in profitable revenue growth. Outstanding presentation and communication skills. Adept at building strong collaborative relationships with both clients and business units.

PROFESSIONAL EXPERIENCE

OFFICEMAX - NAPERVILLE, ILLINOIS
District Sales Manager-Contract Furniture
Recruited to build sales teams in MI, IN, and KY to cultivate new contract furniture clients and build strong customer relationships. Responsible for profit & loss, sales forecasting, budgets and maintaining preferred vendor relationships.
- Initiated a selling strategy with a focus on Healthcare and Higher Education.
- Awarded $1m project from Allied Health, Louisville, KY.
- Created a competitive market analysis to aggressively target accounts by collaborating with internal business units. Synergy resulted in $1m of new business at Bellarmine University, Semonin Realtors, Westin, and Lawrence Technology University.

OFFICEMAX - NAPERVILLE, ILLINOIS
District Sales Manager-Office Products
Managed 30 sales and support associates to drive sales growth in all channels of business-to-business distribution.
- Worked with General Motors to secure a national contract for $20m. Responsible for implementing and hiring on-site personnel to manage common process. Implemented EDI and integrated online ordering systems. Presented cost saving measurements quarterly to client while maintaining profitability in account.
- Negotiated new contracts with The University of Michigan, Borders, Masco, State of Michigan, Domino’s, Michigan State University and Eastern Michigan University that increased sales from $20m to $36m annually.
- Provided sales training and developed role-play modules.
- Developed and coordinated marketing events that included the Michigan Minority Business Development Council golf outings and client specific events.
- Facilitated Total Quality training and participated in Steering committee to identify cost savings.
- Presidents Club winner in 2002 for ranking top 10 nationally.

BOISE CASCADE OFFICE PRODUCTS - WARREN, MICHIGAN
Account Executive
Responsible for increasing market share in a national expansion through acquisition of national and key accounts.
- Awarded $1m contract with The University of Michigan to launch a new single source purchasing strategy.
- Built account base that included key account wins at Borders, Masco, and Eastern Michigan University by building strong relationships.
- Prepared presentations and business reviews to increase sales opportunities within accounts.

EDUCATION
EASTERN MICHIGAN UNIVERSITY - YPSILANTI, MICHIGAN B.A. MARKETING

PROFESSIONAL AFFILIATIONS
The Shelter Association of Washtenaw County, Ann Arbor, MI - Chair of Development Committee, Global Tech Academy, Treasurer

CERTIFIED TRAINING - OFFICE MAX
Coaching & Development, Professional Sales Negotiations, ROI-Financial, Activity Based Costing and Total Quality
Experience

Franklin County Schools
Classroom Teacher
- Kindergarten through seventh grade – 2 years

Willow Run School System
Classroom Teacher
- Fifth grade – 1 year
- First through Third grades – 2 years
- Reading Teacher/Title One Coordinator – 4 years
- Principal/Central Administrator – 15 years

Washtenaw Community College
Coordinator/Program Specialist

Open Door Childcare Center
Childcare Director

Education

Virginia State University
- B.S., Elementary Education/English

Eastern Michigan University
- M.A., Administration
- SP.ED Degree, Reading

University of Michigan
- Ph.D., Educational Psychology/Curriculum

Honors
- Magna Cum Laude, Summa Cum Laude

Organizations
- Community Collaborative Outreach, African American Cultural and Historical Museum, MTA, Trends in Higher Education
Felicia Faye Carter

Qualifications

- Commitment to achieving goals and highly driven; key player.
- Outstanding time manager; consistently meet deliverable on-time without sacrificing quality.
- Solid ability to manage and complete projects independently or as part of a team.
- Strong, team player with proactive approach to solutions development.

Education

Wiley College
Marshall, Texas
1977-1978

~ Relevant Courses ~

English, Algebra, Psychology, Sociology, Music Appreciation, Social Science, History 101, Biology, Speech, etc.

~Member of the Alpha Angels (Campus Sorority)~

Work History & Volunteer Work

<table>
<thead>
<tr>
<th>General Motors</th>
<th>1979-Present</th>
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<td>Pontiac, MI</td>
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| Arbys         | 1978-1979   |
| Cashier       |             |
| Flint, MI     |             |

~ Volunteer Work ~

McKinley Center for Senior Citizens/ Grand Blanc Academy/ UAW Shop Committee Local 653
Angelo Powell

OBJECTIVE

To assist families in reaching their full potential individually, in the community and family by utilizing my professional skill.

EMPLOYMENT

Client Service Manager
Livingston County Community Mental Health
1991-Present
Howell, Michigan

Responsibilities include conducting assessments, developing and implementing individualized treatment plans for seriously emotionally disturbed kids at risk of being placed out of home. Responsible for providing situational counseling, advocating, linking, and coordinating with community agencies including D.S.S., school, Public Health and court.

Substance Abuse Therapist
Insight Recovery Centers
1991-1995
Saginaw, Michigan

Provide individual and family substance abuse counseling on a contractual basis. Responsibilities included completing intake evaluations, developing treatment plans, conducting weekly treatment sessions, liaison to community agencies and employers, and developing aftercare plans.

Mental Health Counselor (Chemical Dependency Unit)
St. Luke's Health Center
1989-1991
Saginaw, Michigan

Responsibilities include member of a multi-disciplinary team providing problem solving treatment plans for various clients. Complete initial bio-psychosocial assessments. Provide individual, group and family counseling modalities, as well as psycho-educational didactic groups. Facilitate the development of discharge/aftercare plans.

Part-time experience on Children's, Adolescent and Adult Mental Health Open and Closed Observation Units, Physical Rehabilitation, Inpatient and Outpatient setting.

Adolescent Mental Health Counselor
McLaren General Hospital
1990
Flint, Michigan

Provide evaluations for young people aged 12-17 years. Assist in developing treatment plans as a member of a clinical treatment team. Conduct individual and group counseling to help young people solve problems and improve coping skills. Direct patient care including physical interventions. Also experience on Adult and Adult Intensive Mental Health Units.

EDUCATION

Bachelor of Arts
Olivet College
June 1989
Olivet, Michigan

Major: Sociology

Activities: Member of the Student Concerns Committee/ selected by Dean of Students, Member of Elite Club/ Treasurer
Lurdes Arambula

Education:
    Wayne County Community College 2019
    Wayne State University 2003-2004
    University of Detroit Mercy 2000-2002
    Southwestern High School – Detroit
        • National Honor Society
        • Graduated 2000

Employment:
    Homemaker fulltime- June 2016 to present
        • Manage a household of six
    Total Health Care – Detroit, MI Sept. 2009- June 2016
        • Call Center Quality Supervisor – 2013-2016
        • Call Center Customer Service Representative – 2009-2012
    DFCU Financial Credit Union – Dearborn, MI 2001-2009
        • Call Center Customer Service/Interpreter
          (international/local)Representative 2003-2009
        • Teller 2001-2003
    RadioShack – Lincoln Park, MI 1999-2001
        • Sales Associate 2000-2001
        • Stock room personal 1999

Skills:
    • Microsoft Office proficient – including creating and
      maintaining Excel Spreadsheets
    • Excellent written and oral communication skills
    • Experience in leadership as well as working as a member of
      a group
    • Extensive Customer Service/Training experience
    • Bilingual
    • Mother of 4 awesome girls
Katrin Oddleifson Robertson

Education

Stanford University (1987) Stanford, CA
Masters of Arts in Education
- Academic work in curriculum design, thinking strategies, learning in-and-through-the-arts
- Scholarly emphasis on the work of Howard Gardner, Rudolph Arnheim, John Dewey, and Elliot Eisner

Oberlin College (1984) Oberlin, OH
Bachelor of Arts in Art History and Studio Art
- Other liberal arts studies emphasized literature, written expression, and psychology

San Francisco State University (1988) San Francisco, CA
Multiple Subjects Teaching Credential for grades K-8
Single Subject Teaching Credential in Art for grades K-12

Teaching Experience at the University of Michigan: Ann Arbor Campus (fall 2005 – present)

Field Instructor – Undergraduate Elementary and Secondary, and Elementary ELMAC (2005 - present)
- Served as mentor and instructor to secondary language arts and social studies, and elementary teaching interns during student teaching
- Facilitated weekly seminar meetings
- Designed and presented program-wide seminars on classroom management and instructional design for all secondary and elementary student teacher interns

Instructor – EDUC 416 Working it with Curriculum Materials (fall, 2012-present)
- Co-designed and taught a course for undergraduate elementary teaching interns to learn how to be critical users of published curriculum in all content areas
- Instructed teaching interns how to apply the University of Michigan Teacher Education anchor documents, “Instructional Planning Considerations”, and “Instructional Planning Template” to plan and analyze effective lessons for elementary instruction in all content areas

Instructor – EDUC 427 Creating Cultures of Thinking Through Art and Design (spring 2008 - present)
- Constructed learning experiences via lectures, readings, discussions and application opportunities, designed to develop students’ understanding of the value of teaching in-and-through the arts as a way of creating a culture of thinking in one’s classroom.

Instructor – EDUC 510 Designing a Just and Equitable Teaching Practice (fall 2009, 2010, 2012 - present)
- Designed course to include content related to managing to teach, and instructional design for lessons and units
- Aligned course to the undergraduate ELUG program including use of the Instructional Planning Considerations anchor document and the High Leverage Practices
- Created center experiences around differentiation strategies
- Offered optional seminars related to teaching in-and-through-the-arts
- Offered optional seminars related to classroom management

Instructor – EDUC 604 Curriculum and Evaluation (spring, 2014)
- Redesigned long-standing course to include field experiences, exploration of the Common Core State Standards, and principles and pedagogies of teaching and learning, methods of evaluation
• Made connections content from EDUC 510

Instructor – EDUC 406 Facilitating Classroom discussions (winter, 2012)
• Co-designed and taught an embedded course at Scarlett Middle School intended to develop teaching interns’ ability to engage students in meaningful discussions
• Instructed teaching interns how to support their students’ conceptual development, text comprehension and content-area learning through discussion

• Co-designed and taught an embedded course at Scarlett Middle School with School of Education Dean Deborah Ball, to address endemic problems of classroom management
• Instructed teaching interns how to create a classroom culture for learning, build individual relationships with students, establish management routines, and develop an individual identity as a teacher

Instructor – EDUC 440 Teaching of English (fall, 2008 - 2009)
• Constructed learning experiences to develop students’ understanding of what it means to teach English in a secondary setting
• Presented a variety of pedagogical approaches for how to teach composition, literature, and grammar in a secondary setting
• Instructed students how to create cohesive lessons and units of study using the Backwards Design model

Instructor – EDUC 307 English Methods Practicum I (winter 2008)
• Conducted bi-weekly seminars designed to connect content of EDUC 402 and EDUC 392 to teaching practice in a secondary setting
• Instructed students how to construct lesson plans that embody and articulate literacy strategies
• Observed students teach a lesson and provided constructive feedback on their performance

Other Positions Held at the University of Michigan School of Education

Field Coordinator – ELMAC (fall 2010 – spring 2011)
• Trained and supported new field instructors, and created and enacted protocols for problem solving related to interns’ experience in their placements
• Developed tools and processes designed to educate mentor teachers about School of Education programming and expectations

Research Associate – Elementary Curriculum and Design Group (summer 2010 – present)
• Participated in the redesign of the undergraduate elementary program, pilot phase I and II
• Serving as design team leader for development and implementation of performance and baseline assessments related to giving directions

Teaching and Other Positions Held at Eastern Michigan University, Ypsilanti, MI (spring 1999 – fall 2007)

Student Teacher Supervisor
• Supervised student teachers in both elementary and secondary student teaching placements
• Designed and taught seminars intended to enhance the student teachers’ skills as educators
• Created an on-line companion to support the students’ development as teachers
• Participated in University meetings and development teams to improve the quality of student teacher supervising
• Co-designed the Student Teaching Handbook used by all EMU student teaching field programs

Katrin Oddeifson Robertson
- Designed and taught course on teaching methods including direct, indirect and cooperative strategies
- Implemented the Understanding by Design framework to instruct students how to create units of study
- Wrote guide to serve as course companion

**Instructor - Enriching the Elementary Classroom 512 (winter, 2007)**
- Taught graduate level course for practicing teachers with focus on differentiated teaching strategies

**Founder and Director of Non-Profit Organization, Wholemindesign Studio for Teaching and Learning, Ann Arbor, Michigan (2009 – present)**
- Established for the purpose of supporting educators to do their best work for children
- Professional development opportunities related to curriculum and instruction, and well-being of educators
- Consulting and custom design available for clients at a reduced or pro-bono rate
- wholemindesign.com

**Elementary and Middle School Teaching Experience**

**Emerson School (1992-1993) Ann Arbor, MI**
- Teacher
  - Wrote and taught units in social studies and writing for fourth and fifth grade students

- Teacher
  - Planned and implemented a new sixth grade program to coordinate with the existing middle and high school programs
  - Designed and taught curricula in all content areas in a self-contained sixth grade classroom
  - Coordinated grade-wide interdisciplinary units in the sixth grade

**Ann Arbor Public Schools (1988-1989) Ann Arbor, MI**
- Teacher
  - Taught art at Clague Middle School and Dicken Elementary School
  - Served on the district’s Middle School Curriculum Committee for Visual Art
  - Collaborated with grade-level teachers to integrate the arts into the core curriculum

**Consulting and Presenting**

**MACUL, (March 2018)**
- Co-designer and co-presenter for MACUL session, "Cultivating a Design Mindset for Problem Based Learning"

**Brighton Area Schools (August 2016 – March 2018)**
- Educators as Designers: Introduction to Cultures of thinking. Designed and facilitated ongoing professional development for district administration related to creating cultures of thinking in school communities.

**Bright Futures (June 2017, February 2018)**
- Co-designed and co-facilitated day long sessions for Bright Futures site coordinators called Thinking Like a Designer Around Brave Spaces

**Educators as Designers: Why Wait to Innovate? (summers 2013 – present)**
• Co-designed and co-facilitated three-day summer institutes for K – 12 educators intended to teach them the Design Thinking process and how to apply it to their work in the classroom.

Institute for Continuing Legal Education (*July 2012 – November 2015*)
• Provided ongoing consulting in instructional design
• Led professional retreats for 45 people

Ross School of Business (*September – December, 2014*)
• Created and conducted a Design Thinking professional learning experience for 25 program administrators

Association for Continuing Legal Education (*August 2015, October 2015, August 2016*)
• Key note speaker and breakout session leader

• Group leader for participating teachers and administrators during three day training institute
• Assisted in the assessment of the effectiveness of the institute
• Designed graduate level course for teachers, administrators, and parents related to the integration of art and design into the regular curriculum in multiple contexts

Publications

*PBS Parents: 2012*
http://www.pbs.org/parents/search/results.html?restrict=parents&q=katrin+Oddleifson+robertson
• How the Arts Can Help Struggling Learners, 2012
• The Arts and Creative Problem Solving, 2012
• Read Illustrations to Improve Literacy Skills, 2012

*Art Education* July, 1988

*Welcome Home*
• Poem, “Expectation”, March, 1999 – volume 16, No. 3
• Poem, “Toddler Time”, May, 1998 – volume 15, No. 5
• Essay, “Views from a Backpack”, February, 1997 – volume 13, No. 2

Awards and Grants
• Outstanding Field Instructor for the state of Michigan, 2018
• CLRT Course Resources Grant, 2012
• Arts and Michigan’s Course Connections Grant, 2012

Continued Education
• *Design Thinking Training* – Henry Ford Learning Institute, Summer 2012
• *Picturing Writing: Fostering Literacy Through Art and Image Making Within the Writing Process* – University of New Hampshire Center for the Advancement of Art Based Literacy, summer 2009

Katrin Oddleifson Robertson
• *Teaching with Documents and Works of Art: An Integrated Approach* – Smithsonian American Art Museum, summer 2009
• *Reading and Writing Workshop* – Teacher’s College, Columbia University, August 2006
• *Understanding by Design* – ASCD conference, March 2006
• *Designing on-line Courses*, Eastern Michigan University, 2005
• *Teaching for Understanding Summer Institute*, Harvard University, 2003

**Professional Memberships**
• Association for Supervision and Curriculum Development (ASCD)
• Journal of Higher Education
• Michigan Association of Teacher Educators (MATE)
• National Art Education Association (NAEA)

*References available upon request*
EDUCATION

Doctorate of Philosophy: Education and Psychology
University of Michigan, Ann Arbor, MI

Master of Science: Developmental Psychology
University of Michigan, Ann Arbor, MI

Bachelor of Science: Psychology (Magna Cum Laude)
Morehouse College, Atlanta, GA

EXPERIENCE

Associate Director Office of Academic and Multicultural Initiatives (OAMI), University of Michigan, Ann Arbor, MI
Implementation Lead for Diversity, Equity and Inclusion Strategic Plan 2016 - present
- Provide strategic direction, lead, monitor, evaluate and update the implementation of initiatives to increase diversity, equity, and inclusion across Office of Diversity, Equity and Inclusion (ODEI)
- Collaborate with leadership across units to establish policies and procedures that promote transparency and equity in recruitment, hiring, training, development and promotion of staff
- Collaborate with leadership, staff, and constituents to ensure programs and services are inclusive of all groups
- Design and lead the development of innovative marketing strategies for the strategic plan
- Manage or monitor the coordination of a staff equity review; standardization of administrative processes and professional development; development of protocols for conflict resolution; education and training in diversity; and the creation of structures to ensure voices of undergraduate and graduate students are included

Operations and Programming 2014 – present
- Support the Director to implement overall operations of the office by planning, developing, and implementing short and long-term objectives while managing 13 full-time and more than 20 part-time staff members to execute programs impacting nearly 1,000 high school students and 700 college students annually
- Identify and fill service gaps of programming for underrepresented and first-generation students and students from low-income backgrounds
- Manage $1.2 million general fund by projecting, developing, and implementing annual budget aligned with program and department needs
- Lead the development of OAMI intercultural programs to foster an intellectually and culturally diverse campus community
- Hire, supervise and evaluate program directors, coordinators and professional staff and prepare staffing projections
- Manage partner relationships on and off-campus
- Direct the Men of Color Leading in the Classroom (M-CLIC) grant program designed to increase the number of African America, Latino and Native American males who teach in K12 education

Chair of University of Michigan Reverend Dr. Martin Luther King, Jr. Symposium 2011 – present
- Manage $60,000 budget and provide guidance for the University of Michigan's Annual Reverend Dr. Martin Luther King Jr. Symposium, the largest celebration of the life and work of Rev. Dr. King on a college campus, encompassing over 30 events between January and February, including the keynote lecture attended by more than 2,500 people
- Chair Symposium Committee composed of more than 50 representatives from various units on campus to develop a brand identity that establishes an overall theme, theme-statement, graphics, and keynote lecture
- Implement a general targeted marketing and advertising plan, including program booklets, posters and multimedia advertising for the promotion and execution of the overall symposium
LUMAS J. HE LAIRE, PH.D.

www.linkedin.com/in/lumasjhelaire

Director of Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) 2006 – present
• Oversee $500,000 annual budget while reconciling program expenses and submitting expense reports to the state and federal government and senior university administrators, adhering to Department of Education guidelines and regulations
• Manage program coordinators, graduate student assistants, undergraduate student leaders, and support staff to manage a cohort of over 1000 middle and high school students
• Chair GEAR UP Task Force by leading a group of faculty and staff to develop, design and improve GEAR UP programming for the 3rd cycle to ensure the success and sustainability of the program and meet grant requirements
• Create curricula to teach families in low-income schools about the college admission and financial aid process, course selection and scholarship opportunities while leading GEAR UP’s college awareness and access program and services by developing and maintaining relationships with community partners, schools, and college access programs
• Design strategic planning around policies and procedures to align activities with vision and mission of GEAR UP and OAMI while supervising professional and support staff, developing and coordinating programs, analyzing data, building strategic partnerships, and supporting evaluation activities
• Establish and oversee Gibbs-Ellis Translational Research Graduate Student Fellowship designed to bridge research with practice in education; resulted in two dissertations demonstrating value of the program

Consultant – National Science Foundation Grant 2015 - present
How Urban Adolescents Come to Think of Themselves as Mathematicians, Montclair, NJ
• Provide recommendations on design, implementation, and direction of program to ensure project goals are met
• Deliver feedback on curricula and training materials and protocol; and participate in project site visits and trainings

Research Associate 2006 – 2016
Michigan Community Scholars Program, University of Michigan, Ann Arbor, MI
• Produce yearly report on participants’ retention and graduation statistics for all cohorts
• Develop charts comparing Michigan Community Scholars Program retention and graduation rates to the universities to determine effectiveness of program and make suggestions on program and evaluation improvements

Program Manager of Truth Honor Respect Education And Development of Self (THREADS) 2001 – 2008
Office of Academic and Multicultural Initiatives (OAMI), University of Michigan, Ann Arbor, MI
• Design curriculum and direct a 10-week educational program that 1) enhanced academic identity, 2) broadened understanding of transitions into manhood and, 3) provided undergraduate male mentors as models
• Supervise THREADS coordinator and facilitators and led curriculum development team in servicing approximately 200 participants over five years, while designing training for over 50 undergraduate males as mentors

Lecturer/Instructor 2002 – 2007
Combined Program in Education and Psychology, and Department of Psychology, University of Michigan, Ann Arbor, MI
• Coordinate all aspects of Educational Psychology and Human Development course for pre-service teachers
• Deliver class lecturers, facilitated workshops and discussions for Introduction to Psychology course

Co-Coordinator of POSSE/LAB 2005 – 2006
Office of Academic and Multicultural Initiatives (OAMI), University of Michigan, Ann Arbor, MI
• Supervise 8-15 undergraduate staff members as they mentored freshmen and sophomore students
• Created informative and interactive workshops, seminars and events for freshmen and sophomore student groups (ranging in size from 10-300) to promote academic success, professional development and social integration

Coordinator of King Chavez Parks (KCP) Pre-College Program Graduate Student 2001 – 2004
Office of Academic and Multicultural Initiatives (OAMI), University of Michigan, Ann Arbor, MI
• Coordinate curriculum development and delivery of workshops for fall campus visits and summer institute
• Train and supervise undergraduate students in delivering pre-college concepts to middle school students
• Conduct professional development and teamwork skill workshops for undergraduate student leaders
LUMAS J. HELAIRE, PH.D.

www.linkedin.com/in/lumasjihelaire

PEER-REVIEWED PUBLICATIONS


PROFESSIONAL PRESENTATIONS


Helaire, L. J., Galvan, H., Thorpe, K. “Men of Color Leading in the Classroom (MCLIC) Model of MHED.” Presented at Equity in the Classroom Conference, Southfield, MI 2018


Helaire, L. J. “Building Schools Capacity to Use Data to Build a College Going Culture.” Presented at NCCEP/GEAR UP Annual Conference, Washington, DC, 2014


Helaire, L. J., “Reinventing Education, Reshaping Our Communities.” Presented at the 16th Annual Governor’s Education Summit, Lansing, MI, 2011

Olwell, R., Baldwin, A., & Helaire, L. J., Michigan Pre-College & Youth Outreach Conference. Roundtable at the University of Michigan, Ann Arbor, MI 2009


Matlock, J., Helaire, L. J., Sims, B., Gibbs, T., & Lapidos, C., “It’s great to be a girl & THREADS program: An innovative approach to college students mentoring middle school students and learning from each other.” Presented at the National Conference on Race and Ethnicity, New York, NY, June 2005


Helaire, L. J., & Cooper, S. M., “Communication: Teaching your children to be advocates of their own learning.” Presented at the First Annual Parent Conference of the King-Chavez-Parks College Day Programs, Michigan State University, Lansing, MI, 2002

Helaire, L. J., “African-American Parental Role Construction by Class and Gender.” Poster presentation at the Black Graduate Conference in Psychology, Ann Arbor, MI, June 2002
LUMAS J. HELAIRE, PH.D.

www.linkedin.com/in/lumasjhc}

SELECTED INVITED SPEECHES, WORKSHOPS, AND GUEST LECTURES
Helaire, L. J. “Inside Your DNA.” Keynote at 38th Annual Senior Salute and Scholarship Luncheon, hosted by Alpha Kappa Alpha Sorority, Inc. Lansing, MI 2017
Helaire L. J., Panelist at We The People: Creating a Grassroots Movement to Transform Public Education. Washtenaw Community College, Ypsilanti, MI, 2011
Helaire, L. J., “The Leap From College Preparation to College.” Workshop conducted at University Preparatory Academies Senior Summit, Detroit, MI, 2010
Gibbs, T. G., & Helaire, L. J., “Using Your Dreams and Education to Change the World.” Workshop conducted at Cray Elementary, Detroit, MI, 2010
Helaire, L. J., “Mentoring Versus Coaching.” Leadership development workshop conducted for City Year training for senior core members, Detroit, MI, 2009

COMMUNITY SERVICE
School Board President 2013 – present
The James and Grace Lee Boggs School, Detroit, MI
- Lead board meetings to ensure the school is following the vision while serving on multiple committees to oversee budget, personnel, and planning process, meeting all state, federal and charter authority regulations
- Build and maintain relationships with school stakeholders and staff while liaising with the management team and school chartering body to ensure administration is held accountable for executing organizational goals
- Oversee $1,000,000+ annual operating budget for school to ensure its financial stability while maximizing ROI
- Serve as an ambassador for fundraisers and contribute time to development initiatives

ADDITIONAL
University Service
- Member - Trotter Multicultural Center Advisory Committee 2018 - present
- Member - Trotter Multicultural Center Director Search Committee 2018
- Liaison – University of Michigan Bicentennial Planning Committee 2015 – 2017
- Member – Michigan Community Scholars Advisory Board 2013 – 2016

Honors and Awards
- Diversity Leadership Award, University of Michigan 2016

Certifications: Intercultural Development Inventory Qualifying Administrator (2nd phase in progress)
Skills: Writing/editing, public speaking, SPSS (statistical analysis software), various project management software, marketing
Interest: Billiards, film/videoography, marketing, ninjitsu, health and fitness, fictional/creative writing, African history, ethnic-based curricula design and development (particularly for African/African-American and Chicano students)
Soh Suzuki

Education
Michigan State University; East Lansing, Michigan
Bachelor of Arts with Honors, Interdisciplinary Humanities: August 2002
Bachelor of Fine Arts with Honors, Studio Art: May 2002

Skills
- Extensive experience organizing programs and facilitating workshops for diverse groups
- Ability to think creatively and logistically
- Skilled at data management and information processing
- Adept at handling multiple tasks and initiating new projects
- Fluent in Japanese

Work Experience
- Allied Media Projects; Detroit, Michigan
  Office Manager: March 2019 - present
  Administrative Contractor: October 2018 - February 2019
- Lagniappe Consulting, LLC; Detroit, Michigan
  Partner: February 2019 - present
- Rashida Tlaib for Congress; Detroit, Michigan
  Campaign Treasurer: May 2018 - present
- Stephanie Chang for Senate; Detroit, Michigan
  Campaign Treasurer: July 2017 - present
- Friends of Raquel Castaneda-Lopez; Detroit, Michigan
  Campaign Treasurer: November 2016 - present
- Friends of Stephanie Chang; Detroit, Michigan
  Campaign Treasurer: June 2013 - present
- Avalon International Breads; Detroit, Michigan
  Administrative Consultant Staff, Administration: May 2018 – present
  Manager, Inventory Control & Production, Administration: August 2016 – May 2018
  Administrative Consultant, Administration: November 2015 – August 2016
  Administrative Assistant, Administration: April 2007 - September 2012
  Production Manager, Sweets Production Department: May 2005 - December 2006
  Wholesale Assistant, Wholesale Department: September 2004 - May 2005
- Detroit Institute of Arts; Detroit, Michigan
  Studio Coordinator, Education Studio, Division of Learning & Interpretation: July 2013 – August 2016
  Studio Instructor, Education Studio, Department of Learning & Interpretation: October 2011 – July 2013
  Studio Assistant, Education Studio, Dept. of Learning & Interpretation: March 2007 - October 2011
  Studio Assistant – Drop-In Workshop, Dept. of Learning & Interpretation: August 2005 - June 2011
  Assistant to Museum Technician, Collections Management Department: Summer 2007
- Detroit Asian Youth Project; Detroit, Michigan
  Founding Coordinator: April 2004 – January 2017
Work Experience (continued)
  • Pewabic Pottery; Detroit, Michigan  
    Instructor, Community and Youth Programs: September 2009 – April 2013
  • Eastern Michigan University; Ypsilanti, Michigan  
    Educational Program Coordinator, Residence Education, University Housing: August - December 2003
  • The College of Wooster; Wooster, Ohio  
    Residence Director, Wagner Hall, Department of Residential Life & Housing: August 2002 - June 2003  
    Administrative Intern, Office of Multi-ethnic Student Affairs: August 2002 - May 2003
  • Michigan State University Museum; East Lansing, Michigan  

Related Experience and Activities
  • Co-Coordinator: January 2015 – July 2015  
    Igniting Model Minority Mutiny Network Gathering, Allied Media Conference; Detroit, Michigan
  • Lead Artist: May 2008 - September 2008  
    Osborn Mural Project, Community Arts Partnership, College for Creative Studies; Detroit, Michigan
  • Teaching Assistant: Spring 2004  
    “Asians and Blacks in Detroit,” American Culture, University of Michigan; Ann Arbor, Michigan
  • Office Assistant: February 2004 - July 2004  
    Detroit Summer; Detroit, Michigan
  • Resident Associate: January 2004 - May 2005  
    James and Grace Lee Boggs Center to Nurture Community Leadership; Detroit, Michigan
  • Project Coordinator: Summer 2003  
    Chinatown Mural Project, Detroit Summer, Detroit, Michigan
    Office of Racial Ethnic Student Affairs, Michigan State University; East Lansing, Michigan

Memberships/Leaderships/Awards
  • Board Member (Treasurer), Asian Pacific Islander American Vote Michigan: Feb. 2016 – March 2018
  • Member, Young Professional Committee, Japan Business Society of Detroit: August 2015 - present
  • Board Member (Treasurer), The James & Grace Lee Boggs School: June 2013 – present
  • Board Member (Treasurer), Boggs Educational Center Project Team: April 2012 - present
  • Board Member (Treasurer), Ladybug Studios, Allied Media Projects: October 2011 – present
  • Board Member, Detroit Chapter, Japanese American Citizens League: September 2003 – present
  • Recipient, Community Art Grant, Kresge Foundation: December 2009 - June 2010
  • Recipient, Community+Public: DETROIT, College for Creative Studies: Summer 2008
  • Planning Committee, Bridging for the Future (Detroit APIA Forum): Spring 2004
  • Steering Committee, Detroit Chinatown Revitalization Workgroup: Summer 2003 – Summer 2004
  • Planning Committee, Vincent Chin 20th Year Remembrance; Detroit, Michigan: Summer 2002
RECOMMENDATION

2019-2020 SABBATICAL LEAVE AWARDS

ACTION REQUESTED

It is recommended that the Board of Regents accept and place on file the Report on 2019-2020 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. A list of the approved projects is included with Board materials.

In 2019-2020, eleven (11) two-semester and seventeen (17) one-semester leaves will be awarded.

FISCAL IMPLICATIONS

The salary cost of sabbatical leaves will be absorbed in the 2019-2020 faculty salary budget. Additional research support costs for two semester sabbatical leaves will be absorbed in the 2019-2020 budget.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Rhonda Longworth, Ph.D.

Date: 5/22/19
Eastern Michigan University  
Division of Academic and Student Affairs  
2019-2020 SABBATICAL LEAVE AWARDS

**One Semester**


**Megan Moore**, Sociology, Anthropology & Criminology. “Analysis of Human Skeletal Remains from Roman Era Tombs at Antiochia ad Cragum, Southern Turkey: Chapter for an Edited Volume”.


**Catherine Peterson**, Psychology. “Integrated Psychosocial and Behavioral Health in Allergic Diseases”.


**Shiri Vivek**, Marketing. “Development of a Faculty-friendly Tool for Self-Assessment of Student Academic Engagement in Diverse Pedagogies, across Class Formats”.


Gregg Wilmes, Chemistry. “Assessing the Analytical Needs of Michigan Breweries”.

Yichun Xie, Geography & Geology. “Modeling Grassland Ecosystem Recovery under Ecological Subsidy Policy in Inner Mongolia, China”.

Mehmet Yaya, Economics. “Women's Empowerment in the U.S. during the Great Recession”.


Two Semester


Margaret Hanes, Biology. “Exploring Hibiscus throughout the Pacific Ocean”.

Chris Hyndman, Art & Design. “Staginess and Full Volume Painting: Artworks for Two Exhibitions”.

Kevin Karpiak, Sociology, Anthropology & Criminology. “Police Perceptions of Police/Citizen Interaction in France from ‘Charlie Hebdo’ to the ‘Yellow Vests’”.

Thomas Kovacs, Geography & Geology. “A Textbook on Weather and Climate Forecasting that Applies the Scientific Method to Directly Support College General Education Outcomes”.


Denise Pilato, Technology and Professional Services Management. “Muted Boundaries: Technology, Culture, & the Celebration of Progress of the 1893 Columbian World's Fair”.


Christine Tanner, Communication, Media & Theatre Arts. “Creation of a New Original Cross-Cultural Theatrical Work Featuring Chinese and US Large-Scale Puppetry”.

Mehmet Yaya, Economics. “Women's Empowerment in the U.S. during the Great Recession”.

RECOMMENDATION

2019-2020 FACULTY RESEARCH AND CREATIVE ACTIVITY FELLOWSHIPS

ACTION REQUESTED

It is recommended that the Board of Regents accept and place on file the Report on the 2019-2020 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 percent 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. A listing of the approved projects is included with Board materials. Fifty-six (56) faculty will be supported.

FISCAL IMPLICATIONS

None. The cost of the fellowships will be absorbed in the faculty salary budget.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Rhonda Longworth, Ph.D.
2019-20 FACULTY RESEARCH AND CREATIVE ACTIVITY FELLOWSHIPS


7. Steven Backues (Chemistry). "Size or Number? Untangling the Role of Atg3 and Atg10 in Autophagy."


10. Logan Bearden (English Language & Literature). "Multi-Institutional Examination of Intermediate Writing Courses."


12. David Chou (Computer Information Systems). "Technological Development of the Internet of Things (IoT) and Big Data Integration."

13. Brian Connolly (Biology). "Leveraging Predation Risk to Minimize Seed Limitation in Native Plants."


15. Ratan Dheer (Management). "Understanding the Causes and Consequences of Entrepreneurial Stress."

17. Cory Emal (Chemistry). "Incorporation of Pi-Stacking into Novel Inhibitors of Plasminogen Activator Inhibitor-1."


19. Audrey Farrugia Bernard (Special Education). "Diversity Design: An Examination of Multicultural Coursework in Speech-Language Pathology Programs."

20. Xianghong Feng (Sociology, Anthropology & Criminology). "Two Peer-Reviewed Journal Articles and One NSF Grant Proposal: Mobility, Individualization, and Poverty Reduction in Ethnic Tourism, China."


27. Dejuana Jackson (Nursing). "Clinical Immersion Experience: Increasing Nurse Practitioner’s Readiness for Practice?"


32. Steven Krause (English Language & Literature). “Investigating Classroom Technology Bans Through the Lens of Writing Studies.”


34. Aaron Liepman (Biology). “Characterization of the VTC1 Protein, a Long-Lost Plant GGPPase.”


36. Salar Mesdaghinia (Management). “Is Greed Good? The Negative Impact of Manager Greed on Employees and Businesses.”


38. Megan Moore (Sociology, Anthropology & Criminology). “Analysis of Human Skeletal Remains from Roman Era Tombs at Antiochia ad Cragum, Southern Turkey: Chapter for an Edited Volume.”


40. Micah Murphy (Marketing). “Social Media Crises and Organizational Response.”


42. Valerie Pauli (Nursing). “Workplace Violence Exposed: The Untold Experiences of Nursing Students.”

43. Catherine Peterson (Psychology). “Integrated Psychosocial and Behavioral Health in Allergic Diseases.”

44. Anushri Rawat (Management). “Forgive to Overcome Animosity: Exploring the Role of Forgiveness in Resolving Conflict in the Workplace


47. Amy Sacksteder (Art & Design). “Fossils of Now: Contemporary Divisions and Debris as Explored through Painting, Collage, and Paper Cutting.”


51. Charles Teague (Accounting & Finance). "Corporate Payouts: Do Managers Select Ex-Ante Payout Levels to Deter Shareholder Activism?"

52. Christina Topolewski (Social Work). "Caregiver Burden, Social Support, and Quality of Life among Caregivers of Individuals with Intellectual Disabilities and Dementia."

53. Annette Wannamaker (English Language & Literature). Worlds Apart: Income Inequality and Children's and Young Adult Literature in the United States


56. Mehmet Yaya (Economics). "Women's Empowerment in the U.S. during the Great Recession."
RECOMMENDATION

WINTER 2019 AND SUMMER 2019 UNDERGRADUATE RESEARCH STIMULUS PROGRAM AWARDS

ACTION REQUESTED

It is recommended that the Board of Regents accept and place on file the Report on the Winter 2019 and Summer 2019 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. 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.

WINTER 2019: The Provost and Executive Vice President of Academic and Student Affairs has awarded a total of $18,000 to nine (9) undergraduate students and $3,975 to eight (8) Eastern Michigan University faculty for Winter 2019 and research and creative projects under the Undergraduate Research Stimulus Program.

SUMMER 2019: The Provost and Executive Vice President of Academic and Student Affairs has awarded a total of $32,000 to sixteen (16) undergraduate students and $5,150 to eleven (11) Eastern Michigan University faculty for research and creative projects under the Undergraduate Research Stimulus Program.

FISCAL IMPLICATIONS

The cost of Undergraduate Research Stimulus Program awards will be funded from the Provost’s indirect cost recovery.
ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Rhonda Longworth, Ph.D.

Date 5/22/19
WINTER 2019 UNDERGRADUATE RESEARCH STIMULUS PROGRAM
AWARDS


2. Kelly Brown (majoring in Hydrogeology). “Source Tracking of Chemical and Microbiological Contaminants in Millers Creek.” Faculty mentor: Christopher Gellasch (Department of Geography and Geology).


5. Thomas Gillis (majoring in General Biochemistry). “Understanding Histone Binding Properties of a Mutant UHRF2 Protein via Epigenetics.” Faculty mentor: Brittany Albaugh (Department of Chemistry).


7. Carolyn Lammers (majoring in Clinical Laboratory Sciences). “Homeopathic Solutions on Nasal Carriage.” Faculty mentor: Lynne Shetron-Rama (School of Health Sciences).


SUMMER 2019 UNDERGRADUATE RESEARCH STIMULUS PROGRAM AWARDS

1. Jordan Draper (majoring in Secondary Education Mathematics). “Teachers' Designed Tasks to Develop Students' Statistical Thinking and Data Analysis Skills with CODAP.” Faculty mentor: Stephanie Casey (Department of Mathematics and Statistics).


4. Savannah Gariepy (majoring in Biology). “What are the Mechanisms Behind Big Bluestem (Andropogon gerardii) Grass Dominance in Prairie Restorations?” Faculty mentor: Emily Grman (Department of Biology).


9. Aubrey Martin (majoring in Biology). “Unmasking the Mystery of DNA Damage Repair” Faculty mentor: Anne Casper (Department of Biology).

11. Sarah Schmidt (majoring in Chemistry). “Synthesis of Pharmaceutically Relevant Salts as PAI-1 Inhibitors.” Faculty mentor: Cory Emal (Department of Chemistry).


13. Elizabeth Tedeschi (majoring in Dietetics) “Assess the Relationship between Mediterranean Diet Adherence, Serum F2-isoprostane Levels, and Functional Status in Older Adults.” Faculty mentor: Heather Hutchins-Wiese (School of Health Sciences).

14. Hope Vaughn (majoring in Biochemistry) “A Microwave-assisted Reaction to Form Pharmaceutical Building Blocks.” Faculty mentor: Harriet Lindsay (Department of Chemistry).


16. Caleb Willette (majoring in Environmental Biology) “How Road Salts Affect Fungal Decomposition.” Faculty mentor: Kristin Judd (Department of Biology).
ACTION REQUESTED

It is recommended that the Board of Regents receive and place on file this notification of the following eleven (11) Academic Program Phase-Outs:

1. Special Education with Elementary Certification - Visual Impairment MA
2. Special Education with Secondary Certification - Visual Impairment, MA
3. Special Education with Elementary Certification - Cognitive Impairment, MA
4. Special Education with Secondary Certification - Cognitive Impairment, MA
5. Special Education with Elementary Certification - Emotional Impairment, MA
6. Special Education with Secondary Certification - Emotional Impairment, MA
7. Special Education with Elementary Certification - Physical & Other Health Impairment, MA
8. Special Education with Secondary Certification - Physical & Other Health Impairment, MA
9. Family and Children's Services, MSW
10. Mental Health and Chemical Dependency, MSW
11. Services to the Aging, MSW

STAFF SUMMARY

The EMU Board of Regents approved a new Master of Arts in Teaching Special Education program at their April 2019 meeting. One of the intended outcomes from the approval of the MAT program was that it would replace the eight existing Master of Arts in Special Education with Certification programs. The MA in Special Education with Certification programs were outdated and required student complete more credit hours than was was needed. The large credit hours often discouraged students from pursuing the degree. The new Master of Arts in Teaching program is more streamlined and attractive to students.

It is the nature of graduate study in Social Work that each student is provided an opportunity to concentrate on the specific skills needed for their practice. Since it is now possible to have official concentrations within graduate programs, the School of Social Work has revised the Master of Social Work degree into a single program with multiple concentrations. This program revision and associated phase-outs brings the Master of Social Work program in line with how faculty have presented the program to students in recent years.
FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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

[Signature]
University Executive Officer
Rhonda Longworth, Ph.D.

[Date]
5/22/19
The attached proposal from the School of Social Work and the College of Health and Human Services for revision to Master of Social Work, is approved, effective Fall 2019.

This approval includes the School of Social Work's request to combine the existing MSW programs, Child and Family Services, Mental Health and Substance Use, and Health and Aging to create a Master of Social Work in Social Work, with concentrations using the same titles.

Please note that this is only a shift in Banner, the MSW program has been listed as a single program with concentrations in the catalog for many years.

Records & Registration will communicate Banner codes at a later date.

If you have any questions, please contact Evan Finley, Course and Program Development Associate (487-8954, efinley2@emich.edu).

cc: Rhonda Longworth, Provost & Executive Vice President of Academic and Student Affairs
Wade Tornquist, Interim Associate Provost & Vice President of Graduate Studies and Research
Tana Bridge, Faculty Associate, Graduate School
Julia Nims, Faculty Associate, Graduate School
Murali Nair, Dean, College of Health and Human Services
Christine Karshin, Associate Dean, College of Health and Human Services
Faculty Senate
Caren Putzu, Social Work
Erin Burdis, Assistant Registrar
Amy Frady, Assistant Director, Records & Registration
Ramona Milligan, Coordinator of Registration, Records & Registration
Judith Massingill, Coordinator of Records, Records & Registration
Carol Evans, Transfer Equivalency Coordinator, Records & Registration
Mary Butkovich, Halle Library
Ann Richards, Assistant Director, Admissions Processing
Bin Ning, Assistant Vice President and Executive Director, IRIM
Sarah Kersey Otto, Director, Career Development & Outreach
Social Work [M.S.W.]

Revised Program | Fall 2019

The Master of Social Work program is designed for the working adult, interested in advancing their knowledge and social work skills in working with oppressed and disenfranchised individuals. The program is designed for part-time students and offers only evening and Saturday courses.

Program Admission

Please download Instructions for Applying to the Master of Social Work Program here.

Julie Harkema, Admissions Coordinator, 317 Marshall, 734.487.0393, jharkema@emich.edu

Admission Requirements

Graduate School Requirements

For the minimum Graduate School admission criteria, see emich.edu/graduate

Bachelor Degree

Full Program

A baccalaureate degree from an accredited college or university must be completed prior to matriculation. Candidates may apply while their degree is in progress, but degree completion demonstrated by an official transcript is necessary prior to beginning coursework in the MSW Program.

Advanced Standing

A Bachelor of Social Work degree from a Council on Social Work Education (CSWE) accredited college or university must be completed prior to matriculation. Candidates may apply while their degree is in progress, but degree completion demonstrated by an official transcript is necessary prior to matriculation into the MSW Program.

Grade Point Average

Full Program

A minimum GPA of 2.75 is required at the time of application. This GPA can be attained with a cumulative undergraduate or a completed graduate degree. A cumulative undergraduate GPA includes all college courses taken prior to receiving a bachelor degree.

Advanced Standing

A minimum GPA of 2.75 is required at the time of application. This GPA is attained with a cumulative undergraduate degree. A cumulative undergraduate GPA includes all college courses taken prior to receiving a bachelor degree. In addition, a 3.0 in the last sixty credits of the bachelor degree is required.

Conditional Status

In select cases, some applicants will be admitted on a conditional basis to the Full Program if they do not have the minimum overall GPA of 2.75. A limited number of exceptional applicants who have been working in the social work field for a substantial amount of time may be considered for conditional admission.

Personal Statement
Applicants complete a Personal Statement that speaks to their readiness for graduate studies and connection to our mission. Your Personal Statement will be evaluated as a reflection of your writing skills, your ability to reflect and learn from your experiences, and as a narrative of your background, interests, and goals. You must be the sole author of this statement, but others may provide proofreading assistance and feedback. Your social work Personal Statement must be double-spaced and four to five pages in length. Within your Personal Statement, please address the following:

1. Why are you a "good fit" with the mission of EMU's MSW program?
2. In our society, there are many types of privilege. Identify and discuss ways in your life in which you have been in a position of privilege, and how it might affect your work as a social worker.
3. Discuss your reasons for why you selected your specific concentration (i.e., mental illness/chemical dependency, families, and children, or services to the aging)?
4. What are your mission-related career interests and post-graduation plans?
5. Describe a situation where your attitudes about a particular stigmatized population (e.g., LGBT, people of color, persons in poverty, etc.) were challenged, and what you learned from that experience. In what ways are you ready to have your attitudes and social stereotypes be further challenged within an educational setting?
6. What attracts you to the MSW program at Eastern Michigan University?

Note: You must complete the Personal Statement according to the requirements of the School of Social Work.

**Employment and Voluntarism Record**

Provide complete contact information about agencies. Include the average hours/months/days of service at each position or volunteer experience. Please provide as much detailed information as possible, rather than leaving information blank or providing a range of hours. Also, include non-social work employment and voluntarism. Download Employment and Voluntarism form here.

**Reference Letters**

Three professional reference letters are required. Strong letters would be from professionals that could speak to the applicant’s academic strengths, professionalism, and/or readiness for master level social work. Three reference forms along with narratives letters on professional stationery are required; these will be accessed and submitted online by the recommenders.

**Experience**

Professional experience in the human services field, both paid and unpaid, is weighed in the decision-making process. This includes paid work experience, volunteer experience, and internships.

**Admission Process**

- Once a complete application (Graduate Application, all transcripts, personal statement, volunteer/work form, and three recommendation forms with attached narrative letters) is received, the School of Social Work verifies, processes, and reviews the application.
- GPA is verified and calculated. Last 60 credits GPA is calculated.
- Work and volunteer experience are verified and calculated.
- Each application is sent out for two reviews. Reviewers from the School of Social Work read the application and respond using a formal rubric, which includes the applicant’s connection to the EMU School of Social Work mission, evaluation of personal and professional characteristics, and academic ability
- If the point spread between the two reviews is more than ten points, the application is sent out for a third review
- Once the reviews are completed, the application is sent to the Admissions Committee for a decision.

**Notification of Decision**

All applicants are notified of a decision by written, mailed letters from the School of Social Work. No decisions are given by email or phone call.

**Transfer Applicants**

If an applicant is currently in another EMU graduate program and interested in an MSW, the student must complete the formal application process as outlined above to be considered for the MSW program. If accepted, some classes may transfer as electives dependent on the date the class and relevance to the social work curriculum. Discretion for transfer credits lies with the Director of the MSW program.
If an applicant has been accepted into and attended another MSW program, the applicant must complete the formal application process as outlined above to be considered for the EMU MSW program. In addition, the applicant must submit a letter from their current/previous MSW program stating that they left the program in "good standing." Only students in "good standing" will be considered for the EMU MSW program.

An Appeal of Decision of Acceptance/Denial into the EMU MSW Program

There is no appeal process. Decisions are final. If applicants are interested in re-applying for a future year, they are encouraged to do so by reapplying to the Master of Social Work program and updating their application materials.

Note: Official scores must be sent by the testing agency directly to the University.

Apply Now!

School Information

Social Work, College of Health and Human Services

Jennifer Kellman-Fritz, Ph.D. | Director (Interim) | 323 Marshall | 734.487.6856 | jkellman@emich.edu

Deborah A. Willis, Ph.D. | Graduate Coordinator | 206F Marshall | 734.487.9480 | dwillis@emich.edu

Advisor Information

David Evoy | 315 Marshall | 734.487.6807 | devoy@emich.edu

Program Information

Course Requirements

The length of time required to complete the M.S.W. depends upon undergraduate preparation. Students admitted to the M.S.W. program begin coursework in the fall semester immediately following their admission. Students are admitted as a cohort with a structured, approved Plan of Study.

Full Program

Students applying to the M.S.W. program who did not obtain a B.S.W. in their undergraduate studies are considered for the Full Program. Full Program students complete 63 hours of foundation and advanced-level courses. Full Program students can successfully matriculate through the Master's program in four years while attending part-time.

Advanced Standing

Students with a Bachelor of Social Work (B.S.W.) degree from an undergraduate program accredited by the CSWE will be considered for advanced standing admission. Students not approved for advanced standing admission may be reviewed for full program admission. Advanced Standing students are required to complete 35 approved credit hours of course work. Students can successfully matriculate through the Master's program as an Advanced Standing student in two years while attending part-time.

Length of the Program

The Council of Social Work Education (CSWE) mandates that all M.S.W. requirements must be completed within four years of the date of entrance into the program. Exceptions to this requirement may be requested by students who need an extension due to extraordinary and/or unavoidable extenuating circumstances. Only petitions from students who have a consistent outstanding academic performance history with no "incompletes," withdrawals, "stop-outs," or "fail" grades will be considered for this extension. Under no circumstances will students be allowed more than six years to complete their M.S.W. program.

Field Placement

All M.S.W. students must complete field placements that are authorized and arranged with affiliated public and nonprofit social service agencies through the field placement office. Generalist Field Placement (SWRK 595 and SWRK 596) requires 400 hours of supervised fieldwork. Advanced Field Placement (SWRK 695 and SWRK 696) requires 500 hours of supervised fieldwork in a student's chosen concentration. M.S.W. students admitted to the full program must complete both placements. Students admitted to the advanced
The EMU School of Social Work offers a sequence of three elective courses that have been approved by the State of Michigan required to become a school social worker. Consultation should be made with a social work graduate advisor or the M.S.W. office about this opportunity.

**Foundation Level Courses: 32 hours**

- SWRK 501 - Social Policies and the Social Work Profession 1 hr
- SWRK 503 - Ethics and the Social Work Profession 1 hr
- SWRK 505 - Generalist Social Work Practice with Individuals 2 hrs
- SWRK 506 - Human Behavior and the Social Environment: Individuals and Families 2 hrs
- SWRK 507 - Human Behavior and the Social Environment: Groups, Organizations and Communities 2 hrs
- SWRK 515 - Generalist Social Work Practice with Families 2 hrs
- SWRK 525 - Social Work Practice with Women and Girls 2 hrs
- SWRK 533 - Social Work Evaluation and Research: Quantitative & Qualitative Methods 4 hrs
- SWRK 535 - Social Work with People of Color: A Strengths Perspective 2 hrs
- SWRK 545 - Generalist Social Work Practice with Groups 2 hrs
- SWRK 565 - Generalist Social Work Practice with Communities 2 hrs
- SWRK 571 - Social Work Policy Analysis and Change 2 hrs
- SWRK 595 - Generalist Field Experience I 4 hrs
- SWRK 596 - Generalist Field Experience II 4 hrs

**Degree Requirements: 31-35 hours**

**Core Courses: 13 hours**

- SWRK 610 - Empowerment: Social Justice and Social Change 2 hrs
- SWRK 633 - Research Methods for Agency Based Practice 3 hrs
- SWRK 695 - Advanced Field Practice I 4 hrs
- SWRK 696 - Advanced Field Practice II 4 hrs

**Concentration: 18-22 hours**

Select one concentration from the following.

**Child and Family Services: 18-22 hours**

**Required Courses: 9 hours**

- SWRK 640 - Policies and Issues: Children and Families 3 hrs
- SWRK 643 - Families in the Social Environment 3 hrs
- SWRK 644 - Family-Centered Practice 3 hrs

**Specialization Courses: 9-13 hours**

Full program students are required to take 9 credit hours of specialization courses. Advanced standing students are required to take 13 credit hours of specialization courses.

**Mental Health and Substance Use Recovery: 18-22 hours**

**Required Courses: 9 hours**
• SWRK 650 - Policy Issues in the Health Care Setting 3 hrs
• SWRK 652 - Dynamics and Practice: Mental Illness Services 3 hrs
• SWRK 653 - Dynamics and Practice: Chemical Dependency Services 3 hrs

Specialization Courses: 9-13 hours
Full program students are required to take 9 credit hours of specialization courses. Advanced standing students are required to take 13 credit hours of specialization courses.

Health and Aging: 18-22 hours

Required Courses: 9 hours
• SWRK 620 - Policy Issues: Health and Aging 3 hrs
• SWRK 625 - Psychosocial Aspects of Aging over the Life Course 2 hrs
• SWRK 626 - Social Work Practice in Integrated Health Care 2 hrs
• SWRK 627 - Social Work Practice with Older Adults 2 hrs

Specialization Courses: 9-13 hours
Full program students are required to take 9 credit hours of specialization courses. Advanced standing students are required to take 13 credit hours of specialization courses.
Social Work [M.S.W.]
Program Proposal - Revision

***Instructions for Originator***

Following the "Program Revision" user guide is highly recommended (see User Guides).

Complete the proposal in the following order:

Complete Section I - Proposal Information
Launch Proposal Do not edit sections II or III until after the proposal is launched.
Complete Section II - Program Information
Complete Section III - Proposal
Approve Proposal

Please pay close attention to the instructions at the beginning of each section.

Section I - Proposal Information [Pre-Launch]

Please read the instructions carefully, mistakes made in this section may require you to start over with a new proposal. Do not edit Sections II or III until after the proposal is launched.

[1.1] Select "Program" or "Shared Core"

In most cases, "Program" is the appropriate selection. If the section of the program you intend to revise is shared by multiple programs, selecting "Shared Core" may be appropriate. Please contact Evan Finley (efinley2@emich.edu, 7-8954) if you believe this is the case.

Program Type

☐ Program
☐ Shared Core

[1.2] Import Program

To import the current program from the catalog, please follow the directions outlined in the user guide. The Imported catalog content appears in Section II. Do not edit Section II until after the proposal is launched.
A proposal launched without first importing catalog content will be deleted.

Program imported from the catalog? ☑ Yes

[1.3] Department and College Selection

Department* Social Work

College* ☑ AS - Arts & Sciences ☑ BU - Business ☑ ED - Education
☑ HH - Health and Human Services ☑ TC - Technology

[1.4] Department Faculty Input

To determine the path the proposal will take within the department, please review the options below and make the appropriate selections.

Do any of the following have purview over this program?*

☐ Program, Section, or Area Committee
☐ Undergraduate Committee
☐ Graduate Committee
☑ Instruction or Curriculum Committee (Dept. Wide)
☑ Dept./School Faculty
☐ None of the Above

If "Program, Section, Area Committee" is selected above, please select the committee from the drop-down menu below. If not applicable, please skip.

Program, Section, or Area Committee

Faculty Vote Count

If applicable, this field should be completed before the proposal leaves the department/school.

Faculty Vote Count

***Instructions for Originator***

STOP & LAUNCH PROPOSAL

https://emich.curriculog.com/proposal:2460/print
Section II - Program Information [Post-Launch]

Please carefully read the instructions in each sub-section and reference user guide. Add to or revise each sub-section, as needed.

[2.1] Program Title and Degree Type

Program Title*  Social Work [M.S.W.]
Degree Type Master of Social Work

[2.2] Catalog Description

The "Catalog Description" is the section at top of each catalog page, that provides a brief introduction to the program.

*If this field blank, please consider writing a description. The description should not include admission or program requirements.*

Catalog Description  The Eastern Michigan University Master of Social Work program is designed for the working adult, interested in advancing their knowledge and social work skills in working with oppressed and disenfranchised individuals. The program is designed for part-time students and offers only evening and Saturday courses.

[2.3] Curriculum

This sub-section is where the program of study is revised. *It is highly recommended that you follow directions found in the user guide when working in this section.*

Below you will find three icons.

The far right icon, View Curriculum Courses, displays all courses currently in the program. *A course must be listed here before it can be added to the program.*

The middle icon, View Curriculum Schema, is where the program is edited.

The far left icon, Curriculum Preview, will open a new window with a preview of how the program will appear in the catalog. Click on the red pensile in the right...
curriculum to view revisions.

Curriculum

Program Admission

Apply Now

Please download instructions for Applying to the Master of Social Work Program here.

Admissions Coordinator
Julie Harkema | 317 Marshall | 734.487.0393 | jharkema@emich.edu

Admission Requirements

Bachelor Degree

Full Program - A baccalaureate degree from an accredited college or university must be completed prior to matriculation. Candidates may apply while their degree is in progress, but degree completion demonstrated by an official transcript is necessary prior to beginning coursework in the MSW Program.

Advanced Standing - A Bachelor of Social Work degree from a Council on Social Work Education (CSWE) accredited college or university must be completed prior to matriculation. Candidates may apply while their degree is in progress, but degree completion demonstrated by an official transcript is necessary prior to matriculation into the MSW Program.

Grade Point Average

Full Program - A minimum GPA of 2.75 is required at the time of application. This GPA can be attained with a cumulative undergraduate or a completed graduate degree. A cumulative undergraduate GPA includes all college courses taken prior to receiving a bachelor degree.

Advanced Standing - A minimum GPA of 2.75 is required at the time of application. This GPA is attained with a cumulative undergraduate degree. A cumulative undergraduate GPA includes all college courses taken prior to receiving a bachelor degree. In addition, a 3.0 in the last sixty credits of the bachelor degree is required.

Conditional Status - In select cases, some applicants will be admitted on a conditional basis to the Full Program if they do not have the minimum overall GPA.
of 2.75. A limited number of exceptional applicants who have been working in the social work field for a substantial amount of time may be considered for conditional admission.

Graduate Record Examinations (GRE) - The GRE is not required for admission.

Personal Statement - Applicants complete a Personal Statement that speaks to their readiness for graduate studies and connection to our mission. Your Personal Statement will be evaluated as a reflection of your writing skills, your ability to reflect and learn from your experiences, and as a narrative of your background, interests, and goals. You must be the sole author of this statement, but others may provide proofreading assistance and feedback. Your social work Personal Statement must be double-spaced and four to five pages in length. Within your Personal Statement, please address the following:

Why are you a "good fit" with the mission of EMU's MSW program?
In our society, there are many types of privilege. Identify and discuss ways in which you have been in a position of privilege, and how it might affect your work as a social worker.
Discuss your reasons for why you selected your specific concentration (i.e., mental illness/chemical dependency, families, and children, or services to the aging)?
What are your mission-related career interests and post-graduation plans?
Describe a situation where your attitudes about a particular stigmatized population (e.g., LGBT, people of color, persons in poverty, etc.) were challenged, and what you learned from that experience. In what ways are you ready to have your attitudes and social stereotypes be further challenged within an educational setting?
What attracts you to the MSW program at Eastern Michigan University?

Note: You must complete the Personal Statement according to the requirements of the School of Social Work.

Employment and Voluntarism Record - Provide complete contact information about agencies. Include the average hours/months/days of service at each position or volunteer experience. Please provide as much detailed information as possible, rather than leaving information blank or providing a range of hours. Also, include non-social work employment and voluntarism. Download Employment and Voluntarism form here.

Reference Letters – Three professional reference letters are required. Strong letters would be from professionals that could speak to
the applicant's academic strengths, professionalism, and/or readiness for master level social work. Three reference forms along with narratives letters on professional stationery are required; these will be accessed and submitted online by the recommenders.

Experience - Professional experience in the human services field, both paid and unpaid, is weighed in the decision-making process. This includes paid work experience, volunteer experience, and Internships.

Admission Process

Once a complete application (Graduate Application to the M.S.W Program within the College of Health and Human Services, all transcripts, personal statement, volunteer/work form, and three recommendation forms with attached narrative letters) is received, the School of Social Work verifies, processes, and reviews the application. GPA is verified and calculated. Last 60 credits GPA is calculated.

Work and volunteer experience are verified and calculated. Each application is sent out for two reviews. Reviewers from the School of Social Work read the application and respond using a formal rubric, which includes the applicant's connection to the EMU School of Social Work mission, evaluation of personal and professional characteristics, and academic ability.

If the point spread between the two reviews is more than ten points, the application is sent out for a third review. Once the reviews are completed, the application is sent to the Admissions Committee for a decision.

Notification of Decision - All applicants are notified of a decision by written, mailed letters from the School of Social Work. No decisions are given by email or phone call.

Transfer Applicants - If an applicant is currently in another EMU graduate program and interested in an MSW, the student must complete the formal application process as outlined above to be considered for the MSW program. If accepted, some classes may transfer as electives dependent on the date the class and relevance to the social work curriculum. Discretion for transfer credits lies with the Director of the MSW program.

If an applicant has been accepted into and attended another MSW program, the applicant must complete the formal application process as outlined above to be considered for the EMU MSW program. In addition, the applicant must submit a letter from their current/previous MSW program stating that they left the program in "good standing." Only students in "good standing" will be considered for the EMU MSW program.
An Appeal of Decision of Acceptance/Denial into the EMU MSW Program
- There is no appeal process. Decisions are final. If applicants are
interested in re-applying for a future year, they are encouraged to do so
by reapplying to the Master of Social Work program and updating their
application materials.

\textit{Note:} Official scores must be sent by the testing agency directly to the
University.

\begin{center}
\textbf{School Information}
\end{center}

\textbf{Social Work, College of Health and Human Services}

Jennifer Kellman-Fritz, Ph.D. \| Director (Interim) \| 323 Marshall \| 734.487.6856 \| \texttt{jkellman@emich.edu}

Deborah A. Willis, Ph.D. \| Graduate Coordinator \| 206F Marshall \| 734.487.9480 \| \texttt{dwillis@emich.edu}

\begin{center}
\textbf{Advisor Information}
\end{center}

David Evoy \| 315 Marshall \| 734.487.6807 \| \texttt{devoy@emich.edu}

\begin{center}
\textbf{Program Information}
\end{center}

\textbf{Course Requirements}

\textit{The length of time required to complete the M.S.W. depends upon undergraduate preparation. Students admitted to the M.S.W. program begin coursework in the fall semester immediately following their admission. Students are admitted as a cohort with a structured, approved Plan of Study.}

\textbf{Full Program}

\textit{Students applying to the M.S.W. program who did not obtain a B.S.W. in their undergraduate studies are considered for the Full Program. Full Program students complete 63 hours of foundation and advanced-level courses. Full Program students can successfully matriculate through the Master's program in four years while attending part-time.}
Advanced Standing

Students with a Bachelor of Social Work (B.S.W.) degree from an undergraduate program accredited by the CSWE will be considered for advanced standing admission. Students not approved for advanced standing admission may be reviewed for full program admission. Advanced Standing students are required to complete 35 approved credit hours of course work. Students can successfully matriculate through the Master's program as an Advanced Standing student in two years while attending part-time.

Length of the Program

The Council of Social Work Education (CSWE) mandates that all M.S.W. requirements must be completed within four years of the date of entrance into the program. Exceptions to this requirement may be requested by students who need an extension due to extraordinary and/or unavoidable extenuating circumstances. Only petitions from students who have a consistent outstanding academic performance history with no "incompletes," withdrawals," "stop-outs," or "fail" grades will be considered for this extension. Under no circumstances will students be allowed more than six years to complete their M.S.W. program.

Field Placement

All M.S.W. students must complete field placements that are authorized and arranged with affiliated public and nonprofit social service agencies through the field placement office. Generalist Field Placement (SWRK 595 and SWRK 596) requires 400 hours of supervised field work. Advanced Field Placement (SWRK 695 and SWRK 696) requires 500 hours of supervised field work in a student's chosen concentration. M.S.W. students admitted to the full program must complete both placements. Students admitted to the advanced standing program complete only the advanced level placements. In accordance with our national accreditation standards, no credit can be given for past or present work experience.

Foundation Level Courses: 32 hours
SWRK 501 Social Policies and the Social Work Profession 1 hr
SWRK 503 Ethics and the Social Work Profession 1 hr
SWRK 505 Generalist Social Work Practice with Individuals 2 hrs
SWRK 506 Human Behavior and the Social Environment: Individuals and Families 2 hrs
SWRK 507 Human Behavior and the Social Environment: Groups, Organizations and Communities 2 hrs
SWRK 515 Generalist Social Work Practice with Families 2 hrs
SWRK 525 Social Work Practice with Women and Girls 2 hrs
SWRK 533 Social Work Evaluation and Research: Quantitative & Qualitative Methods 4 hrs
SWRK 535 Social Work with People of Color: A Strengths Perspective 2 hrs
SWRK 545 Generalist Social Work Practice with Groups 2 hrs
SWRK 565 Generalist Social Work Practice with Communities 2 hrs
SWRK 571 Social Work Policy Analysis and Change 2 hrs
SWRK 595 Generalist Field Experience I 4 hrs
SWRK 596 Generalist Field Experience II 4 hrs

Degree Requirements: 31-35 hours

[Before] Core Courses: 13 hours
SWRK 610 Empowerment: Social Justice and Social Change 2 hrs
SWRK 633 Research Methods for Agency Based Practice 3 hrs
SWRK 695 Advanced Field Practice I 4 hrs
SWRK 696 Advanced Field Practice II 4 hrs

[After]
Concentration: 18-22 hours
Select one from the following three concentrations.

[Before] Child and Family Services: 18-22 hours
Required Courses: 9 hours
SWRK 640 Policies and Issues in Services to Families 3 hrs
SWRK 643 Families in the Social Environment 3 hrs
SWRK 644 Family-Centered Practice 3 hrs

[Before] Specialization Courses: 9-13 hours
Full program students are required to take 9 credit hours of specialization courses. Advanced standing students are required to take 13 credit hours of specialization courses.

[Before] Mental Health and Substance Use Recovery: 18-22 hours
Required Courses: 9 hours

SWRK 650 Policy Issues in the Health Care Setting 3 hrs
SWRK 652 Dynamics and Practice: Mental Illness Services 3 hrs
SWRK 653 Dynamics and Practice: Chemical Dependency Services 3 hrs

[Before] Specialization Courses: 9-13 hours
Full program students are required to take 9 credit hours of specialization courses. Advanced standing students are required to take 13 credit hours of specialization courses.

[Before] Health and Aging: 18-22 hours
Required Courses: 9 hours

SWRK 620 Policy Issues: Health and Aging 3 hrs
SWRK 625 Psychosocial Aspects of Aging over the Life Course 2 hrs
SWRK 626 Social Work Practice in Integrated Health Care 2 hrs
SWRK 627 Social Work Practice with Older Adults 2 hrs

[Before] Specialization Courses: 9-13 hours
Full program students are required to take 9 credit hours of specialization courses. Advanced standing students are required to take 13 credit hours of specialization courses.

School Social Work Certification

The EMU School of Social Work offers a sequence of three elective courses that have been approved by the State of Michigan required to become a school social worker. Consultation should be made with a social work graduate advisor or the M.S.W. office about this opportunity.

[2.4] Associated Proposals

If applicable, please list all new and revised courses associated with this proposal.
New Courses

Revised Courses

- SWRK 620: Policy Issues: Health and Aging (proposal)
- SWRK 625: Applied Psychosocial Aspects Across the Life Course (proposal)
- SWRK 626: Social Work Practice in Integrated Health Care (proposal)
- SWRK 627: Social Work Practice with Older Adults (proposal)
- SWRK 640: Policies and Issues: Children and Families

[2.5] Impacted Departments

In the text box below, please list all of the departments impacted by this proposal.

Impacted Departments

Aging Studies (for SWRK 625, which is cross-listed)

Section III - Proposal Rationale [Post-Launch]

[3.1] Proposal Rationale

Please use the text box below to provide a detailed rationale for revising this program. Be sure to address all revisions made in Section II.

If it is the result of a market analysis or needs assessment, attach documentation. If the revision is the result of State of Michigan, federal or accrediting agency mandate, attach documentation, including the required implementation date.

Rationale

Every few years our accrediting body, the Council on Social Work Education, updates the educational standards for our profession. They set the guidelines for social work practice competencies at the undergraduate and advanced practice competencies at the graduate level which correspond with our professional licensing standards. This first step in the revisions to our graduate advanced practice curriculum align with the national standards required by the Council on Social Work Education.

The revision also calls for Banner codes to be updated to reflect how the MSW program is listed in the catalog, a single masters program with three concentrations. The three concentrations will appear on the student's transcript.

[3.2] Impact on Budget
Describe the budgetary impact of the proposed revision. 1) If new resources are needed, indicate their source. 2) If resources beyond those the department/school or college can provide are needed, attach a cost analysis.

Budget

***Approval Proposal***

If the proposal is ready to move on to the next step of the process, scroll back to the top of this page and locate the decisions icon on the right side of the page (blue circle w/ white checkmark). Select "approve" and "make my decision."

Course and Program Development Office

This section is reserved for the Course and Program Development Office, please do not edit.

Change to Banner codes?  Yes  No

CPD Office Notes

Input Deadline

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<td>Michael Tew</td>
<td>Approved</td>
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Social Work [M.S.W.]

Program Admission

Apply

Admissions Coordinator
Julie Harkema 317 Marshall 734. 487. 0393 \j\harkema@emich.edu

Admission Requirements

Bachelor Degree

Full Program-A baccalaureate degree from an accredited college or university must be completed prior to matriculation. Candidates may apply while their degree is in progress, but degree completion demonstrated by an official transcript is necessary prior to beginning coursework in the MSW Program.

Advanced Standing-A Bachelor of Social Work degree from a Council on Social Work Education (CSWE) accredited college or university must be completed prior to matriculation. Candidates may apply while their degree is in progress, but degree completion demonstrated by an official transcript is necessary prior to matriculation into the MSW Program.

Grade Point Average

Full Program-A minimum GPA of 2.75 is required at the time of application. This GPA can be attained with a cumulative undergraduate or a completed graduate degree. A cumulative undergraduate GPA includes all college courses taken prior to receiving a bachelor degree.

Advanced Standing-A minimum GPA of 2.75 is required at the time of application. This GPA is attained with a cumulative undergraduate degree. A cumulative undergraduate GPA includes all college courses taken prior to receiving a bachelor degree. In addition, a 3.0 in the last sixty credits of the bachelor degree is required.

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Note: You must complete the Personal Statement according to the requirements of the School of Social Work.

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Experience—Professional experience in the human services field, both paid and unpaid, is weighed in the decision-making process. This includes paid work experience, volunteer experience, and internships.

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- Once a complete application (Graduate Application to the M. S. W Program within the College of Health and Human Services, all transcripts, personal statement, volunteer/work form, and three recommendation forms with attached narrative letters) is received, the School of Social Work verifies, processes, and reviews the application.
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Note: Official scores must be sent by the testing agency directly to the University.

School Information

Social Work, College of Health and Human Services

Jennifer Kellman-Fritz, Ph.D. | Director (Interim) | 323 Marshall | 734.487.6856 | jkellman@emich.edu

Deborah A. Willis, Ph.D. | Graduate Coordinator | 206F Marshall | 734.487.9480 | dwillis@emich.edu

Advisor Information

David Evoy | 315 Marshall | 734.487.6807 | devoy@emich.edu

Program Information

Course Requirements

The length of time required to complete the M.S.W. depends upon undergraduate preparation. Students admitted to the M.S.W. program begin coursework in the fall semester immediately following their admission. Students are admitted as a cohort with a structured, approved Plan of Study.

Full Program

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Length of the Program

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Foundation Level Courses: 32 hours

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Degree Requirements: 31-35 hours
Advanced-Level Courses  
Degree Requirements: 22 31-35 hours

[Before] Core Courses: 13 hours
SWRK 610 Empowerment: Social Justice and Social 2 hrs
Change
SWRK 633 Research Methods for Agency Based Practice 3 hrs
SWRK 695 Advanced Field Practice I 4 hrs
SWRK 696 Advanced Field Practice II 4 hrs

Select one from the following three concentrations.

[Before]  
I. Children Child and Family Services 11  
(SWFS): 11-18-22-22 hours: 18-22 hours 9 hours
Required Courses: 11 9 hours
SWRK 640 Policies and Issues in Services to Families 3 hrs
SWRK 643 Families in the Social Environment 3 hrs
SWRK 644 Family-Centered Practice 3 hrs

[Before] Elective Specialization Courses: 7-7 9-13 hours
Full program students are required to take 7 9 credit hours of electives specialization courses. Advanced standing students are required to take 11 13 credit hours of electives specialization courses.

[Before] II. Mental Health and Chemical Dependency 9  
(SWBC): Substance Use Recovery: 18-22 hours
Required Courses: 9-11-7 9 hours
SWRK 650 Policy Issues in the Health Care Setting 3 hrs
SWRK 652 Dynamics and Practice: Mental Illness Services 3 hrs
SWRK 653 Dynamics and Practice: Chemical Dependency Services 3 hrs

[Before] Elective Specialization Courses: 9-13-11-15 9-13 hours
Full program students are required to take 9 credit hours of electives specialization courses. Advanced standing students are required to take 13 credit hours of electives specialization courses.

SWRK 623 Applied Psychological Aspects of Aging 3 hrs

[Before] III. Services to the Health and Aging (SWAG): 18-22 hours
Required Courses: 9 hours
SWRK 620 Policy Issues: Health and Aging 3 hrs
SWRK 625 Psychosocial Aspects of Aging over the Life Course 2 hrs
SWRK 626 Social Work Practice in Integrated Health Care 2 hrs
SWRK 627 Social Work Practice with Older Adults 2 hrs

https://cmich.curriculog.com/curriculumPreview.html
Elective Specialization Courses: 9-13 hours
Full program students are required to take 9 credit hours of electives specialization courses. Advanced standing students are required to take 13 credit hours of electives specialization courses.

School Social Work Certification
The EMU School of Social Work offers a sequence of three elective courses that have been approved by the State of Michigan required to become a school social worker. Consultation should be made with a social work graduate advisor or the M.S.W. office about this opportunity.
Social Work [M.S.W.]

Status: active
Hierarchical Entity: Social Work
Approval Process Name: Program Proposal - Revision
Current Step: Catalog Implementation
Originator: Caren Putzu
Created: 01/17/2019 05:30PM
Launched: 01/17/2019 05:33PM

Form

***Instructions for Originator***

Section I - Proposal Information (Pre-Launch)
Program Type: Program
Program Import From Catalog? Yes
Department: Social Work
College: H&H - Health and Human Services
Do any of the following have purview over this program? Instruction or Curriculum Committee (Dept. Wide), Dept/School Faculty
Program, Section, or Area Committee: Faculty Vote Count
***Instructions for Originator***

Section II - Program Information (Post-Launch)
Program Title: Social Work [M.S.W.]
Degree Type: Master of Social Work
Catalog Description: The Eastern Michigan University Master of Social Work program is designed for the working adult, interested in advancing their knowledge and social work skills in working with oppressed and disenfranchised individuals. The program is designed for part-time students and offers only evening and Saturday courses.

Curriculum New Courses
- SWRK 620: Policy Issues: Health and Aging (approal)
- SWRK 625: Applied Psychosocial Aspects Across the Life Course (approal)
- SWRK 626: Social Work Practice in Integrated Health Care (approal)
- SWRK 627: Social Work Practice with Older Adults (approal)
- SWRK 640: Policies and Issues: Children and Families

Revised Courses

Impacted Departments: Aging Studies (for SWRK 625, which is cross-listed)

Section III - Proposal Rationale (Post-Launch)

Every year our accrediting body, the Council on Social Work Education, updates the educational standards for our profession. They set the guidelines for social work practice competencies at the undergraduate and advanced practice competencies at the graduate level which correspond with our professional licensing standards. This first step in the revisions to our graduate advanced practice curriculum aligns with the national standards required by the Council on Social Work Education.

The revision also calls for Banner codes to be updated to reflect how the MSW program is listed in the catalog, a single masters program with three concentrations. The three concentrations will appear on the student's transcript.

Budget

***Approval Proposal***
Course and Program Development Office
Change to Banner codes? Yes

CPD Office Notes
Input Deadline
Ignore

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<td>Sending it back for revision with Caren Putzu's approval, I revised the curriculum. Sending proposal back to Instruction Committee.</td>
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<td>This proposal is on hold until the new course proposals are approved. Thank you for your help, Evan!</td>
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<td>This revision is minor in scope and does not impact curriculum, outside the originating college. The proposal can move forward for a final determination by the Provost's Office.</td>
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To: Chris Shell, Registrar  
David Winters, Department Head, Special Education & Communication Sciences and Disorders  

From: Michael Tew, Associate Provost & Associate Vice President for Academic Programming and Services  

Subject: Special Education – SEM-T Programs (Phase Out)  

Date: April 25, 2019  

The attached proposal from the Special Education & Communication Sciences and Disorders Department and the College of Education to phase out Master of Arts in Special Education with Elementary Certification - Visual Impairment, Master of Arts in Special Education with Secondary Certification - Visual Impairment, Master of Arts in Special Education with Elementary Certification - Cognitive Impairment, Master of Arts in Special Education with Secondary Certification - Cognitive Impairment, Master of Arts in Special Education with Elementary Certification - Emotional Impairment, Master of Arts in Special Education with Secondary Certification - Emotional Impairment, Master of Arts in Special Education with Elementary Certification - Physical & Other Health Impairment, and Master of Arts in Special Education with Secondary Certification - Physical & Other Health Impairment, is approved, effective Fall 2019.

Graduate School policy limits students to 6 years to complete a Master's degree. Please note that the two “Visual Impairment” programs were previously shelved.

If you have any questions, please contact Evan Finley, Course and Program Development Associate (487-8954, efinley2@emich.edu).

cc:  
Rhonda Longworth, Provost & Executive Vice President of Academic and Student Affairs  
Wade Tornquist, Interim Associate Provost & Vice President of Graduate Studies and Research  
Tana Bridge, Faculty Associate, Graduate School  
Julia Nims, Faculty Associate, Graduate School  
Micheal Sayler, Dean, College of Education  
Beth Kubitskey, Associate Dean, College of Education  
Faculty Senate  
Myung-Soob Koh, Special Education & Communication Sciences and Disorders  
Erin Burdis, Assistant Registrar  
Amy Frady, Assistant Director, Records & Registration  
Ramona Milligan, Coordinator of Registration, Records & Registration  
Judith Massingill, Coordinator of Records, Records & Registration  
Carol Evans, Transfer Equivalency Coordinator, Records & Registration  
Mary Buikovich, Halle Library  
Ann Richards, Assistant Director, Admissions Processing  
Bin Ning, Assistant Vice President and Executive Director, IRIM  
Sarah Kersey Otto, Director, Career Development & Outreach  
Original, Course and Program Development
Special Education with Certification (SEM-T) [M.A.] Phase-out

Special Request

***Instructions for Originator***

Please pay close attention to the instructions at the beginning of each section

Complete the proposal in the following order:

- Complete Section I - Proposal Information
- Launch Proposal *Do not edit section II until after the proposal is launched.*
- Complete Section II - Proposal Details
- Approve Proposal

Section I - Proposal Information [Pre-Launch]

Please read the instructions carefully; mistakes made in this section may require you to start over with a new proposal. *Do not edit Section II until after the proposal is launched.*

[1.1] Proposal Title

Enter the proposal's title in the text box provided.

Proposal Title* Special Education with Certification (SEM-T) [M.A.] Phase-out

[1.2] Department and College Selection

Department* Special Education
[1.3] Department Faculty Input

To determine the path the proposal will take within the department, please review the options below and make the appropriate selections.

Do any of the following have purview over these courses?

- Program, Section, or Area Committee
- Undergraduate Committee
- Graduate Committee
- Instruction or Curriculum Committee (Dept. Wide)
- Dept./School Faculty
- None of the Above

If "Program, Section, Area Committee" is selected above, please select the committee from the drop-down menu below. If not applicable, please skip.

Program, Section, or Area Committee

Faculty Vote Count

If applicable, this field should be completed before the proposal leaves the department/school.

Faculty Vote Count Yes - 7, No - 0, Abstain - 1

***Instructions for Originator***

STOP & LAUNCH PROPOSAL

Scroll back to the top of this page and launch the proposal by clicking the blue triangle.

*Do not edit past this point until after the proposal is launched!
Section II - Proposal Details [Post-Launch]

Completion of every field in this section is required before the Originator approves the proposal. *Incomplete proposals are returned to the Originator.*

[2.1] Description

Please use the text box below to describe the revision. In other words, *"What are you changing?"*

**Description**

We are phasing out the following six SEM-T programs. These programs will be replaced by the new Master of Arts in Teaching (M.A.T.) in Special Education.

- Master of Arts in Special Education with Elementary Certification - Cognitive Impairment (SMCE-SEM-T)
- Master of Arts in Special Education with Elementary Certification - Emotional Impairment (SMEE-SEM-T)
- Master of Arts in Special Education with Elementary Certification - Physical & Other Health Impairment (SMPE-SEM-T)
- Master of Arts in Special Education with Secondary Certification - Cognitive Impairment (SMCS-SEM-T)
- Master of Arts in Special Education with Secondary Certification - Emotional Impairment (SMES-SEM-T)
- Master of Arts in Special Education with Secondary Certification - Physical & Other Health Impairment (SMPS-SEM-T)

[2.2] Proposal Rationale

Please use the text box below to provide a detailed rationale for this proposal (4 to 8 sentences). In other words, *"Why are you proposing this change"*

**Proposal Rationale**

Current SEM-T program is a Two-Tier Program with approximately 140 to 150 credits:
• The SEM-T Program is used as a post-bac program with a second-tier MA path.

• This is an endorsement program with roughly over 125-credits for the graduate students. There are no teaching certification program requiring these many credits.

• The second-tier MA program requires another 18 to 30 credits with too many unnecessary research courses, which is not good fit for a teacher preparation program that designed to enrich knowledge and skills in teaching.

• Previously, the second-tier MA program was needed because the EMU SEM-T program consisted of mostly undergraduate courses. However, to follow EMU's new rule of requiring all graduate students to register for graduate level courses, all teaching endorsement courses have graduate level course numbers, which can be used for both the initial endorsement and master's degrees.

**MA degree exit requirement:** Internship and student teaching meets the EMU master's degree exit requirement, so there is no need for research or a seminar for the degree exit requirement.

The new M.A.T. program is a combined Post-Bac endorsement program and Master of Arts program with significantly reduced credit hours. Upon approval of the new M.A.T. program, the current SEM-T program will be phased out.

**[2.3] Impact**

Please use this subsection to determine the potential impact this proposal will have on existing curriculum, both internal and external to the home department.

Will this proposal impact existing curriculum?  [ ] Yes  [ ] No

If yes, please list the impacted program(s)

**[2.4] Associated Proposals**

Please use the text box below to list associated proposals. Course and/or program
proposals submitted simultaneously with this proposal.

Associated Course or Program Proposal(s)
Special Education [MAT] (New Program Proposal)

***Approve Proposal***

If the proposal is ready to move on to the next step of the process, scroll back to the top of this page and locate the decisions icon on the right side of the page (blue circle w/ white checkmark). Select "approve" and "make my decision."

Course & Program Development Office

This section is reserved for the Course and Program Development Office, please do not edit.

Proposal Review Checklist
✓ Reviewed impact on existing or proposed curriculum
✓ Reviewed Section II Content ✓ Reviewed Input Process

CPD Office Notes
Signatures for Special Education with Certification (SEM-T) [M.A.] Phase-out

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<td>Micheal Sayler</td>
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Special Education with Certification (SEM-T) [M.A.] Phase-out

Approved by Special Education & Communications Sciences and Disorders

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We are phasing out the following six SEM-T programs. These programs will be replaced by the new Master of Arts in Teaching (M.A.T.) in Special Education.

- **Description**
  - Master of Arts in Special Education with Elementary Certification - Cognitive Impairment (SMCE-SEM-T)
  - Master of Arts in Special Education with Elementary Certification - Spina Bifida Impairment (SMSE-SEM-T)
  - Master of Arts in Special Education with Secondary Certification - Cognitive Impairment (SMSCE-SEM-T)
  - Master of Arts in Special Education with Secondary Certification - Physical & Other Health Impairment (SMOPH-SEM-T)
  - Master of Arts in Special Education with Secondary Certification - Emotional Impairment (SMOEM-SEM-T)
  - Master of Arts in Special Education with Secondary Certification - Intellectual Impairment (SMINT-SEM-T)

**Current SEM-T program is a Two-Tier Program with approximately 140 to 180 credits:**

- The SEM-T program is used as a post-bac program with a second-tier MA path.
- This is an endorsement program with roughly over 125 credits for the graduate students. There are no teaching certification program requiring these many credits.
- The second-tier MA program requires another 18 to 30 credits with too many unnecessary research courses, which is not good fit for a teacher preparation program that designed to enrich knowledge and skills in teaching.
- Previously, the two-tier MA program was used because the EMU SEM-T program consisted of mostly undergraduate courses. However, to follow EMU's new rule of requiring all graduate students to register for graduate level courses, all teaching endorsement courses have graduate level course numbers, which can be used for both the initial endorsement and master's degree.

**MA degree exit requirement:** Internship and student teaching meets the EMU master's degree exit requirement, so there is no need for research or a seminar for the degree exit requirement.

The new M.A.T. program is a combined Post-Bac endorsement program and Master of Arts program with significantly reduced credit hours. Upon approval of the new M.A.T. program, the current SEM-T program will be phased out.

**Proposal Review Checklist**
- Reviewed impact on existing or proposed curriculum, Reviewed Section II Content, Reviewed Input Process

**CPD Office Notes**

**Will this proposal impact existing curriculum?**
- No

**Associated Course of Program Proposal(s)**
- Special Education [M.A.T.] from Program Proposal

**Approve Proposal(s)**
- Course & Program Development Offsite

**Steps**
- Comments
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I approve this proposal with the understanding that it will be fully approved only upon the approval of the proposed M.A.T. program that is making its way through the input system. The M.A.T. program has been designed to replace the current SEM.T program, and this proposal should make that transition more smooth.

Proposal can move forward to Faculty Council and Advanced Programs Committee input.

This proposal is available for Faculty Council and Advanced Programs Committee review. Department faculty are included on the step and may respond to comments and if necessary edit the proposal.

As requested by the Special Education Department Head, this proposal will be held until further notice.

Implementation is on hold until the Master of Arts in Teaching receives final approval.

Myung-Sook Koh has approved this proposal on Instructor/Curriculum Committee.

Myung-Sook Koh has approved this proposal on Instructor/Curriculum Committee.

System Administrator Evan Finley has restarted the Department/School Faculty step as a result of participants being added to or removed from the step.

System Administrator Evan Finley has restarted the Department/School Faculty step as a result of participants being added to or removed from the step.
David Winters was added to the Faculty [SPED] role.

System Administrator Evan Finley has restarted the Department/School Faculty step as a result of participants being added to or removed from the step.

David Winters has approved this proposal on Department/School Faculty.

David Winters has approved this proposal on Department Head [Signature Step].

Evan Finley has requested to route.

System Administrator Evan Finley has routed this proposal.

Evan Finley has posted this proposal.

Martha Beyea has approved this proposal on Faculty Council & Advanced Programs Committee [ED].

Evan Finley has approved this proposal on behalf of Advanced Programs Committee [ED]. See CED Council Minutes 12/05/2018 for more information.

Perry Francis has approved this proposal on behalf of Executive Council [ED] Faculty Council (ED). See CED Council Minutes 12/05/2018 for more information.

Perry Francis has approved this proposal on behalf of Executive Council [ED] Faculty Council (ED).

Michael Tew has approved this proposal on College Dean [Signature Step].

Evan Finley has requested a hold on this proposal.

System Administrator Evan Finley has placed this proposal on hold.

Evan Finley has approved this proposal on Proposal Review (Post-College).

Evan Finley has approved this proposal on Course and Program Development Office.

Michael Tew has approved this proposal on Provost's Office [Signature Step].
RECOMMENDATION

LAUNCH – COLLEGE OF ENGINEERING AND TECHNOLOGY

ACTION REQUESTED

It is recommended that the Board of Regents receive and place on file this notification that effective Fall 2019, Eastern will launch its College of Engineering and Technology. This name change to the former College of Technology recognizes the addition of Eastern’s newly inaugurated engineering programs.

STAFF SUMMARY

The name change reflects the growth and evolution of the College of Technology over the last few years. Most notably, the addition of two new undergraduate engineering programs – Mechanical Engineering (Fall 2017) and Electrical & Computer Engineering (Fall 2018) – marked the first engineering programs for the University. Additionally, this name change coincides with the ongoing renovations to Sill Hall, the current home of the College of Technology. College faculty and administration view the name change as an opportunity to recruit students and faculty, build on existing collaborations with national and international partners, and expand research and funding opportunities with the ultimate goal of raising the profile of our graduates, and the college.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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

[Signature]
Rhonda Longworth, Ph.D.

Date: 5/22/19
RECOMMENDATION

ATHLETIC AFFAIRS COMMITTEE

ACTION REQUESTED
It is requested that the Board of Regents receive and place on file the working agenda for the June 13, 2019 meeting and February 7, 2019 minutes.

STAFF SUMMARY
• Spring 2019 Academic Update
• 2018-19 Community Service Hours Update
• Spring Sports Update
• Development Updates-Dan McLean
• Championship Building Plan Update
• External Relations-Andy Rowdon
• Highlight Department-To Be Determined

FISCAL IMPLICATIONS
To be determined

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

University Executive Officer

Date
BOARD OF REGENTS
ATHLETIC AFFAIRS COMMITTEE
June 13, 2019
201 Welch Hall

AGENDA

A. Spring 2019 Academic Update

B. 2018-19 Community Service Hours Update

C. Spring Sports Update
   a. Baseball
   b. Women’s Golf
   c. Men’s Golf
   d. Rowing
   e. Women’s Outdoor Track and Field
   f. Men’s Outdoor track & Field
   g. Reese/Jacoby Standings

D. Development Updates-Dan McLean

E. Facilities Update
   a. Student Athlete Performance Center
   b. Convocation Center

F. External Relations- Andy Rowdon

G. Highlight Department- External Relations Team
Members:
Regents: Mary Treder Lang, Michelle Crumm, Eunice Jeffries
Athletics: Scott Wetherbee, Athletics Director/Vice President

Regent Mary Treder Lang called the Athletic Affairs Committee meeting to order at 10:47 a.m.

Fall Sports Recap:
Scott Wetherbee provided a recap of the three sports that made a post-season appearance this fall. The Women's Cross Country team won the Mid-American Conference Championship; this is the fourth consecutive year claiming this top spot. The Women's Volleyball Team won the Mid-American Conference Tournament Championship and earned their first ever bid to the NCAA Tournament. The Football Team accepted a bowl invitation to the Camellia Bowl in Montgomery, Alabama; this was the second bowl invite in the past three years. Scott Wetherbee provided a small glimpse into the football team's itinerary while they were in Alabama. The team was gone for 5 days. Tuesday was a travel and sightseeing day. Wednesday the team participated in service projects; some team members went to an elementary school, others packaged meals for the elderly community. Thursday, players were provided with the history of Montgomery, Alabama by visiting the Rosa Parks Museum. Friday, was bowl prep day with a pep rally and a graduation for the graduating seniors who could not attend graduation back in Ypsilanti. Saturday was game day, which ended with a heartbreaking loss to Georgia Southern 21-23.

Fall 2018 Academic Update:
Eastern Michigan's student-athletes had another strong academic semester in Fall 2018. At the end of the term, the overall cumulative GPA for all student-athletes was 3.26 and the overall fall term GPA was 3.23. Women's Soccer led all sports with a team GPA of 3.607. Baseball, Men's Cross Country and Football each set program records for cumulative GPAs. Furthermore, a total of 15 of our EMU athletics programs finished the semester with cumulative GPAs better than 3.0. In total, 46 student-athletes earned a 4.0 GPA and 71% of the student-athletes have a 3.0 cumulative GPA or better.

Community Service Hours Update:
Last year, the student-athletes had a record total of 7,304 community service hours. This year, the Athletic Department's goal is 8,000 hours and we've logged just under 4,100 hours, as of the end of January. One event the student-athletes recently participated in was the MLK Commemorative March and Day of Service on campus, of the 120 total participants, 73 were student-athletes.

Winter Sports Update:
Women's Swimming ended with a perfect record for the third time. Women's Basketball is 10 and 10. They are a young team, only two are seniors. They have a top ranked recruiting class and will continue to grow. Men's Basketball has the toughest non-conference schedule; playing against such teams as Kansa, Duke, TCU, Rutgers. As of right now, Gymnastics is three and five and two and one in the MAC. They have three more conference meets until they finish the season. Women's Indoor Track & Field has 8 student-athletes in the top 3 in their specific areas. Men's Indoor Track & Field has had five strong competitions and will be attending the Championships on February 22.
Facilities Update:
The steel work for the new Student-Athlete Performance Center is complete. Framing has started on the interior building and video board production will start to take place this spring. Currently, we are processing RFP's for equipment, furniture and audio visual items. The project is on schedule for completion in July of 2019.

Development Updates-Dan McLean:
Crowdfunding efforts are under way for Women's Golf, Men's Golf and Gymnastics. Women's Golf was able to pay for their Arizona trip, Men's Golf was working towards a Spring Break Florida trip and Women's Gymnastics had a $5,000 goal for practice equipment, which they were able to receive. In the next couple of months Women's Soccer, Women's Basketball, Men's Basketball, Women's Swimming & Diving, Rowing and Cheerleading will launch their crowdfunding initiatives.
The Brick Campaign is under way, to date we have sold 232 bricks. Regent Crumm recently purchased one. The deadline for purchasing a brick is Saturday, April 13, 2019.
The Champions Advisory Board will meet on Friday, March 9 to confirm a 17th member, discuss donor prospect recruitment and walk through the construction site.
On Sunday, January 20 we completed the 5th Annual Student-Athlete Thank-A-Thon. Student-athletes made 50+ calls to 192 supporters and left 369 voicemails.
This upcoming Friday marks the start of Men's Basketball Alumni Weekend. A group of 26 past players will take in the Detroit Pistons game together. The festivities will continue on Saturday with 100 guests attending the EMU versus NIU game. Alumni returning are from the 1960s, 70s, 80s, 90s and 2000s. Some marquee names include Earl Boykins, Grant Long, Brian Tolbert and the ESPN analysts for this game will be Coaches Ben Braun and Charles Ramsey. In addition, the Baseball Lead Off Dinner will also be this upcoming weekend with guest speaker Willie Horton.
To end the Development Update, Dan McLean wanted to give a special thank you to the Athletics full time staff in participating in the All In Staff Campaign; once again the Athletics Department had 100% participation.

External Relations-Andy Rowdon:
We received an update from our external staff that showed a 52% increase in football ticket revenue from 2017 to 2018 season. The Camellia Bowl saw a 258% increase in ticket sales versus the 2016 Bahama Bowl sales. We also received preliminary numbers of more than $8 million dollars in media exposure for the Camellia Bowl. This includes print, internet, social media and television. The 2019 Homecoming date is set for October 12, 2019 with a time and opponent to be named later.
Karen Schiferl is in her third year as Associate Athletics Director for Student-Athlete Support Services. She previously worked at Chicago State, Ole Miss, Maryland, Northern Illinois and Florida. Karen works alongside four full-time employees, two Graduate Assistants and two part-time Specialists. They work with student-athletes from freshmen to graduation and beyond. They track progress in class, developing better time management skills and improving study skills.

Meeting was adjourned at 11:44 a.m.

Respectfully submitted,

Lori Barron
Administrative Secretary
Board of Regents Meeting

Athletic Affairs

June 13, 2019

Academic News

• Overall Spring 2019 Cumulative GPA – 3.27
• Overall Spring 2019 Term GPA – 3.27
• 31 student-athletes earned a 4.0 semester GPA
• 71% of our student-athletes have a 3.0 cumulative GPA
• Team with the Most # of 4.0 Semester GPAs: Gymnastics (5)
• Top Male Spring 2019 Team GPA – Baseball (3.487)
• Top Female Spring 2019 Team GPA – Women’s Golf (3.77)
Community Service Update

• 2018-19 Department Goal = 8,000 hours

• As of May 31st, we have logged over 6,500 hours of service

• Some of the recent service events:
  • All student-athletes collect Kleets for Kids
  • Football hosted Victory Day at The Factory

Spring Sports Update

• Baseball
• Women's Golf
• Men's Golf
• Rowing
• Women's Track & Field
• Men's Track & Field
• Reese & Jacoby Standings
Development Update

- Fundraising Report - FY 19 - Commitments
- Fundraising Report - FY 19 - Cash + GIK
- FY 19 - Ongoing Major Gift Efforts
- FY 19 - Crowdfunding Results
- Brick Campaign Summary
- Champions Advisory Board Update
- Events Recap
- FY 20 Preview

Facilities Update

- Student Athlete Performance Center
- Convocation Center
  - Transition
  - Future Planning
External Relations

- Recap 2018-19 Year
- 2019 Home Football Schedule

  - Sept. 21 Central Conn. State 3:00 PM (Family Weekend)
  - Oct. 12 Ball State 2:00 PM (Homecoming)
  - Oct. 19 Western Michigan TBA (HOF & Made in the Mitten)
  - Nov. 2 Buffalo TBA (Celebrate America)
  - Nov. 29 Kent State TBA (Friday after Thanksgiving)

Department Highlight

- External Relations Team
  - Athletic Ticket Office
  - Learfield IMG College
  - Marketing
  - Media Relations
ACTION REQUESTED

It is recommended that the Board of Regents receive and place on file the minutes from the April 23, 2019 Finance and Investment Committee meeting and the Working Agenda for the June 13, 2019 meeting.

STAFF SUMMARY

April 23, 2019 Meeting Agenda
Agenda items
• WEMU Annual Report (June 30, 2018)
• EMU Single Federal Audit (June 30, 2018)
• Revision to Investment Policy Statement
• Emeritus Staff Awards

June 13, 2019 Meeting Agenda
Agenda items
• AY 20 Tuition and Fees
• FY 20 General Fund Operating Budget
• FY 20 Auxiliary Funds Operating Budgets
• Emeritus Staff Awards

FISCAL IMPLICATIONS

None

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

[Signature]
University Executive Officer

[Signature]
Date
BOARD OF REGENTS
Eastern Michigan University
201 Welch Hall
(734) 487-2410

FINANCE and INVESTMENT COMMITTEE
Thursday, June 13, 2019
11:00 a.m.

REGULAR AGENDA

- AY 20 Tuition and Fees
- FY 20 General Fund Operating Budget
- FY 20 Auxiliary Funds Operating Budget
- Emeritus Staff Awards
The meeting was called to order by Regent Michelle Crumm at 11:02 a.m.

A motion was made, seconded and approved to accept the minutes from the February 7, 2019 Finance and Investment Committee meeting.

The agenda includes (1) item.


It is recommended that the Board of Regents receive and place on file the WEMU-FM Financial Statements as of June 30, 2018 and related auditor’s report.


It is recommended that the Board of Regents receive and place on file the Federal Single Audit Financial Reports for the year ended June 30, 2018.

Section 21: **Recommendation: University Investment Policy**

It is recommended that the Board of Regents amend the University Investment Policy 11.1.2 in accordance with the attached document.

Section: 4 **Recommendation: Emeritus Staff Status**

It is recommended that the Board of Regents grant Emeritus Staff Status to Three (3) staff members: Margaret Goodwin, Operations Services Specialist Senior, Office of Information Technology, who retired November 5, 2018, Mark Monarch, Manager, Technical / Mechanical Trades & Utilities, Physical Plant, who retired on January 18, 2019 and Christina Davis, Administrative Assistant, Office of School of Communications, Media & Theatre Arts, who retired on March 1, 2019.

The meeting was adjourned at 11:45 a.m.

Respectfully submitted,

Jada Wester
Executive Assistant to the
Chief Financial Officer
FY 2020 Budget – Baseline Revenue Assumptions

**General Fund**

- Total SCH – 400,000 at current mix (90% UG, 10% GD)
  - FY19 Budget = 450,000, FY19 Forecast = 442,600
  - Anticipate continued growth in online (19%)
- UG Tuition – 4.4% - State’s Fiscal Agency recommendation
- GD Tuition – 5.0% Increase
- State Appropriations – 1.0% Increase
  - $1.0 million less than FY09 levels
FY 2019 Forecasted 1.64% Below Budget (450k)
General Fund Revenue Challenges
State Appropriations

Lost appropriations revenues since 2009 levels - $65m
State Appropriations vs. Tuition & Fees

<table>
<thead>
<tr>
<th>Year</th>
<th>State Approp.</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>72.5%</td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>75.1%</td>
<td></td>
</tr>
<tr>
<td>1982</td>
<td>27.5%</td>
<td></td>
</tr>
<tr>
<td>1983</td>
<td>24.9%</td>
<td></td>
</tr>
</tbody>
</table>

State Approp.: State Appropriations
Tuition: Tuition & Fees
FY 2020 Budget – Baseline Expense Assumptions

• Financial Aid
  • $3.0 million decrease from 2019 (FY 2020 - $50.8m)

• Personnel Costs
  • All contractual salary increases included
  • NBF salary pool increases 2%
  • Benefits = 40% of Salaries & Wages
## FY 2020 Budget – General Fund

<table>
<thead>
<tr>
<th></th>
<th>FY 2018-19 Approved Budget</th>
<th>FY 2019-20 Recommended Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>$227.3</td>
<td>$210.3</td>
</tr>
<tr>
<td>State Appropriation</td>
<td>$77.0</td>
<td>$77.7</td>
</tr>
<tr>
<td>Investment Income</td>
<td>$3.0</td>
<td>$2.0</td>
</tr>
<tr>
<td>Departmental Activities</td>
<td>$2.9</td>
<td>$3.0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>$0.5</td>
<td>$0.6</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$310.7</strong></td>
<td><strong>$293.6</strong></td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>$137.9</td>
<td>$126.3</td>
</tr>
<tr>
<td>Benefits</td>
<td>$50.4</td>
<td>$47.5</td>
</tr>
<tr>
<td><strong>Total Personnel Costs</strong></td>
<td><strong>$188.4</strong></td>
<td><strong>$173.8</strong></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>$53.8</td>
<td>$50.8</td>
</tr>
<tr>
<td>Net transfers</td>
<td>$34.8</td>
<td>$35.4</td>
</tr>
<tr>
<td>SS&amp;M/ Other</td>
<td>$33.7</td>
<td>$33.7</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$310.7</strong></td>
<td><strong>$293.6</strong></td>
</tr>
</tbody>
</table>
FY 2020 Auxiliaries Budget – Baseline Assumptions

Revenues

- Housing – 2.5% Avg. increase offset by 7.4% decline in occupancy
- Dining – 2.7% Avg. increase
- Rec/IM Opt-Out Fee – $40/Semester (Est. $1.47m total)
FY 2020 Budget – Auxiliary Fund Expenses
Questions?
RECOMMENDATION
ACADEMIC YEAR 2019-20 TUITION AND FEES

ACTION REQUESTED

It is recommended that the Board of Regents approve a composite tuition and required fee increase of 4.4%, as calculated by the State of Michigan’s guidelines on performance funding and tuition reporting, for the 2019-20 academic year.

It is recommended that the Board of Regents approve a tuition increase of 5% for graduate and doctoral students.

Also, recommended are changes to certain programs and elective fees. Those changes are shown on the attached Tuition and Fee document.

The State of Michigan’s Senate Fiscal Agency has recommended to the Governor a tuition restraint cap of 4.4%. If there are changes to the assumptions used to develop the general fund budget when the State of Michigan budget is approved by the Legislature, this recommendation allows the President to adjust tuition and fees in order to continue to maintain a balanced budget. In any event, this increase will not exceed any tuition restraint cap that the State of Michigan may impose.

Average Annual Resident Undergraduate Tuition and Fee Rate as calculated by the State of Michigan (30 SCH)

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Undergraduate</td>
<td>$13,083</td>
<td>$13,658</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

STAFF SUMMARY

With this increase, Eastern Michigan University’s average annual tuition and fee increases over the past decade is 3.87%.

FISCAL IMPLICATIONS

The recommended tuition and fee increases are incorporated in the recommended 2019-20 General Fund Revenue Budget of $293.6 million.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer  
Date
RECOMMENDATION
FISCAL YEAR 2019-20 GENERAL FUND OPERATING BUDGET

ACTION REQUESTED

It is recommended that the Board of Regents approve the University's General Fund operating expenditure budget of $293.6 million for the 2019-20 fiscal year.

STAFF SUMMARY

The recommended 2019-20 General Fund operating budget is summarized on the attachment and includes $293.6 million of revenues and corresponding expenses. This is a reduction of $17.1 million from the 2018-19 General Fund operating budget.

Recommended revenues include $210.3 million in tuition and fees, $77.7 million in state appropriations, $2.0 million in investment income, and $3.6 million in departmental activities and other revenue sources. The revenue budget reflects the tuition and fee recommendation contained in Section 23, a 1.0% increase in state appropriations and a student credit hour projection of 400,000 hours.

The recommended expenditure budget includes total personnel costs of $173.8 million, a reduction of $14.6 million from the 2018-19 General Fund operating budget. It also includes $50.8 million in University-sponsored financial aid, a decrease of $3.0 million compared to last year's budget. This reduction reflects the anticipated decrease in student credit hours for FY20.

FISCAL IMPLICATIONS

Approval of the 2019-20 budget recommendation outlined above and on the attachment establishes the spending authorization for General Fund operations.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.
RECOMMENDATION
FISCAL YEAR 2019-20 AUXILIARY FUND OPERATING BUDGET

ACTION REQUESTED
It is recommended that the Board of Regents approve the University’s Auxiliary Fund net operating expenditure budget totaling $46.8 million for the 2019-20 fiscal year.

STAFF SUMMARY
The recommended Auxiliary Activities 2019-20 revenues, expenditures and transfers are summarized on the attachment. The recommended revenue budget for Auxiliary Activities of $46.8 million reflects the Room, Board, and Apartment rates approved by the Board of Regents on December 14, 2018.

The Auxiliary Activities operation expenditure budget contains provisions for all necessary operating costs including direct operating costs and auxiliary-specific debt service.

FISCAL IMPLICATIONS
Approval of the 2019-20 budget recommendation outlined above and on the attachment establishes the spending authorization for the Auxiliary Activities.

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

[Signature]
University Executive Officer
Date
Sill Hall Renovation & Addition

**Project Overview**
- Sill Hall - 93,000 sf. Renovation
- 16,000 sf. New Addition
- Modern Classrooms, Labs, Collaborations Spaces & Offices
- 15% Complete

**Budget**
- $40,000,000

**Schedule Milestones**
- Construction Start: January 2019
- Substantial Completion
  - High-Bay - Fall of 2019
  - 2-Story & Addition - Fall of 2020

**Construction Activities**

**Complete**
- High-Bay Rough in MEP
- 2-Story Interior Masonry

**In Progress**
- High-Bay Painting
- High-Bay Lighting
- 2-Story Interior Masonry

**Look Ahead**
- High-Bay Finishes
- 2-Story Rough-in MEP
Olds Rob / Rec IM – Renovation

Project Overview
• 180,631 sf. Renovation
• New North Entrance
• Expanded Fitness & Weight Training Areas
• New Collaboration Spaces
• 10% Complete

Budget
$16,000,000

Schedule Milestones
• Construction Start
  • February 2019
• Substantial Completion
  • 3rd, 4th & 5th Floors – Fall of 2019
  • 1st & 2nd Floors – Fall of 2020

Construction Activities
Complete
• Swing Space - Move Out
• Demo. of 3, 4 & 5

In Progress
• MEP Rough-In 3, 4 & 5
• Finishes 3, 4 & 5
• Demo. of 1 & 2

Look Ahead
• FF&E 3, 4 & 5
• MEP 1 & 2
• Interiors 1 & 2

Student-Athlete Performance Center

Project Overview
• New 63,317 sf. Two-Story Structure
• Includes: Locker Room, Weight Room, Athletic Training, Meeting Rooms, Offices & Scoreboard
• 92% Complete

Budget
$20,000,000 ($12M Through fundraising)

Schedule Milestones
• Construction Start
  • June 2018
• Substantial Completion
  • June 2019

Construction Activities
Complete
• Scoreboard
• Steel
• Roofing
• Glazing

In Progress
• Final MEP
• Finishes
• Exterior Metal Panels

Look Ahead
• Punch List
Medical Buildings - IHA

**Project Overview**
- Two, Single-Story Structures
  - EMU 15,534 sf.
  - Leased Bld. 12,387 sf.
- Mental & Physical Health Facilities
  - Pharmacy
  - Family Practice
- 27% Complete

**Construction Activities**
- **Complete**
  - Site Utilities
  - Foundation
  - Steel
- **In Progress**
  - Site Work
  - Masonry
  - Roof
  - Exterior Façade
  - Interior Slab

**Budget**
- $14,000,000

**Schedule Milestones**
- Construction Start
  - October 2018
- Substantial Completion
  - EMU – January 2020
  - Leased Bld. – November 1, 2019

**Construction Activities**
- **Complete**
  - Site Utilities
  - Foundation
  - Steel
- **In Progress**
  - Site Work
  - Masonry
  - Roof
  - Exterior Façade
  - Interior Slab

**Look Ahead**
- Interior MEP
- Interiors
- FF&E

MJSC– Neuroscience & Fermentation

**Project Overview**
- Renovation of 11,603 sf. 5th Flr. MJSC
- Classrooms, Laboratory and Support Space
- MEP Improvements
- 70% Complete

**Budget**
- $2,150,000

**Schedule Milestones**
- Construction Start
  - February 2018
- Substantial Completion
  - Fall of 2019

**Construction Activities**
- **Complete**
  - Interior Metal Framing
  - Rough MEP
- **In Progress**
  - Dry Wall and Taping
  - Ceiling
  - MEP Equipment

**Look Ahead**
- Fermentation Equipment Delivery
- FF&E
- Finishes
IT Campus Capital Projects

Classroom Technology
- 109 Classrooms Updated, Summer 2019
  - August 2019 Completion
  - Completes 1st Seven Year Cycle
- Virtual Desktop Infrastructure Enhancements
  - IT & Computer Labs
  - August 2019 Completion

Network/ Servers
- Network Equipment Upgrades in All Buildings
- July 2019 Completion

Campus WiFi
- Tower Dorms
- August 2019 Completion

Campus – Security

FY 2018 ($600,000)
- Fencing (302 ft.)
  - McKenny Lot
- Lights (86)/Cameras (46)
  - Campus Mall Area

FY 2019 ($1.45M)
- Fencing (1622 ft.)
  - Ford Lot, Green Lot 1
- Lights (66)/Cameras (72)
  - Oakwood Street (South) & Cornell Courts

FY 2020 ($1.55M)
- Fencing (1966 ft.)
  - Please Lot, HRD, Cornell St., Oakwood
- Lights (54)/Cameras (19)
  - Oakwood Street (Central), Ann Street, Please Lot, McKenny

3-Year Totals: ($3.6M)
- Fencing: 3890 ft.
- Lights: 206
- Cameras: 137
Dining – CapEx Projects

FY 2017 ($1.2M*)
- Smashburger
- Mondo’s

FY 2018 ($6.9M*)
- Starbucks
- Lobby Shop / Hasty Rabbit / Sono / Build / Dining Room
- Commons Dish Machine & Return Area
- CrossRoads / Eateries / Halle / Pray-Harrold / Fire Pit
- Chick-fil-A

FY 2019 ($5.8M*)
- Eastern Eateries

* Funds Provided by Chartwells Capital Dollars

Campus - Parking & Paving Projects

FY- 2020
- Green Lot 1 SW*
- Cornell Courts*
- Smith Lot*
- Oakwood North*
- Oakwood Center*
- Parking Structure Repairs*
- Cornell Drive

FY- 2019
- Green Lot 1 NW*
- Oakwood Lot South*
- McKenny Lot*
- Normal Street Lot*
- Lyman Street Extension

* Project Funded by LAZ
Other Projects

Roofs ($1,620,000)
- King
- Bowen/Warner

Mechanical ($1,500,000)
- MJSC
  - Elevator Controls
  - Exhaust Updates
- Honors – Replace Furnaces
- DCIII – Replace Boilers
- Energy Center - Replace PRV

Live Streaming Systems ($425,000)
- Pease

Review of Capital Projects
June 13, 2019

THANK YOU
RECOMMENDATION
TO APPROVE REVISIONS TO BOARD POLICIES

ACTION REQUESTED

It is recommended that the Board of Regents of Eastern Michigan University approve the attached revisions to existing Board Policies:

Revisions

Section 3.7.2 Alcohol and Other Drug Policy
Section 15.1 Electronic Communications
Section 15.2 Information Technology Security and Confidentiality

STAFF SUMMARY

All University policies must be approved by The Board of Regents of Eastern Michigan University. A University policy is defined by all of the following: a) has broad application throughout the University; and b) helps to ensure compliance with applicable laws and regulations, promotes operational efficiencies, enhances the university’s mission or reduces institutional risks.

In an ongoing effort to enhance the transparency of the actions of the University and to align University practice with Board policy, Board Policies are subject to ongoing review and updated as appropriate. All Board Policies are published.

The policies listed for revisions above contain recommended updates in accordance with the attachments, which include the existing policies with the changes highlighted.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Lauren M. London
General Counsel

Date
University Policy Statement

The University is committed to promoting and maintaining a learning, living, and work environment that is free from illegal alcohol and drug use and abuse, in accordance with all federal, state, and local laws. Students and employees are prohibited from reporting to work or working under the influence of alcohol, illegal drugs or prescribed drugs that impair their employee's ability to complete their position duties.

Employees may not consume or possess (except as part of an approved educational course or research activity), distribute, or be under the influence of alcoholic beverages on University property or while on University business (except at University functions at which use of alcohol is approved). Employees, students, and campus visitors aged twenty-one (21) years or older, consuming alcohol at University functions or while on University business, where such use is approved, are expected to do so responsibly.

Students and campus visitors who have attained the legal drinking age of twenty-one (21) years of age may possess and consume alcoholic beverages only at approved University functions or in residence hall rooms of students who have attained the legal drinking age. Those under twenty-one (21) years of age are not permitted to consume or possess alcoholic beverages at any time, except as part of an approved educational course or research activity and in strict accordance with the Michigan Liquor Control Code.

Students, employees and visitors are prohibited from dispensing, selling or supplying alcoholic beverages to a person under the legal drinking age as defined by Michigan law.

Students, employees, and visitors are prohibited from possessing, consuming, manufacturing, selling, supplying, or being under the influence of illegal drugs or engaging in improper self-medication while on University property or University business. EMU is subject to the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act amendment of 1989, which prohibit controlled substances on campus. Federal law classifies marijuana as an illegal controlled
substance and, therefore, all uses of marijuana, including medicinal marijuana, are a violation of federal law.

Employees and students who violate this policy are subject to disciplinary proceedings by the University up to and including termination, or expulsion, and may also face prosecution and punishment under federal, state and local laws.

Employees and students are encouraged to voluntarily avail themselves of treatment for a substance use disorder. The information related to individuals seeking treatment will remain confidential as stipulated and protected by federal and state laws. Voluntary disclosure and seeking treatment will not be a violation of the AOD policy.

University Practice

In order to comply with this policy Eastern Michigan University will:

1. Disseminate a copy of the University Alcohol and Other Drug (AOD) policy to all employees and students on an annual basis, which will include:
   a. Information about programs aimed at preventing alcohol abuse and drug use and abuse.
   b. Information about the dangers and health risks of alcohol and drug use and abuse.
   c. Information on available counseling, treatment and rehabilitation or reentry programs.
   d. A description of all applicable local, state, federal and University sanctions for unlawful consumption, possession, or distribution of illicit or prescribed drugs and alcohol.

2. Disseminate a copy of EMU's policy on notification to parents of drug and alcohol violations related to the Family Educational Rights and Privacy Act (FERPA) to all students on an annual basis.

3. Require employees who are working on federally funded projects and who are convicted of violating any criminal drug statute while at the workplace or while on work-related activities, to notify their immediate supervisor within five (5) days. EMU will then notify the appropriate federal agency about such a violation.

4. Conduct a biennial review of its alcohol and other drug policy and program as required by the Drug-Free School and Communities Act Amendment of 1989 to determine their effectiveness and to ensure that consistent enforcement of disciplinary sanctions for violating standards of conduct is appropriately applied. Implement necessary changes to the AOD policy and program.

5. When alcohol is served or sold at approved University functions, all of the following must be met:
   a. Alcoholic beverages shall not dominate the advertising or be the primary focus of any event.
   b. Food and non-alcoholic beverage alternatives shall be available.
c. Precautionary measures shall be implemented to insure that alcoholic beverages are not accessible to persons under the legal drinking age.
d. The sponsoring person/group shall comply with applicable rules and regulations of the Michigan Liquor Control Commission.

6. When alcohol is possessed or consumed as part of an approved educational course or research activity all of the following must be met:
   a. The course or activity must be specifically approved by the Office of the Provost and Executive Vice-President for Academic and Student Affairs and only upon submission of detail regarding the content of the course or activity and the plan for appropriate and responsible instruction, consumption and storage of any fermented food and/or beverages.
   b. The education course or research activity must be conducted in accordance with MCL 473.1703 (13), Section of Michigan’s Liquor Control Code.

7. Comply with a set of formal standards related to alcohol marketing on campus in three areas: alcohol advertising, alcohol industry promotions, and alcohol industry official sponsorship.

Responsibility for Implementation

The President of the University has overall responsibility for the implementation and administration of this policy and has delegated its overall management to the Vice President, University Human Resources and the Provost and Executive Vice-President of Academic and Student Affairs. In addition, the President or his/her designee will generate a review of the institution’s alcohol and other drug policy and program as required by law.

Scope of Policy Coverage

This policy applies to all current University employees, students, and visitors. The University will have jurisdiction over student-related misconduct that occurs on university premises and/or at university sponsored activities, but may also address off-campus behavior if the University determines that the behavior, or the continued presence of the student impairs, obstructs, interferes with, or adversely affects the mission, processes or functions of the University. Additional regulations on this subject may be found and may supersede this policy for employees covered by collective bargaining agreements.

Authority for Creation and Revision
Minutes of the Board of Regents, December 10, 1971; para. 1058M.
Minutes of the Board of Regents, January 11, 1975; para. .1471M.
Minutes of the Board of Regents, January 17, 1979; para. .2039M.
Minutes of the Board of Regents, September 27, 1989; para. .4070M.
Minutes of the Board of Regents, September 25, 1990; para. .4256M.
Minutes of the Board of Regents, January 16, 2001; para. .5766M.
Minutes of the Board of Regents, December 2, 2003; para. .6194M.
Minutes of the Board of Regents, June 21, 2005; para. .6450M.
Minutes of the Board of Regents, September 20, 2011
Minutes of the Board of Regents, February 19, 2013
Minutes of the Board of Regents, August 2, 2016

Minutes of the Board of Regents, June 13, 2019

Last Review Date: October 2018 June 2019
3.7.2 Alcohol and Other Drug Policy

Effective Date:
12-10-71

Revision Date:
6-13-19

University Policy Statement

The University is committed to promoting and maintaining a learning, living, and work environment that is free from illegal alcohol and drug use and abuse, in accordance with all federal, state, and local laws. Students and employees are prohibited from reporting to work or working under the influence of alcohol, illegal drugs or prescribed drugs that impair their employee’s ability to complete their position duties.

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Employees and students who violate this policy are subject to disciplinary proceedings by the University up to and including termination, or expulsion, and may also face prosecution and punishment under federal, state and local laws.

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3. Require employees who are working on federally funded projects and who are convicted of violating any criminal drug statute while at the workplace or while on work-related activities, to notify their immediate supervisor within five (5) days. EMU will then notify the appropriate federal agency about such a violation.

4. Conduct a biennial review of its alcohol and other drug policy and program as required by the Drug-Free School and Communities Act Amendment of 1989 to determine their effectiveness and to ensure that consistent enforcement of disciplinary sanctions for violating standards of conduct is appropriately applied. Implement necessary changes to the AOD policy and program,

5. When alcohol is served or sold at approved University functions, all of the following must be met:
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   d. The sponsoring person/group shall comply with applicable rules and regulations of the Michigan Liquor Control Commission.
6. When alcohol is possessed or consumed as part of an approved educational course or research activity all of the following must be met:
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   b. The education course or research activity must be conducted in accordance with MCL 473.1703 (13), Section of Michigan’s Liquor Control Code.

7. Comply with a set of guidelines related to alcohol marketing on campus in three areas: alcohol advertising, alcohol industry promotions, and alcohol industry official sponsorship.

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Minutes of the Board of Regents, January 16, 2001; para. .5766M.
Minutes of the Board of Regents, December 2, 2003; para. .6194M.
University Policy Statement

The University must maintain the integrity, continuity and security of its electronic information and communication infrastructure as well as the data contained or transmitted by this infrastructure. This is for the benefit of all persons depending upon the continuous availability, security and integrity of the University electronic infrastructure and data.

A communications device, telephone, computer, workstation or other computing or electronic device owned by the University, and any other device, system or service attached to the University networks, holding University data, or used in conducting University business, may be subject to scanning, monitoring and searching by the University:

- To maintain the security of the infrastructure and data, or
- When required by law, or
- To ensure legal compliance, or
- When reasonable grounds exist to believe an individual has caused a violation of law or published University policies, rules, regulations, or procedures, and information concerning the violation is transmitted or stored by the University information infrastructure or on an attached device, a device holding University data, or a device used for conducting University business, or
- When reasonable grounds exist to believe it is necessary to prevent substantial personal injury or property damage, or
- For billing or other lawful business purposes.

The University ordinarily does not monitor electronic communications of individuals during transmission or storage on University information infrastructure and will do so only for the reasons stated in this policy or other published University policies, rules, regulations and procedures not in conflict with this policy. No one shall monitor any communications, files or electronic activities of another for any reason not authorized herein. Violations of this policy and the lawful regulations and procedures established under the authority of this policy may result in appropriate disciplinary actions, as well as in addition to any applicable civil or criminal liability.

University Practice

University procedures and regulations are and shall be established which govern acceptable uses and maintain the integrity, continuity and security of University information technology resources and institutional data.

Responsibility for Implementation

The Chief Information Officer shall create regulations and procedures, with the advice of Legal Affairs, to cause the implementation of this policy.

Scope of Policy Coverage

This policy shall cover all persons or entities accessing University information and technology resources.

Authority for Creation and Revision:
Minutes of the Board of Regents, March 15, 2005; para. 6412M.
Minutes of the Board of Regents, November 18, 2008
Minutes of the Board of Regents, June 13, 2019
University Policy Statement

The University must maintain the integrity, continuity and security of its electronic information and communication infrastructure as well as the data contained or transmitted by this infrastructure. This is for the benefit of all persons depending upon the continuous availability, security and integrity of the University electronic infrastructure and data.

A communications device, telephone, computer, workstation or other computing or electronic device owned by the University, and any other device, system or service attached to the University networks, holding University data, or used in conducting University business, may be subject to scanning, monitoring and, in the case of University-owned devices, searching by the University:

- To maintain the security of the infrastructure and data, or
- When required by law, or
- To ensure legal compliance, or
- When reasonable grounds exist to believe an individual has caused a violation of law or published University policies, rules, regulations, or procedures, and information concerning the violation is transmitted or stored by the University information infrastructure or on an attached device, a device holding University data, or a device used for conducting University business, or
- When reasonable grounds exist to believe it is necessary to prevent substantial personal injury or property damage, or
- For billing or other lawful business purposes.

The University ordinarily does not monitor electronic communications of individuals during transmission or storage on University information infrastructure and will do so only for the reasons stated in this policy or other published University policies, rules, regulations and procedures not in conflict with this policy. No one shall monitor any communications, files or electronic activities of another for any reason not authorized herein. Violations of this policy and the lawful regulations and procedures established under the authority of this policy may result in appropriate disciplinary actions in addition to any applicable civil or criminal liability.

University Practice

University procedures and regulations are and shall be established which govern acceptable use and maintain the integrity, continuity and security of University information technology resources and institutional data.

Responsibility for Implementation

The Chief Information Officer shall create regulations and procedures to cause the implementation of this policy.

Scope of Policy Coverage

This policy shall cover all persons or entities accessing University information and technology resources.

Authority for Creation and Revision:
University Policy Statement

Information technology resources are provided by the University to its students, faculty, staff and administration in support of the University’s mission and are deemed to be critical infrastructure of the University. Information technology resources include the following: all University communication and data networks, access to and use of the internet and other outside networks, the University Websites financial and record systems; electronic mail systems, online management and development systems, conference and event management systems, Web Portal and all related devices, interactive transactional systems and services provided or used by the University for carrying out its mission, including, but not limited to all University Websites, financial and record systems, electronic mail systems, financial and record systems, online management and development systems, conference and event management systems, Web Portal and all related devices, interactive transactional systems and services.

University Practice

University procedures and regulations are and shall be established which govern acceptable use of University information technology resources and institutional data under this policy. These procedures and regulations shall be reviewed periodically.

Responsibility for Implementation

The Chief Information Officer shall be responsible for ensuring proper policy, regulations and procedures to ensure the implementation of this policy.

Scope of Policy Coverage

This policy applies to all users of information technology resources and institutional data, including students, faculty, staff, and administration, and all data and communications required to support the operation of the University as well as all personnel of the University who process data. Information technology resources and institutional data include all University Websites, financial and record systems, electronic mail systems, online management and development systems, conference and event management systems, Web Portal and all related devices, interactive transactional systems and services.

Authority for Creation and Revision:

Minutes of the Board of Regents, September 17, 1996, para. 5143M.
Minutes of the Board of Regents, November 30, 2004, para. 6345M.
University Policy Statement

Information technology resources are provided by the University to its students, faculty, staff and administration in support of the University's mission and are deemed to be critical infrastructure of the University. Information technology resources include devices, technology infrastructure, systems and services provided or used by the University for carrying out its mission and business operations. Institutional data includes all data and communications required to support the operation of the University. Access to the University's information technology resources and institutional data is provided in support of the University's mission. Access is based on business-need with agreement to appropriately use the information resources and data with due adherence to requirements of confidentiality, privacy and security.

University Practice

University procedures and regulations are and shall be established which govern acceptable use of University information technology resources and institutional data under this policy. These procedures and regulations shall be reviewed periodically.

Responsibility for Implementation

The Chief Information Officer shall create regulations and procedures to cause the implementation of this policy.

Scope of Policy Coverage

This policy applies to all users of information technology resources and institutional data.

Authority for Creation and Revision:

Minutes of the Board of Regents, September 17, 1996, para. .5143M.
Minutes of the Board of Regents, November 30, 2004, para. .6345M.

Minutes of the Board of Regents, June 13, 2019.
University Policy Statement

Information technology resources are provided by the University to its students, faculty, staff and administration in support of the University's mission and are deemed to be critical infrastructure of the University. Information technology resources include devices, technology infrastructure, systems and services provided or used by the University for carrying out its mission and business operations. Institutional data includes all data and communications required to support the operation of the University. Access to the University's information technology resources and institutional data is provided in support of the University's mission. Access is based on business-need with agreement to appropriately use the information resources and data with due adherence to requirements of confidentiality, privacy and security.

University Practice

University procedures and regulations are and shall be established which govern acceptable use of University information technology resources and institutional data under this policy. These procedures and regulations shall be reviewed periodically.

Responsibility for Implementation

The Chief Information Officer shall create regulations and procedures to cause the implementation of this policy.

Scope of Policy Coverage

This policy applies to all users of information technology resources and institutional data.

Authority for Creation and Revision:

Minutes of the Board of Regents, September 17, 1996, para. .5143M.
Minutes of the Board of Regents, November 30, 2004, para. .6345M.

Minutes of the Board of Regents, June 13, 2019.
RECOMMENDATION

TO APPROVE LIQUOR LICENSES PURSUANT TO MCL § 436.1513

ACTION REQUESTED

It is recommended that the Board of Regents of Eastern Michigan University accept and approve the designation of McKenny Hall and Pease Auditorium as Conference Centers pursuant to MCL § 436.1513, for purposes of the university’s sale of liquor at these locations on campus. It is further recommended that the Board of Regents authorize the University’s President, its Vice President and Secretary to the Board of Regents, or outside counsel retained by the General Counsel on behalf of the University, to sign any and all necessary documents to apply for and accept these licenses.

STAFF SUMMARY

In December 2018, the Michigan Legislature approved amendments to MCL § 436.1513, allowing the designation of McKenny Hall and Pease Auditorium on Eastern Michigan University’s campus, as Conference Centers capable of liquor service by the University. The designation was also provided to designated buildings at other Michigan public universities. The University has applied for liquor licenses from the Michigan Liquor Control Commission in support of this designation. Issuance of the new licenses requires the Board of Regents to designate those persons who are authorized to sign any and all documents required to apply for and effectuate these licenses. We recommend the Board designate the President, Vice President and Secretary to the Board of Regents, and outside counsel retained for this purpose, as persons authorized to sign these documents. Further, this Board action demonstrates the Board’s support and approval of the designation itself, pursuant to the statute.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Lauren M. London
General Counsel

Date
6/13/19
BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

COLLECTIVE BARGAINING AGREEMENT BETWEEN EASTERN MICHIGAN UNIVERSITY AND AFSCME LOCAL 3866

ACTION REQUESTED

It is recommended that the Board of Regents approve the tentative collective bargaining agreement between Eastern Michigan University and the American Federal of State, County and Municipal Employees, Local 3866 and authorize the President of the University to execute the Agreement on behalf of the Board of Regents.

STAFF SUMMARY

The recommendation is based on the tentative agreement reached between Eastern Michigan University and AFSCME Local 3866. The proposed agreement covers all University employees with the FM classification and was ratified by the bargaining unit on June 5, 2019. Significant provisions of the proposed agreement include:

- Three-year agreement, effective July 1, 2019 through June 30, 2022.

- Across-the board salary increase as follows:
  
  - 2.0% increase effective on July 1, 2019.
  - 2.0% increase effective on July 1, 2020.
  - 2.0% increase effective on July 1, 2021.

- Lump Sum payments
  
  - $500.00 August 31, 2019
  - $250.00 July 31, 2020

- Health care benefits include:

  Effective January 1, 2020, the current University’s health care insurance plans: PPO 5, HMO, and HSA/PPO with the proposed University’s health care rates for 2020 and 2021, will be in effect for all members of the bargaining unit.

  Effective January 1, 2021 no secondary spousal coverage.

  Employees receive annual medical insurance Opt Out waiver, not to exceed Two Thousand ($2,000.00) Dollars.
If both spouses work for the university, the employee cannot receive the Opt Out waiver.

Dental coverage eighty (80%) percent and the maximum contract benefit increase to One Thousand Five Hundred ($1,500) Dollars. Orthodontia increases to lifetime benefit of Two Thousand ($2,000) Dollars.

- Parking:
  Parking will be paid on post-tax basis instead of the current pre-tax basis.

- Overtime
  The calculation of overtime hours will include sick days.

**FISCAL IMPLICATIONS**

Yes, as described above. Generally, the tentative agreement is in financial alignment with projected contract costs.

**ADMINISTRATIVE RECOMMENDATION**

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

\[\text{University Executive Officer} \quad \text{June 13, 2019} \]

David N. Turner
BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

COLLECTIVE BARGAINING AGREEMENT BETWEEN EASTERN MICHIGAN UNIVERSITY AND UAW LOCAL 1975

ACTION REQUESTED

It is recommended that the Board of Regents approve the tentative collective bargaining agreement between Eastern Michigan University and the United Automobile Workers ("UAW"), Local 1975 and authorize the President of the University to execute the Agreement on behalf of the Board of Regents.

STAFF SUMMARY

The recommendation is based on the tentative agreement reached between Eastern Michigan University and UAW Local 1975. The proposed agreement covers all University employees with the CS classification. The union indicated the tentative agreement will be ratified by the bargaining unit on June 12, 2019. Significant provisions of the proposed agreement include:

• Three-year agreement, effective July 1, 2019 through June 30, 2022.

• Across-the board salary increase as follows:
  • 2.0% increase effective on July 1, 2019.
  • 2.0% increase effective on July 1, 2020.
  • 1.75% increase effective on July 1, 2021.

• Lump Sum payments:
  • $160.00 August 31, 2019
  • $160.00 July 31, 2020

• Health care benefits include:

  Effective January 1, 2020, the current University's health care insurance plans: PPO 5, HMO, and HSA/PPO with the proposed University’s health care rates for 2020 and 2021 will be in effect for all members of the bargaining unit. Healthcare reopener for 2022.

• Parking:

  Employees pay $156 post-tax beginning September 1, 2019.
FISCAL IMPLICATIONS

Yes, as described above. Generally, the tentative agreement is in financial alignment with projected contract costs.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
David N. Turner

Date
6/12/2019
RECOMMENDATION

SALE OF UNIVERSITY PROPERTY – 1275 SOUTH HURON STREET

ACTION REQUESTED

It is recommended that the Board of Regents authorize the President to negotiate and execute final documents for the sale of the Corporate Education Center (CEC) located at 1275 South Huron Street.

STAFF SUMMARY

The University has agreed to sell the Corporate Education Center, located at Eagle Crest Resort, to MFS Ypsilanti Holdings, LLC the operator of the Marriott Hotel adjacent to the CEC.

The delivery of corporate education has changed since the construction of the CEC, such that the original intent of the CEC is no longer consistent with the University’s business model for non-credit instruction. The CEC has been operated by Marriott Management as part of a Joint Operating Agreement, which also includes Eagle Crest Golf Course. The Operating Agreement will need to be amended as well to reflect the sale.

Sale of the CEC is not expected to have an impact on the operations of Eagle Crest Golf Course, which will continue to be operated by Eagle Administrative Services.

The agreed upon sale price is $2.0 million, with financial closing expected no later than the first quarter of the 2020 fiscal year.

FISCAL IMPLICATIONS

Net funds realized from the sale will be directed to the University's financial reserves.

ADMINISTRATIVE RECOMMENDATION

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

[Signature]
University Executive Officer

[Date]
RESOLUTION

Recognition of 2019 Week of Excellence
Distinguished Achievement Recognition Awards

WHEREAS, during the 42nd Annual Week of Excellence, 25 staff members who have distinguished themselves through careful, thoughtful, and dedicated work at the university were recognized; and,

WHEREAS, Dar Mayweather and Shayna White were recipients of Student Engagement and Success awards, which recognize those who impact student engagement and learning outside the classroom; and,

WHEREAS, Kyle Martin, Wanda Monks, and Jennifer Tremewan were recipients of Leadership awards, which honor those who foster an inclusive, diverse, ethical, safe, and respectful environment that allows others to thrive; and,

WHEREAS, Innovation awards for improvements to institutional effectiveness were presented to Wanda Monks, and to the team of Enterprise Application Services programmers and business analysts – Russ Blanton, Andrew Daniels, Ron Elam, Debbie Foss, Zhen Fu, Nathan Jackson, Subbu Kilangodi, Janet Lyle, Sapna Maheshwari-Bajaj, Janet Min, Kathy Robertson, and Paul Welke; and,

WHEREAS, Community Engagement and Service awards, which recognize support of Eastern’s commitment to community engagement and partnerships, were presented to Susan Campbell, and to the team from the Office of Research Development and Administration – Phyllis Britton, Susan Campbell, Caryn Charter, Sonia Chawla, Jennifer Glass, Cynthia Monzon, Brian Moynihan, and Tracy Pytlak.

NOW, THEREFORE BE IT RESOLVED, that the Eastern Michigan University Board of Regents thanks the award recipients for their dedication and commends them for the honor and distinction they have brought to themselves as well as to Eastern Michigan University.

June 13, 2019
RESOLUTION

Recognition of the 80th Anniversary of Henry Ford College

WHEREAS, Eastern Michigan University congratulates Henry Ford College as it celebrates its 80th Anniversary of preparing students for an ever-changing workplace and world; and,

WHEREAS, since its founding as Fordson Junior College in 1938, it has grown into an institution that reflects the value of student-centered, community-focused education as it prepares graduates for the lives they aspire to lead; and,

WHEREAS, the Board of Regents of Eastern Michigan University recognizes the outstanding leadership of President Russell Kavalhuna, the Board of Trustees, and the faculty and staff of Henry Ford College; and,

WHEREAS, Eastern is proud to have more community college articulation agreements than any other Michigan university, including 21 with Henry Ford College, as we work together to expand opportunities for today’s college students; and,

WHEREAS, collaborating in fields such as nursing and social work, Eastern and Henry Ford College continue to drive forward into the future, providing education and expertise that connects students to meaningful careers and inspirational futures.

NOW, THEREFORE BE IT RESOLVED, that the Eastern Michigan University Board of Regents hereby congratulates Henry Ford College as it celebrates its 80th Anniversary and commends its leadership for its dedication and commitment to southeastern Michigan and its citizens.

June 13, 2019
Mr. Chairman and Distinguished Members of the Board of Regents:

Today marks another milestone day for Eastern Michigan University—reflecting our ongoing and intentional strategy to prepare the University for future students and the market demands of the Michigan and national economy. For the first time since 1982, Eastern Michigan University’s Board of Regents has approved a name change to one of our five colleges.

Today's action to rename the College of Technology in order to launch the new College of Engineering and Technology is an action rooted in our commitment to prepare students for the opportunities of today—and the opportunities of the future. It builds off the establishment of two new engineering programs in the last two years—Mechanical Engineering in 2017 and Electrical & Computer Engineering in 2018.

Our emphasis on adding engineering provides excellent career opportunities for students, as the demand for more engineers in Michigan is significant. According to estimates, our state's public universities meet only 40 percent of that current demand.

The name change coincides with a major, $40 million renovation of the home of the College of Engineering and Technology. Sill Hall is closed this summer as the extensive renovations take place. When completed, the entire 92,000 square foot structure will be updated, with an additional 16,000 square feet in new academic space to be constructed.

The College supports a wide variety of distinct programs and areas of study in high-demand career fields, including artificial intelligence, autonomous vehicles, aviation, cyber security and information assurance, construction management, drone technology, hotel and restaurant management, interior design, military science, and simulation, animation and gaming.

Sill Hall is just one of many exciting construction and renovation projects on campus this summer, as you learned a few minutes ago in the presentation by our facilities team.

The level of activity is unprecedented—construction of the new health center in collaboration with St. Joseph Mercy Health System and IHA will be completed later this year; renovations to the Rec/IM, parking lots and roadways are underway; as is construction of the new Student-Athlete Performance Center; and, we continue to invest in improvements to classroom technology, campus wireless and security.

The General Fund operating budget approved today focuses on the priorities of the University, which are maintaining excellent academic programs and serving students’ academic and career needs while responding to rapidly changing demographics.
The University also continued its focus on minimizing net costs for students by offering a high level of financial aid.

Faculty research is one of the cornerstones of the University. We celebrate the 56 faculty members selected for Faculty Research and Creative Activity Fellowships for research in areas such as cancer cell growth, hearing aids for autistic children, and the post climate change environment. I encourage you to review the full list of faculty research under the program – it can be found in the posted Board materials.

At the same time, 25 undergraduate students and 19 faculty members have received Undergraduate Research Stimulus Awards. Students receive a $2,000 fellowship in support of their research efforts and collaborating faculty members may receive $500, to be used for lab/studio supplies or equipment, professional travel, or other professional expenses.

Areas of research in the stimulus awards include analyzing brain activity of children with Autism Spectrum Disorder, the effects of solar storms on Earth's magnetosphere, and assessing the impact of the Mediterranean Diet. A complete list of the awards also can be found in the posted Board materials.

We are pleased with the approval of two collective bargaining agreements – our food service and maintenance employees, represented by AFSCME Local 3866, and our clerical secretarial employees, represented by UAW Local 1975.

Thank you to the bargaining teams for their hard work in achieving each of the agreements. With the approval at the April Regents meeting of our faculty union contract, all bargained-for units at the University are now under contract as we continue to work collaboratively with our bargaining units and employees across campus to support our students and their educational experience.

Other accomplishments are listed in the Appendix to this report on the University website. Thank you, Chairman Webb.

James M. Smith, Ph.D.
President
President’s Report/ 3

Recognition

- The Occupational Therapy master’s program has been selected as one of the best in the Midwest by HealthGrad.com.

- The 58th annual Alumni Awards ceremony was held on May 18. Honorees included Marissa Colston, Scott Frush, Maj. Gen. William Henderson, Jawan Jackson, Terry Kayser, Glenna Frank Miller, and Amalie Nash. EMU alumna Dara Munson served as emcee for the event.

- Nitro, Eastern’s first canine officer and an expert in explosives detection and patrol, and his partner EMU police officer Bridget Bofsysl, were invited to represent Michigan and Ontario at the National Detector Dog Trials and Certification event in May.

Of Note

- Three EMU graduates appeared in People magazine in May. Three members of the McGill family – Pat, an EMU police officer, his daughter Regan, and his son Ryan, graduated together in the spring commencement ceremony.

Events

- Aviation students who are participating in the Summer Quest 2019 challenge earn points for completing missions such as flying a specific flight pattern that shows up on radar as a block E. The challenge encourages students to build flight time and compete for prizes at the end of the summer.

- The sixth annual Math Facts Challenge, sponsored by the EMU Charter Schools, was held on May 29. More than 200 students from 14 charter schools in Ann Arbor, Detroit, Dearborn, Dearborn Heights, Hamtramck, Grand Blanc, Southfield, Melvindale and Ypsilanti participated.

- The second annual Healthcare Next Generation Event for Youth Career Exploration, a collaboration between the College of Health and Human Services, Plymouth Canton School District, and the Canton Chamber of Commerce, was held on May 17. More than 120 students participated in four hands-on learning sessions led by EMU faculty and students.

Athletics

- Baseball (Men): Zachary Owings was named to the 2019 Google Cloud Academic All-District Baseball Team by CoSIDA. The award recognizes excellence on the field and in the classroom.

- Baseball (Men): Zachary Owings was named to the All-MAC Second Team and the All-MAC Defensive Team.

- Football (Men): The Eagles welcomed more than 200 cognitively and physically impaired community members to take part in its sixth annual EMU Victory Day on May 23. Student-athletes and coaches led participants in football related activities
• Golf (Women): The women’s golf team earned the APR Public Recognition Award for excellence in the classroom. The Eagles scored a perfect 1000 APR and were in the top 10 percent in the nation in their sport.

• Golf (Women): Kritsuda Apiwatthanadol, Maria Connelly, Penelope Guilleux, Katelin Lawson, Preaw Sripatrprasite, and Julia Stephenson were named to the Academic All-MAC Team.

• Golf (Men): The Eagles were named as MAC Co-Champions following cancellation of the final round of the tournament due to rain. Beau Breault was named MAC Golfer of the Year and Bruce Cunningham was named MAC Coach of the Year. Zach Sudinsky was named to the MAC All-Tournament Team.

• Golf (Men): Beau Breault and Ty Celone were named First Team All-MAC.

• Golf (Men): Beau Breault was presented the MAC Medal of Excellence Award for excellence in academics, athletics, leadership, and service.

• Golf (Men): Beau Breault, Ty Celone, Cougar Collins, Tyler Rayman, and Zach Sudinsky were named to the Academic All-MAC Team.

• Gymnastics (Women): Cortney Bezold was named to the 2019 Google Cloud Academic All-District Women’s-At-Large Team by CoSIDA. The award recognizes excellence on the field and in the classroom. Bezold was the only gymnast in the MAC to be honored.

• Gymnastics (Women): Courtney Bezold was named as a MAC Distinguished Student-Athlete to honor excellence in athletics and academics.

• Rowing (Women): Amanda Flora and Addison Oblanas were named to the All-CAA Team at the Colonial Athletic Association Championships.

• Swimming (Women): Delaney Duncan, Casey Gavigan, Gabrielle Mace, and Sophia Tsafantakis were named as MAC Distinguished Student-Athletes to honor excellence in athletics and academics.

• Swimming (Women): Delaney Duncan was presented the MAC Medal of Excellence Award for excellence in academics, athletics, leadership, and service.

• Track & Field (Women): Sydney Meyers won the 5000m for the fourth straight year at the MAC Outdoor Track & Field Championships. The team of Kolby Ganther, Jessica Harris, Micah Johnston, and Brittni Mason placed first in the 4x100 relay. The Eagles placed third overall in the championship.

• Track & Field (Women): Kolby Ganther, Jessica Harris, Micah Johnston, Brittni Mason, and Sydney Meyers earned First Team All-MAC honors. Allyson Goff and Micah Johnston were named Second Team All-MAC.
• Track & Field (Women): Tiffany Cernej-Garcia, Kolby Ganther, Allyson Goff, Jessica Harris, Micah Johnston, Brittni Mason, Sydney Meyers, and Emily Smith qualified for the NCAA East Regional Championships. Ganther, Harris, Johnston, and Mason finished 17th in the 4x100-meter relay and set a new EMU record. Meyers finished 16th in the 5000m and Smith finished 18th in the 3000m Steeplechase.

• Track & Field (Women): Kadian Clarke, Sydney Meyers, and Gianna Salzbrunn were named as MAC Distinguished Student-Athletes to honor excellence on the field and in the classroom.

• Track & Field (Women): Kristine Bourg, Rebekah Carr, Kadian Clarke, Madison Distelrath, Allyson Goff, Allie Knoll, Savanah Luthman, Brittni Mason, Sydney Meyers, Catherine Mittiga, Gianna Salzbrunn, and Graysen Simmons were named to the Academic All-MAC Team.

• Track & Field (Men): The Eagles placed second overall at the MAC Outdoor Track & Field Championships. Tyler Underwood earned Outstanding Track Co-Performer honors, and Sterling Roberts was named Assistant Coach of the Year. Terrell Posada won the 100m and Tyler Underwood won the 200m events.

• Track & Field (Men): Terrell Posada and Tyler Underwood were named First Team All-MAC, and Elijah Barber, Sean Beckom, Melika Ghali, Owen Richardson, Treston White, and Derek Ziegenfuss received Second Team All-MAC honors.

• Track & Field (Men): Nick Herbert, Alex Jacobs, Terrell Posada, Owen Richardson Tyler Underwood, and Derek Ziegenfuss qualified for the NCAA East Regional Championships. Herbert placed 14th in the Triple Jump event.

• Track & Field (Men): Sean Beckom, Owen Day, Hayelom Fitsum, Derek Jones, Owen Richardson and Austin Wicker were named as MAC Distinguished Student-Athletes to honor excellence on the field and in the classroom.

• Track & Field (Men): Sean Beckom II, Solomon Costa, Owen Day, Mike Hierholzer, Derek Jones, Skyler Lester, Zach Purcellly, Owen Richardson, Tyler Underwood, and Austin Wicker were named to the Academic All-MAC Team.

• Volleyball (Women): The women’s volleyball team earned the APR Public Recognition Award for excellence in the classroom for the seventh straight year. The Eagles scored a perfect 1000 APR and were in the top 10 percent in the nation in their sport.

• All of Eastern’s 18 sports teams had Academic Progress Rates (APR) of 955 or higher, exceeding the NCAA’s minimum score of 930. The women’s gold and volleyball teams posted perfect 1000 rates, the highest in the MAC.

* * *
EMU Board of Regents  
Public Communications  
201 Welch Hall  
Thursday, June 13 at 1 p.m.

FOUR PEOPLE HAVE REQUESTED TO SPEAK (as of the June 12 deadline)

FOUR CONFIRMED SPEAKERS – up to three (3) minutes each

1. Sam Jones-Darling – Speaking on observations of EMU’s relationship with surrounding community and the Board of Regents role at the University from the perspective of a former Student Leader

2. Hajer Abuzir (Student Government) – Student Government priorities for the upcoming year

3. Ethan Smith (Student Government) – Student Government priorities for the upcoming academic year, including ensuring that key positions in Student Affairs are filled

4. Kevin Doak – Video streaming of regents meetings