

Category 2:
Accomplishing Other
Distinctive Objectives

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While Helping Students Learn is the bedrock of EMU's Mission, EMU enhances the quality, depth, and vibrancy of student learning through its fundamental commitments to two other closely related distinctive objectives: enhancing the economic well-being and cultural vitality of its regional community and placing faculty-student partnerships at the center of its engagements with the regional community and its scholarly/creative activity. These two distinctive objectives are deeply intertwined.

2C1 – Other distinct objectives

EMU enhances the economic well-being, the cultural vitality, and the quality of life in its regional community through service and research. EMU's Mission states, in part, "We extend our commitment beyond the campus boundaries to the wider community through service initiatives and partnerships of mutual interest addressing local, regional, national, and international opportunities and challenges." Collaboration between faculty and both graduate and undergraduate students is vital to all these efforts. EMU's commitment to fostering effective communities of diverse individuals infuses these efforts. Of those Michigan universities whose graduates primarily stay in the state of Michigan, EMU is the most racially, ethnically, and economically diverse. EMU seeks to use this diversity as a resource for learning as students collaborate with faculty in research, service, and creative activities.

EMU continues to foster its long tradition of effective student-faculty collaboration in research and service as well as classroom learning. EMU's commitment to strong student-faculty partnerships extends far beyond helping students learn in classroom settings. Even work initially conducted in classrooms is often carried beyond traditional classroom walls in research fairs, service-learning activities, or undergraduate research. In every instance, faculty-student

partnerships play a vital role as faculty members supervise, mentor, and work together with students.

2C2 - Alignment with mission

EMU's other distinctive objectives are distillations of EMU's Mission Statement: "Eastern Michigan University is committed to excellence in teaching, the extension of knowledge through basic and applied research, and creative and artistic expression. Building on a proud tradition of national leadership in the preparation of teachers, EMU maximizes educational opportunities and personal and professional growth for students from diverse backgrounds through an array of baccalaureate, master's, and doctoral programs. EMU provides a student-focused learning environment that positively affects the lives of students and the community. EMU extends its commitment beyond the campus boundaries to the wider community through service initiatives and partnerships of mutual interest addressing local, regional, national, and international opportunities and challenges." EMU reviews its mission statement regularly and periodically makes revisions after consultation with all stakeholders. When the mission is revised, the other distinctive objectives may change as well.

2C3 – Support for helping students learn

Both of EMU's distinctive objectives support and complement its processes for helping students learn in many ways. As EMU staff and faculty serve as volunteers, consultants, performers, advisors, board members, tutors, supervisors, and friends to area businesses, schools, non-profit organizations, and other community groups, EMU students serve alongside them. EMU's close faculty-student partnerships foster learning outside the classroom, and EMU's engagements with the economic well-being and cultural vitality of its region provide

students with internships, coops, clinical opportunities, service-learning opportunities, and options for students at all levels and in all programs.

2P1 - Determining other distinctive objectives

EMU draws on many sources of information and advice to determine the other distinctive objectives, including data collected through Institutional Assessment, regular Environmental Scans, Advisory Boards, and directives from accrediting bodies. EMU began its first Strategic Planning process in 2000, and completed Environmental Scans in 2002, 2004, and 2007 and Economic Impact Studies in 2004 and 2007. These tools help the University determine and refine the other distinctive objectives as well as track progress in meeting goals. Senior leadership reviews data from all these sources during annual retreats, and uses systematic STEEP and SCOT analyses to determine and refine the University's strategic directions including other distinctive objectives (8P1, Figure 8.2).

2P2 – Communicating expectations

EMU communicates its expectations about community engagement and the importance of faculty-student partnerships through its statements of Guiding Principles, Strategic Directions, and Values.

2P3 - Determining faculty and staff needs

Faculty and staff needs relative to these objectives are determined through the same processes used to determine faculty and staff needs more generally – through Strategic Planning, Program Review, and other regular communication and planning processes.

2P4 – Assessing and reviewing distinct objectives

The objectives are assessed and reviewed by the President, Regents, and members of the Strategic Operations Council.

2P5 - Measures

EMU's Balanced Scorecard Development and Implementation Action Project Team is currently

working on identifying key measures related to the distinctive objectives. In terms of EMU's contributions to the economic health and cultural vitality of its region, Economic Impact Studies are valuable sources of information. The Office of Research Development tracks data on external awards for activities related to Service and Corporate/Community Training (a total of more than \$5 million was awarded in these two areas combined in the 2007 fiscal year). In terms of data related to faculty-student collaborations, individual offices like American Humanics, Academic Service-Learning, Campus Life, the Honors College, and others collect local data, but as yet there is no centralized data collection.

2R1 - Results

EMU's service initiatives and partnerships include EMU's Center for Regional and National Security, the Coatings Research Institute, multiple charter schools, including the Ann Arbor Learning Community (designated one of the 53 best charter schools in the United States in 2007 by the Center for Education Reform), the Counseling Clinic, the Speech and Hearing Clinic, the Psychology Clinic, the Reading Clinic, the Small Business and Technology Center, the Institute for the Study of Children, Families, and Communities, the Institute for Geospatial Research and Education, and the Institute for Language Information and Technology. Students work alongside faculty in these centers, clinics, and institutes, whether as supervised clinicians, research partners, or volunteers. EMU's VISION program (Volunteers Incorporating Service Into Our Neighborhoods) has nearly 1,600 student volunteers and work-study students placed in various local communities.

EMU's Undergraduate Research Symposium is the oldest in the United States, inaugurated in 1981 with 17 student presentations. The 28th annual Undergraduate Research Symposium had more than 300 students working closely with faculty mentors as they presented original research and creative work. The rapid success of EMU's Undergraduate Research Symposium Fellowships, in which area corporations support undergraduate Fellows and their faculty mentors for four years of undergraduate research, indicates the high esteem with which the Symposium is regarded by corporate community partners. The Graduate Research Fair, inaugurated in 2004, showcases the original scholarly and creative work of

EMU's graduate students working closely with faculty members. From regular operations like the Office of Academic Service-Learning to more focused projects like the \$3.4 million federally funded Gear-UP Grant focused on helping to prepare low-income middle school students for college, EMU students work closely with faculty members in every area of service, pure and applied research, and community engagement. In all this work, EMU's student-faculty partnerships support the core principle of being passionately engaged in disciplinary and interdisciplinary work.

2R2 – Results Comparisons

EMU uses survey data of peer institutions to compare its results at obtaining grants and contacts with those of peer institutions. In Fiscal year 2007, EMU ranked second in the number of external awards obtained; however, this was tenth in the actual dollar amounts awarded (Figure 2.1).

Figure 2.1: Comparison of Peer Institutions' Grants Awarded

Benchmarks, FY07	# Internal Awards	Amount Internal Awards	# External Awards	Amount External Awards	# External Proposals	\$ Amount External Proposals	Total Amount Awards
Ball State University	219	\$492,896	225	\$18,084,449	353	-	\$18,577,570
California State University-Fresno	-	-	-	-	-	-	\$0
University of Central Missouri	13	\$13,967	95	\$10,700,000	121	\$10,900,000	\$10,714,062
Eastern Illinois University	31	\$115,192	98	\$6,847,690	144	\$14,052,886	\$6,962,980
Eastern Michigan University	59	\$421,000	272	\$10,114,705	353	\$29,751,279	\$10,535,977
Florida Atlantic University							\$0
Indiana State University	110	\$106,056	156	\$14,944,784	225	\$26,189,325	\$15,050,996
Middle Tennessee State University	70	\$421,100	92	\$37,097,521	154	\$55,665,764	\$37,518,713
Missouri State University			154	\$21,779,154	226	\$41,263,930	\$21,779,308
Montclair State University	39	\$100,192	57	\$7,414,729	112	\$27,399,285	\$7,514,978
Northern Arizona University	-	-	-	-	-	-	\$0
Oakland University (Michigan)	-	-	-	-	-	-	\$0
Stephen F. Austin State University	74	\$222,019	62	\$8,846,000	99	\$17,960,000	\$9,068,081
Towson University-Maryland	40	\$142,614	200	\$19,045,341	302	\$57,773,632	\$19,188,155
University of Northern Iowa			188	\$29,200,606	273	\$34,855,950	\$29,200,794
Western Illinois University	-	-	--	-	-	-	\$0
Western Kentucky University	74	\$331,718	323	\$24,271,622	346	\$48,607,491	\$24,603,663
Wichita State University	-	--	-	\$42,000,000	-	-	\$42,000,000
Youngstown State University	15	\$43,590	108	\$5,873,266	153	\$18,693,743	\$5,916,964
Totals	744	\$2,410,344	2,030	\$256,219,867	2,861	\$383,113,285	\$258,632,241

2R3 – Strengthening the University and enhancing relationships

EMU's two Other Distinctive Objectives work as entwined efforts: student involvement with service, outreach, and cultural programming prepares students to be active leaders and effective professionals in their communities long after they leave, while at the same time, community-service efforts, support of K-12 educators, artistic and creative programming, institutes and clinics, all rely on the energy, originality, and initiative of students and on the strength of student-faculty and student-staff partnerships. EMU understands these two distinctive objectives as two facets of the same core parts of EMU's mission: "We maximize educational opportunities and personal and professional growth for students from diverse backgrounds through an array of baccalaureate, master's and doctoral programs. EMU provides a student-focused learning environment that positively affects the lives of students and the community. We extend our commitment beyond the campus boundaries to the wider community through service initiatives and partnerships of mutual interest addressing local,

regional, national, and international opportunities and challenges." EMU's student researchers, activists, and leaders strengthen bonds with area feeder schools, employers, and donors. The opportunities these bonds offer to students attract students to EMU and raise its profile among prospective students, supporting its core principle of becoming an institution of choice. Finally, these two distinctive objectives, taken together, integrate EMU's educational opportunities for students to have a real-world impact on their communities and strengthen EMU's position as a source of enrichment and support for all its constituencies.

2I1 – Improving systems and processes

As EMU's processes for analyzing results become more robust, improvement opportunities will be identified.

2I2 – Targets and improvement priorities

As EMU's processes for analyzing results become more robust, targets and priorities will be identified.