

Category 5:
Leading and Communicating

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5C1 - Leadership and communication systems

EMU was established pursuant to Article VIII, Section 6, of the Michigan Constitution and is one of Michigan's 15 state-supported four-year universities. EMU is governed by an eight-member Board of Regents, which is appointed by the Governor of the State of Michigan, with the advice and consent of the Michigan Senate. Regents are appointed for staggered eight-year terms. Pursuant to the Michigan Constitution and Michigan statutory law, the Board, with limited exceptions (e.g., health, safety, and public policy), has been provided with the autonomy and authority to operate and manage the University.

The University's leadership system consists of the Board of Regents, the executive leadership team, and governance bodies for the faculty and students. The Board of Regents, with input from its standing committees (Board members, administrative staff, faculty, and students actively participate in standing-committee meetings), is responsible for establishing the University's mission through the adoption/amendment of the University's mission statement, and for setting general policies, fiscal oversight, and strategic direction for the University.

The President reports directly to the Board of Regents. To communicate and implement the Board's strategic-planning directions and policies, the President chairs the Strategic Operations Council (SOC) that consists of the Provost and Executive Vice President; Vice President for Advancement and Executive Director, EMU Foundation; University Attorney; Vice President, Business and Finance; Director of Diversity; Vice President for Enrollment Management; Chief Government Relations and Special Projects Officer; Interim Chief Information Officer; Director of Intercollegiate Athletics; Associate Provost; Associate Vice President, University Marketing and Communications; Interim Vice President for Student Affairs; and the five academic deans.

A large part of EMU's leadership and communication environment is defined by the seven collective-bargaining agreements that it has with the Professional/Technical staff (UAW Local 1976); Clerical/Secretarial staff (UAW Local 1975); Food Service and Maintenance workers (AFSCME Local 3866); campus police officers (Police Officers Labor Council--Patrol Officers); police sergeants (Police Officers Labor Council--Sergeants); full-time lecturers (EMU Federation of Teachers); and tenured and tenure-track faculty (the American Association of University Professors).

The primary faculty governance bodies are the Faculty Council and the Graduate Council. The responsibilities of these Councils are defined in the collective-bargaining agreement. The Councils are advisory to the President and the Provost and Executive Vice President.

The primary student governance body is the EMU Student Government. Its responsibilities are defined in its constitution and University policy. The EMU Student Government is advisory to the President and other University executive officers.

The University also utilizes a specialized and integrated committee framework that encompasses all segments of the University. Vice presidents have established input and committee structures within their divisions. Academic deans and department heads have committee structures within their academic units that provide faculty, staff, and, at times, students with opportunity to participate on committees that have decision-making or relevant policy-input powers.

A variety of communication methods are utilized throughout the University. The University's Marketing and Communications Department has primary responsibility for the University's formal communication structure, internally and externally. However, the President, Secretary to the Board of Regents, Vice Presidents, other executive officers, deans, department heads, directors, managers, etc., regularly

communicate within their areas and/or with the campus community through reports, memorandums, web-sites, e-mails, meetings, retreats, newsletters, the student newspaper, etc.

5C2 - Leadership alignment with board

The EMU Board of Regents meets according to a published schedule (seven times this calendar year). The Board's standing committees are: Athletic Affairs; Faculty Affairs; Student Affairs; Educational Policies; Finance, Audit and Investment; and Personnel and Compensation. Except for the Personnel and Compensation Committee, the committee meetings are open forums that address a variety of matters. The Regents use the committee meetings to help set direction and align administrative practices with board policy. See 5P6 for information on the University's newly developed strategic-planning process, which is based on a process-focused continuous-improvement model that emphasizes teamwork and communication.

5C3 - Institutional values and expectations

Among Eastern Michigan's shared values are:

- **Excellence** – The promotion of personal and academic excellence provides a foundation for institutional quality. EMU is committed to achieving the highest standards through ongoing assessment and continuous quality improvement.
- **Human Dignity and Respect** – Wisdom, sound judgment, acceptance, and respect for other persons, cultures, and ideas are characteristics of an educated person.
- **Diversity** – Cultural diversity enriches learning experiences and promotes respect and understanding.
- **Public Engagement** – EMU aspires to develop regional, national, and international partnerships that enable serving its stakeholders more effectively, while providing increased learning opportunities for students, faculty, and staff.
- **Leadership and Participatory Decision-Making** – EMU is committed to creating and supporting an environment that fosters open communication and innovative approaches to change.

- **Integrity** – The EMU community believes that integrity is critical to continued success and institutional effectiveness. The University expects and supports the highest level of personal, intellectual, academic, financial, and operational integrity within the University community.

5P1 - Directions aligned with mission, vision, and values

The University's mission and strategic direction have been established through the governance and committee structure described in Section 5C1, which ensures that faculty, staff, students, and other key stakeholders are considered and have appropriate input. Implementation involves the adoption of policies and procedures that are consistent with the University's mission and strategic directions. The process provides the continuing opportunity for learning, innovation, and improvement.

One recent example was the approval by the Board in March 2007 to include gender identity or expression in the University's nondiscrimination clauses, including the preamble of the bylaws of the EMU Board of Regents, the EMU Civil Rights policy, and the EMU Equal Employment Opportunity/Affirmative Action policy. This policy revision was developed by the Student Leader Group, which shepherded it through the Student Affairs Committee and then to adoption by the Board.

The President meets weekly with the Strategic Operations Council and also meets independently with the vice presidents and other senior administrators to discuss strategic directions. After each Board of Regents meeting, the President schedules meetings with senior administrative staff to discuss the Board meeting and critical challenges and opportunities. Information provided during these meetings may be shared with faculty and other staff members.

Eastern Michigan University has always endeavored to foster an ethical environment. In January 2007, the Board of Regents authorized the establishment of "The EMU Ethics and Compliance Reporting System." This allows any member of the faculty or staff to bring compliance and ethics issues directly to the attention of the Board of Regents.

5P2 - Future opportunities and the learning environment

Leaders guide the University in seeking future opportunities by active participation in international, national, regional, state, and local activities. Administrative leaders collaborate with faculty and communities to identify opportunities that are aligned with the EMU mission and vision. A key component is the utilization of Advisory Boards across colleges, schools, departments, and programs (Appendix A). These are composed of community experts who provide guidance and counsel related to current academic programs, possible future programs, and evaluative feedback on the success of EMU graduates.

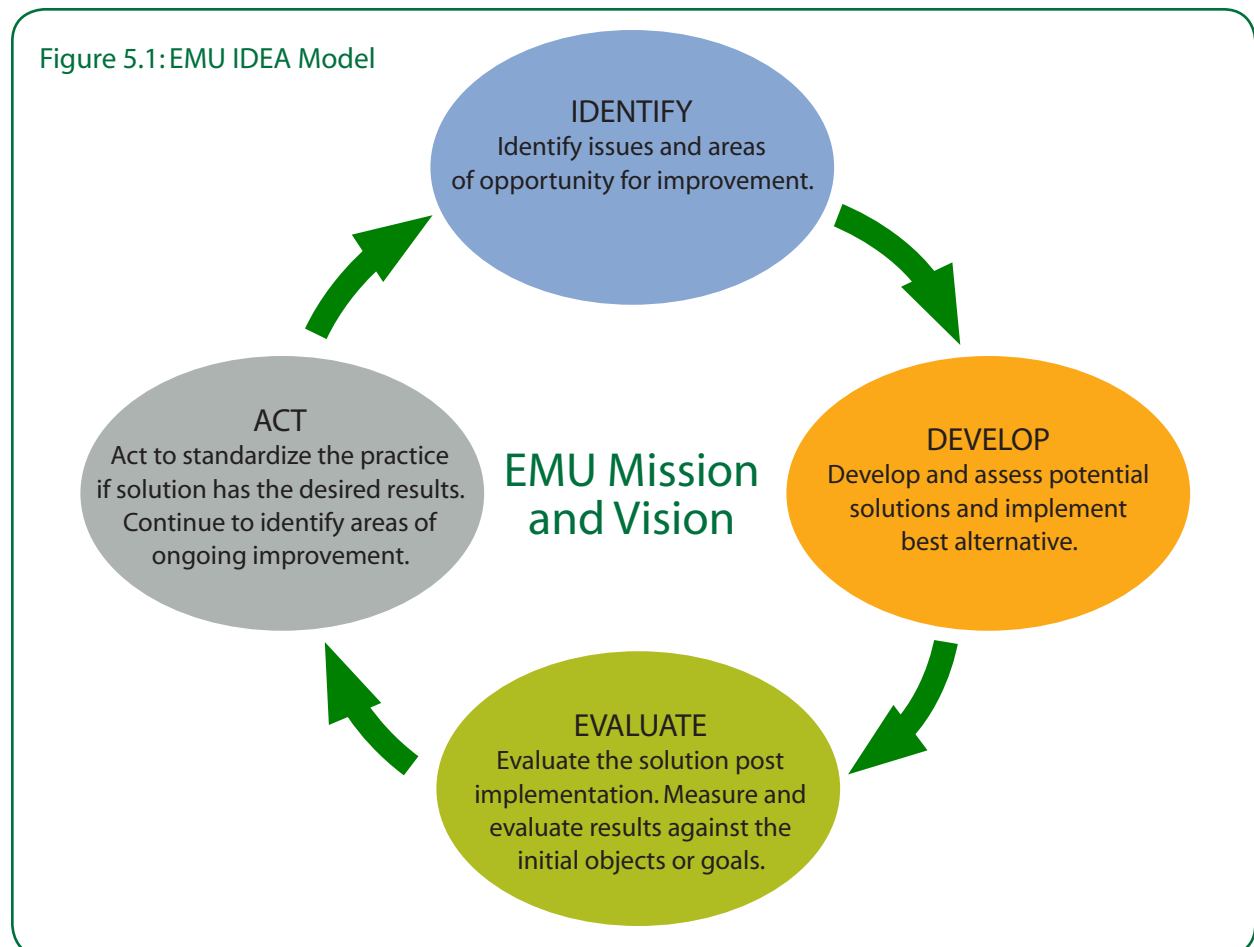
Faculty, staff, and students participate in "EMU Day at the Capitol" to advocate for resources from the State Legislature and to provide information about EMU to Legislators.

Opportunities to sustain the current learning environment and stimulate future opportunities have been provided by the Faculty Development Center, memberships/ subscriptions to professional organizations, attendance at professional conferences (37 attended The Higher Learning Commission's Annual Meeting in 2007), and subscriptions to online grant notices.

5P3 - Decision-making processes

EMU's decision-making model for institutional continuous-improvement teams is known as the IDEA (Identify - Develop - Evaluate - Act) model as depicted in Figure 5.1.

Ultimate responsibility for University operations is held by the appointed Board of Regents; University administrators (Appendix B) ultimately report to this Board and make higher-level decisions.



Prior to making decisions, information and input are collected from interested stakeholders through the use of teams, task forces, or committees; these individuals then make recommendations to the administration. Membership in these groups reflects all stakeholders and is often made up of cross-divisional members as appropriate. For example, AQIP Project Teams include administrators from different levels, faculty, support staff, and student representatives. The Teams report their findings at the Senior Administrators' meetings as part of their project closeout.

Contract language in seven collective-bargaining agreements provides guidelines for collecting input.

Decisions are made by the appointed Board of Regents and University administrators for topics related to strategy, policy, and procedures. Operational mid-level decisions are made by various administrators, such as Deans, School Directors, and Department Heads. They often seek input from faculty and staff to ensure that all relevant information is known prior to making decisions. Faculty Council and the college councils provide guidance on issues that require faculty input; their members are elected from the faculty in each department. Faculty Council also appoints faculty members to various campus committees and task-force groups. For student issues, input is sought from student government officers who are elected annually from the student body.

5P4 - Use of information in decision-making

Several key results are widely monitored. Enrollment reports showing applicants, number accepted, and number enrolled by various criteria are widely disseminated. Various reports from Noel-Levitz provide input into student recruitment and retention strategies. A number of reports are consolidated in the "Board books" that are distributed to the Board of Regents and senior leadership prior to every Board meeting. An AQIP action project is underway to establish a Balanced Scorecard Management Process, which will define EMU's formal tracking and review of key performance indicators.

5P5 - Communication among institutional levels

Demonstrating its strong commitment to shared governance, EMU uses a multifaceted approach to

improving communication between all levels of the University. Such communication is promoted through regular senior administrative meetings, verbal, written, and electronic communications from unit leaders, and broader communication among external stakeholders (Figure 5.2). Formal meetings between and among various constituencies and levels also foster communication (Figure 5.3). Mechanisms for communication and input are embedded in the collective-bargaining agreements with faculty and staff, which require a variety of standing and ad hoc committees.

Board of Regents decisions and significant updates are shared at the President's meeting with all senior-level administrators, at the weekly Strategic Operating Council, and at Provost's Council, Divisional, College, Departmental, and Student Government meetings. Many Board decisions are publicized by press releases that are sent to various media and posted on the University's web site. It is commonplace for senior administrators to hold open campus forums for students, faculty, and staff on various topics to provide updates and to solicit input from various constituencies.

5P6 - Communication of shared mission, vision, values, and institutional directions

The University is in the first iteration of a newly developed biennial strategic-planning process (Figure 8.2), which is based on a process-focused continuous-improvement model that emphasizes teamwork and communication (the IDEA model). The Institutional Strategic Planning Council (ISPC) is charged with implementing the process, which is designed to allow the University's leadership to develop strategic priorities and develop a set of University strategic directions congruent with EMU's mission, vision, and values. There is growing awareness of the need to relate the planning process with the budget-development process at the University. The Institutional Strategic Budget Council (ISBC) is to provide guidance and recommendations to the Strategic Operations Council (SOC) on the process, procedures, and development of the University budget, including reviewing historic budget and actual revenue and expenditure information, incorporating strategic planning priorities in context with the budget process, and assisting in developing the annual budget consistent with long-range financial projections based on program, enrollment, market, compensation, and other relevant trends.

Figure 5.2: EMU Communication Modes

Communication Modes	Frequency	Purpose
EXAMPLES OF PRINT PUBLICATIONS		
Echo	3 per week	Student newspaper
Exemplar	3 per year	The University Magazine of EMU
CaseNotes	2 per year	College of Arts & Sciences publication
Eastern Educator	1 per year	College of Education publication
The Edge	3 per year	The Alumni Magazine
academic newsletters	As needed	Provide news and updates
student brochures	As needed	Provide information
press releases	As needed	Provide updates and information
Emeritus Faculty Newsletter	Two per Year	Provide updates, requests for input
EXAMPLES OF ELECTRONIC COMMUNICATIONS		
EMU Today	Daily	General interest news & notes
Focus EMU	Weekly	Faculty and staff newspaper
EMU homepage	Ongoing	General EMU information
my.emich	Ongoing	EMU's personal portal. This is an official form of communication, a secure site that provides students, faculty, and staff with intranet and Internet services.
ORD Digest & web site	Ongoing	Office of Research Development newsletter and web pages
Presidential updates	As needed	News and updates
Emails	As needed	News and updates
Provost's Office Updates	Biweekly	Information on administrative meetings, as well as key activities and announcements in Academic Affairs
Enrollment reports	Weekly	Status Reports

Figure 5.3: EMU Formal Meetings

Meeting	Frequency	
INSTITUTIONAL LEVEL		
Board of Regents Committees: Athletic Affairs Educational Policies Faculty Affairs Finance, Audit, and Investment Student Affairs Personnel and Compensation	Bimonthly	Open to the public
Senior Administrators	Monthly	Senior administrators
Diversity Council	Monthly	
Continuous Improvement Operating Council	Monthly	
Institutional Strategic Planning Council	Biweekly	
ACADEMIC AFFAIRS DIVISION		
Provost's Council	Monthly	
Faculty Council	Monthly	Elected by faculty by unit

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Figure 5.3: EMU Formal Meetings (Continued)

Meeting	Frequency	
ACADEMIC AFFAIRS DIVISION, CONTINUED		
Graduate Council	Monthly	Elected by faculty
Directors, Deans, Department Heads	Monthly	
Academic Affairs Educational Environment and Facilities Planning Committee	Monthly	
Formal committees and task forces		
More than 300 college, department, and program advisory groups		
ENROLLMENT MANAGEMENT DIVISION		
Enrollment Management Operations Committee	Biweekly	Share information and strategies regarding recruitment, retention, and re-enrollment
Strategic Enrollment Management Council	Monthly	Share information regarding enrollments and challenges
STUDENT AFFAIRS DIVISION		
Strategy Council	3 times per month	Includes directors of the largest departments
Division Council	Monthly	Includes all directors and associates
Administrative Council	Monthly	Includes select technical/professional staff
Clerical staff	2 per semester	
All staff	Annual	
Student Leader Group	Biweekly	Includes leaders from all student groups
BUSINESS AND FINANCE DIVISION		
Institutional Strategic Budget Council	Monthly	

SP7 - Encouragement and development of leadership abilities

Eastern Michigan University offers diverse professional-development programs through a variety of activities both on and off campus. In addition, the campus unions provide specific programs for their memberships.

The University offers professional-development seminars using on-campus and outside experts. Examples include Office Professionals Day and an administrative breakfast featuring nationally known speakers. EMU has contracted with an external consulting firm to develop and lead an ongoing Organizational Transformation plan for institutional leaders. The process started in December 2007 with the Executive Vice President and select members of the Strategic Operations Council. The process will continue through the ranks in a systematic fashion, working with each division's leadership team. EMU is focused on leadership development that will affect, in specific measurable ways, enrollment, increases in fund raising/

capital-campaign effectiveness, employee satisfaction, stakeholder satisfaction, and student learning.

Traditional professional-development programs include travel and conference support; seminars on grant-writing; support from the Office of Research and Development for identifying funding sources and writing grant proposals; providing books on leadership topics; tuition reimbursement for employees; and mentoring by senior faculty and administrators.

The Faculty Development Center, sponsored by Academic Affairs, provides comprehensive seminars and training sessions for faculty to improve teaching effectiveness. The University often promotes faculty to department heads and deans, a practice that helps them gain leadership experience. University Communications hosts media-relations training sessions twice a semester for faculty and staff, designed to prepare them for interviews by the media. The EMU-AAUP offers fall professional-development workshops for faculty that cover details on achieving promotion and tenure.

Professional and Technical staff, as members of the UAW, can attend various professional-development seminars for officer and steward training. The Clerical and Secretarial union has a memorandum of understanding to establish a clerical-training pilot fund to make training and professional-development opportunities available to as many University clerical employees as possible.

EMU has sponsored numerous emerging leaders as American Council on Education (ACE) Fellows for an academic year of professional development at other institutions.

Faculty and staff have been nominated to participate in Leadership Ypsilanti, a training series run by the Ypsilanti Area Chamber of Commerce that introduces in detail various facets of the community (education, government, economic development, health care, etc.) and prepares the participants to become leaders within the Ypsilanti community.

5P8 - Leadership succession to ensure mission, vision, and values

The University's mission, vision, and values appear in many University documents and are reinforced by leaders in major communications. Planning for leadership succession is widely recognized as a significant challenge.

5P9 - Measurement of leading and communicating

Annual performance evaluations that reflect strengths and opportunities are gathered for all employees, but, in general, are not systematically analyzed (4P6).

An important component of the nascent strategic-planning process is to collect and analyze key performance measures associated with the implementation of each strategic initiative within each plan. Related to this are the AQIP action projects to initiate and implement a Balanced Scorecard process that will define EMU's formal tracking and review of key performance indicators. These are likely to include students/stakeholders, faculty, satisfaction, internal processes, and financial data.

5R1 - Results for leading and communicating processes and systems

As noted in 5P9, AQIP action projects exist to initiate and implement a Balanced Scorecard process, which will define EMU's first formal tracking and review of key performance indicators. The results will be included in future iterations of the systems portfolio.

5R2 - Comparative results

Comparative results are not available at this time.

5I1 and 5I2 - Improvements and targets

Improvements and targets will be addressed after data are available.