

Institutional Overview

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IO1 – Distinctive features

Established in 1849, Eastern Michigan University opened its doors as the Michigan State Normal School, the first teacher-training school west of the Alleghenies. In 1959, the name was changed to Eastern Michigan University to reflect the heightened scope and broadened level of its offerings at the beginning of its second century. EMU is now one of fifteen state-supported four-year universities in Michigan. The University's mission statement and the core principles that guide decision-making appear in Figure IO.1.

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. The EMU president reports to the Board of Regents and is the campus Chief Executive Officer. Each of the major University divisions is administered by a vice president who reports to the president. The Organizational Chart shown in Appendix B, provides additional details about campus administration and governance.

Michigan does not have a formal state-wide system integrating its 15 state universities. Each institution receives an annual funding allocation from the Legislature, competing with other state agencies and with one another for funding, capital allocations, etc. However, the university presidents and chief academic, enrollment, and business officers meet regularly. Each university also networks extensively with state executive and legislative officers.

EMU's annual operating budget is \$324,188,000. Major sources of revenue and expenditure are illustrated in Figures IO.2 and IO.3. As with many public institutions, EMU has grown more dependent on tuition/fee revenue as state appropriations have declined in recent years.

The past five years at EMU have been turbulent in terms of institutional leadership, with three campus presidents in that period. Recently, the Provost/ Executive Vice President has served as head of a four-person Executive Council comprised of the Chief Government Relations and Special Projects Officer, the Director of Charter Schools, and the Vice President for Business and Finance, in addition to the Provost/ Executive Vice President. On May 14, the Regents announced the selection of a new president.

Figure IO.1: Mission and Core Principles

Mission

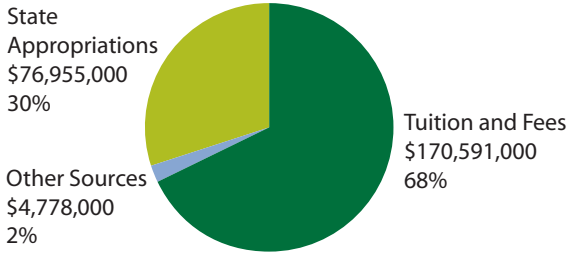
Eastern Michigan University is committed to excellence in teaching, the extension of knowledge through basic and applied research, and creative and artistic expression. Building on a proud tradition of national leadership in the preparation of teachers, we maximize educational opportunities and personal and professional growth for students from diverse backgrounds through an array of baccalaureate, master's, and doctoral programs. We provide 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.

Core Principles

- Becoming a university of choice
- Working to ensure student and faculty success
- Being passionately engaged in disciplinary and interdisciplinary pursuits
- Taking pride in our diversity as a resource for learning
- Being engaged in the community

Figure IO.2: Revenue Sources

EMU General Operating Expense Revenue FY08



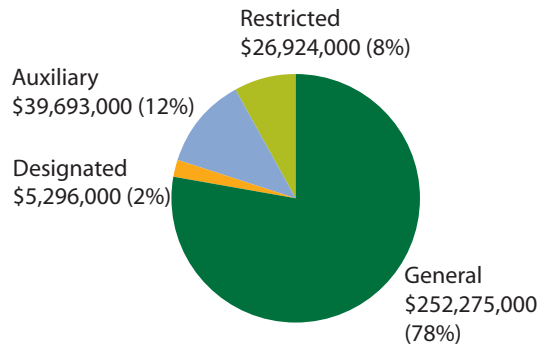
During the transition time, an earlier approach to strategic planning – the original six Strategic Directions – continued to be used as a decision-making framework for the University. In January, 2008, the Strategic Directions were reviewed, and four revised Strategic Directions formally adopted in April, 2008 (Figure IO.4). These Directions will continue to guide decision making for the University.

EMU is currently engaged in a thoughtful, evidence-based approach to campus-wide planning (8C1, 8P1). Some processes and infrastructure are in place. Environmental Scans and Economic Impact Analyses are conducted periodically. The most current such analysis is underway. EMU has an Office of Continuous Improvement and Planning, which identifies, coordinates, and supports steps towards an institutional culture of the highest educational quality.

EMU’s participation in AQIP has been extremely helpful in this regard, providing a set of anchors through which campus-wide constituents have been introduced to CI principles. Administrative, faculty, staff, and student leaders have participated in retreats, workshops, and focus groups to become informed about assessment, planning, and continuous improvement. The Continuous Improvement

Figure IO.3: Expenditures

EMU Operating Budget FY 08 (\$324,188,000)



Operating Council (CIOC) oversees CI and AQIP-related activities and identifies ways in which EMU’s engagement in CI can grow.

As indicated in the mission and Core Principles in Figure IO.1, EMU is very much of and in its community. More than 80 percent of EMU graduates remain in Michigan to live and work. Both students and faculty members contribute to their respective communities within southeastern Michigan. In fact, EMU is responsible for more than 25,000 hours of student volunteer community service annually. More tangibly, EMU’s total impact on the Michigan economy of more than \$2.8 billion for the 2002 fiscal year reflected a return of \$30 for each dollar received from the state.

IO2 – Scope of educational offerings

Founded in 1849 as a teachers’ training school, today EMU consists of a Graduate School and five colleges: Arts and Sciences; Business; Education; Health and Human Services; and Technology. 312 undergraduate majors, minors, and concentrations and more than 175 graduate-degree and certificate programs are offered. The number of degrees granted in each college in 2006-2007 is shown in Figure IO.5.

Figure IO.4: Strategic Directions – April 2008

EMU’s Strategic Directions

- Learning and Opportunity
- Service and Engagement
- Diversity and Multiculturalism
- Building for the Future

Figure IO.5: Number of Degrees Granted by College

College	Bachelor's	Post-Bac. Certificate	Master's	Post-Master's Certificate	Doctoral	Grand Total
Academic Affairs ¹	58		3			61
Arts & Sciences	1,375	47	319		2	1,743
Business	480	38	237			755
Education	448	238	364	16	16	1,082
Health & Human Services	323	65	128			516
Technology	261	7	99			367
Grand Total	2,945	395	1,150	16	18	4,524

¹ Organizational home for a few interdisciplinary programs

Also, each year between 950 and 1,000 students are enrolled in the Honors College, pursuing an enhanced curriculum comprised of interdisciplinary, discussion-based, accelerated courses developed to fulfill general education, professional core, and major requirements. Honors College students complete a community-service requirement and additional co-curricular activities in the categories of civic engagement and cultural and intellectual involvement. Students earning Honors College distinction in the major must complete a significant senior thesis or project.

EMU's newly implemented General Education Program: Education for Participation in the Global Community, is an outcomes-based curriculum and is consistent with the University's emphasis on continuous improvement (1C1, 1P1). The new curriculum is designed to prepare students for their majors and for their professional and personal lives beyond EMU. Education for Participation in the Global Community teaches students to think critically and communicate effectively, and provides an introduction to the methodologies and practices of core academic disciplines (1C1, 1C2, 1P1).

Because a university education is about more than classes, the new General Education program includes a Learning Beyond the Classroom component. Students are required to participate in extracurricular and co-curricular activities – including community service, alternative breaks, career-exploration workshops, participation in cultural and academic events, and undergraduate research to allow them opportunities to apply what they have learned in the classroom, laboratory, or studio (1C1).

Students also have an opportunity to take classes at seven off-campus locations through Continuing Education, which offers both individual classes and full programs leading to a degree. Classes are offered in face-to-face, hybrid, and online formats throughout the University. Continuing Education (CE) also offers noncredit professional-development opportunities. The Academic Programs Abroad (APA) office provides opportunities for study abroad, as well as student- and faculty-exchange programs with foreign universities. Shortened study-abroad programs are offered for credit during the winter break and in the summer.

Student support is also provided through the University Library, with more than 939,000 volumes, 175 indexes and databases, and 20,000 full-text journals. The library provides an array of resources that support teaching, learning, and research. Additional student support is provided through the Holman Learning Center (which offers mentoring and tutoring services), the Academic Project Center, and the centers for Mathematics and Writing (6C1, 6P1).

EMU's dedication to excellence in academics is reflected in the high-quality of its graduates who are making a positive impact in all areas of professional endeavor and as citizens of their communities.

In addition to institutional accreditation through the Higher Learning Commission (HLC), EMU academic programs for which specialized accreditation is available hold that accreditation in virtually all cases. Specific accreditations and certifications are included in Appendix A.

IO3 – Student base

Today's student body reflects the national trend of mature adults returning to college to continue their education and prepare for new careers in a changing society. Fall 2007 data showed an enrollment of 17,962 undergraduates and 4,886 graduate students. EMU is noted for its ethnically diverse student population. Fall 2007 student-profile data appear in Figure IO.6.

Many EMU students receive tuition reimbursement from an employer; however, firm data exist regarding only a fraction of those situations. Many times, a company reimburses the employee upon submission of grades, and does so directly to the employee. There is no interaction between EMU and the employer, and thus firm data are not available regarding how many

students benefit from these arrangements. Some additional companies and the U. S. Military contract with EMU directly to pay the costs of their students. In Fall 2007, 609 students benefitted from these arrangements.

Nearly all EMU students work in addition to pursuing their degrees. 1,810 EMU students work at on-campus jobs; 12% work more than 20 hours a week. Anecdotal, it is known that many EMU students work at multiple jobs while attending EMU.

IO4 – Collaborative relationships

EMU's dedication to community outreach and service is illustrated in the activities of its various divisions, centers,

Figure IO.6: Student Profile

Characteristic	Category	Number	Percentage
Origin	Michigan	20,266	88.7%
	Ohio	876	3.8%
	Other States	884	3.9%
	International	822	3.6%
Age Range	Under 18	372	1.6%
	18 – 21	8,260	36.15%
	22 – 29	9,072	39.71%
	30+	5,144	22.5%
Sex	Female	9,201	40.3%
	Male	13,647	59.7%
Ethnicity	Caucasian	15,271	66.8%
	African American	3,874	17.0%
	Hispanic	532	2.3%
	Asian/Pacific Islander	606	2.7%
	Native American	143	.6%
	Non-Resident Alien	822	3.6%
	Unknown	1,600	7.0%
Residence	On campus	3,248	14%
	Commuter	17,968	79%
	Fully online/satellite campus	1,632	7%
Freshman Academic Preparation	High School GPA 3.75+	194	8%
	High School GPA 3.50 – 3.74	272	11%
	High School GPA 3.25 – 3.49	351	15%
	High School GPA 3.00 – 3.24	434	18%
	High School GPA 2.50 – 2.99	729	30%
	High School GPA < 2.49	328	17%
	High School GPA Unknown	10	4%
Mean ACT Score	21.24		

institutes, and departments as well as through the dedicated work of faculty, staff, and students. These outreach and service efforts extend to various facets of community life, ranging from health and public-safety concerns to the dissemination of information and the availability of facilities (9C1). Collaboration with multiple community partners provides opportunities for Service-Learning, Internships, and Clinical Practica (9P1, 9P2).

EMU collaborates through several entities, including Accrediting Agencies; Business Collaborations; Centers and Institutes; Targeted Industry Training Grants; Research Grants and Agreements from Industrial Partners; Non-Profits; Advisory Boards and Steering Committees; Community Colleges; and K-12 districts. A sample of these is shown in Figure IO.7. See Appendix A for the entire listing.

EMU collaborates with community college partners by providing on-site degree programs as well as establishing program-to-program articulation agreements. These agreements provide community college students and counselors with guidance regarding courses that the students should complete as part of their associate's-degree program and the credits that will be required to complete a specified degree at EMU (9P1, 9P2). These articulation agreements thus provide students who ultimately

plan to obtain a bachelor's degree with a cost-effective, clearly identified path toward that goal. The agreements also establish relationships between faculty and advisors/counselors at EMU and at the partnering community colleges. As of Fall 2007, EMU had 75 articulation agreements established with 13 community colleges in Michigan and Ohio.

IO5 – Faculty and staff

Most of EMU's employees are represented by unions. These bargained-for groups are the faculty; lecturers; professional/technical; food service/maintenance/custodial; clerical; police sergeants; and police officers. Non-bargained-for employees are administrative/professional, confidential clerical, and coaches. Operating in an environment with several unions presents both challenges and opportunities. EMU's recent history includes challenging labor relations, particularly with the AAUP faculty union.

EMU employee demographics are presented in Figures IO.8 and IO.9. Faculty demographics are shown in Figure IO.10. In addition, in Fall 2007, EMU employed 420 graduate-student assistants and 1,810 student workers.

Figure IO.7: Sample of Collaborative Relationships

Partnership Entity	Type of Unit Involved	Representative Example
Accrediting Agencies	College of Arts & Sciences	American Music Therapy
	College of Health & Human Services	American Assoc. of Colleges of Nursing (AACN)
Business Collaborations	EMU Continuing Education at Foote Hospital	On-site Health Administration Program
Centers and Institutes	Center for Quality	Non-credit training
Industry Training Grants	Workforce Education	Adult Basic Ed.
Research and Agreements with Industry	Collaboration between the EMU Coatings Research Institute and the U.S. Dept. of Defense	\$1 Million Earmark to develop protective/resistant coatings for military equipment
Non-Profit Agencies	EMU Dining Services	Ypsilanti Meals on Wheels
Advisory/Steering groups	Community College Relations Board	Insight & advice on issues important to constituents
Community Colleges	Monroe Community College	On-site baccalaureate degree programs
	13 Community Colleges	75 articulation agreements
K-12	Early College Alliance	Collaborative training for high-demand health-service jobs

Figure IO.8: Employee Workforce by Employee Classification

Classification	Total
Athletic Coach	46
Administrative Professional	222
Confidential Clerical	13
Campus Police	16
Clerical/Secretarial	273
Faculty	684
Food Service/Maintenance	199
Lecturer	99
Police Sergeant	4
Professional/Technical	380

Figure IO.9: Employees by Gender within Classification

Classification	Male	Female	Total
Ranked faculty	357	326	683
Lecturers	46	53	99
Adjunct Lecturers	178	270	448
Exec/Admin/Mgr.	83	72	155
Other Professional	205	244	449
Technical	16	7	23
Clerical/Secretarial	17	255	272
Skilled/Crafts	36	-	36
Serv/Maint.	121	48	169
Grand total	1,059	1,275	2,334

IO6 – Facilities, equipment, and technology

EMU's main campus in Ypsilanti, Michigan, is situated southwest of the larger metropolitan Detroit area and includes 275 acres on the south side of the Huron River, an additional 182 acres to the west of the main campus where student residences, athletic facilities, and the Convocation Center are located, and 350 acres in off-campus holdings.

The Physical Plant at Eastern Michigan University encompasses approximately 4,500,000 square feet within 73 buildings, and includes more than 18 miles of walkways and jogging trails. Fifty-three of the buildings were constructed prior to 1970, and 31 were constructed prior to 1960. The approximate value of the deferred maintenance for campus state buildings is \$65 million, and \$45 million for auxiliary buildings. Current economic conditions in Michigan present challenges in updating these facilities and in constructing additional facilities.

EMU has not received any state funding for capital expansion or improvements since 1996. Nonetheless, it has always been the intent of the University Physical Plant "to provide an environment for education first." To support this mission, the Physical Plant strives to create and sustain an environment that promotes learning by creating state-of-the-art facilities, while at the same time respecting EMU's history by adapting and implementing preservation techniques on its older structures.

Figure IO.10: Faculty by Rank

Rank	Number
Professor	325
Associate Professor	175
Assistant Professor	172
Instructor	11
Full Time Lecturer	99
Total	782

Despite the financial challenges, the University has made several major capital improvements since 2005, including the construction of a new \$35M Student Center, a \$4.7M improvement to the McKenny building (the former student union), a \$5M improvement to Downing Residence Hall, and a \$2.5M preservation project on Pease Hall (auditorium). Furthermore, \$900,000 were spent in FY07 on classroom renovation, including both physical aspects and instructional-technology improvements.

Upcoming projects include a \$100M addition and renovation to the Mark Jefferson Science Complex (the largest capital improvement project ever undertaken at EMU), a \$57M addition to the Pray-Harold classroom building, and a \$34M renovation to Strong Hall, a science building. Obtaining state appropriations for these remains a challenge.

Technological Improvements have resulted in 41 computer labs, seating 1,258 students. An additional

16 computer classrooms provide 293 seats. At this time, 42 buildings (including all classroom buildings) have wireless networks.

Safety and security concerns have been paramount at EMU, especially since December 2007. Measures taken include physical upgrades (cameras, swipe card-based security systems, and re-keying buildings and rooms), safety programs and forums, additional emergency-assistance stations, and developing and implementing protocols for rapid communication regarding safety concerns to the entire campus community.

IO7 – Competitive Institutions

EMU competes for students with regional community colleges, public comprehensive and research universities, private institutions, various providers of non-credit continuing education, and for-profit institutions. Figure IO.11 identifies key competitors in these categories.

It should be noted, however, that EMU considers the community colleges its partners as much as competitors. As noted earlier, many students transfer to EMU from a community college (or less frequently,

from another comprehensive university). Indeed, students who would not otherwise consider a four-year degree to be a realistic goal often begin their studies at a community college and transfer to EMU. The greatest challenge in working with the community colleges is the increasing competition from other comprehensive universities, who are also attempting to recruit their students.

IO8 - Opportunities and challenges

Figure IO.12 presents key opportunities and challenges for EMU.

Figure IO.11: Key Competitors

Type of Organization	Key Competitors
Community Colleges	Washtenaw Community College Oakland Community College Schoolcraft Community College Henry Ford Community College Wayne Community College
Public Comprehensive Colleges	Michigan State University Wayne State University Central Michigan University University of Michigan – Ann Arbor Oakland University Grand Valley State University University of Michigan - Dearborn
Private Institutions	Madonna University University of Detroit - Mercy
Non-Credit Continuing Education	Baker College Davenport College Area Community Colleges
For-Profit Institutions	University of Phoenix

Figure IO.12: Opportunities and Challenges

Key Institutional Opportunities	Key Institutional Challenges
High levels of regional need for an educated workforce in areas of EMU programming (e.g., technology; health care; business)	Forming an effective and forward-looking leadership team
Establishing a campus culture that understands and welcomes continuous-improvement principles and practices	Ensuring that vital and mission-critical academic programs are not weakened by budget challenges
The need for workforce education/career redirection programs for former industrial employees	Improving relationships between the faculty and the administration
Initiation of a comprehensive fund-raising campaign	The anemic Michigan economy, and a declining population and tax base in Michigan
An integrated branding campaign focused on the theme of "EMU - Education First"	Decreasing new-student enrollments, and low rates of continuing-student retention
Planned capital investment in Science Complex, renovation of Pray-Harrold	Decreased state funding for higher education
Increased trend toward collaboration across University divisions	Backlog of deferred maintenance on state and auxiliary buildings
Strong record of receiving federal-earmark grants	Recent negative media related to student death and institutional response
Renewed commitment to campus safety and security	Recent hiatus in strategic planning as a consistent practice across campus