

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS
OFFICE OF THE INTERIM PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS
INTER-OFFICE MEMORANDUM

TO: University Strategic Planning Committee

FROM: Michael Harris, Interim Provost and Vice President
Academic Affairs

SUBJECT: **DIVISION STRATEGIC PLAN**

DATE: June 8, 2001

Attached please find a copy of the Academic Affairs Strategic Plan.

The strategic planning process involved determining what the Academic Affairs Division does best and matching that with opportunities from the greater society. As opposed to traditional planning, strategic planning necessitates an external and internal perspective. When we began to develop the Academic Affairs Strategic Plan, we kept in mind these guiding principles of strategic planning, in addition to the following four principles:

- To allow an atmosphere for creative thought, we would make it clear that absolutely any topic related to the Division was open for discussion.
- We wanted to engage as many faculty, administrators and staff from the Division as possible, encouraging them to participate fully in this important project.
- We wanted to ensure that the Divisional plan would represent the thoughts of the Division, but also reflect the ideas brought forth in the college/administrators unit plans and address their diverse needs.
- The plan would be given the highest priority and be completed in a timely manner.

I believe that all of these principles have been met. The plan is the culmination of six months of hard work by the leadership, staff, and faculty of the colleges and other academic units, the DAC and the Division leadership.

In preparing this plan, we closely followed the University Strategic Planning Committee's Planning Guidelines (dated February 9, 2001). The development of this plan has been an open and collaborative process that involved significant communication with academic departments, colleges, units, faculty, and staff at each critical stage. Faculty Council has provided formal review and comments that were incorporated in the plan. We have also collaborated with crosscutting committees.

We have explicitly followed the required formats for the Strategic Plan and Strategic Initiatives as outlined in the guidelines, including ranking the strategic initiatives in priority order. We did, however, find it very difficult to rank the initiatives for several reasons:

- Many of the initiatives depend on collaboration and decision-making at other levels beyond the Division. For example, the technology initiative involves decision-making at the university level. Other initiatives will require working with other divisions for their implementation.
- Several of these initiatives are not mutually exclusive. They are interdependent, which means that if we have resources to accomplish one initiative, other initiatives will logically flow with it.
- Some initiatives require immediate resources, while others will be spread out over a longer period of time (i.e. hiring faculty).
- Regardless of priority, we will immediately implement any initiative that doesn't require financing.

Due to these conditions, we found it more logical to group the initiatives into three priority groups. We have also tried to prioritize the actions within each of the ten initiatives in the plan. These priority groups are as follows:

Priority A

- Enhance the Academic Experience
- Expand and Support the Faculty

Priority B

- Technology Plan (Note: As the Division debated grouping initiatives into priority categories, the assumption was made that the urgent and dramatic technology needs will be addressed by the ICT initiative and CIO, which is why this item is a "B" priority)
- Curriculum Development
- Improve the Climate for Research
- Increase the Administrative and Support Staff

Priority C

- Improve Divisional Services
- Marketing and Public Engagement
- Improve the Physical Learning Environment
- Insure Diversity and Inclusion

The Academic Affairs Strategic Plan is arranged in three sections:

- I. Division strategic plan
- II. Division level strategic initiative plans
- III. College and academic unit strategic plans

These three sections are attached. In addition to hard copy, the college and academic unit strategic plans (Section III) are available on the Academic Affairs Division home page of the Academic Affairs strategic planning website (www.emich.edu/aa/sp).

We're delighted that we were able to meet the planning committee's June 8 deadline for the submission of this plan. If you have any questions or concerns, please contact me or Brian Hoxie, the division's strategic planning coordinator.

Attachments:

1. Division Strategic Initiatives with Associated Academic Unit Initiatives
2. Academic Affairs Division Strategic Plan Coordinating Draft

Division of Academic Affairs STRATEGIC PLAN 2002-07

Introduction

The Division of Academic Affairs is the heart of the University.

It is by far its largest unit, expending over half of the institution's operating budget. Its five colleges comprise 37 academic departments; as well as major service units such as Extended Programs, Graduate Studies and Research, the Halle Library, the University Honors Program, the Office of Undergraduate Studies, the Office of Assessment, and numerous interdisciplinary programs, centers, institutes, and faculty development units.

The Division's strategic planning process occurred in three phases: First, each of the colleges and academic subunits organized its unit-level planning structure, conducted an internal assessment, developed goals and objectives, and completed a draft plan. Concurrently, the Deans Advisory Council (DAC), acting as the divisional planning committee, developed divisional goals and objectives, which were finalized during a DAC retreat in mid-March. In the second phase, Academic Affairs held a division-wide retreat to coordinate unit plans with the divisional plan. Over 350 actions were analyzed, consolidated, and refined to the current ten Academic Affairs strategic initiatives. Meanwhile, academic unit plans were refined with input from college faculty councils, and the divisional plan was further refined. During the final phase, the Academic Affairs coordinating draft strategic plan was provided to Faculty Council, the President's cabinet, and the university community for review and comment. Appropriate feedback was incorporated into the final plan.

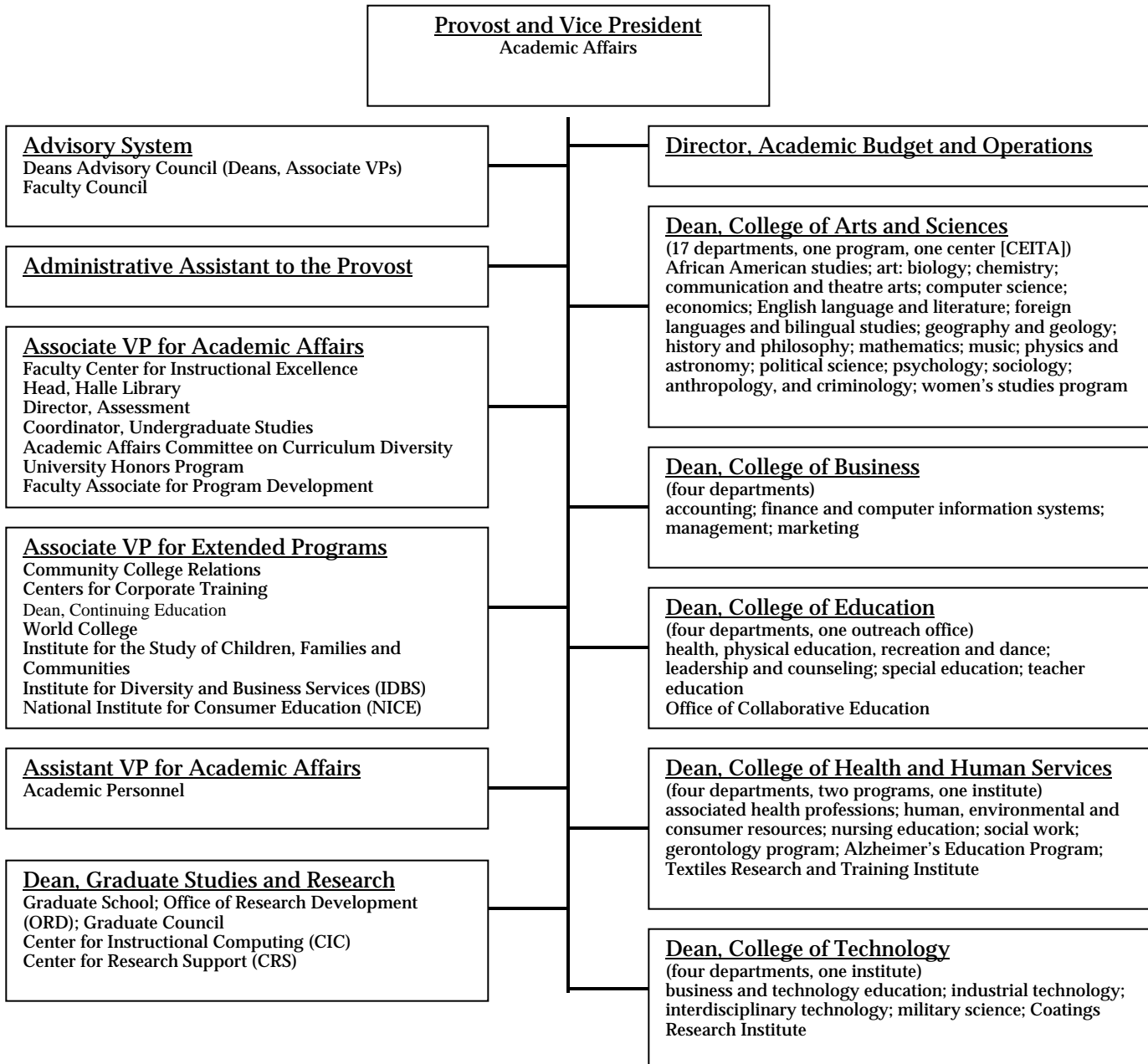
The planning process involved hundreds of administrators, faculty, staff, students, and external stakeholders. It occurred at a time of institutional introspection, as all units had recently completed their ten-year NCA self-studies. Thinking about institutional change was also stimulated by major transitions in institutional leadership, the introduction of new doctoral programs, widespread faculty retirements, and the infusion of many talented new faculty. Large cross-disciplinary committees engaged in active debate about the institution's mission and values. Individuals both from within and outside the University freely discussed their perceptions of the EMU's strengths, challenges, opportunities, and threats.

It is in this context that we present below the most urgent challenges faced by the Division of Academic Affairs, and the initiatives we propose to address them. We understand that strategic planning is a necessary and continuous process; that it is convulsive at first but grows easier with time; and that many important initiatives will take time and new resources to accomplish. Nevertheless, we are pleased to have begun the process, and confident that EMU's many institutional strengths and committed people will be a sufficient resource to sustain us as we design and create ourselves anew.

EASTERN MICHIGAN UNIVERSITY

Division of Academic Affairs

Organizational Structure April 30, 2001



ADMINISTRATIVE UNIT STRATEGIC PLAN

Division of Academic Affairs
Administrative Unit

June 8, 2001
Date

Signature of Vice President

I. Division of Academic Affairs Description

As the organizational chart on page 2 demonstrates, the Academic Affairs Division, the largest in the university, consists of five colleges (College of Arts and Sciences, College of Business, College of Education, College of Health and Human Services, College of Technology) and Graduate Studies and Research, whose chief administrative officers report to the Provost and Vice-President for Academic Affairs.

Also reporting to the Provost are the Associate Vice President for Academic Affairs, the Director of Budget and Operations, the Associate Vice President for Extended Programs, the Assistant Vice President for Academic Affairs., and the Director of Planning, Data Analysis, and Publications. Reporting to the division's deans and associate vice presidents are the Head of the Halle Library, the Faculty Associate for Program Development, the Coordinator of Undergraduate Studies, and directors of the University Honors Program, Assessment, Center for Research Support, Center for Instructional Computing, the World College, the Office of Research Development, Community College Relations, Women's Studies, and various programs, centers, and institutes.

The division's budgeted FTE for 2000-01 is 1570.49 positions, including 726 ranked faculty positions, 177 lecturers, and 76 APs. The remainder are graduate assistant, student help, PT, clerical, and maintenance positions. The total budget for the division in 2000-01 is \$96,103,028, of which \$11,431,029 is for operating expenses. The remainder goes to salaries and fringe benefits.

The Provost and Vice President for Academic Affairs is the chief officer of the division, reporting to the President. As a member of the Cabinet, he meets regularly with the President; the Vice-Presidents for Business and Finance, Enrollment Services, Student Affairs, and University Relations; the Chief Information Officer; the executive directors of Intercollegiate Athletics, University Marketing and Communications, and University Planning Budget and Analysis; the University Attorney; and the Senior Executive for Presidential Initiatives. The Associate Vice President for Academic Affairs is the second ranking academic affairs officer.

II. Division of Academic Affairs Vision, Mission, and Goals

Vision

Eastern Michigan University's Division of Academic Affairs promotes learning, discovers and applies knowledge, and engages various constituents in mutually beneficial partnerships for learning, research and service.

To accomplish this vision, Eastern Michigan University's Division of Academic Affairs intends to:

- Focus significant energy toward preserving and enhancing the quality of undergraduate education.
- Support a wide range of research, creative, and scholarly work.
- Develop strategies to effectively engage local, national and international communities.
- Remain fully committed to a holistic approach to student development.

Mission

The Eastern Michigan University Division of Academic Affairs:

- Promotes learning
- Discovers and applies knowledge
- Engages the community in mutually beneficial partnerships for learning, research, and service

Goals

GOAL 1. Strengthen undergraduate programming.

- a. Develop a process that facilitates transfers, effectively serves transfer students, and strengthens relationships with key two- and four-year institutions.
- b. Enhance and refine efforts to improve undergraduate student success.
- c. Define and pursue a strategic program mix that delivers diverse, contemporary curricula.
- d. Select and invest in academic programs of excellence.
- e. In collaboration with the other university divisions, define and pursue a manageable enrollment growth plan and associated structure.
- f. Reinforce our commitment to serve traditional and nontraditional students with learning opportunities and support services on campus, at regional centers, and via distance education.
- g. Maintain and continually refine a well-rounded general education curriculum that offers a sound liberal arts base including an exploration of diversity.
- h. Incorporate practical learning experiences into academic programs.
- i. Define and pursue a capable student body that reflects the diversity of our region.
- j. Pursue increases in merit-based financial aid.
- k. Increase mentored research opportunities for undergraduates.
- l. Constantly monitor and continue to improve collaboration and communication with the Divisions of Enrollment Services and Student Affairs.

GOAL 2. Strengthen graduate programming and research.

- a. In collaboration with other university divisions, define and pursue a manageable graduate enrollment growth plan and associated structure.
- b. Strengthen an institutional culture that supports a research agenda consistent with doctoral-level status.
- c. Define and pursue a strategic graduate program mix that delivers diverse, contemporary curricula.
- d. Strengthen current certificate and doctoral programs and selectively develop new programs in response to the needs of the region and state.
- e. Select and invest in graduate academic programs of excellence.
- f. Reinforce our commitment to serve traditional and non-traditional graduate students with learning opportunities and support services on-campus, at regional centers, and via distance education.
- g. Increase the number and amount of graduate assistantships and fellowships.
- h. Emphasize a balance between traditional liberal arts programs and outstanding applied master's programs
- i. Assess and improve the academic quality of admitted graduate students.
- j. Incorporate practical learning experiences and more opportunities for research into graduate academic programs.
- k. Enhance and refine efforts to enhance graduate student success.

GOAL 3. Recruit, retain, and develop excellent faculty

- a. Strengthen an institutional culture that supports a research agenda consistent with doctoral-level status.
- b. Define and continue to improve faculty mix, diversity, size, and composition to meet program development needs.
- c. Provide faculty development in such areas as instructional effectiveness and scholarly/creative activities. Emphasize globalization and the use of technology in instruction.
- d. Link faculty recruitment and development to program goals.
- e. Raise faculty capacity to link scholarship to local and area needs, building on and generating cooperative relationships.
- f. Develop an appropriate balance of tenure track faculty for the university's range of undergraduate and graduate programs and research initiatives; complement the regular faculty with full and part time lecturers.
- g. Increase the total number of tenure-track faculty positions by at least 100.

GOAL 4. Expand and improve public engagement.

- a. Encourage faculty to link scholarship to local and area needs, building on and generating cooperative relationships.
- b. Support faculty and students as they pursue research, scholarship, service learning, and artistic activities throughout the university community, our region, and the world at large.
- c. Expand credit and noncredit learning opportunities that support work, personal enrichment, and citizenship.
- d. Cultivate and expand external relationships with alumni, friends, foundations, corporate partners, and the business community to support academic programs, initiatives and priorities.

- e. Establish EMU as a focal point for community engagement and cultural contributions through the fine and performing arts.
- f. Support institutes and centers with capacities in research, technical assistance, and training that are responsive to local, regional, and national needs.
- g. Implement a formal plan for publicizing Eastern's academic strengths and accomplishments.
- h. Involve advisory boards in program development and refinement.

GOAL 5. Promote diversity and inclusion.

- a. Recruit, develop, and retain a faculty, staff, and student body that reflects the diversity of the region and the nation.
- b. Provide a safe, supportive learning and work environment that fosters the positive exploration and understanding of diversity in age, gender, race, ethnicity, nationality, sexual orientation, handicapping conditions, and religion.
- c. Infuse diversity into the curricula.

GOAL 6. Enrich global and multicultural perspectives.

- a. Incorporate global and multicultural perspectives into the general education curriculum, undergraduate programs and, where appropriate, graduate programs and certificates.
- b. Promote and support global perspectives in learning and research, e.g. foreign businesses, public agencies, non-governmental organizations, and educational institutions.
- c. Make study-abroad, experiential learning, and academic service-learning opportunities available to students of diverse backgrounds.
- d. Establish administrative processes and programs that are hospitable to and provide service and support for international students.
- e. Cultivate and develop partnerships with multicultural groups, international agencies, and global corporate entities throughout the region.

GOAL 7. Improve organizational effectiveness.

- a. Pursue continuous improvement by increasing administrative unit effectiveness and implementing academic program review.
- b. Pursue divisional budget flexibility.
- c. Explore consolidating learning support activities to enhance learning outcomes.
- d. Implement seamless student advising from admission through placement.
- e. Develop an internal capacity for institutional research that meets divisional data needs.
- f. Pursue the necessary resources to build and maintain state-of-the-art facilities.
- g. In collaboration with other divisions, ensure the university has a high quality technology infrastructure and delivery system incorporating both e-business and e-learning capacities.
- h. In collaboration with human resources, provide increased staff development opportunities.
- i. Utilize technology to promote innovation and identify best practices.
- j. Coordinate and implement academic success programs for all students.
- k. Constantly monitor and continue to improve collaboration and communication with other University divisions.

- I. Develop resources and infrastructure to support an increased volume of sponsored projects, e.g. indirect costs, compliance officer, matching funds, REF, post award support.

III. External Analysis¹

- A. EMU is located in a major metropolitan area in southeastern Michigan, an area with a population of approximately 4.8 million people (roughly half of the total state population) projected to increase to more than 5 million by 2005. (ES)
- B. With annual fluctuations, Michigan high school graduates will increase by 4% between 1998 and 2010. Ohio graduates will decrease 0.8%. (ES)
- C. Demand for teachers in all fields will remain high in Detroit, and will remain high regionally and nationally for teachers of special education, bilingual/ESL, secondary mathematics and the physical sciences. (ES)
- D. Increasing numbers of EMU students will be women, part-time, working, and technologically able – factors likely to influence support services, delivery systems, and curriculum development. (ES)
- E. Both internal and external stakeholders identified significant institutional barriers for students wishing to transfer to EMU – especially students from community colleges and those who complete general education at another four-year institution. (SCOT)
- F. EMU's six-year graduation rate is slightly more than 33%, among the lowest of Michigan public universities. (PD)
- G. Both internal and external constituents cited a need for more off-campus programming, distance education, interdisciplinary programming, and more teachers and other education personnel. (SCOT)
- H. Six of the ten fastest growing occupations in Michigan until 2006 will be computer related. The fields in which growth of 50% or more is expected are: computer sciences (119%), computer engineers (86%), systems analysts (82%), electronic pagination systems (78%), computer support specialists (70%), and database administrators (67%). (ES)
- I. The demand for graduate certificates and applied master's degrees is expected to increase by 25% in the next several years. (ES)
- J. Nationally, graduate full-time enrollments are expected to increase by 12.1% between 1997 and 2010 and part-time enrollments are expected to increase by 17.9%. (ES)
- K. There is a need in southeast Michigan and the region for select doctoral programs that are innovative, applied, and/or interdisciplinary. (ES, DAC)
- L. In current practice, institutions in Michigan with significant doctoral programming receive higher per-student funding than EMU. (F)

¹ In the external and internal analyses, we have identified the source of the statement as follows: ES = Environmental Scan; SCOT = SCOT Analysis; F = factual at time of writing; DAC = opinion of the Deans Advisory Council.

- M. Both external and internal stakeholders identified a need to expand graduate programs in business and technology. (SCOT)
- N. Ann Arbor/Ypsilanti east along the M-14 corridor is the fastest growing area for research centers in Michigan, particularly in the life sciences and microelectromechanical (MEMS) systems. The state of Michigan is investing \$100 million per year from its share of the tobacco settlement in creating a Life Sciences Corridor. (ES)
- O. Students are increasingly consumer oriented and expect timely, high-quality service. (ES)
- P. The demands are growing for lifelong learning, e-learning, and continued education deriving from rapid job changes, an evolving employment market, and increased longevity. (ES)
- Q. Changes in business practices mandated by the federal government and consumers increasingly require e-business and m-commerce capability. (ES)
- R. External constituents identified a need for better linkages with the community, including more cultural events open to the public. (SCOT)
- S. External constituents indicated that EMU should provide research and training capacities to address community and business needs. Both external and internal stakeholders cited opportunities to increase partnerships with external constituencies, especially corporations, business, nonprofit agencies, service organizations, schools, community colleges, and local municipalities. (SCOT)
- T. EMU is situated in one of the most culturally diverse metropolitan areas in the U.S. The current and projected influx of immigrants into the metropolitan area, especially those whose native language is not English, presents programming opportunities and challenges. (ES)
- U. Sixty percent of EMU's students are women – one of the largest proportions of female students in Michigan or the MAC. Nearly 16% of EMU students are African American, 2% Asian, 2% Hispanic, and 1% Native American. Women make up 38% of the faculty – highest in the MAC. One faculty member in 7 (16%) is a minority person. (F)
- V. U.S. News and World Report cited EMU in its annual “America’s Best Colleges” edition for its commitment to diversity. EMU ranked 12th among institutions in the Midwest and was one of only 4 public institutions to earn this distinction. (F)
- W. Many constituents view the campus as one that values diversity, is student-oriented, provides a friendly environment for living and learning, and is conducive to student learning. (SCOT)
- X. Michigan is the nation’s fifth largest exporter. The top 3 destinations for Michigan products are Canada, Mexico, and the United Kingdom. Canada’s largest world trading partner is Michigan. The state exports more in value and volume to its NAFTA trading partners, Canada and Mexico, than any other state. Japan leads in number of operations in Michigan, followed by Germany, Canada, the U.K., and France. (ES)
- Y. Most of EMU’s international students come from southeast Asia. Top sending countries, in order, are China, India, Thailand, Taiwan, Korea, Japan, and Malaysia. Most international

students enroll as graduate students. There is a significant unmet need for higher education throughout the world that can be addressed in part through distance education. (F)

IV. Internal Analysis

A. Strengths

1. In March 2001 EMU was fully accredited by the North Central Association (Higher Education Commission) through 2010, and its affiliation status was changed to allow offering additional doctoral degrees. Also during FY2001 the Board of Regents approved two new Ph.D. programs, in Clinical Psychology and Technology, raising the visibility of EMU and setting the stage for a Doctoral/Research Intensive Carnegie ranking. (F, DAC)
2. Eastern Michigan University has a new president, three new vice presidents, a newly appointed Chief Information Officer, and three new college deans. These appointments, added to a highly experienced group of senior administrators, insure strong executive leadership at EMU for the foreseeable future. (F, DAC)
3. A large infusion of new faculty is well underway, and will continue for the next ten years. Their energy and new areas of expertise, in combination with Eastern's highly capable and experienced senior faculty, will strengthen our ability to develop new academic programs and research capability in areas of need. (F, DAC)
4. Eastern Michigan University's heritage as a teacher-training institution remains strong: for the past decade, EMU has led all other universities in the production of educational personnel. (F)
5. In FY2001 multiyear agreements were concluded with the AAUP and EMULOC, the newly established lecturers' union. We have a committed, hard-working, stable faculty, including world-class scholars. (F, DAC)
6. Divisional leaders are trusted and respected by faculty, and are sincerely committed to students and to improving the quality of divisional services. (DAC)
7. Student satisfaction with faculty and academic programs is high, according to the NCA site visit team and an ETS graduate program assessment survey conducted in fall 1999. (see reports cited)
8. The Undergraduate Research Symposium, now in its 21st year, and the Graduate Research Fair, introduced in 1999, are successful annual events, showcasing student research and creative projects. (DAC)
9. The recent introduction of new technologies, including Degree Navigator and imaging, has significantly improved our advising and admissions processes. (DAC)
10. EMU is ideally situated in the center of a large population area, with major industries and along the Life Sciences Corridor. Undergraduate enrollments are expected to remain stable at least through 2007. We have a successful reciprocity agreement with the state of Ohio. EMU has one of the largest graduate programs in the U.S., with 5400 students and 80 graduate degree programs from the certificate and master's levels through the Ph.D. (ES)

11. Applications from international students have increased significantly: we have a large and growing cohort of international students from many countries who attend full-time, live on campus, and contribute to the cultural diversity of the University. (F)
12. Recent progress in distance learning and continuing education enables us to reach new markets, stimulate new program development, and improve quality. We are discovering new student markets and programming possibilities with the growth of new satellite centers in Detroit and Livonia and projected expansion into Livingston County. (F)
13. We have a state-of-the-art library and new or renovated facilities for the College of Education, the College of Health and Human Services, and Extended Programs. (F)
14. The recent realignment of Academic Human Resources has given the Division greater control over its deployment of faculty and staff. (DAC)
15. New collaborations with external stakeholders have been developed throughout the Division: five double-degree programs with universities abroad; the Small Business Development Center; community focus groups developed through the Institute for the Study of Children, Families, and Communities; partnerships with area schools and school districts; Academic Service Learning; the Textiles Research and Training Institute; the Center for Environmental Information Technologies and Applications; and others. (F)
16. A completely revamped program-review process has been completed that will improve current offerings and enable strategic decisions on proposed new courses and programs. (F, DAC)
17. Significant improvements have been made in the approval process for new and revised courses and programs, accelerating process time and providing better and faster input by all affected units. (DAC)
18. The First-Year Experience has been enriched by improvements in orientation and on-going orientations (AADV 177 and 179), interdisciplinary and special-topics course offerings, and Freshman Interest Groups (FIGS). (DAC)
19. The University Honors Program has been a major force in improving the quality of the undergraduate student body, and in increasing the amount of service EMU students provide to the community.

B. Weaknesses

1. The Division has keenly felt the absence of an institution-wide technology plan. Funding for multimedia and other instructional equipment, faculty and staff computers, computing labs, network services, and technical support is inadequate and largely ad hoc. What funding is available has been cobbled from instructional equipment and SSM budgets, creating new shortfalls in these areas. No master plan or permanent funding source exists for systematic replacement of instructional technology. Faculty computers need to be replaced every three years and additional modem lines are needed for off-campus dial-in. State-of-the-art instructional and research equipment is needed to prepare students for today's jobs and to attract capable students and faculty to the

institution. Lack of e-business and m-commerce capability limits the Division's outreach and service to domestic and international stakeholders. (DAC)

2. Seventy-five percent of all undergraduate students and 80 percent of graduate students attend part-time. Many are also employed full-time and have family responsibilities, making it difficult to create a community of scholars, to strengthen academic requirements, and to attract audiences to lectures and cultural events. Eastern's laudable outreach to part-time and nontraditional students creates additional challenges: effective advising, adequate and convenient parking, campus safety, time and frequency of course offerings, and so on. Little money is available for lecturers and seminar speakers on academic subjects. Campus Life (General Fee) funding for speakers favors undergraduate tastes and nonintellectual topics. (F, DAC)
3. At EMU only 726 tenure-track faculty serve 24,000 students (at a comparable institution, the University of Wisconsin – Milwaukee, 1200 faculty serve approximately the same number). As a result, EMU relies heavily on adjunct faculty for instruction: in FY2001 they taught 37% of all courses. In some departments, they were responsible for 60%-70% of General Education courses. Many faculty members have been released from teaching to perform badly needed administrative functions, exacerbating the faculty shortage. (F, SCOT, DAC)
4. A long-standing institutional policy of limiting personnel costs to 75% of the operating budget has created severe staff shortages that have hampered our ability to fulfill our divisional mission. Three badly needed administrative positions (Director of Women's Studies, Coordinator of Undergraduate Studies, and Director of the Faculty Center for Instructional Effectiveness) are currently unfunded. There is an urgent need in the Academic Affairs Division alone for 31 FTE professional/technical positions (for lab supervision, field experience oversight, technicians, network administrators, academic advisors, database managers, and grants administrators) and 7.5 clerical/secretarial positions. The total need is much greater. (SCOT, DAC)
5. The Division needs to improve its collaborative activity with functions that directly affect the quality of education but are organizationally located outside the division's direct control: admissions, records and registration, academic advising, the Holman Learning Center. The Division needs to work cooperatively with the Physical Plant to improve maintenance of classrooms, instructional facilities, and research laboratories and to address urgent deferred maintenance including the renovation of the Pray-Harold building and new buildings for the sciences, technology, and performing arts. (SCOT, DAC)
6. The Division faces serious challenges in the areas of retention and the transfer process. Improvements are needed in academic advising, the General Education curriculum, articulation of course equivalencies, and efficient tabulation of transfer credit. A major articulation and communications effort with regional community colleges is needed. (SCOT, DAC)
7. The absence of strategic planning, poverty of statistical data, and the inactivity of academic program review for the past five years have inhibited quality improvement and limited our ability to reallocate resources strategically. Many degree programs lack plans for improvement. Venture capital tied to program review is needed for program improvement and new program development. Curriculum revision and new curriculum development must keep pace with rapidly evolving workforce needs. (SCOT, DAC)

8. The Division's best programs suffer from low visibility; EMU does not appear in national ratings and rankings. Marketing of academic programs and divisional strengths is unfunded. (F, SCOT, DAC)
9. Financial assistance is inadequate to attract full-time graduate students, who constitute only 20% of the total graduate student population. Graduate Assistant stipends are well below average and inadequate to attract outstanding students in competitive fields. Graduate Assistants must supply their own health insurance coverage. The number of General Fund G.A. positions (350) is grossly inadequate, and represents only 8% of degree-enrolled students, compared to 25-50% at comparable institutions, which typically fund 800-1200 G.A. positions. (F, SCOT, DAC)
10. The academic quality of admitted students is low. At the undergraduate level, according to the NCA site visit team, EMU is very nearly an open-admissions institution. At the graduate level, entering GPA data are unavailable; many programs do not require standardized test scores; and half of all graduate programs accept 100% of all applicants. Few departments have either a budget or a plan for marketing, recruitment, and conversion. (F, SCOT, DAC)
11. Diversity of points of view, backgrounds, and outlooks is critical to learning. Although the Division's faculty, staff, and student body are fairly diverse as a whole, some employee classifications, departments, and individual programs are not. (SCOT, DAC)
12. A heavy (12-hour norm) teaching load, faculty workload expressed in terms of instructional productivity, limited funding for faculty development, and extensive service and research commitments – all limit the time faculty have to advise and mentor students and to provide interdisciplinary learning experiences. Most programs require very little writing, and few master's-level graduate students complete master's theses. Funding to support student research is extremely limited. (SCOT, DAC)
13. Faculty who wish to pursue sponsored research opportunities encounter institutional barriers and minimal or nonexistent post-award support at the department and college levels. Few incentives exist (promotion/tenure, indirect cost recovery) for faculty to pursue external funding opportunities. Department heads are not permitted to retain faculty salaries offloaded to grants. The Matching Fund has not been increased in 12 years, during which time external funding has more than doubled. A major budget cut to the Research Excellence Fund has not been restored. Funding is limited for creating new centers and institutes, which drive 70% of all external funding. Start-up funds for new faculty are available only in some of the sciences, and are typically 10-25% of competing offers. Funding for new and replacement scientific equipment and instrumentation has been siphoned off to pay for instructional and communications technology. (SCOT, F, DAC)
14. Divisional operations require restructuring for greater efficiencies, including the collection and Web-based availability of institutional data for program improvement, transparent budgeting, and strategic deployment of limited resources. Divisional budgets at the local level require greater flexibility across lines. Venture capital for new initiatives depends upon faculty salary recoupment, an uncertain and volatile source. Departments will be motivated to pursue grant opportunities if they are permitted to retain faculty salaries offloaded onto grants. (SCOT, DAC)

15. **Funding for operating budgets throughout the Division has not kept pace with inflationary increases. Funding for faculty travel is inadequate, averaging \$250 per faculty member in Arts and Sciences. Across-the-board SSM increases tied to inflationary growth are needed on an annual basis. (F, SCOT, DAC)**

V. Executive Summary of Proposed Division of Academic Affairs Strategic Initiatives

STRATEGIC INITIATIVES

To achieve its goals (listed in Section II above), the Division of Academic Affairs proposes 10 major Strategic Initiatives. Many of the strategies proposed under these initiatives can and will be implemented without a need for additional resources. In the 10 divisional initiatives below we have emphasized those that require additions to the divisional base budget and/or those that require collaborative support from other divisions.

1. **Develop and implement a comprehensive plan for instructional technology. This initiative supports University Directions 1.h, i; 2.e; 3.d; and 6.a, d, e, f, g. It also supports the strategic initiatives of the crosscutting committees as follows:**

- Information and Communication Technology Initiatives V, VI, and VII
- Undergraduate Experience Initiative VI
- Graduate Experience Initiatives I and III

It allows the University and Division to be measurably more effective in the next 5-7 years because it fulfills the University mission to provide an “exceptional learning environment” and makes the University more attractive to prospective students and faculty.

2. **Provide enough qualified faculty to fulfill the divisional mission for teaching, research, and service and support them in these roles. This initiative supports University Directions 1.b, c, d, f, h, i; 2.a, b, c, d, e; 3.a, b, c, d, e, g; 4.d, e, f; 5.a, b, c, d, e, f; and 6.a, d, e, f, g. It also supports the strategic initiatives of the crosscutting committees as follows:**

- Undergraduate Experience Initiative II
- Graduate Experience Initiative II
- Interdisciplinary Programming Initiative II

It allows the University and Division to be measurably more effective in the next 5-7 years because many of the challenges we face are directly related to the severe shortage of staff.

3. **Enhance the Academic Experience. This initiative supports University Directions 1 and 2. It also supports the strategic initiatives of the crosscutting committees as follows:**

- Information and Communication Technology Initiative VIII
- Undergraduate Experience Initiatives II and III
- Graduate Experience Initiative III
- Institutional Advancement Initiatives I (bullet 5), II (bullet 4), and III (bullet 13)
- Interdisciplinary Programming Initiative III
- International Initiatives and Programming Initiatives III and IV

It allows the University and Division to be measurably more effective in the next 5-7 years because instruction is our principal means of preparing students for the world in which they will live and work; because effective advising has been shown to be critical to improved retention rates; and because a seamless transfer system and regular communication and articulation with sending institutions will dramatically increase our transfer receiving rate.

4. *Increase Support Staff.* This initiative directly or indirectly supports all six Strategic University Directions. It also supports the strategic initiatives of the crosscutting committees as follows:

- Undergraduate Experience Initiative IV
- Graduate Experience Initiative II

It allows the University and Division to be measurably more effective in the next 5-7 years because academic administrators and support staff provide essential services to faculty and students. Additional support staff will free the faculty to be more creative and purposeful in their teaching, research, and service.

5. *Enhance the visibility and public image of the Division and its colleges through active outreach to our stakeholders and community partners.* This initiative primarily supports Strategic University Direction 3. It also supports the strategic initiatives of the crosscutting committees as follows:

- Institutional Advancement Initiative II (bullets 1 and 5)
- Diversity, Inclusion, and Affirmative Action Initiatives II and IV
- International Initiatives and Programming (all)

It allows the University and Division to be measurably more effective in the next 5-7 years because we have a responsibility to our stakeholders; because our outreach has become increasingly global in scope; because exposure to national and international cultures and developments is essential to 21st century learning; and because effective promotion of EMU's many strengths in the external community will increase enrollments, gifts, and community support.

6. *Improve the climate for research.* This initiative supports University Directions 1.h, i; 2.e; 3.d; and 6.a, d, e, f, g. It also supports the strategic initiatives of the crosscutting committees as follows:

- Institutes, Centers, and Interdisciplinary Research (all)
- Undergraduate Experience Initiative II
- Graduate Experience Initiative III

It allows the University and Division to be measurably more effective in the next 5-7 years because research creates and applies new knowledge; because it is indispensable to effective teaching and learning; because the University is launching new master's and doctoral programs; and because we need to diversify our sources of funding if we are to fulfill our mission.

7. *Develop the Curriculum.* This initiative supports University Strategic Directions 1.a, b, c, d, e, f, h; 2.a, b, c, e; 3.d, g; 4.d, e; 5.a, b, d, f; 6.b. It also supports the strategic initiatives of the crosscutting committees as follows:

- Diversity, Inclusion, and Affirmative Action Initiative IV
- International Initiatives and Programming Initiative III
- Interdisciplinary Programming Initiatives I, II, III, and IV
- Undergraduate Experience Initiatives I, II, and III
- Interdisciplinary Programming Initiative IV

It allows the University to be measurably more effective in the next 5-7 years because our students and stakeholders expect EMU to provide a contemporary curriculum that prepares students for making a life as well as making a living.

8. *Improve the physical learning environment.* This initiative supports University Directions 1.h, i; 2.e; 3.d; and 6.a, d, e, f, g. It also supports the strategic initiatives of the crosscutting committees as follows:

- Undergraduate Experience Initiative IV
- Graduate Experience Initiative III
- Facilities Planning Initiatives I and II

It allows the University and Division to be measurably more effective in the next 5-7 years because a safe, attractive physical environment is important to learning; because we are judged by prospective students and faculty hires on the attractiveness of our learning environment; and because the morale of faculty and staff is profoundly affected by their surroundings.

9. *Improve divisional services.* This initiative supports University Directions 1.h, i; 2.e; 3.d; and 6.a, d, e, f, g. It also supports the strategic initiatives of the crosscutting committees as follows:

- Undergraduate Experience Initiatives I, II, III, IV, and V
- Graduate Experience Initiative I
- Institutes, Centers, and Interdisciplinary Research Initiative II
- Institutional Advancement Initiative III
- Diversity, Inclusion, and Affirmative Action Initiative III
- Interdisciplinary Programming Initiatives II and IV
- International Programming Initiatives III and IV

It allows the University and Division to be measurably more effective in the next 5-7 years because effective services to students, faculty, and staff are critical to the success of the University mission.

10. *Ensure diversity and inclusion.* This initiative supports University Directions 1.h, i; 2.e; 3.d; 6.a, d, e, f, g. It also supports the strategic initiatives of the crosscutting committees as follows:

- Diversity, Inclusion, and Affirmative Action (all)

It allows the University and Division to be measurably more effective in the next 5-7 years because universities have a special responsibility to promote a more equitable society, to provide a learning environment that encourages multiple points of view, and to prepare students to function as effective employees and citizens in a multicultural and global society.

In the following sections, we present ten strategic initiatives that will have a broad impact throughout the Division; many of them also affect other divisions of the University. These are followed by planning initiatives specific to the five colleges and to other major units within the Division; many of these initiatives also have broad divisional and institutional impact.

Division of Academic Affairs
Administrative Unit/College

June 8, 2001
Date

Enhance the Academic Experience
Title of Initiative

A
Priority Rank

Signature of Vice President

PROPOSED STRATEGIC INITIATIVE

1. Description of Strategic Initiative

Strengthen the academic experience for all EMU students. Address current retention and transfer challenges by creating Advising/Transfer and learning-support centers in each college and by improving articulation and relationships with community colleges.

2. Strategic University Direction(s) Supported by Proposed Initiative

This initiative supports Strategic University Directions 1.f, h, j; 2.e; 4.e; 5.d; and 6.a, c, d.

3. Divisional Goal(s) Supported by Initiative

The initiative primarily supports Academic Affairs Divisional Goals 1 and 2.

4. Other Supporting Information

EMU's six-year completion rate for first-year students has been rising from 33.1% for the class entering in 1993 to a predicted rate of 37.4% for the class entering in 1996. Nevertheless, these figures compare unfavorably to EMU's predicted completion rate (based on institution type) of 50%; EMU's graduation rate is among the lowest of all Michigan public universities. Advising is shown to be a principal influencer in many studies of undergraduate attrition and retention.

EMU's market share of transfer students has steadily declined since 1992. Community colleges in our recruiting area have criticized EMU for its intransigence in granting equivalency credit and honoring the MACRAO agreement, and for poor communication with sending institutions and prospective transfer students.

This initiative is linked to the external and internal analyses above as follows: III.B, D, E, F, G, H, I, O, P, T, Y; IV.A.8, 9, 10, 11, 12; IV.B.1, 2, 3, 4, 5, 6, 9, 10, 12, 15, 16.

5. Strategies for Pursuing Initiative

a) Strengthen Academic Advising and Student Support Services.

- Support Academic Advising/Transfer/Career Centers in each of the five colleges. Centers will advise walk-in, transfer, undeclared, and students with academic problems and will be open at least one evening per week. Advisers will work with

departments to establish procedures for evaluating and determining transfer credit. Career counseling will be routinely available.

b) Annually increase the number of transfer students enrolling at EMU

- Accelerate the development of articulation agreements with community colleges.¹
- Continue to develop and support programs that welcome transfers, such as Transfer Express and Unofficial Tab Days.
- Offer degree-completion programs in collaboration with community colleges.

c) Support the academic success of all admitted students

- Continue to reduce the average time to graduation and reduce by program where possible the number of hours required to graduate.
- Increase financial aid opportunities for full-time graduate students, including more G.A. positions and higher stipends, sponsored assistantships, and endowed scholarships.²
- Develop goals and a plan for improving the quality of graduate admittees.
- Increase the G.A. stipend to a competitive level.³
- Provide seamless enrollment services for graduate students; improve graduate application turnaround time, especially in the summer.
- Improve the academic quality of entering undergraduates by pursuing higher admission standards; higher levels of merit-based financial aid and more endowed scholarships; targeted marketing and focused recruiting; and greater divisional control over minimum admission standards
- Promote more writing across the curriculum.
- Provide a virtual help and reference desk in the library.⁴
- Create an Office of Learning Outcomes Assessment.
- Increase number of internships and practica, and provide career-development support for students.⁵
- Design and implement an information literacy program with the goal of ensuring that all students – whether at the undergraduate or graduate level -- acquire essential information skills and demonstrate achievement of information literacy standards in their discipline prior to graduation..⁶

¹ Initiative being submitted separately by Extended Programs.

² Initiative being submitted separately by Graduate Studies and Research.

³ Initiative being submitted separately by Graduate Studies and Research.

⁴ Initiative being submitted separately by the Library.

⁵ Initiative being submitted separately by the College of Business.

⁶ Strategy included in Student Development and Support initiatives submitted separately by the library.

- Offer a wide variety of co-curricular and extracurricular programming in the Halle Library to promote educational success, to stimulate intellectual curiosity, and to build a sense of community.⁷

f) Strengthen the academic experience of all undergraduates – especially first-year and undeclared students

g) Increase University Honors Program membership to 1300 without lowering admission and retention standards

6. Outcome Measures

Success of the initiative will be measured by:

- a) Improved undergraduate retention rates
- b) Higher volume of transfer students
- c) Higher levels of student satisfaction
- d) Improved academic quality
- e) Greater numbers of high-ability enrollees
- f) Improved relations with community college partners
- g) More efficient use of limited resources

7. Projected Semester Credit Hour Production

The initiative will significantly increase SCH by retaining more students, encouraging students to take a greater course load, increasing scheduling efficiency, encouraging more students to transfer to EMU, reducing time to graduation, and improving student success, persistence, and completion rates.

RESOURCES

8. Projected Expenditures to Support Initiative

Year One: \$824,558. Year Two: \$1,500. Year Three: \$1,500.

9. Expected Income to Support Initiative

Addition to General Fund base.

10. Alternative Sources of Income if New Funds Are Not Available

Appropriation. Tuition increase. General Fee increase.

⁷ Strategy included in Student Development and Support initiatives submitted separately by the library.

11. Additional Space Needed to Support Initiative

Space for the centers will need to be identified in Pray-Harrold for two professional advisors (PT-08), two faculty interns, two students, and one clerical; and in Porter, Marshall, and Sill for one professional advisor, two faculty interns, one student, and one clerical.

IMPACT IF NOT IMPLEMENTED

12. Effect on University and Administrative Unit/College if Initiative Is Not Pursued

Retention and transfer rates will continue to be unacceptably low.

SUMMARY OF RESOURCES

(in today's dollars for all years)

	EXPENSES		
	Year 1	Year 2	Year 3
Personnel			
Total dollars	<u>\$328,848</u>	\$ _____	\$ _____
Total dollars	<u>\$210,000</u>	\$ _____	\$ _____
Total dollars	<u>\$193,450</u>	\$ _____	\$ _____
Fringes	\$ _____	\$ _____	\$ _____
Student Help	<u>\$34,760</u>	\$ _____	\$ _____
SSM & Travel	\$ _____	\$ _____	\$ _____
Equipment	<u>\$57,500</u>	<u>\$1,500</u>	<u>\$1,500</u>
Other	\$ _____	\$ _____	\$ _____
Total Cost	<u>\$824,558</u>	\$ _____	\$ _____

SOURCES OF FUNDING FOR THE INITIATIVE

	Year 1	Year 2	Year 3
University	<u>\$824,558</u>	\$ _____	\$ _____
Reallocation from Within the Administrative Unit	\$ _____	<u>\$1,500</u>	<u>\$1,500</u>
Grants/Contracts	\$ _____	\$ _____	\$ _____

Fundraising	\$ _____	\$ _____	\$ _____
Total Funds from All Sources	<u>\$824,558</u>	<u>\$1,500</u>	<u>\$1,500</u>

Division of Academic Affairs
Administrative Unit/College

June 8, 2001
Date

Expand and Support the Faculty
Title of Initiative

A
Priority Rank

Signature of Vice President

PROPOSED STRATEGIC INITIATIVE

1. Description of Strategic Initiative

- a) Add 100 faculty lines (10 per year over 10 years) to fulfill the divisional mission for teaching, research, and service.
- b) Create development and retraining opportunities for faculty in their teaching, research, and service roles.

2. Strategic University Direction(s) Supported by Proposed Initiative

This initiative supports Strategic University Directions 1.a, b, d, f, h, i; 2.a, b, c, d; 3.a, b, c, d, e, f, g; 4.d, e, f; 5.a, b, c, d, e, f; 6.e.

3. Divisional Goal(s) Supported by Initiative

The initiative supports all Academic Affairs Divisional Goals, but especially Goal II (Recruit, Retain, and Develop Excellent Faculty).

4. Other Supporting Information

The need for additional faculty is justified on several grounds:

- a) The number of FTE faculty positions at EMU is grossly out of line with comparable institutions: the University of Wisconsin-Milwaukee, to cite just one example among many, has 1200 faculty positions for a comparable number of students, compared with 726 at EMU.
- b) The faculty shortage at EMU has resulted in an increased reliance on lecturers, who now teach 37% of all sections. In some departments, such as English and CTA, lecturers teach 60-70% of all General Education courses. Maldistribution of lecturers hits some departments and colleges harder than others: in FY2001 the ratio of FTEF lecturers ranged from 8% in the College of Technology to 32% in the College of Education, with a ratio of 25% across all colleges. Departments and colleges that have a greater number of external and internal release-time awards for research and service depend more heavily on lecturers.

- c) Faculty continue to maintain a 12-hour load except in a few departments where 9 hours is the norm. The faculty shortage imposes on them a heavy burden of research and service, not required of part-time lecturers. The University has refused to approve employment classifications for post-doctoral fellows and guest scientists, who could bear some of the research burden, and it provides only 350 base-funded graduate assistantships – 8% of degree-seeking graduate students, compared to 25-50% at comparable institutions.
- d) The University's ambitious enrollment-growth plan cannot be accomplished without additional faculty. Enrollment Services projects student growth at 1.5% per year. An additional 10 faculty per year constitutes an increase of 1.38%. In recent years the ratio between tenure-track faculty and FYES has ranged from 0.0385 to 0.0388. Applying this ratio to projected FYES, an additional 45 FTEF will be needed for instruction by FY2006.
- e) A disproportionate number of projected new students are graduate students (of 350 new students expected per year, 125 are expected to be graduate students). Graduate students require a higher faculty-student ratio. As many of these graduate students will be international, ESL offerings will need to be increased.
- f) New doctoral programs in Clinical Psychology and Technology, and additional programs developed over the next 5 years, will require additional faculty, especially at the graduate level. Doctoral programs in particular require a high faculty-student ratio.
- g) Due to the administrative staff shortage, many faculty positions have been converted over the last 20 years to administrative positions, without being replaced by a new faculty line.
- h) Some programs have experienced high enrollment growth with limited or no addition of new faculty lines.
- i) Faculty positions have become so scarce that Academic Affairs is obliged to reallocate position numbers but leave the lecturer-replacement dollars in the department; thus, the total FTEF (faculty and lecturer) of a department remains the same, even though a faculty position has been moved. The Academic Affairs FTEF allocation is balanced from year to year by cutting dollars in lecturer pools and dollars for Spring/Summer course offerings. The result is draconian pressures on graduate enrollments to "make" a class in Spring/Summer, cancellation of classes, and resultant unavailability of courses students need to graduate.
- j) The Division's personnel budget throughout the previous administration was held to no net increase.
- k) Accrediting agencies such as the ALA, NCATE, and AACSB increasingly recommend or even require certain faculty-student ratios for successful program accreditation
- l) Off-campus programs are expanding, increasing demand for additional faculty in some areas.

Secondly, the Division proposes to intensify its commitment to the professional development of faculty and graduate students (especially teaching assistants and doctoral fellows) by strengthening its successful Faculty Center for Instructional Effectiveness and by building upon the success of recently offered summer institutes in Web-based instructional design and writing across the curriculum. We will pursue permanent funding and conduct a national search for

the position of FCIE Director (currently funded from recouped faculty salary dollars). We will also develop additional summer institutes that allow faculty to update their skills and knowledge and become more effective in their various roles. Through the Halle Library, we will provide workshops for faculty and graduate students in the effective use of multimedia and Web-based information for research and instruction. We will begin this effort by conducting a comprehensive faculty-development needs assessment.

This initiative is linked to the external and internal analyses above as follows: III.B, G, H, I, J, K, M, N, P, S; IV.A.11, 12, 14, 15; IV.B.2, 3, 7, 8, 11, 12, 13, 17.

5. Strategies for Pursuing Initiative

- a) Add 100 additional full-time tenure-track faculty positions – 10 per year over the next ten years. Link the addition of new faculty lines to program review, the University’s enrollment plan, and space planning.
- b) Provide increased G.A. support for faculty research and teaching¹
- c) Faculty development – see above.

6. Outcome Measures

Success of the initiative will be measured by:

- a) Adequate staffing and predictable offering of required courses
- b) Reduced class size at the graduate level
- c) Increases in faculty research productivity
- d) Increase in faculty mentoring and advising activity (e.g., more honors and master’s theses)
- e) Quality improvements in instruction, especially at the master’s and doctoral levels
- f) Higher faculty morale
- g) Greater accountability in faculty effort and assigned-time activity
- h) Improved job satisfaction as workload more closely corresponds to faculty skills and interests

7. Projected Semester Credit Hour Production

c. 12,000 SCH per semester generated by 100 additional faculty, offset by loss of SCH productivity entailed by smaller class sections and higher percentages of effort devoted by some faculty to research and service and by a cost savings from reduction of lecturer usage.

RESOURCES

8. Projected Expenditures to Support Initiative

Year One: \$600,000. Year Two: \$600,000. Year Three: \$600,000.

9. Expected Income to Support Initiative

Addition to General Fund base.

¹ Initiative being submitted separately by Graduate Studies and Research.

10. Alternative Sources of Income if New Funds Are Not Available

Endowed chairs.

11. Additional Space Needed to Support Initiative

Office space (and, in some cases, laboratory space) will be required for 10 new faculty annually.

IMPACT IF NOT IMPLEMENTED

12. Effect on University and Administrative Unit/College if Initiative Is Not Pursued

Faculty will continue to labor under a heavy teaching load and struggle to carve out time to conduct research, pursue external funding opportunities, advise and mentor students, assign extensive writing, engage in public service, and develop productive relationship of benefit to the University. General Education and entry-level courses will continue to be taught primarily by lecturers, who are seldom available outside class and who are not required to conduct research or perform University service.

SUMMARY OF RESOURCES

(in today's dollars for all years)

	EXPENSES		
	Year 1	Year 2	Year 3
Personnel			
Total dollars	<u>\$450,000</u>	<u>\$450,000</u>	<u>\$450,000</u>
Total dollars	\$ _____	\$ _____	\$ _____
Total dollars	\$ _____	\$ _____	\$ _____
Fringes	<u>\$150,000</u>	<u>\$150,000</u>	<u>\$150,000</u>
Student Help	\$ _____	\$ _____	\$ _____
SSM & Travel	\$ _____	\$ _____	\$ _____
Equipment	\$ _____	\$ _____	\$ _____
Other	\$ _____	\$ _____	\$ _____
Total Cost	<u>\$600,000</u>	<u>\$600,000</u>	<u>\$600,000</u>

SOURCES OF FUNDING FOR THE INITIATIVE

Year 1	Year 2	Year 3
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University	<u>\$600,000</u>	<u>\$600,000</u>	<u>\$600,000</u>
Reallocation from Within the Administrative Unit	\$_____	\$_____	\$_____
Grants/Contracts	\$_____	\$_____	\$_____
Fundraising	\$_____	\$_____	\$_____
Total Funds from All Sources	<u>\$600,000</u>	<u>\$600,000</u>	<u>\$600,000</u>

Division of Academic Affairs
Administrative Unit/College

June 8, 2001
Date

Technology Plan
Title of Initiative

B
Priority Rank

Signature of Vice President

PROPOSED STRATEGIC INITIATIVE

1. Description of Strategic Initiative

Develop and implement a comprehensive divisional plan with a stable funding source for technology. The needs include:

- a) Provide state-of-the-art classroom and laboratory equipment, (including multimedia technology) and instrumentation for instruction, creative activity, and research
- b) Replace or upgrade outmoded faculty/staff computers and software¹ and improve Internet connectivity and dial-in access for faculty and students²
- c) Realign network services and technical support to better serve the needs of the Division, including providing adequate systems management, technical support, maintenance, and security; provide a Virtual Help Desk and Reference Desk in the Halle Library

2. Strategic University Direction(s) Supported by Proposed Initiative

This initiative supports Strategic University Directions 1.h, i; 2.d, e; 3.b, c, d, g, k, m; 4.e; 5.c, d, f; 6.a, d, e, f, g.

3. Divisional Goal(s) Supported by Initiative

The initiative primarily supports Academic Affairs Divisional Goal 1 and 2, but also supports Goals 3, 4, 6, and 7,

4. Other Supporting Information

Faculty access to information technology has become a requirement for effective teaching, research, publication, and communication. Faculty in all disciplines need access to information technology to prepare documents, produce multimedia presentations, analyze data, and communicate with students via e-mail and Web-based conferencing. They need to create Web-based collaborative learning environments for their students. They need to communicate with

¹ This goal is addressed separately in each of the college plans; the budget below includes individual college requests for computer-related hardware, software and upgrades. Individual requests by colleges for computer-related staffing (technicians, network administrators, etc.) are included in the Division's Initiative #4.

² Initiative being submitted separately by the Library, which proposes an annual stepwise increase in the modem pool to 800 in FY2004.

colleagues and collaborate on research via e-mail and discussion lists. They use the Web to stay informed in their fields, to download professional papers, and to check research sources on-line. Departments and colleges struggle to provide adequate computers for new and current faculty. One-time funding allocations do not solve the problem of aging, obsolete computers, software, and Web browsers.

Faculty need to continue their work after they leave campus when traveling, on sabbatical, or dialing up from home. Eastern's many commuting and distance-education students can utilize dial-in service to access the Web, Caucus discussion groups, and student services. EMU dial-in access is provided through local phone numbers in virtually all areas of Michigan, the District of Columbia, and parts of Canada. The existing modem pool (139 lines) is shared by 30,000 EMU user account, resulting in frequent busy signals and disconnects. Demand for the existing lines has skyrocketed, resulting in frustrating busy signals for all users. In February 2001 users had 111,000 disconnects, compared to 28 at Western Michigan University, which has 700 modem lines for 26,000 students.

To serve students and attract prospective students to enroll at EMU, three additional open-computing labs are needed – one in the southeast area of campus, one near central student housing, and a third in the new residence halls on Oakwood. Adding labs in residence halls provides students with convenient access to needed learning technologies. The labs will require additional technical support (1 FTE) and 30 hours of daily staffing (student help) for each lab during the academic year.

Greater use of educationally exciting, contemporary software and Internet resources in the classroom encourages innovation in learning, but requires convenient access to multimedia technology, which accommodates students' learning styles by providing visual and auditory reinforcement and allows on-line asynchronous learning. Adequate funding will standardize access to multimedia technology, reduce costs per connection, and elevate EMU's educational infrastructure to levels closer to those at competitive institutions.

EMU lacks a master plan for the systematic replacement of instructional equipment. However, programs in half our academic departments are equipment-intensive and equipment-dependent. Some needed items are quite costly (e.g., microscopes needed for each student lab station cost \$16,000 apiece; a theatre light board costs \$100,000; a Gerber cutter needed for the Textiles Institute costs \$100,000; and so on). Some prospective students find our equipment inferior to that in their high schools; some recruited faculty reject our position offers because of inadequate lab equipment and instrumentation; and lack of needed equipment often disqualifies us for federal grants that require minimal infrastructure for success.

Providing a wireless LAN would allow faculty and students with notebook computers to access the EMU network using their own equipment. Wireless local area networks transmit and receive data via radio frequencies, minimizing the need for wired connections, and thus offer productivity, convenience, and cost advantages over traditional wired networks.

The strategic plan for the Halle Library also proposes creating a Virtual Help Desk and Reference Desk that would provide software and reference assistance to library users. It also proposes digitizing the University Archives and materials created by EMU faculty for instructional purposes.

This initiative is linked to the external and internal analyses above as follows: III.D, F, G, H, M, N, O, P, Q, S, Y; IV.A.9, 12,; IV.B.1, 4, 7, 13, 15, 16

5. Strategies for Pursuing Initiative

- a) A base budget of \$881,000³ is required annually for the purchase and upgrading of faculty/staff computers and software.
- b) A base budget of \$400,000 is needed to purchase and maintain additional modem lines.
- c) A base budget of \$400,000 is needed for MERIT Internet support.
- d) An additional base budget of \$4,000,000 is needed annually for the purchase (by colleges and departments) of instructional equipment. This funding will support the essential activities of equipping classrooms for multimedia learning, furnishing college, department, and general-purpose computer laboratories, and purchasing equipment and instrumentation for laboratory and instructional use.

6. Outcome Measures

Success of the initiative will be measured by:

- a) Reduced complaints
- b) Surveys of faculty and student satisfaction with computing equipment and support
- c) Increase in online course development
- d) Increased faculty use of Web-based course-management tools
- e) Better communication between faculty and students
- f) More collaborative learning
- g) Greater technological creativity in the classroom
- h) Better service to students with special needs
- i) Dial-in busy rates, wait times, and disconnects
- j) Increase in federal grants due to improved infrastructure
- k) More marketing and P.R. opportunities
- l) More virtual classrooms and better curricular flexibility
- m) Provision of on-demand remedial instruction and advising
- n) Global access to EMU
- o) Increased student diversity through distance learning
- p) Improved services to and increased engagement with community partners (e.g., through the Ypsilanti Smart-Zone)

7. Projected Semester Credit Hour Production

The initiative will increase SCH indirectly by making EMU more attractive to prospective students (e.g., through improved Web sites) and facilitating on-line course development and delivery.

RESOURCES

8. Projected Expenditures to Support Initiative

Year One: \$5,681,000. Year Two: \$--. Year Three: \$--.

³ Dollar figures in this section are rounded estimates, and encompass all technology requests from all units within the division. Budget figures elsewhere in the plan are best estimates, which are of course subject to many contingencies.

9. Expected Income to Support Initiative

General Fund (addition to divisional base budget). Funding has already been requested in the institution's supplemental and base budget appropriations requests for FY2002. Also, funds from the FY2001 supplemental appropriation were reserved for the ICT initiative.

10. Alternative Sources of Income if New Funds Are Not Available

Corporate donations. Lease plans. Reallocation. Dedicated student fee for technology. Residence hall usage fee (40-55% of our Merit fee pays for recreational use of the Internet by hall residents).

11. Additional Space Needed to Support Initiative

Space may be required for additional open computing labs and for certain large pieces of new equipment, such as the Gerber cutter required by the Textiles Research and Training Institute. New or renovated buildings (which would come equipped with state-of-the-art equipment built into the construction budget) are needed for the sciences, technology, and performing arts (see CAS and COT plans)

IMPACT IF NOT IMPLEMENTED

12. Effect on University and Administrative Unit/College if Initiative Is Not Pursued

- a) The University mission to provide an "exceptional learning environment" will not be achieved.
- b) Internal communication will be impaired.
- c) There will continue to be widespread faculty and student dissatisfaction.
- d) Nontraditional, commuting, and "night owl" learners will continue to have limited choices and opportunities to access University resources.
- e) The University will have difficulty recruiting and retaining excellent faculty and students.
- f) Funding for computers will continue to be drained from other needed resources, such as scientific equipment and instrumentation.
- g) Faculty time will be diverted from instruction and research to provide maintenance and technical support.
- h) The learning environment will be inhibited by restrictions on faculty and student creativity and classroom innovation.
- i) On-line course development and delivery will be slowed.

SUMMARY OF RESOURCES

(in today's dollars for all years)

EXPENSES			
	Year 1	Year 2	Year 3
Personnel			
Total dollars	\$ _____	\$ _____	\$ _____
Total dollars	\$ _____	\$ _____	\$ _____
Total dollars	\$ _____	\$ _____	\$ _____
Fringes	\$ _____	\$ _____	\$ _____
Student Help	\$ _____	\$ _____	\$ _____
SSM & Travel (line charges)	\$ _____	\$ _____	\$ _____
Equipment	<u>\$5,681,000</u>	\$ _____	\$ _____
Other	\$ _____	\$ _____	\$ _____
Total Cost	<u>\$5,681,000</u>	\$ _____	\$ _____

SOURCES OF FUNDING FOR THE INITIATIVE

	Year 1	Year 2	Year 3
University	<u>\$5,681,000</u>	\$ _____	\$ _____
Reallocation from Within the Administrative Unit	\$ _____	\$ _____	\$ _____
Grants/Contracts	\$ _____	\$ _____	\$ _____
Fundraising	\$ _____	\$ _____	\$ _____
Total Funds from All Sources	<u>\$5,681,000</u>	\$ _____	\$ _____

Division of Academic Affairs
Administrative Unit/College

June 8, 2001
Date

Curriculum Development
Title of Initiative

B
Priority Rank

Signature of Vice President

PROPOSED STRATEGIC INITIATIVE

1. Description of Strategic Initiative

Insure a contemporary, responsive, and scholarly curriculum through a comprehensive revision of the General Education program; new applied master's degrees and graduate certificates; additional doctoral programs; and interdisciplinary programming.

2. Strategic University Direction(s) Supported by Proposed Initiative

This initiative supports Strategic University Directions 1.a, b, c, d, e, f; 2.a, b, c; 3.d, g; 4.d, e, f; 5.a, d; 6.a, b, d, e, f, g.

3. Divisional Goal(s) Supported by Initiative

The initiative primarily supports Academic Affairs Divisional Goals I and II.

4. Other Supporting Information

To respond to the wants and needs of our students and stakeholders, EMU's General Education and professional curricula must constantly evolve in response to changes in society and in the workplace.

Eastern's General Education program, now more than 10 years old, is due for refurbishing. Critics charge that it is amorphous and overloaded with requirements (47 hours). Course requirements are not well articulated with comparable community college offerings. Proponents of change call for: separation of skills and competencies from General Education; better integration of General Education with introductory college-success courses; a greater emphasis on a restricted core; more writing across the curriculum; more use of technology; and more careful attention to multicultural issues and global understanding.

Changes in the world of work also call for the creation of more applied and interdisciplinary programs at all levels, such as the English-Teacher Education program proposed by CAS. More online graduate certificates are needed because they uncover new market niches among working adults, meet career needs, and have a shorter time-to-completion than master's programs.

The Division will encourage curriculum development by new efficiencies and a swifter pace in the approval process, more faculty training in on-line course development, and Web-based guidelines and models for new course proposals.

Finally, the Division needs to be more agile in responding to changing market conditions in the case of high-demand, high-cost programs.

This initiative is linked to the external and internal analyses above as follows: III.C, D, E, G, H, I, K, L, M, N, P, Q; IV.A.1, 3, 12, 15; IV.B.1, 3, 7, 8, 12, 15, 17.

5. Strategies for Pursuing Initiative

- a) Revise the General Education program.
- b) Develop new applied master's degrees (e.g., orthotics and prosthetics; physical therapy; international business; technical and managerial MSIS tracks) and graduate certificates (e.g., school social work, African American studies, science education, textiles, international practice, international service) with online components that respond to emerging career opportunities and needed skill sets.
- c) Support the development of new degree programs.¹
- d) Promote the development of interdisciplinary curricula.
- e) Develop Phase II of EMU-Online.²

6. Outcome Measures

The success of the initiative will be measured by:

- a) Launch of a revised General Education program by Fall 2003
- b) Increased number of students transferring to EMU
- c) Improved relations with partner institutions
- d) Increased employer satisfaction with EMU graduates
- e) Increased enrollments, especially among working adults taking on-line courses
- f) Increased number of faculty developing Web-based courseware
- g) Expanded menu of interdisciplinary courses and programs

7. Projected Semester Credit Hour Production

Year One: 0. Year Two: 5,000 SCH. Year Three: 20,000 SCH.

¹ See individual college plans for proposed new programs.

² Initiative being submitted separately by Extended Programs.

RESOURCES

8. Projected Expenditures to Support Initiative

Year One: \$300,000. Year Two: \$200,000. Year Three: \$0.

9. Expected Income to Support Initiative

Reallocation within the Division. Additional tuition and fees will, over time, be generated by new courses, increased transfer enrollments, more attractive, relevant curricula.

10. Alternative Sources of Income if New Funds Are Not Available

N/A

11. Additional Space Needed to Support Initiative

None.

IMPACT IF NOT IMPLEMENTED

12. Effect on University and Administrative Unit/College if Initiative Is Not Pursued

Curricula that are not periodically refreshed soon become sclerotic, resulting in declining enrollments. Relations with sending institutions will continue to deteriorate. EMU will lose market share to more progressive, for-profit, and corporate institutions.

SUMMARY OF RESOURCES

(in today's dollars for all years)

EXPENSES			
	Year 1	Year 2	Year 3
Personnel			
Total dollars	<u>\$225,000</u>	<u>\$150,000</u>	\$ _____
Total dollars	\$ _____	\$ _____	\$ _____
Total dollars	\$ _____	\$ _____	\$ _____
Fringes	<u>\$75,000</u>	<u>\$50,000</u>	\$ _____
Student Help	\$ _____	\$ _____	\$ _____
SSM & Travel	\$ _____	\$ _____	\$ _____
Equipment	\$ _____	\$ _____	\$ _____
Other	\$ _____	\$ _____	\$ _____
Total Cost	<u>\$300,000</u>	<u>\$200,000</u>	\$ <u>0</u>

SOURCES OF FUNDING FOR THE INITIATIVE

	Year 1	Year 2	Year 3
University	<u>\$300,000</u>	<u>\$200,000</u>	<u>\$ 0</u>
Reallocation from Within the Administrative Unit	\$_____	\$_____	\$_____
Grants/Contracts	\$_____	\$_____	\$_____
Fundraising	\$_____	\$_____	\$_____
Total Funds from All Sources	<u>\$300,000</u>	<u>\$200,000</u>	<u>\$ 0</u>

Division of Academic Affairs
Administrative Unit/College

June 8, 2001
Date

Improve the Climate for Research
Title of Initiative

B
Priority Rank

Signature of Vice President

PROPOSED STRATEGIC INITIATIVE¹

1. Description of Strategic Initiative

Diversify the University's funding base and raise its Carnegie profile by increasing its total volume of sponsored projects, research awards, and indirect-cost recovery, with an emphasis on federally funded activities. Increase opportunities for student research at both the undergraduate and graduate levels. Continue improvements to library holdings and services.

Goals will be achieved by:

- a) Improving internal support systems
- b) Creating new incentives for faculty to pursue external funding
- c) Modifying institutional and divisional policies to encourage and reward sponsored activity
- d) Providing appropriate base funding for institutes and laboratories
- e) Providing adequate staff to ORD (compliance officer, clerical) and to the colleges (administrative assistants for grants management)
- f) Restoring lost Research Excellence Fund monies and enlarging the Matching Fund
- g) Recruiting and hiring faculty with strong research credentials
- h) Improving support for student research
- i) Improving support for the library

2 Strategic University Direction(s) Supported by Proposed Initiative

The initiative supports Strategic University Directions 2.d; 3.a, b, c; 4.f; 5.c, f.

3. Administrative Unit/College Goal(s) Supported by Initiative

The Initiative primarily supports Division of Academic Affairs Goal II (Strengthen Graduate Programming and Research). It also supports III.a; IV.b, f; VI.b; and VII.1.

4. Other Supporting Information

This initiative supports the University's transition from a comprehensive to a doctoral institution. In its "Advice and Suggestions for Institutional Improvement," the NCA site visit

¹ This initiative is virtually identical to the initiative submitted by Graduate Studies and Research, which is appended. It is included here because it has division-wide and University-wide impact, and has broad support throughout the Division.

team recommended that EMU take immediate steps to improve the climate for research by removing institutional barriers and increasing incentives for faculty to pursue external funding, especially by providing better start-up packages to new faculty.

The focus of sponsored activity at EMU is more applied than theoretical and EMU is therefore well positioned to serve the direct needs of the community. Research at our neighboring institutions, University of Michigan and Wayne State University, is more theoretical and their activities are more nationally and internationally focused.

At the federal level during the past few years there has been heightened interest in improving K-16 education, particularly in Science, Math, Engineering & Technology (SMET) education. Organizations that offer significant funding in this area include the National Science Foundation, NASA, and the Department of Education. With the large exodus of qualified teachers to retirement over the next few years, there is real concern that they cannot be adequately replaced. This creates significant opportunities for increased federal funding for programs designed to provide teachers in areas of need.

Also, EMU is in the process of negotiating a new federal indirect cost rate that will significantly increase its recovery of indirect cost. We are moving from a salary/wages /benefit base to a modified-total-direct-cost base. This will have the effect of providing new venture capital and incentives for conducting additional sponsored research.

At the state level, the Michigan Economic Development Corporation (MEDC) has shown interest in partnering with second-tier institutions in the state (WMU, EMU, and Oakland) to attract, support and grow local businesses. MEDC has already provided \$150,000 to EMU to help market its ExxonMobil and Eastman patents. EMU is a partner in the Washtenaw Smart Zone designed to attract high-tech businesses to our community. EMU's College of Business hosts the SBA-funded Small Business Development Center in Wayne County. The COB has also created an Entrepreneurship Center to support these and other initiatives. Combined, these initiatives will increase our visibility, provide service to a larger constituency, and better serve the interests of the State of Michigan.

Much untapped funding capability exists within various units at EMU. Many funding opportunities match the talents of EMU faculty who are not currently pursuing external support. EMU has the potential for significant increases without further taxing faculty who are already engaged in research.

New Ph.D. programs in Clinical Psychology and Technology will create opportunities for more externally funded research during the next several years. Research is an integral component of these programs, and it is expected that they will spawn increases in sponsored activity by the faculty.

Centers and Institutes are the backbone of EMU's research capability. They have been the primary recipients of grants and contracts at EMU, accounting for 70% of the annual dollar volume. They are important because they stimulate interdisciplinary collaborations, offer administrative support for faculty grantees, and build our capacity for sponsored activity. Very few large proposals are submitted without center or institute involvement. We propose to create new organized research units in fundable areas in which EMU has untapped capacity.

EMU has already made a substantial commitment to student research, through the University Honors Program's Undergraduate Assistantships, the Undergraduate Symposium, and the Graduate Research Fair. EMU is also a long-standing member of the national Council of Undergraduate Research. Research provides a powerful learning experience for students, and

an opportunity to form close relationships with faculty and staff. It is not uncommon for such research to lead to co-authored publications in peer-reviewed journals and student presentations at regional and national conferences – greatly strengthening a student’s credentials for graduate school and future employment. We propose to build on Eastern’s current strengths in this area by providing additional opportunities for students to go well beyond cookbook lab work to conduct significant research under the supervision of experienced faculty mentors.

As was stressed in the 2001 report of the NCA site-visit team, the development of new doctoral programs requires new acquisitions and specialized holdings for the library. The Division proposes to continue the momentum created by the construction of the Halle Library and a decade-long effort to increase library holdings. The library needs an increase in its Acquisition Budget by \$200,000 per year for the next five years to keep up with the rising costs of books, journals (print, microform, electronic), and other types of technology related to collection development.

This initiative is linked to the external and internal analyses above as follows: III.A, K, N, R, S, X; IV.A.1, 3, 8, 10, 15; IV.B.1, 3, 4, 8, 9, 12, 13, 15, 17.

IMPLEMENTATION AND OUTCOMES

5. Strategies for Pursuing Initiative (in priority order)²

a) Provide administrative assistant positions for all Colleges exceeding \$2 million annually in total dollar volume of grants/contracts.³ These research administration associate positions (PT-07) would provide faculty with assistance in proposal development and post-award accounting and administration. Indirectly, they would also provide some of the support services offered by ORD, thus increasing the efficiency of the ORD office. On the post-award side, they would greatly reduce the errors now made by project directors. The grants accounting supervisor estimates that 25% of her staff time is spent resolving problems that exist on grant accounting statements. In FY2002 we anticipate that 2 colleges (CAS and COE) will exceed \$2 million in grants and contracts. We anticipate that in FY2003 the College of Technology will also exceed this total.

Cost: Year One: \$92,860. Year Two: \$50,608. Year Three: \$4,305.

b) Guarantee base funding for institutes and laboratories; implement a program-review process for existing units; encourage and support the creation of new units that address the University mission and can be largely self-sustaining. Provide adequate space and appropriate base funding for the Institute for Geospatial Research and Education (IGRE) and proposed new institutes and laboratories that address the institutional mission and that

² Research-related initiatives being submitted separately by other units within the division include:

- (COB) Integrate activities and develop synergies among the Region 9 Small Business Development Center, Smart-Zone, Center for Entrepreneurship, and the Business Information Center for Region 12 SBDC
- (CHHS) Increase volume of sponsored research
- (COT) Increase the emphasis on research in master’s programs
- (CAS) Additional base funding for CAS faculty start-up costs
- (COE) Funding for the Michigan Education Policy Center (MEPC)

³ The three positions included here are also requested in the Division’s Strategic Initiative #4, Support Staff.

will attract sufficient federal funding to be largely self-sustaining. Base funding for institutes can be largely recovered by the indirect cost they generate for the University.

Year One: \$100,000. Year Two: \$100,000. Year Three: \$100,000.

- c) Create a stable funding source for scientific instrumentation and equipment.⁴ Current available funding for new and replacement equipment and instrumentation is inadequate to maintain a credible research infrastructure. Much existing equipment is obsolete or in need of repair. Students often consider EMU's laboratories as inferior to those found at the high school or community college they attended. Equipment dollars currently provided to colleges (c. \$500,000) are not specifically designated for scientific equipment, and in recent years have been redirected to the purchase of needed information technology (e.g., computers, copiers, fax machines, and other office equipment).

Cost of additional needed funding: \$400,000 (addition to base)

- d) Provide competitive laboratory start-up costs. Funding available for new faculty start-up costs is unevenly available among the colleges and inadequate to attract top-flight new faculty. Start-up funding for new faculty is generally limited to the sciences – usually in the \$5-15K range. Funding is ad hoc, often combining departmental SSM dollars with a contribution from the Provost's office. **Note:** In its site visit report, the Higher Learning Commission of the North Central Association of Colleges and Schools offered this advisory suggestion: "The provision of appropriate start-up funds for new faculty will make a significant difference in attracting the faculty that will be necessary for the successful development of doctoral degree programs and the assumption of a stronger research role" (p. 57).

Cost of additional needed funding: \$250,000 (addition to base)

- e) Restore REF funding to its original level. In 1985 the Michigan legislature added to the base budgets of Michigan's public universities a sum to be used as seed money for new programs that would stimulate economic development and job creation in Michigan. EMU's share was \$424,000. In 1992 EMU experienced a fiscal crisis that required a mid-year, across-the-board budget cut. Like any other general fund unit, the REF was cut by 30% or approximately \$128,000. Although other operating budgets were restored in the following year to their original levels, the REF money has never been restored. REF is our principal means of jump-starting new centers and institutes.

Cost: \$128,000 (addition to base)

- f) Increase the Matching Fund to \$250,000. The Matching Fund (\$180,000) has remained unchanged for 15 years, despite arithmetic increases in grants and contracts. Matching dollars are critical to submitting competitive proposals, and are often required by funding agencies at ratios as high as 1:1.

Cost: \$70,000 (addition to base)

- g) Hire a full-time Compliance Officer.⁵ In its site visit report, the Higher Learning Commission of the North Central Association of Colleges and Schools cited the absence of a

⁴ Note: If Initiative #1 is fully funded, this initiative would not be necessary, because college equipment budgets are adequate if they do not have to be redirected to pay for instructional technology.

⁵ This position is also requested in Divisional Strategic Initiative #4, Support Staff.

full-time compliance officer as one of the challenges EMU will need to meet (p. 60). The creation of this AP-08 position would greatly reduce the burden of GSR staff and faculty who are currently assigned to monitor regulatory functions. Since the proposed position would be devoted full-time to compliance issues, EMU would be better positioned to respond quickly to changes in compliance requirements.

Cost: Year One: \$53,088. Year Two: \$--. Year Three: \$--.

h) Increase opportunities and improve support for student research.

- 1) Establish a Student Research Support Fund to defray costs associated with culminating research projects, honors and master's theses, and dissertations. Cost: \$30,000.
- 2) Increase funding available for Honors Undergraduate Assistantships \$50,000 to \$75,000. Cost: \$25,000.
- 3) Create a Summer Research Institute to allow students to work with faculty researchers as apprentices over the summer months. Cost: 10 X \$3,000 = \$30,000.
- 4) To increase the volume of thesis research, provide a \$500 travel allowance as a reward to faculty who serve as principal advisers on master's theses. Cost: 100 X \$500 = \$50,000.
- 5) Build a mentored research component into FIGS, PASS, and college-success courses. Cost: \$0.
- 6) Provide \$10,000 to support both the Undergraduate Symposium and the Graduate Research Fair. Cost: \$20,000.

Total Cost: \$155,000

- i) Increase support for library acquisitions and service improvements. To support new library acquisitions for doctoral programs, to improve support services, to allow digitization of archival holdings, to provide discipline-specific research guides, and to improve library support for faculty and graduate-student research, including offering discipline-specific thesis and dissertation "boot camps," increase the base budget for the library by \$1,000,000.

6) Outcome Measures

Significant increases in grant activity over the next five years are achievable given the expertise of our faculty and available opportunities. According to the NCA site visit team, such increases are needed to diversify the University's funding base. Increases depend on adequate internal support and policies that encourage and reward participation in sponsored activities.

Increased grant activity leads to even greater levels of funding due to development of expertise, acquisition of equipment, development of laboratories, and recovery of indirect cost. Indirect cost recovery provides capital and incentives for further growth and serves as a multiplier in obtaining growth. Outcomes that should result by 2007 include:

	FY2000	FY2007
Dollar volume:	\$15 million	\$25 million
Federal funding:	\$3.3 million	\$10 million
Sponsored research:	\$2.2 million	\$12 million
Indirect cost recovery:	\$700 thousand	\$5 million

Note that the projected increase in the General Fund (40%) share of indirect-cost recovery (\$1,720,000 compared to the current-year \$280,000) by 2007 will cover the full Year 3 cost of the proposed initiatives (\$1,193,126) with half a million dollars to spare.

The student research-support initiatives will improve the learning environment for participating students, increase opportunities for close faculty-student interaction, encourage more students to pursue research, increase the volume of master's theses, motivate more faculty to support student research, and heighten the visibility and improve the quality of the Undergraduate Symposium and Graduate Research Fair.

The NCA site-visit team indicated the approval of the new Ph.D. in Technology was contingent in part on assurances that library holdings were adequate to support the program.

7) Projected Semester Credit Hour Production

Based on current G.A. usage on grants, this volume of sponsored activity would result in approximately 120 sponsored Graduate Assistantships. Since each G.A. position is funded for 18 credit hours per year, the total credit-hour production would equal 2,160.

RESOURCES

8) Projected Expenditures to Support Initiative

Year One: \$2,248,948. Year Two: \$150,608. Year Three: \$104,305.

9) Expected Income to Support Initiative

The projected increase in indirect-cost distribution to the General Fund would cover the full cost of all proposed initiatives, leaving a balance (in 2007) of more than \$500,000 for the General Fund, which could be used to fund other initiatives. Assuming the current IDC redistribution policy is maintained, significant funding would also be distributed to the Provost, ORD, deans, and department heads, which would be invested in further research initiatives.

10) Alternative Sources of Income if New Funds Are Not Available

- a) General Fund (legislative appropriation or reallocation)
- b) Create a Research Foundation (endowment and income from technology transfer)

11) Additional Space Needed to Support Initiative

Office space for administrative assistants in CAS and COE.

IMPACT IF NOT IMPLEMENTED

12) Effect on University and Administrative Unit/College if Initiative Is Not Pursued

University-wide resources and support services have not kept pace with the increased volume of grant activity. Grants accounting and ORD staff are taxed to their limits. ORD has gained

one staff position since the mid-1980's; since that time the number of proposals its staff process per year have tripled. The grant matching fund account (\$180,000) has not increased since 1988. The Research Excellence Fund in 1993 was cut by 30% from the \$424,000 originally allocated in 1986. Without additional investment by the University, it is unrealistic to believe that sustained growth beyond existing levels can be achieved.

SUMMARY OF RESOURCES

(in today's dollars for all years)

		EXPENSES		
Personnel		Year 1	Year 2	Year 3
	Total dollars	<u>\$145,948</u>	<u>\$50,608</u>	<u>\$4,305</u>
	No. FTE (Faculty) <u>0</u>			
	No. FTE (Admin) <u>3.0</u>			
	No. FTE (Staff) <u>1.0</u>			
Fringes		\$_____	\$_____	\$_____
Student Help		\$_____	\$_____	\$_____
SSM & Travel (student research & library)		\$_____	\$_____	\$_____
Equipment (equipment + start-up costs)		<u>\$650,000</u>	\$_____	\$_____
Other (student research, library, matching, REF, laboratories & institutes)		<u>\$1,453,000</u>	<u>\$100,000</u>	<u>\$100,000</u>
	Total Cost	<u>\$2,248,948</u>	<u>\$150,608</u>	<u>\$104,305</u>

SOURCES OF FUNDING FOR THE INITIATIVE

	Year 1	Year 2	Year 3
University	<u>\$2,028,948</u>	<u>\$-269,392⁶</u>	<u>\$-635,695⁷</u>
Reallocation from Within the Administrative Unit	\$_____	\$_____	\$_____
Grants/Contracts (GF share – IDC)	<u>\$220,000</u>	<u>\$420,000</u>	<u>\$740,000</u>
Fundraising	\$_____	\$_____	\$_____
	Total Funds from All Sources	<u>\$2,248,948</u>	<u>\$150,608</u>

⁶ In Year Two, IDC income would exceed base increases by this amount.

⁷ In Year Three, IDC income would exceed base increases by this amount.

Division of Academic Affairs
Administrative Unit/College

June 8, 2001
Date

Increase Support Staff
Title of Initiative

B
Priority Rank

Signature of Vice President

PROPOSED STRATEGIC INITIATIVE

1. Description of Strategic Initiative

Determine the appropriate size of the division and its subunits and staff them accordingly.

2. Strategic University Direction(s) Supported by Proposed Initiative

This initiative supports all Strategic University Directions.

3. Divisional Goal(s) Supported by Initiative

The initiative supports all Academic Affairs Divisional Goals.

4. Other Supporting Information

The Division of Academic Affairs has responded to increased performance expectations and program expansion by enhancing productivity, reallocating resources within the division, and increasing the workloads of administrators. These efforts at efficiency have reached their practical limits.

We have given our highest priority to approving and filling the following administrative positions.

- Women's Studies, a growing program and the first such program in Michigan, has functioned for 26 years with part-time, temporary leadership. The addition of an undergraduate major to the successful minor and master's, in addition to growing enrollments, have increased the demands on the director. To sustain and advance this interdisciplinary program that has significant campus and community impact, funding is needed for a full-time director.
- The division also needs a full-time Undergraduate Studies Coordinator to insure effective communication and collaboration between the Divisions of Academic Affairs and Enrollment Services. This position will help to insure Academic Affairs involvement and accountability in reversing steady declines in student persistence.
- A third administrative need is a full-time Director for the Faculty Center for Instructional Effectiveness. Not only will this position strengthen our faculty

development initiatives (see Initiative #2), but it will reinforce our commitment to enhancing the academic experience of all our students.

- A fourth administrative need is a full-time Compliance Officer for regulatory affairs. In its site visit report, the Higher Learning Commission of the North Central Association of Colleges and Schools cited the absence of a full-time compliance officer as one of the challenges EMU will need to meet (p. 60 of the site visit final report). The creation of this AP-08 position would greatly reduce the burden on GSR staff and faculty who are currently assigned to monitor regulatory functions. Because the proposed position would be devoted full-time to compliance issues, EMU would be better positioned to respond quickly to changes in compliance requirements.

We consider these positions of sufficient importance that we intend to conduct a national search for each of them.

The needs of many students across many disciplines are not being well served because of a lack of support staff. What is presented below represents only the immediate and most urgent needs of the Division. In a number of instances, faculty members are performing PT and CS duties, which has the effect of pulling faculty from the classroom and increasing lecturer usage unnecessarily, often at greater expense to the University. EMU is poorly staffed in comparison to benchmark institutions. One set of data shows that COE is in the bottom quartile of staffing among institutions that prepare large numbers of professional educators. Most accrediting associations require “adequate” numbers of support staff; in other instances, ratios are required that EMU does not meet. For example, CACREP, the accrediting agency for guidance counselors, requires one support staff person for every five faculty. In a recent report, NASPAA cited EMU for being understaffed in public administration. More recently, the NCA site visit team identified staff shortages as being one of EMU’s major challenges.

This initiative is linked to the external and internal analyses above as follows: III.E, F, G, O, P, Q; IV.A.12, 14; IV.B.2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 15

5. Strategies for Pursuing Initiative

- a) Four Administrative-Professional positions are needed as follows:

Title	Class	Salary	Fringes	Total
Director of Women’s Studies, CAS	AP-12	\$70,788	\$19,290	\$90,078
Undergraduate Studies Coordinator	AP-11	\$62,288	\$16,973	\$79,261
FCIE Director	AP-11	\$62,288	\$16,973	\$79,261
Compliance Officer, GSR	AP-08	\$35,392	\$17,696	\$58,088
Total		\$230,756	\$70,932	\$306,688

- b) A total of 18.5 FTE Professional-Technical positions are needed as follows:

- 1) 4.5 FTE PT’s are needed – one each in the Department of Biology, Leadership and Counseling (0.5), Nursing, Occupational Therapy, and Social Work – to administer and oversee various laboratory and field experiences.
- 2) 2.0 FTE PT’s are needed – one for the COE Educational Resource Center and one for Music (staff accompanist).
- 3) 9.0 FTE PT’s are needed for network administration, technical support, and research in CAS (two computer support technicians), COB (one network

administrator and one data manager) and COE (two network administrators), CHHS (one IT coordinator), COT (laboratory technician), and Extended Programs (two to assist with learning and instructional design).

- 4) 3.0 FTE PT's are needed – one each in CAS, COE, and COT for grants administration.

Total PT Cost: 18.5 X \$41,396 = \$765,826 + fringes @ \$250,369 = \$1,016,955

- c) A total of 8.0 Clerical-Secretarial positions are urgently needed, including 2.0 FTE in CAS for assignment to departments and one each in HPERD, L & C, Management (0.5), Graduate Studies and Research (to be shared between ORD and the Graduate School), COB (advising, 0.5, CS-05), COE (Office of Academic Services/Advising), and COT (Dean's Office, 0.5, CS-05).

Total CS Cost: 8.0 X \$27,690 = \$221,520 + fringes @ \$98,885 = \$320,405

- d) Also needed are 100 new Graduate Assistant positions over five years¹

6. Outcome Measures

The success of the initiative will be measured by:

- a) More efficient use of faculty and upper-level administrators
- b) Greater job satisfaction among current staff
- c) Greater institutional productivity and efficiency
- d) Positive evaluations by accrediting agencies
- e) Better service to students
- f) Better service to external customers
- g) Increased full-time graduate enrollment and increased support for faculty and staff

7. Projected Semester Credit Hour Production

No SCH will directly result, but service to students will improve dramatically, influencing retention.

RESOURCES

8. Projected Expenditures to Support Initiative

Year One: \$1,639,048. Year Two: \$--. Year Three: \$--.

9. Expected Income to Support Initiative

Addition to divisional base.

10. Alternative Sources of Income if New Funds Are Not Available

None.

¹ Initiative being submitted separately by Graduate Studies and Research.

11. Additional Space Needed to Support Initiative

Office space for hires.

IMPACT IF NOT IMPLEMENTED

12. Effect on University and Administrative Unit/College if Initiative Is Not Pursued

- a) Faculty and students will continue to be underserved.
- b) Costly inefficiencies, damaged public relations, and rework will be the norm.
- c) Highly paid faculty and administrators will continue to do the work that could be done by individuals in lower pay brackets.

SUMMARY OF RESOURCES

(in today's dollars for all years)

EXPENSES			
Personnel	Year 1	Year 2	Year 3
Total dollars (AP positions)	<u>\$306,688</u>	\$_____	\$_____
Total dollars (PT positions)	<u>\$1,016,955</u>	\$_____	\$_____
Total dollars (CS positions)	<u>\$320,405</u>	\$_____	\$_____
Fringes	\$_____	\$_____	\$_____
Student Help	\$_____	\$_____	\$_____
SSM & Travel	\$_____	\$_____	\$_____
Equipment	\$_____	\$_____	\$_____
Other	\$_____	\$_____	\$_____
Total Cost	<u>\$1,639,048</u>	\$_____	\$_____

SOURCES OF FUNDING FOR THE INITIATIVE

	Year 1	Year 2	Year 3
University	<u>\$1,639,048</u>	\$_____	\$_____
Reallocation from Within the Administrative Unit	\$_____	\$_____	\$_____

Grants/Contracts	\$ _____	\$ _____	\$ _____
Fundraising	\$ _____	\$ _____	\$ _____
Total Funds from All Sources	<u>\$1,639,048</u>	\$ _____	\$ _____

Division of Academic Affairs
Administrative Unit/College

June 8, 2001
Date

Improve Divisional Services
Title of Initiative

C
Priority Rank

Signature of Vice President

PROPOSED STRATEGIC INITIATIVE

1. Description of Strategic Initiative

Improve the services provided by the Division to faculty, staff, and students by restructuring divisional operations.

2. Strategic University Direction(s) Supported by Proposed Initiative

This initiative primarily supports Strategic University Direction #6.

3. Divisional Goal(s) Supported by Initiative

The initiative primarily supports Academic Affairs Divisional Goal #7.

4. Other Supporting Information

The Division of Academic Affairs is committed to serving the needs of all its stakeholders – but especially its staff, faculty, and students. The Division is deeply committed to service and continuous improvement and expansion of the services it provides.

This initiative is linked to the external and internal analyses above as follows: III.D, E, F, G, K, O, W; IV.A.1, 3, 6, 9, 12, 14, 15; IV.A.1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17.

5. Strategies for Pursuing Initiative

- a) Determine long-term priorities and principles for resource allocation in a manner that reinforces divisional priorities; connect resource allocation with program review; establish external-funding expectations for centers and institutes to relieve the General Fund.
- b) Expand the scope of institutional data collection and management; make data needed for assessment and program review routinely available on a Web-based platform.
- c) To assist in program improvement, encourage the identification of benchmark (comparable and aspirational) institutions, departments, and programs.
- d) To encourage the pursuit of external funding, redistribute a share of IDC recovery to principal investigators and a greater share to ORD.

- e) Pursue the elimination of charge-backs by University Publications and Physical Plant for essential services and outsourcing such jobs to lower-cost, higher quality vendors.
- f) Supplement FRS statements preferred by Accounting with more user-friendly monthly statements for account managers.

6. Outcome Measures

The success of the initiative will be measured by:

- a) More strategic and efficient deployment of scarce resources across all management levels
- b) Greater usefulness of assessment and program review for quality improvement
- c) A data-rich and data-driven decision-making environment
- d) Greater motivation to improve quality at the college, department, and program levels
- e) Greater cooperation and information-sharing among units
- f) Improvement in faculty morale due to a better understanding and appreciation of the full range of faculty roles
- g) Fuller accountability to legislators, taxpayers, parents, and students
- h) Increased volume of sponsored activity
- i) Increased curriculum development activity
- j) Better accountability by administrators
- k) Better plans, clearer goals, and a higher rate of goal achievement
- l) Improved quality at lower cost
- m) Better account management; less red ink
- n) Better cooperation between Academic Affairs and other divisions
- o) Cost savings and greater efficiencies
- p) More accurate, better-quality catalogs

7. Projected Semester Credit Hour Production

None.

RESOURCES

8. Projected Expenditures to Support Initiative

Year One: \$116,500. Year Two: \$116,500. Year Three: \$116,500.

9. Expected Income to Support Initiative

Base increase.

10. Alternative Sources of Income if New Funds Are Not Available

Reallocation within the Division.

11. Additional Space Needed to Support Initiative

None.

IMPACT IF NOT IMPLEMENTED

12. Effect on University and Administrative Unit/College if Initiative Is Not Pursued

Lower faculty and staff morale if opportunities to improve systems and processes are not seized. Dysfunctionality. Waste and duplication of effort. Units working at cross-purposes with each other. Confusion about divisional directions and desired behaviors. Inefficiency of divisional operations. Low level of goal accomplishment.

SUMMARY OF RESOURCES

(in today's dollars for all years)

EXPENSES			
	Year 1	Year 2	Year 3
Personnel			
Total dollars	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>
Total dollars	\$_____	\$_____	\$_____
Total dollars	\$_____	\$_____	\$_____
Fringes	<u>\$16,500</u>	<u>\$16,500</u>	<u>\$16,500</u>
Student Help	\$_____	\$_____	\$_____
SSM & Travel	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>
Equipment	\$_____	\$_____	\$_____
Other	\$_____	\$_____	\$_____
Total Cost	<u>\$116,500</u>	<u>\$116,500</u>	<u>\$116,500</u>

SOURCES OF FUNDING FOR THE INITIATIVE

	Year 1	Year 2	Year 3
University	<u>\$116,500</u>	<u>\$116,500</u>	<u>\$116,500</u>
Reallocation from Within the Administrative Unit	\$_____	\$_____	\$_____
Grants/Contracts	\$_____	\$_____	\$_____
Fundraising	\$_____	\$_____	\$_____
Total Funds from All Sources	<u>\$116,500</u>	<u>\$116,500</u>	<u>\$116,500</u>

Division of Academic Affairs
Administrative Unit/College

June 8, 2001
Date

Public Engagement and Visibility
Title of Initiative

C
Priority Rank

Signature of Vice President

PROPOSED STRATEGIC INITIATIVE

1. Description of Strategic Initiative

Enhance the visibility and image of the Division and its Colleges. Work with University Marketing to ensure effective marketing of academic programs at all levels. Accelerate efforts to engage community stakeholders and partners by developing cost-effective centers and institutes and establishing productive partnerships for student learning, research, and positive social change. Increase the University's global presence and awareness of international issues and other cultures.

2. Strategic University Direction(s) Supported by Proposed Initiative

This initiative primarily supports Strategic University Direction #3, but also supports 1.b, c, j; 2.a; 5.c, f

3. Divisional Goal(s) Supported by Initiative

The initiative primarily supports Academic Affairs Divisional Goal #4, but also supports 1.a; 2.b, e; 3.e, 6.e; 7.k, l.

4. Other Supporting Information

In his inaugural address, President Kirkpatrick envisioned EMU "as a major intellectual resource to link the creation, dissemination and application of knowledge to the needs of the metropolitan region; educate students to be informed and effective citizens; teach in ways that provide research-based knowledge with practical application; conduct research that links the basic and applied; and engage in community collaborations for the mutual benefit of the institutions and organizations that are the fabric of our culture." EMU is now a part of this significant movement in higher education, having become a member of the Coalition of Urban and Metropolitan Universities.

The Division of Academic Affairs is responding to President Kirkpatrick's summons by accelerating its efforts to reach out to the community we serve – at the local, regional, national, and international levels.

This initiative is linked to the external and internal analyses above as follows: III.A, E, G, I, K, N, P, R, S, T, X, Y. IV.A.10, 11, 12, 15; IV.B.7, 8, 9, 13.

5. Strategies for Pursuing Initiative

- a) Strengthen, reorganize, and reconfigure existing centers and institutes that have established track records in providing research and service to funding agencies.
- b) Establish new organized research units that have demonstrated capacity for garnering external support.
- c) Develop outreach to the community and collaborative partnerships with community organizations.
- d) Include global and multicultural perspectives throughout the curriculum.
- e) Expand study-abroad programs; create less costly programs of shorter duration so that they are affordable for students with financial need.
- f) Provide faculty and staff development opportunities in global, international, and multicultural topics and perspectives.
- g) Develop collaborative agreements with institutions abroad, featuring double degree programs, faculty and student exchanges, and collaborative research ventures.¹
- h) Identify and develop online programs in high-demand and niche areas.
- i) Promote the development of graduate certificates and doctoral, specialist, and master's degrees that respond to regional and national employment needs.
- j) Expand partnerships with schools and districts.
- k) Cultivate mutually beneficial relationships with the Michigan Economic Development Corporation and the Life Sciences Initiative.
- l) Open additional off-campus sites for instruction, community engagement, and research.
- m) Establish "Friends of Bruce T. Halle Library," an organization that would develop programs in support of the University Library while engaging, entertaining, and enlightening alumni and community members.

6. Outcome Measures

The success of the initiative will be measured by:

- a) More positive public perception of the University
- b) Increased volume of sponsored projects by institutes and centers
- c) Heightened perception in Lansing of EMU's value to the State of Michigan
- d) New relationships with corporate partners, leading to more gifts and research partnerships
- e) Remediation of social problems in SE Michigan
- f) Greater loyalty to EMU by SE Michigan stakeholders
- g) Increased business prosperity and improved tax base in the region

¹ Initiative being submitted separately by Extended Programs.

- h) Improved alumni relations and increased gifts
- i) More federal grants and line-item appropriations to benefit EMU and the region

7. Projected Semester Credit Hour Production

Year One: 5,000 SCH. Year Two: 10,000 SCH. Year Three: 15,000 SCH.

RESOURCES

8. Projected Expenditures to Support Initiative

Year One: \$863,500. Year Two: \$863,500. Year Three: \$863,500.

9. Expected Income to Support Initiative

Grants and contracts.

10. Alternative Sources of Income if New Funds Are Not Available

User fees; gifts.

11. Additional Space Needed to Support Initiative

Space will be needed for any new organized research units. Some new certificates and degree programs will need space. Off-campus instructional sites will need leased space

IMPACT IF NOT IMPLEMENTED

12. Effect on University and Administrative Unit/College if Initiative Is Not Pursued

Identity as a regional rather than national/international institution. Limited potential for growth in external funding. Isolation from potential community partners. Low visibility. . Students will be ill prepared to cope with a global marketplace. Continued loss of instructional market share. Continued obsolescence of the curriculum.

SUMMARY OF RESOURCES

(in today's dollars for all years)

EXPENSES			
	Year 1	Year 2	Year 3
Personnel			
Total dollars	<u>\$600,000</u>	<u>\$600,000</u>	<u>\$600,000</u>
Total dollars	\$_____	\$_____	\$_____
Total dollars	\$_____	\$_____	\$_____
Fringes	<u>\$163,500</u>	<u>\$163,500</u>	<u>\$163,500</u>

Student Help	\$_____	\$_____	\$_____
SSM & Travel	<u>\$100,000</u>	<u>\$100,000</u>	<u>\$100,000</u>
Equipment	\$_____	\$_____	\$_____
Other	\$_____	\$_____	\$_____
Total Cost	<u>\$863,500</u>	<u>\$863,500</u>	<u>\$863,500</u>

SOURCES OF FUNDING FOR THE INITIATIVE

	Year 1	Year 2	Year 3
University	\$_____	\$_____	\$_____
Reallocation from Within the Administrative Unit	\$_____	\$_____	\$_____
Grants/Contracts	<u>\$863,500</u>	<u>\$863,500</u>	<u>\$863,500</u>
Fundraising	\$_____	\$_____	\$_____
Total Funds from All Sources	<u>\$863,500</u>	<u>\$863,500</u>	<u>\$863,500</u>

Division of Academic Affairs
Administrative Unit/College

June 8, 2001
Date

Improve the Physical Learning Environment
Title of Initiative

C
Priority Rank

Signature of Vice President

PROPOSED STRATEGIC INITIATIVE

1. Description of Strategic Initiative

Upgrading our deteriorating classrooms and laboratories is essential if we are to provide “an exceptional learning environment.” There is a demonstrated and urgent need to replace furniture, paint classrooms, update electrical work and lighting, lay carpeting, replace old chalkboards with whiteboards, and provide for the special needs of students with disabilities. The need for renovation or replacement is especially acute in the Pray-Harrold, Mark Jefferson, and Sill buildings.

Note: *Not included in this initiative, but of overriding importance, are major facilities needs that are already on the University’s priority list for capital construction. In order of priority, the capital needs of the Division are:*

- a) *Science complex*
- b) *Renovation and modernization of Pray-Harrold*
- c) *Renovation of Sill Hall or new construction for the College of Technology*
- d) *Performing arts complex*

2. Strategic University Direction(s) Supported by Proposed Initiative

This initiative supports Strategic University Directions 1.h, i; 3.k; 4.c; 6.g.

3. Divisional Goal(s) Supported by Initiative

The initiative supports Academic Affairs Divisional Goals VII.f, k.

4. Other Supporting Information

As former Secretary of Education Richard Riley said, “Students cannot learn in facilities that cause distractions.” Modern, well-equipped classrooms are central to EMU’s mission of providing “an exceptional learning environment.” The mission also states that “quality is the first priority in all programs, activities, and services.”

There is a demonstrated need to replace classroom furniture, update electrical work and lighting, and address the special needs of certain students. Several of the larger classroom buildings were built 20 to 30 years ago and have not been updated or maintained at a satisfactory level since. An adequate physical environment for learning is essential to the University's mission, image, and future growth.

This initiative is linked to the external and internal analyses above as follows: III.F, O; IV.A.13; IV.B.1, 5, 6, 16.

5. Strategies for Pursuing Initiative

- a) Nonbase, one-time funding is needed initially to support the renovation of more than 100 classrooms.
- b) Thereafter, the Physical Plant requires a permanent base budget adjustment of roughly \$1,000,000 exclusively and explicitly for permanent maintenance of classrooms. Initial nonrecurring needs are as follows:

Refurbishment (carpeting, lighting and electrical, painting, furnishings, and miscellaneous¹) is urgently needed for 69 classrooms, 34 seminar rooms, and 11 lecture halls:

Traditional classrooms	69 @ \$20,760 = \$1,423,440
Seminar rooms	34 @ \$35,500 = \$1,207,000
Lecture halls	11 @ \$65,450 = \$ 719,950
<u>Total</u>	<u>\$3,350,390</u>

Goals can only be accomplished with the cooperation of Physical Plant and Purchasing.

6. Outcome Measures

Success of the initiative would be measured by:

- a) Improved student learning
- b) Improved health and safety for students and staff
- c) Improved ability to recruit prospective faculty and students

7. Projected Semester Credit Hour Production

More students will be attracted to enroll at EMU, thus indirectly affecting SCH. Retention rates might similarly be increased.

RESOURCES

8. Projected Expenditures to Support Initiative

Year One: \$3,350,390. Year Two: \$1,000,000. Year Three: \$1,000,000.

¹ Includes window treatments, computer and multimedia hook-ups, and facilities for students with special needs.

9. Expected Income to Support Initiative

Non-recurring legislative appropriation followed by a base budget adjustment (Physical Plant) of \$1,000,000.

10. Alternative Sources of Income if New Funds Are Not Available

Capital campaign with classroom naming opportunities. Corporate sponsorships. General fee increase.

11. Additional Space Needed to Support Initiative

None.

IMPACT IF NOT IMPLEMENTED

12. Effect on University and Administrative Unit/College if Initiative Is Not Pursued

The physical environment for learning will continue to deteriorate and undermine the quality of instruction. In addition, health hazards would remain an on-going concern and have a negative impact on the University's image.

SUMMARY OF RESOURCES

(in today's dollars for all years)

	EXPENSES		
Personnel	Year 1	Year 2	Year 3
Total dollars	\$ _____	\$ _____	\$ _____
Total dollars	\$ _____	\$ _____	\$ _____
Total dollars	\$ _____	\$ _____	\$ _____
Fringes	\$ _____	\$ _____	\$ _____
Student Help	\$ _____	\$ _____	\$ _____
SSM & Travel	<u>\$3,350,390</u>	<u>\$1,000,000</u>	<u>\$1,000,000</u>
Equipment	\$ _____	\$ _____	\$ _____
Other	\$ _____	\$ _____	\$ _____
Total Cost	<u>\$3,350,390</u>	<u>\$1,000,000</u>	<u>\$1,000,000</u>

SOURCES OF FUNDING FOR THE INITIATIVE

	Year 1	Year 2	Year 3
University	<u>\$3,350,390</u>	<u>\$1,000,000</u>	<u>\$1,000,000</u>
Reallocation from Within the Administrative Unit	\$_____	\$_____	\$_____
Grants/Contracts	\$_____	\$_____	\$_____
Fundraising	\$_____	\$_____	\$_____
Total Funds from All Sources	<u>\$3,350,390</u>	<u>\$1,000,000</u>	<u>\$1,000,000</u>