

# **COLLEGE OF HEALTH AND HUMAN SERVICES**

## **Working Draft Strategic Plan May 7, 2001**

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**The College of Health and Human Services**  
**2006**  
**Center of Excellence**

*“There is no use in trying,” said Alice. “I can’t believe impossible things.”*  
*“I daresay you haven’t had much practice,” said the Queen. “When I was your age I always did it for half an hour a day. Why sometimes I’ve believed as many as 6 impossible things before breakfast.”*

*Lewis Carroll*

**Community.** As one approaches the Marshall and Roosevelt buildings the grounds are park-like with outside sculptures. People can be seen sitting on benches, actively engaged in conversation. Effective signage is both external and internal to both facilities to facilitate easy access and service for students and guests. As visitors walk into the Marshall and Roosevelt Buildings, there is an excitement in the air, almost like electricity. Faculty, students and members of the community including the community’s elders, alumni, and clinical faculty are energized, engaged, smiling, caring about one another, and working together. As one passes classrooms, faculty and students are deeply and happily engaged in discussion. The common areas include poster presentations of collaborative teaching, scholarly and service initiatives. There is a true joy of learning in the air. The College is fully engaged in partnerships with the community in developing programs and projects that positively impact the quality of life. The student body reflects the diversity of the state in ethnicity, gender, and age. Older learners are everywhere: in the classroom, mentoring students, and sharing their wisdom and life experiences with others.

The success of the Textiles Research and Training Institute has just been recognized by the Governor for contributing to the economic development of the state. Similarly, the ongoing impact of the Sustainable Design Center has resulted in an environmental sustainability value statement within the College’s and University’s Mission Statements.

**Undergraduate and Graduate Programs of Excellence.** All of the programs in the College have met rigorous standards for excellence as established by faculty, students, alumni, and employers. Several programs have now received national recognition and are identified as magnets for both national and international student learning. The college faculty have made a major commitment to become involved in research that enhances quality of life of the region with national implications for practice. This commitment to community-based research has resulted in increased state and national research support. At least one faculty annually has been awarded a Fulbright. Both undergraduate and graduate students routinely collaborate with faculty on research projects that support community development, as well as contribute to the knowledge base of their respective professional areas. In addition, fieldwork educators, clinicians and alumni routinely call with collaborative research ideas to support evidence-based practice. Income from endowments provides support for an annual freshman seminar speaker series which brings national and international individuals to campus. The interdisciplinary doctorate in Community Management significantly increased involvement with the community, as well as leading to meaningful community-based research and service. In addition, a second doctorate has been forwarded for university approval.

Interdisciplinary courses have been developed within the College, as well as with other colleges in the University; for example, Occupational Therapy and Special Education; Health Administration, Economics, and Public Administration; Clinical Laboratory Sciences and Chemistry. In 2002 an innovative interdisciplinary human development course was approved for General Education credit. Faculty research in Gerontology has significantly added to the body of knowledge included in this course offering. All majors in the College require at least two courses that integrate exciting service learning experiences. These experiences have resulted in strong community networks. In fact, in the last state budget hearings, the President took selected community members with him to support additional state funding. In addition to this local community impact, all students have an international semester abroad as an option for their major. International internships are offered in Ghana, Mexico City, England, and Japan.

Additional resources have been provided to support off-campus programming.

A recent celebration was held to recognize the interdisciplinary group of faculty, students and mental health consumers that have successfully lobbied for mental health parity. This group has been asked to continue their research on assessing consumer satisfaction with mental health services.

Services to students have been enhanced at both the university and college level. At the university level, many services are provided online. At the college level, the advising/transfer student services center is available to students 12 months a year, including selected evenings and Saturday mornings. Every faculty member makes a contribution to student advising. Some do advising in their major related to curriculum, others help with career exploration and job placement.

Transfer from community colleges is seamless with minimal loss of time and credit. Selected introductory courses are offered at community colleges as well as onsite advising. Advising satisfaction survey results have increased for all students, including transfer students. Emeritus faculty and alumni have also become integrated into the life of the College, including helping in the advising office.

Successful development efforts have increased scholarship support for students. This additional money has allowed the College to attract a greater percentage of students with high GPAs. It has also contributed to innovative programming in the CHHS Academic Program House/Dormitory.

**Professional Development.** Faculty development has been integrated into the culture of the College. Every Friday afternoon there are brown-bag sessions relating to relevant topics of interest. Differential faculty loads are routine. Some semesters a faculty may have a 50% to 75% assignment for research while other semesters may be more heavily focused on community service or instruction. Faculty routinely visit each other's classrooms to observe diverse teaching styles and use of instructional technology. A sense of camaraderie has evolved from this sharing.

There are ongoing development initiatives for support staff and administrators, including mentoring.

**Facilities.** The technology in Roosevelt Hall is comparable to the infrastructure that exists in the Marshall Building. This, with active faculty development, has resulted in the following:

- 100% of the courses routinely use e-Companion.

- 70% of the courses are offered online
- Several faculty who have recently “retired” continue to teach at least one course online
- Several certificates are offered online, including the Dementia Certificate, the RD/BS Completion Program and the CRA Certificate.

The computer lab in 210 Marshall is fully operable with full-time technical support. Routinely student groups and faculty record brief video clips with announcements and videos of current community/professional activities in which members of the College are currently participating. Video conferencing is routinely used in the classroom and for administrative purposes. For example, while faculty are on international assignments they maintain ongoing communication with students and staff via video conferencing. Each program brings in a minimum of one international scholar a semester to their class via video conferences.

Closed circuit TVs are scattered throughout Marshall and Roosevelt buildings and display on- and off-campus activities, as well as ongoing information and updates for students. In addition, students have access to input terminals for accessing university services such as Financial Aid and Registration.

A small earthquake in 2003 demolished the Smith parking lot. At first seen as a disaster, it has resulted in the completion of an underground parking garage. This space also provides a covered, secure parking space for bicycles. Faculty and staff who drive low-emission vehicles receive dedicated parking spaces. The comfortable grassy top of the parking garage provides additional green space for the campus.

Finally, the College has developed a culture where ongoing assessment and quality improvement are part of our everyday activities. There is a belief that one’s effectiveness can be successfully measured and it is not the exact measurement that matters, but rather the commitment for continually searching for ways to add value to the services we offer to each other, our students, and the community.

Individuals feel that they belong, that they are a part of a larger community that is working together to make things better. Everyone in the organization supports a set of mutually agreed upon goals and there is a sense of trust, respect, and joy. A dynamic, rich and exciting learning environment has been created where everyone’s voice is heard and valued.

## OUTLINE FOR PROPOSED STRATEGIC INITIATIVE

Health and Human Services  
Administrative Unit/College

May 7, 2001  
Date

Professional Graduate Programs  
Title of Initiative

1  
Priority Rank

\_\_\_\_\_  
Signature of Administrator/Dean

\_\_\_\_\_  
Signature of Vice President

### PROPOSED STRATEGIC INITIATIVE

#### 1. Description of Strategic Initiative

The College of Health and Human Services proposes the **Professional Graduate Programs Initiative**. This initiative, to be fully implemented by 2005, is intended to meet the demand for professionals well prepared to practice in the 21<sup>st</sup> Century and beyond. National trends reported in the lay press and in the professional literature, and further articulated by the Pew Health Professions Commission (1995) strongly suggest that there is a movement toward increasing the level of credentialing required in order for professionals to be perceived as adequately prepared for practice in the dynamic health and human service delivery systems of the future. Therefore, the attainment of advanced degrees (master's, doctorates) and program certificates (graduate and post-graduate) has become more relevant to new and veteran practicing professionals alike.

These national trends also indicate that institutions of higher education are experiencing a phenomenon in which consumers are driving the manner in which education will be delivered. The consumer is demanding that education, much as many other commodities, be made available "on demand" and in a more easily accessible and convenient fashion. Said another way, the consumer wants virtual one-stop shopping.

Providing quality graduate programming requires a multi-level approach that involves a high percentage of doctorally prepared faculty members who are involved in research and grant writing. It also requires an academic climate that fosters intellectual exchange and research opportunities. Further it will require an increase in faculty lines to ensure that the college maintains an appropriate balance to support and sustain a robust research effort that does not compromise the ability of various departments to have their curriculum delivered primarily by tenure track faculty.

The expected outcomes of this initiative for the College are: (a) an increase in funded research, grants and contracts; (b) an increase in graduate enrollments; (c) an increase in and strengthening of research partnerships with the professional community and (d) an enhancement of our relationship with the College alumni.

The expected impact of this initiative for the College is that there will be: (a) an enhancement of our ability to recruit and retain faculty who are active and productive scholars; (b) an enhancement of our ability to recruit students who are committed to professional education excellence and (c) an enhanced ability to recruit alumni and other professionals throughout their careers by providing a continuum of graduate level education, specially, masters, post-master's certificate programs and doctoral programs.

## **2. Strategic University Directions Supported by Proposed Initiative**

This initiative supports the College and the University's Goal #2: "Strengthening Graduate Programming" strategic initiative for strengthening graduate programming. In addition, this is consistent with NCA's support of the university's direction toward increased graduate programming. It recognizes the need to create the infrastructure necessary to support graduate research and collaborative community activities. It would contribute to the creation of additional professional graduate certificate programs and degrees. This initiative also supports Goal #4 "Enhancing and invigorating public engagement" of the College and University because it will increase our collective interactions with our varied community stakeholders through interactions with community boards, and hosting visiting lecture series.

## **3. Administrative Unit/College Goals Supported by Proposed Initiative**

This initiative supports the goals of the Graduate Student Experience Cross-cutting Strategic Planning Committee. It also facilitates the goals of the College that include strengthening the research and scholarly development of College faculty.

## **4. Other Supporting Information**

The professional programs within the College are very strong and have a record of attracting strong student populations. The Pew Health Professions Commission, the Bureau of Labor statistics, Healthy People 2010 as well as all of our professional association future forecasters document the need for increased numbers of health and human service professionals over the next ten years. The literature also documents the need for these professionals to be educated at the graduate level. This initiative addresses the importance of offering courses and, indeed, whole programs on-line and/or off site to meet the demand of the consumer driven educational market place for programs that offer convenience and flexibility.

In addition the College's professional programs must respond to professional mandates that are driving more programs to graduate level, pre-service curricula in order to address the societal need for a better prepared professional. This initiative also will enable the College programs to respond to the needs of those professionals who must demonstrate that they have updated their knowledge and skills to meet their profession's requirements for continuing education units (CEUs).

## **IMPLEMENTATION AND OUTCOMES**

### **5. Strategies for Pursing Initiative**

The specific strategies that must be used to implement this initiative are listed in priority order as follows:

**5.1: Increase number of faculty lines by one-third within the college to 1) promote higher levels of activity in pursuing research and grant opportunities while still providing a curriculum taught primarily by tenure-track faculty and 2) expand expertise to meet the expectations of new program development in graduate education.**

By creating the possibility of redistributing workloads in order to promote scholarship activities, we will also be in a better position to recruit and retain active scholars with experience in graduate education and research.

ESTIMATED COST:

YR 1: \$435,000

YR 2: \$435,000

YR 3: \$435,000

for adding a total of 25 faculty lines in the College

**5.2: Develop new graduate programming in response to needs and new areas of growth in the Health and Human Services professions.** Provide greater opportunities for graduate certificate and doctoral programs for working professionals to pursue further education and credentialing. Add faculty lines, development funding, and a recruitment and retention program to both develop and promote these new graduate programs:

Certificate Programs (\$35,000 per certificate= \$245,000 total)

Nonprofit Community Building

Nursing Management

School Social Work

Textiles

Green/Sustainable Design

Health Administration

Nurse/Legal Consultant

Masters (total=\$295,000)

Masters of Occupational Therapy (\$15,000) (new faculty added in 5.1)

Masters of Orthotics & Prosthetics Program (\$280,000)

Doctorate

Community Management (\$750,000)

**5.3 Provide college-based research support services and programming to increase and promote research activities for both faculty and students.**

5.3.1: *CHHS Research Support Office in 214 Marshall*

Provides consultation, faculty and graduate student research lab space with computers and staff, research and grants resource library, organizing workshops, brown-bags, faculty and graduate student research groups, and lecturer series (\$4,000/yr.)

- 5.3.2: *CHHS Director of Research Development - 50% Faculty Release*  
Provides leadership and oversight of Research Support Office and provides research consultation, promotes research opportunities, works with faculty during proposal stages of grants and contracts, etc. (\$12,000/yr)
- 5.3.3: *Professional/Technical Research Projects Manager - 1 FTE*  
Provides administrative assistance with grants accounting, recruiting and supervising RAs and student help, manages CHHS Research Support Office (\$40,000/yr)
- 5.3.4: *Research Assistantships - provide 5 RAs to graduate students to work together with CHHS faculty on research, grant, and contract activities.* Some of these positions would be assigned to the CHHS Research Support Office and available for short-term or start-up projects, others would be assigned to individual faculty with specific research projects. (\$30,000/yr)
- 5.3.5: *Student Help - create 5 part-time student worker positions to assist with xeroxing, staffing the research support office, filing, mailings, on-campus delivery, etc.* (\$5,000/yr)
- 5.3.6: *Researcher-in-Residence Program:* Once a semester invite a researcher who is well-known from a specific professional field related to Health and Human Services to campus for a week. Set up programming whereby this scholar can give a series of talks within the college and also for the broader campus and the community, meet in small seminars with faculty and graduate students, consult individually with faculty and students about their research ideas or projects, visit classes as a guest lecturer, receptions with alumni, etc. (funded by development money)

#### **5.4: Increase Off-site and On-line Programs, Classes, and CEU-Credit Workshops**

- 5.4.1: *Detroit Off-Site Programs - Social Work and Nursing*  
Requires additional faculty and administrative staff for field/preceptor coordination, program coordination, recruitment, admissions, etc. (\$50,000)
- 5.4.2: *Promotion of Increased Online Course Offerings*  
Either faculty release or spring/summer honorarium for preparing new online courses and programs (\$10,000)
- 5.4.3: *Assign a Teaching Assistant (graduate student) or a Lecturer as an assistant* to a faculty person teaching a new online course for the first semester. This would also be a way of training lecturers to eventually teach on-line as well. (\$10,000)
- 5.4.4: *Travel/training awards for faculty* to attend conferences and external workshops to develop online teaching skills and expertise (\$5,000)

**6. Outcome Measures**

6.1: Increase graduate enrollment in CHHS by 10% within the next 3 years

6.2: Increase college-sponsored research grants and contracts by 10% per year

6.3: Increased partnerships with community agencies and organizations in our college in 3 years as measured by research partnerships, field placements and preceptors, clinical/agency affiliations, and involvement in advisory boards within CHHS.

6.4: Offer 10% of all courses in the college online in 3 years.

**7. Projected Semester Credit Hour Production**

With the implementation of this initiative, we project an increase of 1000+ SCH over the 3 year period for the college based on new certificate, masters, and doctorate programs. Also there would be additional non-credit hour production with an increase of CEU credit offerings for health and human service professionals.

**RESOURCES**

**8. Projected Expenditures to Support Initiative**

	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>
5.1: Increase faculty lines	435,000	435,000	435,000
5.2: New Graduate Programs			
Certificates	105,000	70,000	70,000
Masters	295,000		
Doctorate		750,000	
5.3: Research Support Services	91,000	91,000	91,000
5.4: Off-site and Online Development	<u>75,000</u>	<u>75,000</u>	<u>75,000</u>
<b>TOTAL</b>	<b>\$1,001,000</b>	<b>\$1,421,000</b>	<b>\$671,000</b>

**TOTAL for 3 YEARS: \$2,489,771**

**9. Expected Income to Support Initiative**

9.1: General fund with additional revenue from tuition and fees.

9.2: Increased revenue from grants and contracts

9.3: Increased revenue from development activities

- 10. Alternative sources of Income if New Funds are Not Available**  
This initiative will provide increased opportunity for fundraising, grants, contracts, and alumni development.
- 11. Additional Space Needed to Support Initiative**  
11.1 Office space for additional faculty lines  
11.2 Use of 214 Marshall for the Research Support Office

**IMPACT IF NOT IMPLEMENTED**

- 12. Effect on University and Administrative Unit/College if Initiative is Not Pursued**

Without investing in new graduate programs and the necessary research environment that graduate education requires, EMU and CHHS will be at risk for stagnation and limited progression as an academic institution. Neighboring universities are expanding and will be able to provide the continuum of higher education offerings ranging from master's programs to certificates, workshops and doctorate programs within the area of Health and Human Services. It is important to take this next step now to deepen our impressive beginning in the development of graduate programs. CHHS master's alumni are ready for the next stage in their professional careers, and are looking to their departments for further educational opportunities in the form of doctoral programs, advanced professional certificates, as well as workshops offering CEUs. Without further program development, the college will continue to lose to other universities the opportunity to further the education of these alumni.

As noted by our recent NCA site visit, graduate programs also require faculty who are doctorally prepared and who are active scholars. Such a faculty requires greater flexibility in workload and teaching load than is currently the case. Both as a university and as a college, we must increase our involvement in research, grants, and contracts. Research support services are critical in order to further encourage and sustain the active involvement of faculty and students in research and grant writing. And finally, it is imperative that we prepare ourselves for more flexible and accessible instructional delivery systems, such as online and community-based courses, in order to remain competitive and attractive to the working professional and adult learner.

**OUTLINE FOR PROPOSED STRATEGIC INITIATIVE**

College of Health and Human Services  
Administrative Unit/College

May 7, 2001  
Date

Enhance the Undergraduate Academic Experience  
Title of Initiative

3  
Priority Rank

\_\_\_\_\_  
Signature of Administrator/Dean

\_\_\_\_\_  
Signature of Vice President

**PROPOSED STRATEGIC INITIATIVE**

1. Description of Strategic Initiative

Strengthen the undergraduate academic experience for students in the College, address retention and transfer challenges by creating an advising/transfer and learning support center in the 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 1f (reinforce our commitment to serve traditional and nontraditional students with learning opportunities and support services on campus, at regional centers, and via distance education), 1h (incorporate practical learning experiences into academic programs), 1j (pursue increases in merit-based financial aid), 6a (incorporate global and multicultural perspectives into the General Education curriculum, undergraduate programs and, where appropriate, graduate programs and certificates), 6c (make Study Abroad, Experiential Learning, and Academic Service-Learning opportunities, that contribute to a better understanding of multicultural perspectives, available to students of diverse backgrounds), and 6d (establish administrative processes and programs that are hospitable to and provide service and support for international students).

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

This initiative supports the Division of Academic Affairs' goals to strengthen undergraduate and graduate programming.

4. Other Supporting Information

- 4.1 EMU's six-year completion rate for first-year students has been rising from 3.1% 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 continues to have the lowest graduation rate among Michigan public universities. Advising is shown to be a principal influencer in many studies of undergraduate attrition and retention.
- 4.2 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. Current data about transfer students' graduation rates is not easily available but should be tracked.

### **IMPLEMENTATION AND OUTCOMES**

5. Strategies for Pursuing Initiative

The plan is to create a complete college academic advising continuum that will run from the point of inquiry about admission/transfer to a college program through advising by faculty in the major and include successful placement on the first step of a career.

6. Outcome Measures

- 6.1 Improved undergraduate retention rates  
6.2 Increased number of transfer students  
6.3 Higher levels of student satisfaction with advising using the ACT instrument (6 year advising satisfaction project)  
6.4 Increased articulation agreements with area community colleges

7. Projected Semester Credit Hour Production

The initiative will significantly increase credit hour production by positively impacting retention, reducing time to graduation and improving persistence and graduation rates.

### **RESOURCES**

8. Projected Expenditures to Support Initiative

Year 1:	\$182,448
Year 2:	\$182,448
Year 3:	\$182,448

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

11. Additional Space Needed to Support Initiative

Space for the center has been identified on the 3<sup>rd</sup> Floor in the new Marshall Building.

**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. A strong undergraduate experience provides a strong base for transfer, undeclared and intent students and thus the implementation of the Advising Center is critical. There is much data on the importance of strong early advising for student success.

**SUMMARY OF RESOURCES**

(in today's dollars for all years)

	Expenses		
Personnel	Year 1	Year 2	Year 3
Professional Advisors PT08	<u>\$54,808</u>	<u>\$54,808</u>	<u>\$54,808</u>
Faculty Interns			
Release Time FA/WI/SP/SU	<u>\$35,000</u>	<u>\$35,000</u>	<u>\$35,000</u>
Clericals (CS-05)	<u>\$38,690</u>	<u>\$38,690</u>	<u>\$38,690</u>
Fringes	<u>\$38,000</u>	<u>\$38,000</u>	<u>\$38,000</u>
Student Help			
27/hr/wk x 50 wks x 7/hr.	<u>\$ 9,450</u>	<u>\$ 9,450</u>	<u>\$ 9,450</u>
Equipment			
2 computers, printers	<u>\$ 6,500</u>	<u>\$ 6,500</u>	<u>\$ 6,500</u>
Total Cost	<u>\$182,448</u>	<u>\$182,448</u>	<u>\$182,448</u>

**SOURCES OF FUNDING FOR THE INITIATIVE**

	Year 1	Year 2	Year 3
University	\$182,448	\$182,448	\$182,448

## OUTLINE FOR PROPOSED STRATEGIC INITIATIVE

College of Health and Human Services  
Administrative Unit/College

May 7, 2001  
Date

Renovate Classrooms & Offices in Roosevelt  
Title of Initiative

4  
Priority Rank

\_\_\_\_\_  
Signature of Administrator/Dean

\_\_\_\_\_  
Signature of Vice President

### PROPOSED STRATEGIC INITIATIVE

1. Description of Strategic Initiative

The last major renovation of Roosevelt was in 1973, 9 offices were upgraded in 2000-2001; 6 offices and 7 classrooms plus an open office area remain to be done. Furnishings do not support activities taking place in these offices, e.g. class preparation, advising, meeting with students and colleagues. The faculty offices in Marshall would be used as the model for Roosevelt. Classrooms in Roosevelt would be renovated to support multiple teaching and learning styles. Tables would be smaller (20"x48") and on casters so that they could be easily moved to accommodate lecture, small or large group formats. Existing 1970s Steelcase chairs would be reupholstered in order to recycle them. Additional ergonomic chairs would be purchased as required.

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

*EMU Direction 1: Strengthening Undergraduate Programming.*

*EMU Direction 2: Strengthening Graduate Programming*

Without adequate classrooms, effective course delivery is sacrificed. CHHS faculty are now using technology in most course offerings. The technical equipment in Marshall has provided state-of-the-art class presentation opportunities for faculty. The same technology is needed in the classrooms in Roosevelt. Without adequate office spaces, faculty are hampered in their ability to plan effective course delivery, meet with colleagues and students regarding research, and advise graduate and undergraduate students.

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

*CHHS Goal VII: Facility Improvements/Financial Resources*

Upgrade Roosevelt classrooms and offices to reflect the technology levels and furnishings in the Marshall Building.

4. Other Supporting Information

None

## **IMPLEMENTATION AND OUTCOMES**

### 5. Strategies for Pursuing Initiative

#### 5.1 Classroom upgrade in Roosevelt

- a) Reupholster existing chairs
- b) Replace existing large tables
- c) Purchase ergonomic chairs for CAD labs

#### 5.2 Office upgrade in Roosevelt

- a) Renovate 3 program coordinators' offices to match others already completed
- b) Renovate 3 full-time lecturers' offices (If current open lines are filled, these would be used by tenure-track faculty.)
- c) Renovate 206H Roosevelt as "hoteling" space for part-time lecturers. Each workspace would be used by multiple lecturers; each person would use the space only when they were on campus. Each workstation would have a computer and phone equipment plus standard office supplies. An individual lecturer's materials would be stored on a cart that was moved to the workstation during use and would be returned to the storage area when finished.

### 6. Outcome Measures

6.1 Two offices per year renovated

6.2 Two classrooms per year renovated to equal upgrades in 112 Roosevelt

### 7. Projected Semester Credit Hour Production

Not applicable

## **RESOURCES**

### 8. Projected Expenditures to Support Initiative

#### 8.1 Classroom expenses

- a) Reupholster 102 chairs @ \$50 each = \$5,100 (labor only, fabric donated)
- b) Purchase 91 tables @ \$750 each = \$76,531
- c) Purchase 54 ergonomic chairs @ \$300 each = \$16,200

#### 8.2 Office expenses

- a) Renovate 3 full-time lecturers' offices @ \$2500 each = \$7500
- b) Renovate 3 program coordinators' offices @ \$3500 each = \$10,500
- c) Develop office "hoteling" open office space for part-time lecturers = \$24,000

### 9. Expected Income to Support Initiative

University General Fund – one time request

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

Will seek development funding if general funds are not available

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 undergraduate experience is not supported when faculty and students are forced to make existing furniture in classrooms support multiple teaching/learning formats. Both faculty and students are then frustrated by the lack of a positive learning environment that does not support both small and large group formats. Students need ergonomic furniture in order to remove physical barriers to learning. Universal Design addresses students' need regardless of their stature, age, or ability (e.g., adjustable light, work surfaces and chairs).

The undergraduate experience is not supported when faculty do not have adequate workspace that supports the tasks that need to be performed. Faculty need ergonomic workstations for both preparation of classwork and scholarly activity. Faculty need to meet with students and with other faculty to effectively develop and deliver the curricula and to pursue a scholarly activity agenda. When the physical environment does not support the faculty member's needs, both productivity and morale suffer.

**College of Health and Human Services**

**Strategic Plan  
(2001 – 2006)**

**Shaping Our Future Together**

Eastern Michigan University  
Ypsilanti, Michigan

## **MISSION**

To prepare students to become professionals within the Health and Human Services system.

## **Values**

As the college of Health and Human Services we value:

- A broad community of scholars
- Competent, ethical practitioners
- Improved quality of life for the people and communities we serve
- A diverse, inclusive and multi-cultural environment
- Teaching as an occupation, producing effective student learning
- Physical, emotional, psychological, spiritual, environmental and social well being
- Social justice advocacy (fair, equitable and respectful treatment of all people and resources)
- Innovation and creativity
- Professional excellence and integrity

## PROGRAMS OF EXCELLENCE

- GOAL 1:** Build upon the opportunity students have for a well-rounded liberal arts and science knowledge base while offering programmatic curricula that affords the student the professional skills necessary for credentialing in their chosen practice area.
- 1.1 Develop an interdisciplinary course “Growth and Development Across the Lifespan”; submit to input system by January 2002.
  - 1.2 Develop Nutrition course for General Education; submit to input system by January 2002.
- GOAL 2:** Develop selected undergraduate certificates.
- 2.1 Implement undergraduate Textiles Certificate by January 2002.
  - 2.2 Explore creation of additional undergraduate certificates such as Green/Sustainable Design, Sports Nutrition, and Lighting Design.
- GOAL 3:** Develop additional professional graduate programs and certificates based on needs assessments.
- 3.1 Gain approval for and implement Interdisciplinary Community Management Doctorate with related certificates by Fall 2003.
  - 3.2 Gain approval for and implement Orthotics and Prosthetics Master’s Degree by Fall 2002.
  - 3.3 Gain approval for and implement Health Administration Certificate by Winter Semester 2002.
  - 3.4 Explore the development of new programs such as a Design Education Doctorate, Physical Therapy, and Certificates in School Social Work, Occupational Therapy, and Green Design.
- GOAL 4:** Expand qualitatively and quantitatively the undergraduate learning experience.
- 4.1 Include at least one service learning experience in each major using students as “community research fellows” by Fall 2003.
  - 4.2 Set goals for faculty from each major for completing a service learning fellowship.
  - 4.3 Set goals by program for participation in the undergraduate and graduate symposiums.
  - 4.4 Set goals by program for funding undergraduate and graduate research.
  - 4.5 Develop a residential college program housed within the new residence hall complex; establish a committee for developing a program plan.

**4.6 Increase annual enrollment by department as follows**

<b>Dept</b>	<b>2000</b>	<b>2001</b>	<b>2001</b>	<b>2002</b>
<b>AHP</b>	<b>350</b>	<b>419</b>	<b>498</b>	<b>563</b>
<b>HECR</b>	<b>347</b>	<b>359</b>	<b>395</b>	<b>426</b>
<b>NUR</b>	<b>412</b>	<b>421</b>	<b>441</b>	<b>460</b>
<b>SWK</b>	<b>285</b>	<b>300</b>	<b>325</b>	<b>350</b>

**GOAL 5:** Expand on-line course offerings and off-campus programming (i.e., Detroit, Livonia and selected community sites).

**5.1** Gain approval for and implement on-line dietetic RD completion program by Winter 2002.

**5.2** Offer Alzheimer's Certificate online by Fall 2002.

**5.3** Offer CRA Certificate Program online by Fall 2002.

**GOAL 6:** Develop and maintain coursework that reflects the interdisciplinary nature of health and human services yet maintains the unique characteristics and contributions of each discipline.

**6.1** Gain approval for and implement interdisciplinary fieldwork/clinical experience in respite care for families of individuals with dementia by Fall 2001.

**GOAL 7:** Integrate the use of instructional technology (i.e., e-companion) into all undergraduate and graduate courses offered by the College.

**GOAL 8:** Offer one credit hour Freshman Seminars for each major that include a video conference with a national expert in the field.

**GOAL 9:** Develop alternate curriculum paths/flexible scheduling and/or pre-requisites geared toward hastening graduation for non-traditional students. Recognize the life scheduling needs of the transfer, commuting, and second career adult student.

## INVESTMENTS IN HUMAN RESOURCES

### STUDENTS

**GOAL 1:** Establish College Advising Student Support Center for undeclared, intents and transfer students.

- 1.1 Fund professional and support personnel for this center.
- 1.2 Enhance the working relationships and knowledge base between CHHS programs and the University advising and student services office.
- 1.3 Offer faculty and staff opportunities to increase their knowledge of developmental advising, academic requirements, and student services.
- 1.4 Provide training in the use of online data relevant to academic advising.
- 1.5 Identify faculty in each programmatic area to complete internships in academic advising.
- 1.6 Establish faculty internships in student services (i.e., Career Services, Financial Aid, and Campus Life).
- 1.7 Encourage mentoring relationships between students and alumni/friends.
- 1.8 Continue awarding the Everett Marshall Fellow Award for Excellence in Student Advising to qualified faculty.

**GOAL 2:** Increase effectiveness of academic advising within the major.

- 2.1 Develop comprehensive departmental/program plans to improve advising.
- 2.2 Increase student satisfaction with the advising question, “How well does the advising system meet your needs?”
  - From 22% to 30% responding *Exceptionally Well*
  - From 42% to 65% responding *Adequately*
  - From 30% to 5% responding *Less than Adequate/Poor*
- 2.3 Provide rewards to those programs with exemplary advising systems.

**GOAL 3:** Facilitate the transfer of students from community colleges through transfer agreements and course offerings on community college campuses, and developing relationships with community colleges and potential transfer students.

- 3.1 Develop new transfer agreements and maintain existing agreements.

#### Associated Health Professions

- **CLS:** Complete transfer agreement in process with Washtenaw Community College.
- **HAD:** Hold annual meetings to review current transfer agreements with Washtenaw Community College Radiography and Respiratory Therapy, and Schoolcraft Community College’s Health Information Technology programs. Identify additional potential transfer agreements.

- **OT: Develop transfer agreements with the two current COTA programs in the state.**

#### **Human, Environmental and Consumer Resources**

- **ATM: Identify potential community colleges for the development of transfer agreements.**
- **HRM: Meet with Washtenaw Community College and Henry Ford Community College annually to update current transfer agreement with the Culinary Arts Program. Complete transfer agreement in process with Guam Community College. Complete transfer agreements with Schoolcraft, Monroe, Macomb, and Oakland Community College.**
- **ID: Identify community colleges where transfer agreements would be appropriate.**
- **Dietetics: Finalize transfer agreement with Owens Community College. Develop relationships with traditional nutrition programs, i.e., MSU, to support students in completing the clinical component needed to sit for the RD examination.**

#### **Nursing**

- **Initiate and complete transfer agreements with Washtenaw, Jackson, Monroe, Schoolcraft, Henry Ford and Wayne County Community Colleges.**

#### **Social Work**

- **Update current agreement with Washtenaw Community College and develop transfer agreement with Oakland Community College.**

**3.2 Review/reduce courses that are currently accepted “by department review only” by July 1<sup>st</sup>, 2001.**

**3.3 Invite community college counselors and faculty to sit on program advisory and curriculum committees.**

### **FACULTY DEVELOPMENT AND STRENGTHENING RESEARCH**

**GOAL 1: Provide professional development to prepare faculty to use instructional technology**

- 1.1 Determine instructional technology expertise by faculty member.**
- 1.2 Develop a plan to move faculty members from entry level, to intermediate, to advanced skills by 2003.**
- 1.3 Prepare every faculty member in the College to offer and teach courses online as well as use video conferencing for guest speakers.**
- 1.4 Have 25% of the faculty deliver one required course via the Internet by Fall 2002 and 50% of the faculty deliver one required course via the Internet by Fall 2003.**
- 1.5 Nominate qualified students to work with faculty to develop online instructional technology.**

**GOAL 2:** Continue to enhance the quality of teaching effectiveness

**2.1** Use annual course evaluation published data to:

- Identify and celebrate high performing faculty who have ratings of A or B totaling 85% or higher.
- Develop an improvement plan for faculty who have ratings of D/E totaling 20% or higher.
- Use course-rating data for curriculum/course review, especially when ratings of D/E are 20% or more.

**GOAL 3:** Provide professional development activities to increase internal and external grant awards.

- 3.1** Adjust the workload of faculty (i.e., differential loads) for those actively involved in research, scholarly activity, grants and contracts.
- 3.2** Recruit and hire faculty with strong research credentials.
- 3.3** Provide support to enhance research and scholarly activity capabilities for new hires and current faculty.
- 3.4** Make an annual trip to Lansing to visit state agencies to determine potential for state grants and contracts.
- 3.5** Make an annual trip to Washington, DC to visit primary potential funding agencies.
- 3.6** Have department head meet with each faculty member after annual report is submitted (before November 4) to develop a professional work plan for the coming years.
- 3.7** Submit at least one external grant or contract proposal per program per year.

## **STAFF DEVELOPMENT**

**GOAL 1:**

- 1.0** Build a supportive environment for support staff that includes, but is not limited to a mentor and orientation program, and includes relevant training programs.

## **PUBLIC ENGAGEMENT**

### **GOAL 1: Enhance and invigorate public engagement**

- 1.1 Establish Office of Information and Development in the college that will coordinate activities with alumni and emeritus faculty while overseeing a speakers' bureau, College web site, College newsletter, lectureship series, and community events sponsored by the College.**
- 1.2 Create new institutes/centers that meet documented needs (i.e., Alzheimer's Center, Office of Design Excellence to include lighting, green/sustainable design, universal design, etc.), with capabilities for research, technical assistance, and training to meet local, regional, national and international needs.**
- 1.3 Evaluate effectiveness of current institutes/centers (i.e., Textiles Research & Training Institute, Office of Nutrition Services) and their present locations in order to maximize research opportunities for faculty and students, while servicing community needs.**
- 1.4 Increase visibility of successful community outreach programs, i.e., Gates and Portman Conferences, Ghant and Powers Lectureships, and Nutrition Services**

## **GLOBAL AND MULTICULTURAL PERSPECTIVES**

### **GOAL 1: Promote diversity and enrich global and multicultural perspectives**

- 1.1 Recruit and retain a diverse student body and faculty.**
- 1.2 Infuse multicultural and global content into both academic curricula and programs offered by centers and institutes.**
- 1.3 Establish an administrative structure to provide support for faculty to integrate multi-cultural content in the curriculum and to provide support services for international students, students entering cultural exchange programs, and majors from diverse cultural backgrounds.**

## ORGANIZATIONAL EFFECTIVENESS

**GOAL 1:** Enhance organizational effectiveness in achieving Divisional and University goals

- 1.1 Initiate a study using an outside consultant to determine the most efficient and effective way to provide a strong administrative infrastructure for Departments in the College.
- 1.2 Study the organizational structure of Majors, Programs and Departments in order to determine appropriate and optimum fit.
- 1.3 Actively participate in the Division's Program Review process.
- 1.4 Develop criteria and process for selecting flagship programs within the College.
- 1.5 Create a database that includes retention/persistence by program and graduation rates by program for FTIAC's and transfer students.
- 1.6 Increase 4-year graduation rate above 40% (About 50% of student in benchmark institutions graduate within 4 years).

**GOAL 2:** Implement a plan to increase the resource base for the College through fundraising.

- 2.1 Set annual Program goals for adding scholarships (i.e., \$10,000 per scholarship)
- 2.2 Involve student organizations in an annual College fundraising project.
- 2.3 Collaborate with faculty and departmental leadership to develop private funding for the Lighting Laboratory, Green Clearinghouse, and Hotel and Restaurant Management quantity foods kitchen and restaurant, and Gait Lab for O&P Program.
- 2.4 Establish an Endowed Chair for the College.
- 2.5 Develop endowment for Elders Office to promote participation of elders in the University community.

## PHYSICAL AND FINANCIAL RESOURCES

- GOAL 1:** Complete the original technology and space plan for the Marshall Building.
- 1.1 Complete student multimedia lab and faculty instructional development lab (i.e., 210 Marshall)
  - 1.2 Complete instructional technology in Lincoln Health Care Conference Room (i.e., 386 Marshall)
  - 1.3 Convert 203 Marshall for primary use as an O&P laboratory.
  - 1.4 Replace portable media carts in OT labs (207/209 Marshall) with podiums for instructional technology.
  - 1.5 Complete furnishings for OT research lab (211 Marshall)
  - 1.6 Complete kitchen and bathroom for Home Lab
- GOAL 2:** Seek funding for technical support staff for the college.
- GOAL 3:** Improve and/or complete student laboratory facilities.
- 3.1 Lighting lab for ID
  - 3.2 Commercial kitchen for HRM and Dietetics
  - 3.3 On-campus restaurant operated by HRM
  - 3.4 Textile testing laboratory for ATM
  - 3.5 Gerber cutter for TRTI
  - 3.6 Industrial sewing machines for ATM
  - 3.7 Convert ID studios into CAD laboratories
- GOAL 4:** Upgrade Roosevelt classrooms to reflect technology levels and furnishings in the Marshall Building
- 4.1 Instructional technology needed in Rooms 2, 16, 102, 110, 114, 117, 115, 201, 209, 212, and 214 (approximately \$16,000 per room).
  - 4.2 Purchase 155 tables, 90 chairs. Reupholster existing chairs.
  - 4.3 Refurbish 3 coordinators' offices and 4 full-time lecturers' offices
  - 4.4 Refurbish lecturers' open office area as hoteling space.
- GOAL 5:** Develop a plan for ongoing replacement of technology in classrooms and offices.
- GOAL 6:** Build bridge/walkway between Roosevelt and Marshall Buildings to link the two physical spaces.
- GOAL 7:** Improve parking access through collaboration with University parking
- 7.1 Bike parking for Marshall
  - 7.2 Gated access to faculty lot with delivery truck access
  - 7.3 Reserved spaces for community resource people

(5/15/01)

**First Working Draft  
Outline for Strategic Plan**

(No longer than 10 pages exclusive of attached Strategic Initiatives)

College of Health & Human Services  
Administrative Unit/College

May 7, 2001  
Date

\_\_\_\_\_  
Signature of Administrator/Dean

\_\_\_\_\_  
Signature of Vice President

I. Administrative Unit/College Description

The College of Human Services was established in January 1975 in response to a growing need for health and other service professions. In 1982 the College became the College of Health and Human Services to reflect more precisely the programs within the College.

**Departments and Programs**

The College offers professional education in four academic departments (see figure 1). The College comprises four departments: Associated Health Professions; Human, Environmental, and Consumer Resources; Nursing; and Social Work.

The **Department of Associated Health Professions** includes programs in Clinical Laboratory Sciences, Health Administration, and Occupational Therapy.

*Clinical Laboratory Sciences* (CLS) is a branch of medicine concerned with the performance of laboratory analyses used in the diagnosis and treatment of disease and the maintenance of health. The program is accredited by the National Accrediting Agency for Clinical Lab Science (NAACLS).

The *Health Administration* program was established in 1979 to address the demand for more specific education for health care administrators. The program is the only undergraduate program of its type in the US with a primary focus on health care for the poor and underserved. It is widely recognized as a source of innovative practice-oriented research that often involves students in roles ranging from data collection to co-authoring of manuscripts. Required internships are available in Michigan, Ohio, and internationally including Europe, Asia, and Africa.

Established in 1942, Eastern Michigan University's *Occupational Therapy* program has a long-standing tradition of excellence. With pass rates on the national certification examination above the national average, graduates have great success in finding employment in their field. The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE).

The **Department of Human, Environmental and Consumer Resources** includes Apparel, Textiles and Merchandising; Dietetics; Hotel and Restaurant Management; and Interior Design.

The *Apparel, Textiles and Merchandising* (ATM) program prepares students for a variety of career options. Special features include the *Textiles Training and Research Institute*, a research and testing facility which helps students gain experience in textiles research and testing for apparel, automotive and furniture companies.

The *Dietetics* program is a coordinated program combining academic and supervised practice experiences accredited by the American Dietetics Association. Graduates are prepared to take the national certification examination. The student-operated Office of Nutrition Services provides nutritional counseling at a reasonable cost to students, including student athletes, faculty, faculty, staff, alumni, and members of the community.

The *Hotel and Restaurant Management* program prepares students for entry-level management positions in lodging and food-service facilities. Recent internship placements have included Mackinaw Island, Disney World, and Hilton Head Island.

*Interior Designers* identify, research and creatively solve problems that relate to the function and aesthetic quality of the interior environment. The Interior Design program holds the highly-coveted accreditation by the Foundation for Interior Design Research (FIDER). Fewer than 100 of the more than 650 programs in the United States are FIDER-accredited. Consequently, graduates of the EMU program are in high demand. Students have won the American Society of Interior Design portfolio competition for the past 20 years.

The **Department of Nursing** is accredited by the National League for Nursing Accrediting Commission and the Commission on Collegiate Nursing Education. The program is approved by the Michigan State Board of Nursing.

For students pursuing a master's degree in Nursing, additional career opportunities are available, such as nurse midwife, nurse practitioner, or clinical nurse specialist. Some nursing professionals have established nurse-owned and managed clinics. Twelve percent of the graduates complete master's degrees and 1% have completed doctoral degrees.

The **Department of Social Work** has a long history of graduating professionals who become leaders in human services. Both the undergraduate and graduate programs are accredited by the Council on Social Work Education (CSWE). Many undergraduates go on to complete a master's degree in social work. Student exchange programs are available in Mexico City and England.

The multidisciplinary *Gerontology* program emphasizes positive aspects of aging and addresses the realities and myths of growing old. The result is an education that enhances the ability to work with and care for older people effectively and compassionately. In 1997 the Gerontology program added a specialization entitled "Specialization and Care of People with Alzheimer's Disease and Related Dementias." Several new fieldwork experiences were created as part of this specialization.

#### **Faculty, Administrative and Support Staff**

- 58 tenured/tenure-track faculty and 9 full-time lecturers
- Dean and 1.0 Interim Associate Dean
- 4 Department Heads
- 1 Professional-Technical
- 11 Secretarial
- 18.5 Graduate Assistants

## Financial Resources

Faculty/Lecturers  
Administrative/Support Staff  
Fringe Benefits  
Operational Support

TOTAL

## II. Administrative Unit/College Mission and Goals

See summary after Internal Analysis

## III. External Analysis

*Volatility In the Health-related Marketplace.* Stephen N. Collier, Director of the Center for Health Policy and Workforce Research at Towson University, recently completed research that documents the current volatility in the health-related marketplace. He compared allied health to the stock market, noting that there are conflicting signals in the marketplace and a volatile environment leading to a whip-saw effect in both the supply and demand picture for personnel. However, while the stock market may make major shifts on a daily basis, the shifts in supply and demand of health personnel are generally measured in years.

It is not unusual for academic programs to take five or more years to start up or shut down. The educational pipeline is measured in years rather than days, weeks, or months. Changes made in entering students will not hit the marketplace for several years. Similarly, employment commitments for faculty may lengthen the time needed to modify programs. Given that the labor market can shift much more rapidly than the size and number of educational programs, it is not unusual to find imbalances in the supply and demand for graduates of the health professions. A difficult question for educators to answer is whether the changes are enduring or cyclical and, even if cyclical, what is the length of time between the peaks and the valleys of the cycle.

The current state of decline in applicants and enrollments can be explained by the revolution that's been taking place in health care delivery during the past decade. The question that cannot be answered for the moment is: Will the current decline change and, if so, when?

A recent survey completed by Ronald H. Winters for the American Schools of Allied Health Professions reported that using calculated median data declines of **20%** were reported in the applicant pools for 2000/2001 compared with 1999/2000 for the following disciplines:

Health Information Management – 25% decline  
Medical Technology (CLS) – 24% decline  
Nursing – 38% decline  
Occupational Therapy – 31% decline

Other disciplines reported small decreases, no significant change, or slight increases.

In contrast to these discouraging enrollment statistics, the Occupational Outlook Handbook reports the following:

- Health services is one of the largest industries in the country with about 11.3 million jobs
- About 14% of all wage and salary jobs created between 1998 and 2008 will be in health services
- 12 out of 30 occupations projected to grow the fastest are concentrated in health services

For professions directly related to our college, Table 2 illustrates by occupation the 1998 employment and projected change from 1998 to 2008:

**Table 2. Employment by occupation with projected change, 1998-2008**

<b>Occupation</b>	<b>1998 Employment Number</b>	<b>2008 Employment Percent</b>	<b>1998-2008 Percent Change</b>
<b>All occupations</b>	<b>10,829</b>	<b>100.0</b>	<b>25.7</b>
<b>Registered Nurses</b>	<b>1,734</b>	<b>16.0</b>	<b>21.6</b>
<b>Social Workers</b>	<b>157</b>	<b>1.5</b>	<b>47.4</b>
<b>Physical Therapists</b>	<b>109</b>	<b>1.0</b>	<b>34.5</b>
<b>Occupational Therapists</b>	<b>49</b>	<b>0.5</b>	<b>30.3</b>
<b>Dietitians and Nutritionists</b>	<b>29</b>	<b>0.3</b>	<b>20.1</b>
<b>Clinical lab technologists and technicians</b>	<b>277</b>	<b>2.6</b>	<b>17.4</b>
<b>Health services managers</b>	<b>175</b>	<b>1.6</b>	<b>36.1</b>

## **Job Outlooks**

### Clinical Laboratory Sciences (CLS)

Employment of clinical laboratory workers is expected to grow about as fast as all occupations through the year 2008 as the volume of laboratory tests increases with population growth and the development of new types of tests. Hospitals and independent laboratories have recently undergone considerable consolidation and restructuring to boost productivity and allow the same number of personnel to perform more tests than previously possible. Consequently, the competition for jobs has increased and individuals may have to spend more time seeking employment than in the past.

Technological advances will continue to have two opposing effects on employment through 2008: new increasingly powerful diagnostic tests will encourage additional testing and spur employment. However, advances in laboratory automation make it possible for each worker to perform more tests and slow growth. Research and development efforts are targeted at simplifying routine testing procedures so non-laboratory personnel, including physicians and

patients, can perform tests once done in laboratories. In addition, automation may be used to prepare specimens, a job traditionally done by CLS personnel.

### Health Administration

Significant points:

- Earnings of health services managers are high but long work hours are common
- Employment will grow fastest in home health agencies, residential care facilities, and practitioners offices and clinics
- Employment of health services managers is expected to grow faster for all occupations through 2008 as health services continue to expand and diversify.

### Occupational Therapy

Significant points:

- Employment is projected to increase over the 1998-2008 period, but due to the effects of federal limits on reimbursement for therapy services, the majority of expected employment growth is expected to occur during the second half of the projection period.
- Occupational therapists are increasingly taking on supervisory roles
- More than one-fourth of occupational therapists work part-time

### Dietitians

Significant points:

- Employment of dietitians is expected to grow about as fast as the average for all occupations through 2008 due to increased emphasis on disease prevention by improved dietary habits. A growing and aging population will increase the demand for meals and nutritional counseling in nursing homes, schools, prisons, community health programs, and home health care agencies. Public interest in nutrition and the emphasis on health education and prudent lifestyles will spur demand, especially in management.
- The number of dietetic positions in hospitals is expected to grow slowly as hospitals continue to contract out food service operations. On the other hand, employment of dietitians is expected to grow fast in contract providers of food services, social services agencies, and offices and clinics of physicians.
- Employment growth for dietitians may be somewhat constrained by some employers substituting other workers such as health educators, food service managers, and dietetic technicians. Growth also is constrained by limitations on insurance reimbursement for some dietetic services.

### Interior Design

Significant points:

- Four out of ten designers are self-employed – almost four times the proportion for all professional specialty occupations

- Creativity is crucial in all design occupations; formal education requirements range from a high school diploma for floral designers to a master's degree for architects
- Despite projected faster-than-average employment growth, keen competition is expected for most jobs, because many talented individuals are attracted to careers as designers.

### Retail Sales

Significant points:

- Employment of retail sales worker supervisors and managers is expected to grow more slowly than average for all occupations through the year 2008. Growth in this occupation will be restrained somewhat as retail companies place more emphasis on sales staff employment levels and increase the number of responsibilities their retail sales worker supervisors and managers have. Some companies may require their sales staff to report directly to upper management personnel, bypassing the department-level manager.
- Unlike middle- and upper-level management positions, store-level retail supervisors and managers generally will not be affected by the restructuring and consolidation taking place at the corporate and headquarters level of many retail chain companies.

### Hotel and Restaurant Management

Significant points:

- Employment of restaurant and food service managers is expected to increase about as fast as the average for all occupations through 2008. In addition to employment growth, the need to replace managers who transfer to other occupations or stop working will create many job openings. Opportunities to fill these openings are expected to be best for those with a bachelor's or associate degree in restaurant and institutional food service management.
- For hotel and restaurant management, college graduates with degrees will have good job opportunities

### Registered Nurses

Significant points:

- Employment of registered nurses is expected to grow faster than the average for all occupations through 2008 and because the occupation is large, many new jobs will result. There will always be a need for traditional hospital nurses, but a large number of new nurses will be employed in home health, long-term, and ambulatory care.
- Faster than average growth will be driven by technological advances in patient care, which permit a greater number of medical problems to be treated, and an increasing emphasis on primary care.
- Employment in hospitals, the largest sector, is expected to grow more slowly than in other health-care sectors.
- Employment in home health care is expected to grow rapidly.

- Employment in nursing homes is expected to grow much faster than average due to increases in the number of people in their eighties and nineties, many of whom will require long-term care.

## Social Work

### Significant points:

- Employment of social workers is expected to increase much faster than the average for all occupations through 2008. The aged population is increasing rapidly, creating greater demand for health and other social services. Social workers also will be needed to help the sizable baby boom generation deal with depression and mental health concerns stemming from mid-life, career, or other personal and professional difficulties. In addition, continuing concern about crime, juvenile delinquency, and services for the mentally ill, the mentally retarded, AIDS patients, and individuals and families in crisis will spur demand for social workers in several areas of specialization.
- The number of social workers in hospitals and many larger, long-term care facilities will increase in response to the need to ensure that the necessary medical and social services are in place when individuals leave the facility.
- Social worker employment in home health care services is growing, in part because hospitals are releasing patients earlier than in the past. Social workers with backgrounds in gerontology are finding work in the growing numbers of assisted living and senior living communities.
- Employment of school social workers is expected to grow, due to expanded efforts to respond to rising rates of teen pregnancy and to the adjustment problems of immigrants and children from single-parent families.
- Opportunities for social workers in private practice will expand because of the anticipated availability of funding from health insurance and public-sector contracts.
- A bachelor's degree is the minimum requirement for many entry-level jobs, but a master's degree in social work (MSW) is becoming the norm for many positions.

### **Diversity Related Issues (need to get actual student diversity data by program)**

### **Technology in the Curriculum**

The current impact of the Internet education market is forever changing the delivery of education. Eastern Michigan University's location, once a primary advantage, may become irrelevant as a result of this new market. Several of our competitors, such as Oakland University, are now offering complete programs online. For example, they just completed putting the RN/BSN completion program online. Similarly, online baccalaureate degree completion options are being considered by several community colleges. The implications for recruitment, program development, and faculty development are immense. What will happen in the future as high prestige universities enter the distance education market and students prefer online vs. local university programs.

### IV. Internal Analysis

## ***STRENGTHS***

The College of Health and Human Services strengths are summarized as follows:

### **Program Development**

- Over the past ten years, the College has added several new graduate programs, i.e., MOT/MS in Occupational Therapy, MSN in Nursing, MSW in Social Work and reactivated the Master of Science in Interior Design. In addition, graduate certificates have been developed in Gerontology/Alzheimer's Education and Clinical Research Administration. Recently the Nurse Practitioner Certificate was approved by the Graduate School.
- A Health Administration graduate certificate is currently in the University review process. In addition, an interdisciplinary doctorate proposal in Community Management has been developed. To date, two graduate certificates are being developed as part of that initiative.
- The Department of Nursing has successfully responded to the on-campus enrollment decline of generic BSN students by offering undergraduate courses for RN/BSN students in Monroe, Livonia and Jackson, as well as graduate classes in Flint and Livonia. These program initiatives have kept the Department from experiencing significant enrollment declines.
- Simultaneously, with the development of graduate programs has come a corresponding increase in credit hours produced at the graduate level, enrollment at the graduate level, and degrees conferred at the graduate level.
- The accessibility of the graduate social work program, i.e., available evenings and weekends, is one of the strengths within the Department of Social Work.
- Establishment of the Textiles Research and Training Institute with a strong emphasis on responding to industry needs.
- Online courses have been developed in Nursing; Apparel, Textiles and Merchandising; Nutrition; and Gerontology.

### **Selected Statistics**

Degrees Conferred. A 28% increase in degrees conferred has occurred during the past ten years. The percent change is the largest among the five colleges.

Graduate Enrollment. The College has grown from 66 graduate students in 1989/90 to 414 in 1998/99, a 527% increase.

Student/Faculty Ratio. The student/faculty ratio has increased from 11.09 in 1989/90 to 12.12 in 1998/99.

Credit Hour Production. From 1989/90 to 1996/97, the College's credit hour production increased steadily from 25,400 to 31,643. At the same time, overall credit hour production was decreasing at the Divisional level (see pp 34-36). However, since 1996/97 the College's credit hour production has been decreasing while Divisional credit hour production is showing some increase.

## **Faculty**

- Doctorates. During the past ten years, the percent of faculty with doctorates has risen from approximately 50% to 70%.
- Diversity. Currently the College has a minority faculty of approximately 30%. This is an all-time high for the College. The Departments of Nursing and Social Work should be commended for their efforts at recruiting and retaining a diverse faculty.

## **Facilities**

The new Everett L Marshall Building in conjunction with Roosevelt Hall provides excellent facilities for student learning. The design of the Marshall building, that opened Fall 2000, addressed four goals: to foster a sense of community; to provide a healthy environment by using green/sustainable finishes and furnishings; to provide leading edge technology for teaching and learning; and to use universal design to meet the needs of everyone who uses the building regardless of their physical ability or stature.

In addition to the existing classrooms and laboratories in Roosevelt Hall, 10 new classrooms are available in Marshall. These classrooms have leading edge instructional technology, including LCD projectors, visual presenters, slide, audio-cassette, CD/DVD, and VCR players, all controlled from a touch panel at the podium. The lighting in the classrooms can be controlled from the custom designed podium that accommodates either standing or seated speakers. The furnishings in the room are adjustable to accommodate students of different physical stature or those with disabilities. Student tables and chairs are on casters so that the room can easily be arranged to accommodate different teaching and learning styles, e.g., lecture, small group, large group, or role-play. There are 1000+ network connections in the building to enable students with laptop computers to easily communicate with peers or professors and have easy linkages with internet resources. Two student commons and a café provide comfortable environments for studying or group work. The building also serves as a demonstration site for environmentally conscious design. Furnishings and finishes were selected to "do no harm" to the earth's environment.

State-of-the-art laboratory spaces in Marshall include the Clinical Lab Sciences suite, two Occupational Therapy labs, a Nursing Skills Lab and an Assessment Lab, and a Social Work Laboratory. A Home Care unit resembles an apartment, but everything will be moveable, including cabinetry and bathroom fixtures, so that students can mock-up different home environments. This allows them to simulate clients' homes for delivery of home health care or to design supportive environments for people who are frail or disabled. Laboratories for Apparel, Textile and Merchandising; Dietetics; Hotel and Restaurant Management; and Interior Design are located in Roosevelt Hall.

The Community Outreach Suite is designed to enable faculty and students to offer educational programs and services to residents of SE Michigan. Six rooms, for 5 to 15 people, are designed with comfortable seating to facilitate family or small group meetings. Each room can be monitored using a built-in camera and microphone so that the rooms can be used to teach interviewing or counseling skills. This suite of rooms can also be used by graduate students working on research projects that involve recorded interviews.

The third floor of Marshall houses the Dean of CHHS, and the Departments of Associated Health Professions, Nursing, and Social Work. A reception desk is centrally located to assist students and visitors. The College advising offices are adjacent to the reception desk and lobby to meet the needs of prospective and incoming students. The goal of the College is to create an environment that fosters a sense of community and belonging for all students, faculty, and staff.

### **Development**

The willingness of the department heads to become involved in development and fundraising is a College strength. Overall endowment for the College is \$2,060,718 up from \$404,830 in 1992/93, the initial year for the EMU Foundation and the first year for which records are available. Approximately \$38,000 provided scholarships for 30 students with an average of \$1,000 per scholarship.

### **Program revision**

- Fashion Merchandising has been revised and renamed Apparel, Textiles and Merchandising. The program is affiliated with the Textiles Research and Training Institute and as a result has moved from primarily Fashion Merchandising to preparing students to work in the furniture and automotive industries. This program revision has enhanced the computer capabilities of our students.
- Dietetics students offer services to faculty, students, staff and community members through the Office of Nutrition Services on campus.
- Interior Design is in the process of designing an Office of Design Excellence. This will allow students to participate in community outreach projects and practice work as design practitioners before they graduate.

### ***CONCERNS***

- Declining undergraduate enrollments, with subsequent low productivity, are a serious concern for several programs within the College, i.e., Clinical Lab Sciences, Health Administration, Hotel and Restaurant Management, and Social Work.
- The precipitous drop in on-campus pre-majors in Occupational Therapy and Nursing are also concerns.
- Ongoing need for program assessment/evaluation, as well as the need to continually improve our effectiveness in advising.

### ***CHALLENGES***

- Increase our effectiveness in development and fundraising.
- Increase our effectiveness in competing for and receiving external grants and contracts.

- Creation of a statistical database that includes retention/persistence data by program and graduation rates by program for FTIACs and transfer students.
- Continue to strengthen academic advising.
- Increase interdisciplinary experiences for students and faculty, including service-learning opportunities.
- The undergraduate Occupational Therapy Program is faced with a professional mandate to move to a graduate entry-level program.
- Faculty recruitment is highly competitive.
- New graduate programs were created while maintaining the 12 credit hour teaching load. Consequently, faculty are struggling to find time for research and scholarly activity.
- Physical space for the Textiles Research and Training Institute.
- Need for professional technical administrative support.
- Ongoing faculty development including but not limited to increased use of technology in the development of online courses.
- New program development including Orthotics & Prosthetics and possibly Physical Therapy.
- Development of a clinical practice model in Nursing.



