

SECTION: 19
DATE: September 19, 2006

BOARD OF REGENTS

EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

MONTHLY REPORT FACULTY AFFAIRS COMMITTEE

ACTION REQUESTED

It is requested that the Faculty Affairs Committee Agenda for September 19, 2006 and the Minutes of the March 21, 2006 meeting be received and placed on file.

STAFF SUMMARY

The primary presentation item for the September 19, 2006 Faculty Affairs Committee meeting is a report on "Shared Governance".

FISCAL IMPLICATIONS

There is no fiscal impact.

ADMINISTRATIVE RECOMMENDATION

The proposed action has been reviewed and is recommended for Board approval.

University Executive ~~Officer~~
Interim Provost and Vice President for Academic Affairs

Date

EASTERN MICHIGAN UNIVERSITY

Board of Regents

Faculty Affairs Committee

September 19, 2006

12:45 – 1:30 p.m.

205 Welch Hall

AGENDA

Regular Agenda

Section 18

Monthly Report and Minutes (*Regent Rothwell*)

Status Report

REPORT: “Shared Governance”

Presentation (20 minutes)

Q&A (5 minutes)

Statement/discussion (AAUP) (5 minutes)

Statement/discussion (Faculty Council) (5 minutes)

Open discussion (10 minutes)

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

FACULTY AFFAIRS COMMITTEE MINUTES

March 21, 2006
8:45 – 9:30 a.m., 205 Welch Hall

Attendees(seated at tables): Regent Rothwell (Chair), D. Barton, H. Bunsis, E. Contis, C. Haddad, M. Higbee, R. Holkeboer, M. Homel, L. Lee, V. Okafor, Provost Loppnow, S. Norton, L. Nybell, A. Westman, M. Zinggeler

Guests (as signed in): C. Aubuchon, G. Barak, D. Barton, D. Beagen, D. Bennion, J. Cebina, V. Chiasson, D. Clifford, K. Cullen, L. Findlay, D. Gaymer, H. Höft, M. Homel, J. Knapp, J. Knutson, L. Lee, P. Leighton, R. Longworth, C. Marks, M. Marz, J. McEnery, S. Moeller, L. Nybell, K. Peacock, K. Rusiniak, C. Shell, M. Sutton, D. Tanguay, J. Tonkovich, W. Tucker, J. Tracy, S. Ward, B. Warren, P. Williams, R. Woods, R. Woody

Monthly Report and Minutes (Section 22)

Regent Rothwell called for approval of the minutes of the January 17, 2006 meeting. There were no additions or corrections.

REPORT: “Continuing Education: Weekend University and Off-Campus Sites”

Don Loppnow, Interim Provost and Vice President for Academic Affairs, introduced *Mary Sue Marz, Interim Associate Vice President, Extended Programs*, and three other presenters: *Jacqueline Tracy, Department Head, Leadership & Counseling*, *P. Nick Blanchard, Professor, Management*, and *Raymond Rosenfeld, Department Head, Political Science*. Dr. Loppnow established the context for the presentation by explaining that in contrast to last Board meeting’s presentation on online instruction, the focus of this meeting’s presentation will be off-campus and Weekend University. This series of presentations is a part of looking at various topics that were considered by the Commission on the Future of Instructional Delivery, but also has the purpose of raising issues that the faculty are extremely interested in, and to talk about those together. For some background information, Provost Loppnow described the impetus towards off-campus development as being a decade old and arising from a report that the college boards contracted to do on behalf of the University. This was a report where a plan to develop additional off-campus sites was developed, some of the results of which we are investigating today.

Dr. Marz, Dr. Tracy, Dr. Blanchard, and Dr. Rosenfeld continued with their presentations; please see the attached handout for details.

Regent Valvo asked how the five faculty positions in Continuing Education (CE) are used. Dr. Marz replied that there are no actual faculty in CE, but the department is funded for five positions so it can go through the hiring process and decide what sort of position to fill (it might even be on-campus). A person *per se* is not funded.

Howard Bunsis, AAUP President, next began his presentation on “The Proper Role of Continuing Education”; please see the attached copies of his slides for clarification.

Daryl Barton, Faculty Council President, announced that she invited faculty who have taught off-campus courses to weigh in on the current issue; their comments follow.

John Tonkovich, Professor, Special Education, began his statement by saying that he has taught courses at the Livonia, Detroit, and Monroe Centers for the last four years. The most significant experience that he has had was at the Detroit Center, where students in the Urban Teacher Certification Program find themselves in extremely challenging situations, especially those students who have pupils with special education needs. Dr. Tonkovich sometimes uses the hybrid format, which allowed him to see his less computer-literate students become exponentially more comfortable with computers, through having to use them in course interactions. Dr. Tonkovich felt that, given the particular instructional needs faced in the Detroit and surrounding districts, EMU is best prepared to help students meet the instructional challenges they face because of its long tradition in education (particularly in Special Education). If these students didn't have the courses they needed right in their own community, they would go somewhere other than EMU, and our presence there is one we should maintain.

Walter Tucker, Professor, School of Engineering Technology, continued with his assertion that in his area of Quality and Applied Technology, almost all of the classes are taught by tenure-track Ph.D. faculty, and are exclusively off-campus in a variety of venues, including some corporate sites. About half of the students in the program are off-campus, and half are on-line. Other programs from the same school have different distributions of their student population spread about the continuum of on-line and off-campus; these are all graduate programs. In the Quality area extensive student feedback is solicited, and the bottom line is that students have said that if they had to drive to the main campus, they would not pursue their studies through EMU. One of the conditions of teaching in that area of study is that instructors have to accept that they need to go to where the students are. The Quality area has been relatively successful through following this approach, and is extremely concerned about monitoring and maintaining quality. Dr. Tucker is very grateful for the kind of support he has in this context.

Jean McEnery, Professor, Management, next offered some comments on the course she's currently teaching at the Livonia campus. This course (MGMT 600: Management Skills) is a good example of one that meets the department goals of meeting student needs, and meets the College of Business goals of being innovative. The environment of having the professional development surrounding the delivery of off-campus courses is wonderful. Students are better able to engage in the course in the alternative scheduled format (all day Saturdays, every other week, as opposed to weekly or more at the end of a work day), particularly the non-traditional students. Also, the Livonia campus has an excellent support staff to help the students and faculty there. Exams are taken on line, which means that they can take the exams at their convenience and when they are prepared, whether it is during the day, or in the middle of the night when their children are in bed. The format is effective; students get the same assignments and workload that students on the main campus get, but for some reason seem to handle the workload with less resistance.

Lidia Lee, Professor, Special Education, read an email letter to the Board from a colleague who could not attend the meeting. *Elizabeth Broughton, Associate Professor, Leadership & Counseling*, on behalf of her department endorsed Dr. Tracy's remarks and emphasized the fact that her presentation reflects the culture and commitment of our department to faculty, as it relates to off-campus and weekend programming. These alternative formats are as important, if not more so, as on-campus programming. If EMU is to remain a leader in this region in the development and training of community and educational leaders, then we must adhere to the shifting expectations that adults have towards their personal and professional development.

Daryl Barton read a statement from *Carol Haddad, Professor, Technology Studies*, who wrote that she is teaching a graduate level course at EMU Livonia for the first time this semester, offered on alternate Saturdays from 9:00-3:30. The students, all of whom are working professionals, have stated quite publicly that they find the Livonia center more convenient and acceptable than the main campus, in terms of geographic location and parking, and appreciate the fact that many of the classes they need for the

completion of their degrees are available at Livonia in compressed course format. The Livonia staff are extremely facilitative in providing a strong learning environment and responding to the faculty and student needs. Their level of service to the faculty exceeds anything in her previous experiences. Her only complaint is that pay for CE classes taught on overload basis is not commensurate with the amount of faculty effort needed to create and deliver a three-credit hour course.

Dr. Barton continued with her own observation that we are in the education business, and the reality of twenty-first-century education dictates that we need to go where the students are and where we are needed. She gave examples of institutions who have a much larger percentage of students enrolled in on-line courses and programs than on campus. Greater access to alternate instructional formats is what people expect, and we owe it to the people who have chosen to come to Michigan for their education to provide this service. Higher education seems to be last in line to adopt new technology. Dr. Barton provided other examples of the pervasiveness of online education in the K-12 arena, including a K-8 school which is entirely online. Whereas we are tending to think of population concentrations because of the populousness of our area, much of the rest of the country is not as populated. She suggested that opening a campus in Ann Arbor might not be completely unrealistic, if market research reveals a market there.

Denise Tanguay, Associate Dean, College of Business, requested clarification of a point related to Dr. Bunsis' claim that the General Fees of \$3.68 million are included in the actual net revenue under the CE numbers, and they are not included on the numbers that Dr. Bunsis provided the Board. There is a big difference in terms of salary revenue because of this. This is important because if you take the fees out and they go to the General Fund, then you really reduce what shows up as revenue.

Regent Rothwell remarked that she is pleased that the College of Business has offered the MBA program for the MASCO Corporation for a number of years. She has spoken to that class on numerous occasions, and is very impressed with the quality of the faculty and the overall program, which has been very well received by MASCO employees.

Vernon Polite, Dean, College of Education, expressed a desire to echo Dr. Barton's comments. He described receiving seventy-five letters from prospective students who decided not to attend EMU because they found online options of study elsewhere. These are primarily students who are currently working and would prefer not to have to come to campus, and to be able to engage in classroom-related activities at night, have children, and other issues.

Lynn Nybell, AAUP Member-at-large, said that what she and her colleagues at the AAUP are trying to do is to open up a critical way of discussing these programs meaningfully. We need to value diverse views, we need to ask the hard questions, we need to seek voices that challenge common sense, and we need to continue to ask those questions even when everyone else is doing it. What the AAUP has been arguing for is a debate that looks at specified goals, benchmarks, and assessment data, and that takes on board some of the liabilities and difficulties at off campus sites, as well as the virtues and the values. These liabilities can include accommodations, campus safety, library and technology support, and the associated costs and expenses. What we would really welcome is a much more open dialog, and a much more open access to data. As committee members of the Commission on the Future of Instructional Delivery, the professional report alluded to in Dr. Bunsis' presentation was requested but not delivered until some months later. This is the kind of delay that leads to miscommunication and suspicion about openness and honesty, and a more transparent process for the future is hoped for.

Regent Rothwell mentioned that she wanted to share that report with the other regents as well as include it in her general report. She remarked that it is not whether we need to embrace new ways of delivering

education, it's how we do it, meaning: Are we asking all of the right questions and doing it so it makes sense for EMU, for our students, for our faculty, for our university as a whole?

Mike Homel, AAUP Secretary, mentioned that EMU can continue to do all the positive things that the presenters above outlined, and at the same time improve how we do things by addressing some of the issues that Dr. Bunsis mentioned in his presentation.

It was mentioned that there are a couple of barriers to moving on line that are worth elaborating. If a faculty member loses online classes and teaches in load, the pay is no different. If that faculty member ends up teaching that class as an overload class, it drops from 10% of salary to \$3,600. Hence, part of the question confronting a lot of faculty as they consider moving online is that it is a lot of work to set up, only to risk ending up with a reduced salary. There would be a lot more openness without that salary barrier. Another large concern for faculty is the lack of compensation for driving time, as well as the safety of having to leave a remote site late at night, and be required to teach on campus early the next morning.

Regent Rothwell asked what happens in Traverse City as far as course offerings. She was told that our faculty go up there to offer classes in alternate formats. Dr. Loppnow described the program as an intensive summer program that has been in existence for a number of decades.

Regent Rothwell then thanked all assembled, and adjourned the meeting at 9:45.

Respectfully submitted,

Akosua Slough, Administrative Secretary
Academic Affairs

Continuing Education Off Campus and Weekend

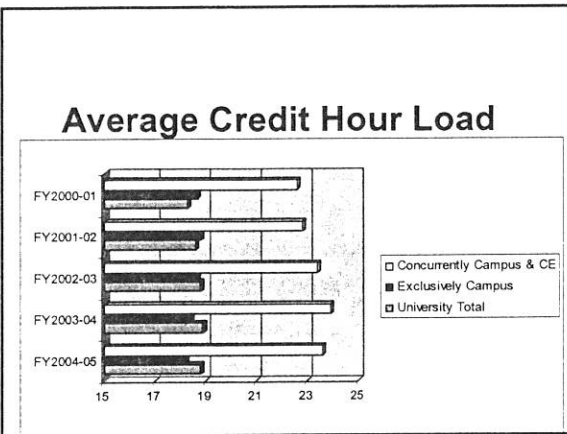
Mary Sue Marz, Ph.D.
Interim Associate Vice President
Extended Programs

Continuing Education's Mission Statement

Continuing Education provides leadership to the campus in extending Eastern Michigan University to its communities. We serve students and faculty by providing learning experiences in convenient and innovative formats, locations and delivery formats.

Student Credit Hours

	FY2004-05	FY2003-04	FY2002-03
Concurrently Enrolled	51,620	48,690	41,038
Exclusively Off Campus	9,281	9,007	9,531
Other Exclusive CE	10,002	9,170	6,154
Over/Under	72	-59	881
Total	70,975	66,808	57,604



Instructional Mix

	FY 2002-2003		FY 2003-2004		FY 2004 - 2005	
	Sections	%	Sections	%	Sections	%
Tenure Track	709	48%	859	51%	1,107	60%
Full-time Lecturers	119	8%	124	7%	224	12%
Part-time Lecturers	657	44%	715	42%	502	27%
	1,485	100%	1,698	100%	1,833	100%

Inload vs. Overload Compensation

	FY 2002-2003		FY 2003-2004		FY 2004 - 2005	
Inload	444	54%	573	58%	876	66%
Overload	384	46%	410	42%	455	34%
	828	100%	983	100%	1,331	100%

Continuing Education Funded Faculty Lines

Academic Departments

- Special Education
- Teacher Education
- Management
- Nursing
- Social Work

Continuing Education Funded Library Line

Dr. Jaclynn C. Tracy

Professor & Department Head
Department of Leadership & Counseling
College of Education

Who are we?

- College of Education
- Department of Leadership & Counseling
- 20 Full-Time Faculty
- 4 Degree Programs
- 3 Certificate Programs
- 8 Locations
 - MA K-12 & Higher Education Administration/Student Affairs
- SpA Educational Leadership
- EdD Educational Leadership
- MA School, Community & College Counseling
- Certificates: Community College Leadership
- School Counseling Licensure
- Multicultural Counseling



Who do we serve?

Primary Markets:

- Teachers & other educational personnel who are REQUIRED to complete graduate education for teaching & administrative credentialing
- Individuals seeking careers in higher education institutions
- Individuals seeking careers in school, community & college counseling

What do we know about the market?

- Self-directed adult learners with experience who are seeking relevant programs to address their personal needs
- Seeking quality programs that convenient, affordable and using a variety delivery modalities
- If we don't, someone else will....

How do we reach them?

- Rich institutional history of outreach
- Random Course Offerings - Full Program Offering (1997)
- Today:
 - Full EDLD Master's Degree Program
 - Ypsilanti Campus
 - Flint
 - Monroe
 - Jackson
 - Livonia
 - Detroit
 - Brighton
 - Weekend University
 - Core Course Offerings COUN Master's Degree Program
 - Detroit
 - Brighton
 - Full EDLD Doctoral Degree Program
 - Livonia
 - Grand Rapids (GVSU)

How did we get there?

- Strategic Planning Between the Department & Continuing Education
- Organizational Model
- Program Planning Model
 - Rationale
 - Market Feasibility
 - Financial Plan
 - Timeline
 - Schedule of Courses
 - Promotional Plan
 - Evaluation & Assessment

How do we sustain?

- Offer our quality program in all locations
- Faculty voluntarily rotate teaching assignments
- Hiring practices (full-time & adjunct)
- Off campus advising
- Competitive advantage "If we don't someone else will..."
- **Academic partnership between CE & departments**

Dr. P. Nick Blanchard

Management Department
College of Business

Masters of Science in HR/OD Graduate Certificate in HR Graduate Certificate in OD

EMU Livonia, Weekends
Offered by the Management
Department



Description of Schedule

- Same courses and faculty as at Ypsilanti
 - MGMT628 (core) Fall Ypsilanti; Winter Livonia
 - MGMT611 (elective) Fall odd Ypsilanti; even Livonia
- Fall/Winter semesters – alternating Saturdays (6 hours)
- Spring/Summer semesters – Friday nights and Saturdays for four weekends
- Schedule was approved by MSHROD faculty in Management Department

History

- Started in 1999 due to growth in MSHROD and introduction of Graduate Certificates in HR
- Survey showed that students in Southfield, etc. did not want to drive to Ypsilanti
- Also recommended by Department Advisory Board
- Grad Certificates built on successful non-credit SHRM certificate prep courses for HR professionals that were offered at EMU Livonia (built in market)
- 2004 CE funded faculty line allows addition of Grad Certificate in OD at EMU Livonia

Advantages of having EMU Livonia Programs

For students

- More flexible options rather than evenings
- More location options rather than Ypsilanti
- Enables students to more easily take more than 1 course per semester
- Free parking and on-site computer lab
- Professional/Executive-Education environment

For faculty

- More class time to work on complex assignments
- More flexible scheduling/alternative to evenings

Additional Advantages

For Management Department/EMU

- Easier to compete with other institutions that have locations close to Livonia: CMU, WSU, Walsh College, etc.
- Growth in HR program enrollments
- Chance to provide one location that offers 8 HR focused credit and non-credit programs (cross-over selling)
- Provides three formats for students – Ypsilanti in the evenings; Livonia weekends; online
- Helps with lack of evening classrooms at Ypsilanti

Challenges

- Redesigning courses to be taught in six-hour format
- Coordinating scheduling at Ypsilanti, Livonia, and online
- Making sure students in Livonia are included
 - Now do two orientations for new students, one at Ypsilanti and one at Livonia
 - Provide advising appointments at Livonia

Dr. Raymond Rosenfeld

Department Head
Political Science
College of Arts and Sciences

Public Administration Programs

EMU Livonia
Offered by
Department of Political Science

Public Administration Programs

- Master of Public Administration (MPA)
- New Graduate Certificates:
 - Public Management
 - Public Personnel Management
 - Public Budget Management
 - Management of Public Healthcare Services
 - Public Land Planning & Development Management
 - Local Government Management
 - Public Policy Analysis
 - Nonprofit Management

NASPAA
ACCREDITED
The Commission on Peer
Review & Accreditation

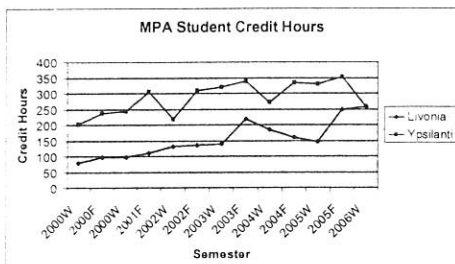
Planning MPA Programs

- Governed by Public Administration Committee
- Off-campus dates to 1991-1993 for State Police and local law enforcement
- Needs & market analysis in mid 1990s
- Livonia and Southfield to reach into Detroit and southern Oakland County
- Goal: To have the preeminent MPA program in State of Michigan

Livonia History

- Lecturer position funded for four years by CE
- Converted to regular Academic Affairs budget
- Formal rotation of 9 core & 8 elective classes
- 14 Ypsilanti classes/year
- 10-12 Livonia classes/year

Growth in both programs



MPA Instruction

- Both programs are taught primarily by our full-time faculty members
- Adjuncts/practitioners (city planners, human resource directors, and city attorneys)
- Addition of full-time lecturer with Ph.D. gives us flexibility

Challenges

- How to meet the opportunities?
- 50% retirement in federal workforce in the next five years!
- Growth in nonprofit sector and need for greater management training!



The Proper Role of Continuing Education

EMU-AAUP
March 21, 2006

AAUP: Academic Freedom for a Free Society

1



Roadmap

- Online Classes Should Reside in Departments, not CE
- Shift in Credit Hours
- Shift Away from Faculty
- Proper Role of CE: Outside Consultant Report
- Off campus sites perform uneven financially
- Money better spent?
- Recommendations

AAUP: Academic Freedom for a Free Society

2



Growth in Online Classes

	99-00	00-01	01-02	02-03	03-04
Online	5,856	7,743	11,093	16,506	24,715
All Others	46,040	44,595	41,943	41,098	42,093
Total	51,896	52,338	53,036	57,604	66,808

AAUP: Academic Freedom for a Free Society

3



Potential Problem: Grading Stipends

- Faculty get paid \$150 for every student above 25 in a class. This happens most frequently in online classes.
- From the Administration's FAC presentation in January:
"There is the danger of creating courses that are shallow, pre-programmed, self-paced, auto-graded, boring, out-of-date:
 - *If faculty are burnt-out, unengaged, lazy, not committed.*
 - *If lecturers/adjuncts are over-used as teaching drones.*
 - *If we succumb to the temptation of creating a low-quality mass production system that is possible with the online format (cookie-cutter courses, too many classes per semester, too many students per class)."*

AAUP: Academic Freedom for a Free Society

4



Move Online Classes to the Departments

- There is no pedagogical reason for online classes to be run through CE
- This creates artificial barriers to innovation
- Departments should control class sizes. Teaching 100 students in an online section negatively impacts the education of those students
- If the technical support within CE is so important, move these people directly to the Provost's office
- This should not affect the departments where online courses are properly supervised (Engineering Technology)



Shift in Credit Hours

	2001-02	2002-03	2003-04	2004-05
Regular	495,328	501,509	493,401	466,551
Other	9,900	9,309	9,203	13,254
CE	53,036	57,177	66,867	70,903
TOTAL	558,264	567,995	569,471	550,708
Regular	89%	88%	87%	85%
Other	2%	2%	2%	2%
CE	10%	10%	12%	13%
TOTAL	100%	100%	100%	100%
2002 to 2005 % Change:				
Regular	-6%			
Continuing Education	34%			



Shift Away from Faculty: SCH for Both Regular and CE

Regular & CE	2001-02	2002-03	2003-04	2004-05
Faculty	61%	61%	59%	58%
FT Lecturers	17%	15%	16%	18%
PT Lecturers	21%	23%	24%	22%
Others	1%	1%	1%	1%
TOTAL	100%	100%	100%	100%

AAUP: Academic Freedom for a Free Society

7



Shift in Credit Hours of Selected Departments

2002-2005 % Change				
Department	Regular	CE	Both	
Leadership and Counseling	11%	19%	15%	
Management	-21%	114%	-10%	
Political Science	-6%	18%	-4%	
% of Classes Taught by CE	2001-02	2002-03	2003-04	2004-05
Department				
Leadership and Counseling	49%	48%	52%	51%
Management	8%	8%	16%	19%
Political Science	7%	7%	8%	9%
Social Work	21%	21%	21%	31%

AAUP: Academic Freedom for a Free Society

8



Outside Consultant Report

- “Throughout our interviews there appeared to be a fragmentation between Continuing Education and the core University.”
- “There is a ‘siege mentality’ among the staff in which they seem to have internalized an “us against them” strategy as related to the broader University.”



More from the Consultant

- “Given its funding mechanism, the emphasis on markets and financial viability is self-evident. The unit needs to be attentive to other metrics like faculty satisfaction, community perceptions, and legislative support.”
- “Campus-based programs, the Traverse City courses, and distance learning generate a disproportionate share of the financial margin. Financial performance at off-campus centers is uneven, reflective of the high cost of staffing and maintaining facilities at a distance from the core campus infrastructure.”



Final Consultant Comments

- “This structural difference creates an inherent conflict with faculty. Along with ‘quality,’ this complaint was the most frequently expressed by faculty. The perception is that the payment inequity along with the use of adjunct faculty allows Continuing Education to exploit faculty for financial profitability.”
- “Rather than viewing Continuing Education as a revenue enhancement for EMU, faculty see it as a ‘money machine’ built on cheap labor and market rather than mission-motivated programming.”



Off Campus Sites Perform Unevenly: May 2005

Location	Revenues	Expenses	Profit or (Loss)
Online	5,764,865	4,411,549	1,353,316
Weekend	3,197,726	1,319,038	1,878,688
Livonia	1,552,125	1,566,485	(14,360)
APA	1,183,961	1,326,461	(142,500)
Traverse City	903,778	646,908	256,870
Flint	700,758	408,870	291,888
Detroit	550,587	701,550	(150,963)
Brighton	481,589	914,935	(433,346)
Jackson	295,721	316,708	(20,987)
Monroe	264,554	336,122	(71,568)
Masco	255,375	254,375	1,000
ALL OFF CAMPUS	6,188,448	6,472,414	(283,966)
ALL CE	15,151,039	12,203,001	2,948,038



Money Better Spent?

- It costs approximately \$500,000 to launch an on-campus site.
- Ann Arbor? From the Academic Program Review Report, February 2005: *"Several other universities and colleges have moved into the Washtenaw County area. These other providers offer services and programs designed for adult learners. Continuing Education contends EMU must open an Ann Arbor location to maintain our presence with the adult learning market in Washtenaw County. The University of Phoenix recently opened near State Street and Eisenhower in Ann Arbor."*
- What can \$500,000 get?
 - 1/2% point drop in tuition for students
 - 1% raise for the faculty
 - Improved audio-visual components in our classrooms
 - Payoff for an ex-president



Recommendations

- Move online classes back to the departments
- Grading stipends should be eliminated
- CE needs to develop a coherent sense of purpose
- Before any offsite location is opened, a detailed marketing study must be created
- Reach out to faculty

**PRESENTATION TO THE
BOARD OF REGENTS**

March 21, 2006

HOWARD BUNNIS

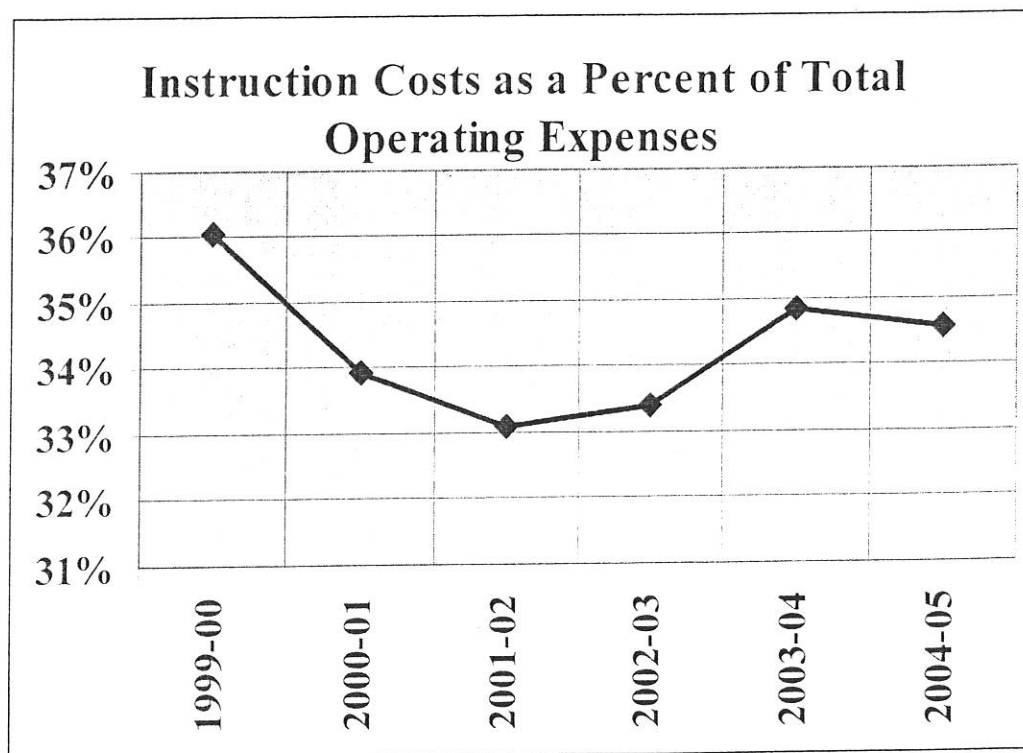
PRESIDENT, AAUP:

Where is All the Money Going?

I am speaking today about the budget situation at EMU, to give you a different perspective than you have been receiving from the administration on this important issue.

As we embark on negotiations for a new faculty contract this summer, please keep in mind some of these facts:

A. The percent of the EMU budget that is devoted to instruction is a metric that is commonly used to measure how committed a university is to its core academic mission.



As the above graph demonstrates, the amount decreased from a peak of 36% in 2000 to 33% in 2002, then increased to 35% in 2004. However, there was a slight decline in 2005. We hope that this downward trend gets reversed in the future. The way in which you can ensure that more resources are devoted to the core mission is by:

1. Hiring more faculty
2. Reducing the number of upper-level administrators

B. You may ask how this compares to other institutions similar to EMU.

The table on the following page is derived from the Integrated Postsecondary Education Data System, or IPEDS database, which is the core postsecondary education data collection program for NCES (National Center for Educational Statistics). What this demonstrates is that EMU spends \$4,561 per student on instruction costs (roughly \$93 million on 20,500 FTE students). Among the 15 public institutions in Michigan, this placed EMU 12th out of 15, not a place we should be at.

Institution	Instruction Expenses Per FTE Student
UM - Ann Arbor	\$15,602
MSU	\$11,139
Wayne State	\$10,159
Michigan Tech	\$8,591
Ferris	\$6,093
UM - Dearborn	\$5,770
Western Michigan	\$4,967
UM - Flint	\$4,902
Grand Valley	\$4,834
Oakland	\$4,763
Central Michigan	\$4,749
Eastern Michigan	\$4,561
Lake Superior	\$4,464
Northern Michigan	\$3,934
Saginaw Valley	\$3,757

C. In conjunction with spending less on students, EMU has been asking students for an increasing amount of tuition and fee dollars over the last several years. Just in terms of gross tuition and fee dollars, the chart below reveals that EMU now has the 4th highest tuition among the 15 Michigan public institutions, where just three years ago we were the 7th highest (source: IPEDS database)

Tuition and Fees Dollars	Tuition	Tuition	Tuition	Tuition
Michigan Public Universities	and Fees	and Fees	and Fees	and Fees
Ranked by 2005-06	2002-03	2003-04	2004-05	2005-06
UM Ann Arbor	\$7,485	\$7,975	\$8,201	\$9,210
MSU	\$6,100	\$6,703	\$6,999	\$8,266
Michigan Tech	\$6,455	\$7,440	\$7,610	\$8,196
EASTERN MICHIGAN UNIVERSITY	\$5,027	\$5,812	\$5,951	\$6,754
Ferris State	\$5,300	\$6,188	\$6,090	\$6,632
Western Michigan	\$4,924	\$5,535	\$5,668	\$6,479
UM Dearborn	\$5,332	\$5,556	\$5,711	\$6,391
Lake Superior	\$4,758	\$5,454	\$5,736	\$6,304
Grand Valley	\$5,056	\$5,254	\$5,782	\$6,221
UM Flint	\$4,494	\$5,000	\$5,422	\$6,062
Oakland	\$4,814	\$5,294	\$5,354	\$5,938
Central Michigan	\$4,747	\$5,218	\$5,365	\$5,859
Northern Michigan	\$4,780	\$5,210	\$5,334	\$5,857
Saginaw Valley	\$4,382	\$4,798	\$4,913	\$5,281
Wayne State	\$3,875	\$4,258	\$4,435	\$5,278
169798	7/15	6/15	5/15	4/15

D. EMU has also been among the highest universities in the State in terms of percentage tuition increases. When we consider the 3-year rate from 2003 to 2005, EMU ranked 3rd out of 15. As we look at the tuition increases from 2005 to 2006, EMU had the 4th highest raise of any Michigan public university.

Tuition and Fee Percentage Changes	Percentage	Percentage
Michigan Public Universities	Change	Change
Ranked by 2005 to 2006 Change	2003 to 2005	2005 to 2006
Wayne State	14.5%	19.0%
MSU	14.7%	18.1%
Western Michigan	15.1%	14.3%
EASTERN MICHIGAN UNIVERSITY	18.4%	13.5%
UM Ann Arbor	9.6%	12.3%
UM Dearborn	7.1%	11.9%
UM Flint	20.6%	11.8%
Oakland	11.2%	10.9%
Lake Superior	20.6%	9.9%
Northern Michigan	11.6%	9.8%
Central Michigan	13.0%	9.2%
Ferris State	14.9%	8.9%
Michigan Tech	17.9%	7.7%
Grand Valley	14.4%	7.6%
Saginaw Valley	12.1%	7.5%
EMU Rank	3/15	4/15

E. It has often been claimed that EMU has received the short end of the stick in the form of State appropriations. While EMU does not do that well in terms of dollars per student, the chart below exhibits that the \$77.5 million the State is proposing for EMU in 2006-07 is again the 6th largest appropriation in the State (as it was in 2005-06).

RANK BY APPROPRIATION		
	2005-06	2006-07
University	Appropriation	Appropriation
UM-Ann Arbor	316,368,500	322,063,100
Michigan State	283,730,300	288,837,400
Wayne State	214,666,300	218,530,300
Western Michigan	109,695,200	111,669,700
Central Michigan	80,061,900	81,807,400
Eastern Michigan	76,140,600	77,511,100
Grand Valley State	61,129,900	65,390,100
Oakland	50,685,700	52,789,800
Ferris State	48,634,700	49,510,100
Michigan Tech	48,018,800	48,883,100
Northern Michigan	45,051,600	45,862,500
Saginaw Valley State	27,499,800	29,178,800
UM-Dearborn	24,739,200	25,184,500
UM-Flint	20,903,100	21,279,400
Lake Superior State	12,506,300	12,731,400

F. If you believe that the administration has been using these tuition dollars and the State appropriation on the faculty, you would be wrong. Among the 15 State institutions, for all ranks of faculty, the hard-working (highest teaching loads in the State) EMU faculty have the 11th highest salaries.

	Average Salary
23 211<SPLITFIEI	All Ranks
UM Ann Arbor	\$83,000
	\$81,000
Wayne State	\$73,600
Michigan Tech	\$65,600
Oakland University	\$65,300
UM Dearborn	\$65,100
Western Michigan	\$65,000
Lake Superior	\$64,953
Central Michigan	\$63,800
Ferris State	\$62,300
Eastern Michigan University	\$61,700
Northern Michigan	\$57,900
UM Flint	\$56,800
Saginaw Valley	\$56,570
Grand Valley	\$54,200
Average of all 15 Public Institutions	\$65,122

The recent story about sabbaticals in the Detroit News demonstrated that EMU faculty receive the 12th lowest amount of sabbaticals in the State.

And please note that the administration makes money on 2-semester sabbaticals, which are granted much more prevalently than 1-semester leaves. Why? Faculty who receive a 2-semester sabbatical receive only $\frac{1}{2}$ of their annual pay.

If you consider the contractual raises of the EMU faculty over the last two years, which was 3.25%:

- These raises have been less than inflation, which has been at 3.3% and 3.4% for the last two years. Therefore, EMU faculty have seen a decline in real income.
- These raises have been less than the National average for faculty, which across the nation has been 4.2% and 4.1% for 2004 and 2005, respectively.

Conclusion: EMU faculty are low paid among our peers, we are not keeping up with inflation, and we are experiencing smaller raises than faculty across the country.

G. The final piece of the puzzle is this: If EMU is spending less on students, less on faculty, receiving increasing amounts of tuition and fees,

and receiving a large state appropriation, WHERE IS THE MONEY GOING? There is only one answer: To a bloated and out of control administration. As we have stated many times in the past, there are too many upper-level administrators at this university. The data we presented today proves this. In the past, we have shown how EMU has among the highest ratios of administrators per students in the State. Today, to further drive home our point, the IPEDS data compares the percent of total employees that are Executive/administrative and managerial (upper level) as a percent of total staff. Not surprisingly, EMU ranks towards the top of the State on this measure:

	Executive/administrative and managerial FTE
Institution	as Percent of FTE Professional Staff
Northern Michigan	18%
Ferris State	17%
Saginaw Valley	17%
Lake Superior	14%
Eastern Michigan	12%
Grand Valley	11%
Wayne State	10%
UM Flint	9%
UM Ann Arbor	8%
UM Dearborn	8%
Central Michigan	8%
Michigan Tech	7%
Oakland	5%
MSU	4%
Western Michigan	3%

In conclusion, EMU ranks low in the State on items it should not (student spending and faculty pay), and high in the State on items it should be lower (tuition and number of administrators). So we know what must be done: we must embark on a thorough examination of the administrative structure of this university. The people sitting at this table are not going to do this; it is the Board's job, as part of your fiduciary duty, to make sure that the mission of this university is being fulfilled in a fiscally responsible manner.

One final set of statistics: In 2004-05, EMU raised \$3.1 million in cash donations. The university spent \$2.2 million (in fundraising expenses) to raise just over \$3 million. That means EMU spent 71 cents to raise every \$1 of funds from donors. This ratio is unacceptable at both the dollar level of funds and the expenses necessary to raise that paltry sum. We certainly appreciate that President Fallon is trying to change this, and the faculty have committed to him that we will help in fundraising efforts.

Let me end on a note of faculty working with President Fallon: The faculty has demonstrated its commitment to work with the President on his mission to increase state funding for both the annual appropriation and capital outlay. During Winter break, President Fallon invited me to Flint for the subcommittee hearing on Higher Education. President Fallon did an excellent job in representing our university, and I was proud to stand with him. He even let me speak to the press at this event. But don't worry: he was about 3 feet away from me when it happened. In addition, the faculty will assist the President this Friday, as State legislators tour MJ and PH. Lastly, on May 2nd, the President is developing EMU Day in Lansing, and we will have 25 faculty representatives to assist President Fallon in this endeavor. As usual, we stand ready to work with the Administration for the common good. Let's hope the Board will understand its role in terms of fiduciary responsibility.

Thank you.