

STRATEGIC PLAN

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B - Crosscutting Committees

PREFACE

The University Strategic Plan is the culmination of 11 months of intense activity involving hundreds of people from across the campus and external constituents representing the broader community. This plan includes a revised mission statement, institutional values and guiding principles, and six directions that will guide the institution for the next five to six years. The plan also includes recommendations for initiatives intended to advance each of the six directions.

The Strategic Plan is a living document that will require refinements and modifications as circumstances and opportunities change in the environment. The planning process is dynamic and ongoing. Campus-wide strategic planning will take place on a biennial basis. Thus, there will be routine opportunities to refine and submit new and revised initiatives that address the University's mission and six University Directions.

The University Strategic Planning Committee (USPC) reviewed more than 300 initiatives that were proposed for inclusion in the plan. In many cases, new academic programs were proposed that, although worthy ideas, had not proceeded through appropriate curriculum input steps and/or were not ranked in priority order by the college and/or division. The USPC does not see its role as usurping the normal deliberative academic approval and input process. Consequently, the USPC did not incorporate these initiatives in the plan but expects that these will be advanced through the input system. It is expected that some of them may be submitted during the next planning cycle in 2002.

The input and commentary process regarding the draft plan was very constructive. The USPC received formal input from the Faculty Council plus written commentary from 35 administrative units and/or individuals. This input and commentary resulted in numerous refinements incorporated in this document. In addition to the input/comments about the substance of the plan, reactions to the plan made it apparent that some misunderstanding exists about how the strategic plan relates to routine budgeting for existing programs and services. The USPC recognizes that there is a need for an annual budgeting process, shaped by the Strategic Plan but intended to handle more routine, incremental, non-strategic budget needs. The USPC addresses this issue in a recommendation at the conclusion of the document.

Finally, the University Strategic Planning Committee would like to acknowledge and thank the many people throughout the University who gave extensive time and creative energy to the planning process. The effort, professionalism, and plans are impressive.

EASTERN MICHIGAN UNIVERSITY
University Strategic Planning Committee

STRATEGIC PLAN
October 5, 2001

UNIVERSITY MISSION STATEMENT

Eastern Michigan University is committed to excellence in teaching through traditional and innovative approaches, the extension of knowledge through basic and applied research, and creative and artistic expression. Building on a proud tradition of national leadership in the preparation of teachers, we maximize educational opportunities and personal and professional growth for students from diverse backgrounds through an array of baccalaureate, master's and doctoral programs. We strive to provide a student-focused learning environment that enhances the lives of students and positively impacts the community. We extend our commitment beyond the campus boundaries to the wider community through service initiatives, and public and private partnerships of mutual

interest addressing local, regional, national and international opportunities and challenges.

INSTITUTIONAL VALUES AND GUIDING PRINCIPLES

Institutional Values

Eastern Michigan University's mission and philosophy are built upon shared values that define and nourish the intellectual, ethical, and aesthetic environment. These values are:

Teaching and Learning -- We believe that teaching and learning are central to everything that we do. We recognize that we are a community of learners who discover, interpret, apply, and transmit knowledge.

Excellence -- We believe that the promotion of personal and academic excellence provides a foundation for institutional quality. We are committed to achieving the highest standards through ongoing assessment and continuous quality improvement.

Human Dignity and Respect -- We believe that wisdom, sound judgment, acceptance, and respect for other persons, cultures, and ideas are characteristics of an educated person. We seek to demonstrate, through all programs, activities, and services, an appreciation of human diversity and an atmosphere of mutual respect and support for individual differences.

Diversity -- We believe that cultural diversity enriches learning experiences and promotes respect and understanding. We welcome qualified learners of varying interests, abilities, backgrounds, and expectations and are committed to creating an inclusive educational environment that provides exceptional opportunities for all learners. We seek to attract, serve, and retain a highly qualified and diverse student body, faculty, and staff, and to make special effort to provide access to educational opportunities for non-traditional and under-represented populations.

Scholarship and Intellectual Freedom -- We believe that intellectual and creative freedom supports scholarship and advances the learning process. We promote, encourage, and support personal and academic freedom. We seek to provide an environment that fosters knowledge development and creative learning experiences through intellectual and cultural exchange.

Public Engagement -- We believe that the University should engage the public in mutually beneficial relationships to achieve the public good. We aspire to develop regional, national, and international partnerships that allow us to serve our stakeholders more effectively, while providing increased learning opportunities for our students, faculty, and staff.

Leadership and Participatory Decision-Making -- We believe that effective organizations are characterized by visionary leadership and participatory decision-making at all levels. We are committed to creating and supporting an environment that fosters open communication and innovative approaches to change.

Integrity -- We believe that integrity is critical to our continued success and institutional effectiveness. We expect and support the highest level of personal, intellectual, academic, financial, and operational integrity within the University community.

Guiding Principles

The following guiding principles provide standards the University seeks to achieve:

Accessibility -- An inclusive community of learners that provides educational opportunities to any qualified individual who wishes to participate.

Relevancy -- Programs designed to broaden perspectives, heighten awareness, deepen understanding, establish disciplined habits of thought, respond to changes in the workplace and society, and help develop individuals who are informed, responsible citizens.

Responsiveness (to change) -- A learning community that is responsive to economic, social, and political change. As an agent of change, the University explores new alternatives, recognizes constraints, and makes wise institutional choices.

Flexibility -- While recognizing that various constituencies have different needs, University programs, activities and services are flexible so that people have the opportunity to participate and to achieve their goals and purposes.

Quality -- All programs, activities, and services achieve the highest standards of quality.

Collaboration -- All University programs, activities, and services work collaboratively to solve problems, provide greater efficiencies, and expand learning opportunities. Collaboration extends beyond the University to colleagues, communities, and institutions.

Accountability -- The University has consistent policies and procedures to ensure accountability at all levels. All members of the University community are accountable for their actions and decisions.

Affordability -- Qualified individuals who desire to participate are not discouraged from doing so because of financial resources.

ENVIRONMENTAL SCAN AND SCOT ANALYSIS

Internal Scan:

-> Enrollment fall, 2000 was 23,561 including 18,189 undergraduate and 5,372 graduate students.

-> Approximately 4,500 students are housed on campus in University residence halls and apartments; approximately 6,800 students live in privately owned housing near campus, with the remaining 12,300 students commuting from throughout the metropolitan area.

-> In recent years, the retention rate for FTIAC (first-time) students ranges from 68 to 71%. The persistence rate for undergraduates fall to fall is approximately 65%.

-> EMU's six-year graduation rate is slightly more than 33%, lowest among Michigan public universities.

-> The median family income for the FTIAC class of 1998 was \$55,000. Forty percent of families had incomes over \$60,000 and 20 percent had incomes over \$80,000. There were 20 percent with family incomes of less than \$30,000 per year.

-> Graduate enrollment in the over 44 years of age group has doubled during the past two decades.

-> Enrollment of graduate students from the out-state (non-southeast) Michigan areas has more than doubled during the past fifteen years to more than 1,000 students (approximately 19% of all graduate students).

-> EMU's graduate international student enrollment is at a record high reaching nearly 12 percent of total graduate enrollment.

-> Sixty percent of EMU's students are women. Nearly 16 percent of EMU students are African American, two percent Asian, two percent Hispanic, and one percent Native American.

-> EMU has one of the largest proportions of female students of any university in Michigan or in the Mid-American Conference.

-> Women make up 38% of the faculty, highest in the Mid-American Conference. One in seven (16%) of the faculty are minority persons.

-> Countries from Southeast Asia, especially China and India, are the leading countries from which EMU enrolls international graduate students. Other leading countries are Thailand, Taiwan, Korea, Japan and Malaysia.

-> Approximately three percent of undergraduate students and 12 percent of graduate students are international students.

-> International students have the highest persistence and degree completion rates among all EMU students.

-> There are deficiencies in educational preparation of current EMU students regarding multicultural issues, and political, social and economic concerns related to the global community.

-> EMU has \$50 million in asset preservation needs for its facilities.

External Scan:

-> With annual fluctuations, Michigan high school graduates will increase 4.0% during 1998-2010; Ohio will decrease 0.8%.

-> Demand for teachers in all fields will remain high in Detroit and will remain high in most/all districts (locally, nationally) for teachers of special education, bilingual/ESL, and secondary mathematics and the physical sciences.

-> EMU is the nation's largest producer of professional education personnel and growing in "production" at 4-5% per year.

-> Increased numbers/proportions of women, part-time, working, and "technologically able" students will influence programs, especially in terms of support services and delivery systems.

-> Six of the ten fastest growing occupations in Michigan from 1996 to 2006 will be computer related. The fields in which growth of 50% or more is expected are computer sciences (119% expected growth, computer engineers (86%), systems analysts (82%), electronic pagination systems (78%), computer support specialists (70%), and database administrators (67%).

-> The demand for graduate certificates and applied master's degrees is expected to increase by 25% in the next several years.

-> Nationally, graduate full-time enrollments are expected to increase 12.1% between 1997 and 2010; part-time, 17.9%.

-> The development of select doctoral programs that are innovative, responsive to needed areas of professional expertise and research, and applied and/or interdisciplinary in nature would be responsive to needs in southeast Michigan, the State and region.

-> The demand for faculty with earned doctorates in select fields will be greater than the supply of potential full-time faculty members.

-> In current practice, institutions in Michigan with significant doctoral programming receive substantially more funding compared to those with few or no doctoral programs.

-> The University has growing research capabilities in selected fields.

-> Extensive educational, research and technology resources exist in the metropolitan area.

-> Ann Arbor/Ypsilanti east along the M-14 corridor is the fastest growing area for research centers in Michigan.

-> Full-time equivalent student enrollments are projected to grow faster than the supply of potential full-time faculty.

-> EMU is located in a major metropolitan area in southeastern Michigan with a population of approximately 4.8 million people with projected growth to increase to more than 5.0 million by 2005. This equates to approximately 50% of the total state population.

-> EMU has outstanding Cooperative Education and Academic Service Learning programs.

-> There is an increasing demand for lifelong learning and continuing education deriving from rapid job changes, an evolving employment market, and increased longevity.

-> There is significant development and growth of continuing education, corporate training, institutes and centers.

-> Approximately 50 percent of all undergraduates' permanent residence are in Washtenaw or Wayne counties.

-> The University's public offerings of fine arts and humanities programs are viewed as an asset.

-> The University possesses many positive community contacts and resources to support the educational process.

-> Demand for credit and non-credit continuing education will continue to increase, including distance learning experiences.

-> The considerable current and projected influx of immigrants into the metropolitan area, especially those whose native language is not English, presents programming opportunities and challenges.

-> The metropolitan area includes multiple school districts with vast social problems that challenge the learning of K-12 students.

-> EMU is situated in one of the most culturally diverse metropolitan areas in the United States.

-> The annual "America's Best Colleges" published by U.S. News and World Report recognized EMU's commitment to diversity. According to the magazine, the rankings were "to identify institutions where students are most likely to encounter undergraduates of different racial or ethnic groups." EMU ranked 12th among Midwest regional institutions and was one of only four public schools in the category to earn the distinction. The 2001 rankings mark the third time in five years that EMU has been recognized for its campus diversity.

-> Eastern Michigan University was the first university in Michigan to offer a major in African American Studies and a graduate degree in Women's Studies.

-> There is an accelerating movement toward a global economy.

-> There are numerous global businesses in southeastern Michigan. Michigan is the nation's fifth largest exporter.

-> The top three destinations for Michigan products are Canada, Mexico, and the United Kingdom.

-> Canada's largest world trading partner is Michigan. The state exports more in value and volume to its NAFTA trading partners, Canada and Mexico, than any other state in the nation.

-> Japan leads in the number of business operations in Michigan. Germany has replaced Canada as the second largest investor in the state, while Canada has dropped to third, and the United Kingdom and France rank fourth and fifth respectively.

-> There is a great unmet demand for higher education throughout much of the world, which EMU and other U. S. institutions can address in part through distance learning opportunities.

-> The information and communications capacities of the University need improvement.

-> Change in business practices mandated by the federal government and consumers dictates e-business capacities.

-> e-learning capacities must be current to deliver quality distance learning opportunities and compete effectively.

-> There is high competition for the higher education market in southeastern Michigan.

-> There is increasing opportunity (and competition) to address the learning needs of "alternative" students (older, working, non-credit, distance-learning oriented, etc.).

-> Students are increasingly consumer oriented and expect timely, high quality programs and services.

Internal and External Constituents SCOT Analysis:

(Strengths, Challenges, Opportunities and Threats)

-> Many in the University community view the extent and quality of contact between students and faculty, the quality of faculty teaching, and the quality of and range of current programs as some of the institution's most important strengths related to academics.

-> Many constituents view the wide range of student organizations and opportunities for student leadership and involvement, experiential education, the undergraduate symposium and a generally strong athletic program as some of the institution's most important strengths related to the co-curriculum.

-> Many constituents view the campus as one which values diversity, is student-oriented, provides a friendly environment for living and learning, and one which is conducive to student learning.

-> Internal constituents identified significant institutional challenges related to retention of students and graduation rates.

-> Both internal and external constituents identified significant institutional challenges and hurdles for students wishing to transfer to EMU. This was especially true for community college students and students who complete general studies at another institution.

-> Both internal and external constituents cited opportunities for off-campus programming, distance education, interdisciplinary programming, and responding to the projected shortage in teachers and other educational personnel.

-> Few in the University community view research as an institutional strength.

-> External constituents identified the need for EMU to provide research capacities to address community and business needs.

-> Both external and internal constituents identified the opportunity to expand graduate programs in business and technology.

-> Many in the University community view the institution as having extensive involvement in and partnerships with the community, as playing an important role in providing continuing education and training to organizations in the area, as having

numerous and loyal alumni in the area, and as enrolling students who have a good work ethic, solid skills, and practical work experience.

-> External constituents indicated that EMU should provide research and training capacities to address community and business needs.

-> Many external and internal constituents view the University's alumni relationships as tenuous and cite lack of alumni support and involvement as an example.

-> Both external and internal constituents cited opportunities to increase partnerships with external constituencies, especially corporations, business, non-profit agencies and service organizations, K-12 schools, community colleges, and local municipalities.

-> External constituents identified need for greater linkages with the community regarding cultural events.

-> External constituents identified challenges and the need for EMU to involve the community with intercollegiate athletics.

-> Both internal and external constituents emphasized the need to promote the image of the University by emphasizing strengths and areas of excellence.

-> Many in the University community view the institution as one that is rich in cultural diversity and one that values that diversity.

-> Many in the University community view the institution as having a significant international influence through the number of international faculty and students on campus, study abroad programs, and academic programs in international business.

-> While many constituents view the institution as having excellent facilities and an attractive, safe campus, far fewer view it as having adequate parking or appropriate information and communication technology.

-> Although there has been development of significant new facilities, constituents cite the need for a large influx of funding for deferred maintenance on existing buildings and furnishings.

-> Constituents emphasized both the challenge and opportunity for the University to systematically market programs and services.

-> Constituents cited access to and utilization of new technology as an important opportunity for the University.

STATEMENT OF UNIVERSITY DIRECTIONS

Eastern Michigan University is committed to continuous improvement in order to earn a national reputation for excellence in teaching and learning, research, and public service. Learning will be enhanced through innovative programs and a variety of delivery approaches adopted to serve effectively an increasingly diverse student population. Research initiatives will generate knowledge in response to a wide range of questions and practical problems. The University embraces the rich racial, ethnic and cultural diversity of its environment and maximizes the educational opportunities of all persons. EMU will collaborate through public engagement and service initiatives with its constituencies in the community, southeast Michigan, the State, the region, the nation, and the world. The University will monitor its effectiveness by establishing performance and outcome measures to determine success in accomplishing goals and initiatives.

The future of the University during the next five years will be guided by a Strategic Plan developed with the following six institutional directions and accompanying characteristics. Examples are given of outcome measures that may be used as indicators to determine progress toward achieving the characteristics.

DIRECTION 1: Eastern Michigan University will be recognized for its strong undergraduate programs and will provide research opportunities, excellent co-curricular programs, and support systems that enhance the success of a talented and diverse student population reflected through characteristics such as:

- (a) emphasis on offering outstanding undergraduate academic programs;
- (b) a well-rounded general education curriculum that offers a sound liberal arts base including an exploration of diversity;
- (c) centers of program excellence in all colleges;
- (d) recognized excellence in the preparation of teachers;
- (e) encouragement and support of student research and applied learning experiences;
- (f) opportunities to learn about diversity;
- (g) academic and co-curricular support programs that enhance student success, especially retention and graduation rates, and build involvement in and commitment to the University and community;
- (h) holistic co-curricular experience including leadership development;
- (i) commitment to serve traditional and non-traditional students with learning opportunities and support services on-campus, at regional centers, and via distance education;
- (j) extensive and appropriate use of instructional technology;
- (k) the seamless transfer of students from other higher education institutions to Eastern Michigan University.

Examples of Outcome Measures for Direction 1:

- Review of the General Education curriculum shows a distribution of courses in humanities, social sciences, natural sciences, mathematics/logic, fine/performing arts, diversity and global perspectives;

- Analyses in General Education Committee Annual Report of both distribution of courses and consideration of diversity and global perspectives across the curriculum;
- Surveys of employers and graduates regarding the effectiveness and quality of education;
- Each college gains regional/national recognition for one or more undergraduate programs as measured, in part, by accreditation, citation in national/regional rankings, academic record of students, and annual enrollment statistics;
- Alumni survey information concerning current employment and level at which employers seek graduates;
- Number of incentive programs in place to support student research;
- Number of collaborative agreements with agencies in place to support student research and internships;
- Numbers of students involved in research activities;
- Level of support for presentations at student research fairs;
- Level of participation of colleges, departments, faculty and students in research fairs;
- Number of diversity fellowships/internships for undergraduate students;
- Number of diversity forums/institutes held annually;
- Graduation rates (e.g. for the University, by college, by program);
- Retention rates (e.g. for the University, by college, by program);
- Number of undeclared students;
- Satisfaction level with academic instruction for general education courses;
- Number of faculty mentors serving students;
- Number of students involved in Academic Service Learning and in community service programs;
- Number of programs available to promote leadership development;
- Student participation in student government;
- Amount of evening programming in each college for undergraduate students;
- Extent of hours in student services and supports;
- Level of online access to student services and support;
- Number of students enrolled in distance education courses;
- Number of technology enhanced course offerings;
- Numbers of online courses;
- Numbers of faculty using instructional technology to support course offerings;
- Internet availability in campus facilities including dormitories;
- Results of opinion surveys of faculty and students concerning use of instructional technology;
- Measures of student learning through use of instructional technology;
- Numbers of transfer students from community colleges every semester;
- Extent of advising system to accommodate the needs of transfer students;
- Number of active community college articulation agreements;
- Efficiency of process for establishment of articulation agreements;
- Opinion surveys of students concerning the transfer process.

DIRECTION 2: Eastern Michigan University will be recognized for the synergy of theory and practice in its graduate programs reflected through characteristics such as:

- (a) centers of graduate program excellence in all colleges;
- (b) emphasis on offering outstanding applied masters degrees and certificates, while maintaining support for traditional liberal arts programs;
- (c) select doctoral programs, which are applied and/or interdisciplinary;
- (d) commitment to research and scholarly activity;
- (e) commitment to serve and support traditional and non-traditional graduate students, on-campus, at regional centers, and via distance education

Examples of Outcome Measures for Direction 2:

- Each college gains regional/national recognition for one or more graduate programs;
- Levels of employment of graduates noted in alumni surveys;
- Results of surveys of employers and graduates concerning effectiveness and quality of education;
- Number of students progressing to higher degrees and the institutions that accept them;
- Number of applied masters degrees and students enrolled in those degree programs;
- Number of graduate certificates and students enrolled in those certificate programs;
- Measures of market demand for graduates of applied masters and certificate programs;
- Extent of long-term University-level support for development of new applied masters and graduate certificates;
- Number of new doctoral programs offered;
- Enrollments and graduation rates in already implemented doctoral programs;
- Number of applied and/or interdisciplinary doctorates under consideration as appropriate to University mission;
- Numbers of students applying for and currently enrolled in doctoral programs;
- Level of involvement of regular, full-time faculty in doctoral committees and programs;
- Level of University support and incentives for faculty and student research and scholarly activities;
- Number of research assistant positions for graduate students;
- Number of graduate assistantships;
- Incentives for graduate research (financial support); Poster sessions held to display graduate research;
- Number of research proposals submitted and awarded;
- Value of research proposals submitted and awarded;
- Number of faculty actively involved in generating research proposals;
- Number of faculty involved in research grants;
- Levels of evening programming in each college;
- Extent of available extended hours in student services and supports;
- Numbers of non-traditional students in graduate programs;
- Extent of on-line access to student services and supports;
- Levels of enrollments, services and instruction at Regional Centers;
- Levels of financial support for non-traditional students;
- Enrollments in graduate distance education courses;
- Number of available graduate distance education courses including web-based courses;
- Levels of available hours for student services.

DIRECTION 3: Eastern Michigan University will become a model for public engagement and linkages with the local community, the Detroit metropolitan area, southeast Michigan, the State of Michigan, and the region to address mutual concerns reflected through characteristics such as:

- (a) positioned to maximize external opportunities through awareness systems for appropriate response;
- (b) research capabilities developed in response to local and area needs, building on cooperative relationships;
- (c) select institutes and centers with capacities in research, technical assistance and training that are responsive to local, regional and national needs;
- (d) graduates prepared in fields of need in southeastern Michigan and the State, and opportunities fostered for practical work experiences related to academic programs;
- (e) public service activities that contribute to the well being of the community;
- (f) community engagement and cultural contributions through the fine and performing arts;
- (g) credit and non-credit continuing education and training opportunities to promote lifelong learning for work, citizenship and personal enrichment;
- (h) involvement of alumni in a wide array of University activities and programming;
- (i) alumni, friends, foundations and the corporate and business community are engaged in supporting the University's programs, initiatives and priorities;
- (j) collaborative working relationships with community;
- (k) University facilities are multi-purpose and are used to the fullest extent for instruction, co-curricular activities and community engagement;
- (l) recreation and intercollegiate athletic programs that engage and involve alumni and the greater community;
- (m) strengths and accomplishments are recognized by the University's constituencies as a result of marketing and promotional efforts.

Examples of Outcome Measures for Direction 3:

- Coordinated support system and procedures identified and in place;
- Visibility and prominence of "portal of entry" for achieving engagement with the University by the community;
- Numbers of formal relationships with and active participation in local partnerships that have been developed to address area concerns;
- Number of research grants/projects directly responsive to community needs;
- Extent that Institute and Center is able to demonstrate activities that are responsive to identified need;
- Number and scope of new institutes and centers that are formed to address areas of need;
- Percentage of number of students involved in paid/unpaid internships;
- Extent of active recruitment program in place for identified need areas;

- Number of students and faculty involved in Academic Service Learning;
- Number of student person-hours involved in community service;
- Number of students involved in practicums and field experiences;
- Level of faculty participation in public service activities in the community;
- Level of comprehensive service learning programming;
- Number of exhibitions and performances;
- Number of programs in place that bring community members to campus for experience in the arts;
- Extent of EMU sponsorship of cultural programming in the community;
- Number of people enrolled in credit and credit-free education and training opportunities;
- Number of collaborative agreements with churches/community centers for special course offerings;
- Number of courses offered through local recreation and/or adult education centers;
- Number of specialized course offerings for gifted elementary, middle and high school students;
- Number of credit and non-credit programs, degrees and courses developed for business, industry, government and non-profit organizations;
- Attendance at Home Coming and other opportunities for alumni to return to campus;
- Participation by community and alumni at University events;
- Levels of alumni giving;
- Surveys of alumni concerning involvement in campus programs;
- Number of active alumni organizations within each college/department;
- Level of donations for University programs and priorities;
- Number of cooperative fundraising initiatives in place;
- Number of activities/programs in place to bring community members on campus;
- Number of activities/programs in place to take faculty/students into the community;
- Extent that University buildings house community education/recreational programs;
- Extent that University buildings are routinely used by community groups for meetings, conferences;
- Extent that athletic programs are publicized broadly;
- Community attendance at athletic events;
- Alumni attendance at athletic events;
- Extent that strategic marketing campaigns are in place;
- Results of image assessment surveys.

DIRECTION 4: Eastern Michigan University will become a model for the principles of diversity and inclusion reflected through characteristics such as:

- (a) recruitment and hiring of a diverse workforce;
- (b) a student body that reflects the diversity of the region;
- (c) a supportive and safe learning and work environment for a student, faculty, and staff population that is diverse in characteristics such as age, gender, race, ethnicity, nationality, sexual orientation, handicapping conditions, and religion;

- (d) curricular and co-curricular activities that infuse diversity in the undergraduate and graduate experiences;
- (e) academic and co-curricular support programs that enhance student success, especially retention and graduation;
- (f) opportunities to conduct research in the area of diversity.

Examples of Outcome Measures for Direction 4:

- Proportion of diversity reflected in faculty, administrative, and support staff at all levels and in all divisions, as compared to peer institutions and those institutions in geographic proximity to the University;
- Representation of minorities in applicant and interview pools;
- Retention and promotion of minority faculty and staff;
- Percentage and number of women, minorities, disabled, etc. in student body as compared to peer institutions and institutions in geographic proximity;
- Number of minority graduates as compared to peer institutions and those in geographic proximity to the University;
- Surveys of students', staff's and faculty's perception that campus is a safe and supportive environment;
- State of physical facilities and programs related to access, safety and security;
- Extent to which staff, faculty and students identify barriers to a safe and supportive environment;
- Evaluations from on-site visits by regulatory agencies;
- Crime rates;
- Number and type of activities and programs that infuse diversity into the graduate and undergraduate;
- Number of courses and programs which either incorporate diversity into the curricula or deal directly with topics of relevance to diversity;
- Number of minority students receiving scholarships and other forms of financial aid for minority students compared to peer institutions and institutions in geographic proximity to the University;
- Retention rates among students by gender, race, and ethnicity;
- Graduation rates among minority students;
- Number and value of proposed and awarded research grants and contracts grants and contracts that relate to diversity;
- Number of students and faculty involved in research on topics related to diversity.

DIRECTION 5: Eastern Michigan University will become a university with global and multicultural perspectives reflected through characteristics such as:

- (a) global and multicultural perspectives incorporated in the general education curriculum, undergraduate programs and, where appropriate, in graduate programs and certificates;
- (b) study abroad opportunities, especially emphasizing involvement of EMU students;

- (c) research initiatives with international foci and/or related to the multicultural character of southeastern Michigan;
- (d) curricular and co-curricular opportunities and services that enhance the success of international students;
- (e) faculty and staff development opportunities to strengthen global competence;
- (f) linkages with foreign businesses, public agencies, non-governmental organizations, and educational institutions to promote and support learning, research, and global perspectives.

Examples of Outcome Measures for Direction 5:

- Number of current programs incorporating multicultural and global perspectives;
- Number of proposed and new programs and certificates with global and multicultural perspectives;
- Number of international faculty teaching EMU curricula;
- Number of programs and regions of the world made available to students through study abroad;
- Number of students participating in study abroad programs;
- Number of faculty and student exchanges with foreign universities;
- Number of international higher education experiences under the auspices of EMU which result in credit that can be directly applied to EMU;
- Number of collaborative agreements with international or multicultural focus;
- Number and value of new grants and contracts with international/multicultural focus;
- Level of internal support for research with international/multicultural focus;
- Number of faculty engaged in proposal and/or research activity focused on research in another country;
- Level of coordinated service delivery system for international students;
- Extent that support services are available to international students;
- Number of mentorship and language partner programs available to students;
- Number of international student advisors;
- Enrollment, graduation and retention rates of international students;
- Number of mentorship's and language programs for international students;
- Number of Institutes, forums, workshops for faculty and staff focused on global issues;
- Fellowship opportunities with World College;
- Number of Fulbright Fellowships proposals and awards for EMU faculty;
- Number of Fulbright Fellowships proposals and awards from faculty from institutions other than EMU for fellowships at EMU;
- Number of collaborative agreements to support international business and research opportunities;

- Number of collaborative agreements and partnerships with international universities.

DIRECTION 6: Eastern Michigan University will improve institutional effectiveness reflected through characteristics such as:

- (a) progressive and effective information and communication technology infrastructure and delivery system incorporating both e-business and e-learning capacities;
- (b) an organizational culture of assessment and continuous improvement, characterized by benchmarking and trend and data analyses, implemented through processes including evaluation of administrative unit effectiveness and academic program review;
- (c) commitment to accountability and responsibility;
- (d) administrative processes and programs, appropriately staffed, that serve students, faculty and staff efficiently and effectively;
- (e) commitment to faculty development in areas such as instructional effectiveness, scholarly and creative activities, and use of technology;
- (f) commitment to staff development, especially in the use of technology;
- (g) state-of-the-art facilities and resources to maintain them.

Examples of Outcome Measures for Direction 6:

- Status of University plan and implementation schedule for upgrading and maintaining state-of-art technology infrastructure;
- Proportion of information technology expenditures compared to total expenditures, benchmarked against peer institutions;
- Percentage and number of faculty trained to use and currently using information technology in their teaching and/or research, as compared to peer institutions;
- Extent and currency of University endorsed software for communication and instruction;
- Level of investment in hardware and software upgrades;
- Number of classrooms equipped to facilitate the use of instructional technology;
- Level of accessibility to Internet for students on- and off-campus;
- Extent of incentives and awards in place for continuous quality improvement;
- Department by department measures to demonstrate effectiveness of resource usage;
- Extent of policies and procedures with built-in accountability for each unit/division;
- Policies and procedures with built in accountability systems for each unit/division;
- Student/faculty surveys note effectiveness and efficiency in processes;
- Number of ongoing faculty development seminars/workshops;
- Number of faculty attending development seminars/workshops;
- Ongoing staff development seminars/workshops;
- Number of staff attending development seminars/workshops;
- Proportion of buildings equipped with state-of-the art systems;
- Level of budget for upgrading/maintaining facilities.

INITIATIVES THAT SUPPORT THE UNIVERSITY DIRECTIONS

Planning Parameters

The University Strategic Plan has been developed with a set of parameters that form a context for the Statement of University Directions for the next five years. The planning parameters provide additional guidance in selecting and establishing priorities for strategic initiatives. The institutional planning parameters that follow are embraced in the context of the State of Michigan continuing to disinvest and forcing a shift in the support for public higher education institutions to revenue sources other than State funds. In this context, the University will . . .

- grow in enrollment;
- gain a regional and national reputation for excellence in programs in each of the five colleges;
- enhance learning through innovative programs and delivery approaches;
- generate knowledge in response to a wide range of questions and practical problems;
- maximize educational opportunities;
- create an environment for and provide services that support student learning;
- collaborate through public engagement and service initiatives with its constituencies in the community, southeast Michigan, the State, the nation, and the world;
- pursue and create the funding to implement strategic initiatives.

Selection Process and Criteria Used in Evaluating Proposals for Strategic Initiatives

The University Strategic Planning Committee (USPC) received plans and proposals for strategic initiatives from 15 administrative units and nine crosscutting committees. The plans included visionary strategic ideas, proposals that will contribute positively to the institution's mission and one or more of the six University Directions, as well as proposals that make incremental improvements in existing programs and administrative processes. More than 325 initiatives were proposed, many of them with multiple subparts that were essentially independent initiatives. The USPC thoroughly considered each plan and initiative.

It became apparent that the University plan needs to be more focused than the wide array of proposals that surfaced through the process. Only a limited number of the initiatives are included in the plan. The USPC concluded that the plan would include only those proposed initiatives that have the likelihood of greatest institutional impact and contribute significantly to advance one or more of the six University Directions. As the plan is implemented and evaluated, the plan will be revised and some of the initiatives that were proposed now may be further developed and new initiatives proposed that will be incorporated in future years.

The following criteria were used in evaluating the plans and strategic initiatives that were submitted for consideration as part of the planning process.

- Institutional impact (extent to which the proposed initiative affects the University broadly)
- Relation to Statement of University Directions

- Feasibility
 - Probability of success relative to competitors
 - Internal and external resources to sustain the initiative (e.g. ability to generate enrollment/revenue, fundraising and/or endowments, on-going grants, etc.)
 - Timing and timeline for implementation
- Relationship to trends in the environment
- Local, State, regional, national and international impact and visibility
- Assessment plan with measurable outcomes
- Priority assigned by the planning unit
- Relation to concerns expressed by accrediting bodies

Strategic Initiatives

Strategic initiatives that support and advance the University Mission Statement and the six University Directions are included in the plan. The initiatives are organized under the University Direction to which they contribute primarily. Initiatives are grouped into one of four categories under each University Direction. The numerical order in which they appear within a given category is not a priority ranking. Finally, the estimated costs of initiatives are presented in the budget table at the end of the plan.

Direction 1: Undergraduate Programs Including Research Opportunities, Co-Curricular Programs, and Support Systems

Eastern Michigan University serves approximately 18,000 undergraduate students every year. Excellence in teaching and learning, high quality academic programs, and a well-rounded undergraduate experience are of utmost importance to the mission of the institution. Under this direction are listed initiatives that enhance the development and delivery of the University's programs that serve undergraduate students. The initiatives listed under this direction are of two types, (1) those that focus on the array and content of the University's programs, and (2) those that focus on increasing student access to and success in these programs. The latter of these includes initiatives to strengthen academic advising and provide focus to services for commuter students, as well as initiatives to increase the accessibility of its programs to transfer students and strengthen services to students with disabilities. The former includes initiatives to develop areas of particular strength while at the same time reshaping and updating the core educational experience of all undergraduate students.

Category 1: Highest Priority for Implementation

(1) The Division of Academic Affairs will review and revise the General Education curriculum -- Consistent with University Directions 4 and 5, consideration should be given to the contributions that diversity and international perspectives make to general education. Appropriate expectations and criteria for acceptance of credit must be refined for community college transfer students. This is especially urgent since current practices

are negatively impacting the transfer process. This initiative addresses University Direction 1, characteristic (b).

(2) Student enrollment is important to the institution. The need for a strategic enrollment plan is discussed later in Direction 1, Category 4. At the same time, it is important that the University increases the number of tenure-track faculty to correspond to enrollment growth, and to ensure quality undergraduate programs and excellence in teaching and learning. The appropriate number of faculty should be related directly to enrollment and program mix. To avoid redundancy, an initiative related to the appropriate number of faculty at both the undergraduate and graduate levels will be discussed under Direction 2, Category 1, initiative (3).

Stabilizing and growing enrollment involve not only attracting new students but also supporting and retaining students to degree completion. The six-year graduation rate (33%) remains a significant concern for the institution. Data gathered during the Environmental Scan and SCOT analysis indicate that EMU faces challenges to improve retention and degree completion rates. Although available data exist that support the following initiatives, a continuously updated comprehensive statistical profile of all students and students by college and program must be provided so that insights are gained to guide the development of additional programs that affect the improvement of student persistence and degree completion.

Among the strategic initiatives geared towards addressing these concerns are the improvement of academic advising, freshmen programs that address retention, and services to commuter students.

a. Establish academic advising offices in each college. These offices would focus primarily on students who have declared a major or would like assistance with exploring a major. The college advising offices would also advise transfer students. These offices would work in collaboration with the Academic Advising Center and a newly created transfer student center. Proposals from the Division of Academic Affairs and the Division of Enrollment Services relate to this initiative. There was consistency in identifying the need for college-based advising offices that also assist transfer students. There were some differences regarding whether the professional advising should be provided by tenure track faculty or professional advising staff. It is recommended that an initiative be implemented to establish professional staff in each college. This initiative addresses Direction 1, characteristics (g), (i) and (k).

b. Much of the student attrition that occurs takes place during the student's freshman year. The University must provide more and better programs to help freshmen acclimate to their new learning and living environment. The University has made some progress in recent years with the implementation of Freshman Interest Groups, Supplemental Instruction, and other programming aimed specifically at providing academic support services helping students develop relationships, affiliations, and contacts that make the University environment more embracing. Several strategic initiatives call for programs and services that would improve the freshman year experience. The Division of Student

Affairs proposed initiatives that would implement two programs that are designed to assist freshmen in adjusting to their new learning and living environment. The first calls for adoption of a mandatory freshman orientation program and would be funded through mandatory student fees. The second initiative proposes adoption of a first year mentorship program that would be offered in collaboration with the Divisions of Enrollment Services and Academic Affairs. The Division of Enrollment Services submitted three initiatives addressing the freshman year experience: one calling for expansion of the Summer Incentive Program, a second proposing expansion of the Supplemental Instruction program, and the third proposing increased advising services to freshmen. These initiatives address University Direction 1, characteristic (g).

c. The University must improve services to more than half of the student body that commutes to campus for day and evening classes. Student Government has identified better services for commuter students as a priority. Providing a full array of services to commuter students is consistent with University Direction 1, characteristic (i), and University Direction 2, characteristic (e). The Division of Student Affairs submitted an initiative to create a Commuter Center in a temporary site. The initiative indicates that a more permanent commuter center will be incorporated in plans for renovating/constructing a new student union.

(3) The University must strengthen its relationships with community colleges and improve its services to transfer students.

a. It is recommended that the Systematic Partnership-Based Articulation Development Process with community colleges be implemented. The purpose of the initiative is to create for community college students clear and secure transfer pathways, different from but parallel to the pathways followed by native EMU students. The SCOT Analysis and Environmental Scan identified the need to strengthen relationships with community colleges and reengineer a process for transfer students. The goal of this initiative is to develop a process that will (a) shorten articulation development time, (b) provide for annual review of the articulation agreements by EMU and community colleges, (c) develop a Web site designed for all partners in the articulation development process, (d) develop comprehensive information about the specific requirements to be taken at both the community college and EMU, (e) expand the current scope of articulation agreements to include the military, business/industry supported education and community college technical programs. This initiative primarily addresses University Direction 1, characteristic (k). The initiative was submitted by Extended Programs, Office of Community College Relations.

b. The University should establish a full-service center for transfer students. This office would provide information on transfer equivalency and admissions procedures, provide initial advising, and offer orientation programs especially designed for transfer students. It would be the focal point for inquiries about transferring to EMU. This office would work closely with Academic Advising and the college advising offices. Projections indicate that, within the decade, 50 percent of all college students will have taken their first year or two at a community college. Initiatives related to

establishing offices that serve transfer students were proposed by the Crosscutting Committee on the Undergraduate Experience and a request for transfer offices was also in the Division of Academic Affairs and several college plans. This particular initiative was submitted by Enrollment Services. There are several organizational models for providing these transfer services. Deciding upon the appropriate model and implementing the initiative should be done collaboratively by Academic Affairs, Enrollment Services, and Student Affairs. This initiative addresses University Direction 1, characteristics (i) and (k).

Category 2: Implement as Funds Become Available

(1) Proactive Communication -- Enrollment Services proposes to increase proactive communication in the areas of graduation and "stop outs." Mailings should be developed, including informational brochures, for each area.

Graduation procedures should be communicated to all students who have earned 95 credit hours or more. This information should include the following: details on obtaining an official graduation audit (or an automatic audit from an automated system), generic requirements for graduation including general education/residency requirements/etc., procedures for applying for graduation (and differences between "commencement ceremony" and "graduation"), and timelines for each activity. This information should be mailed twice annually.

Communication should be made on a frequent basis with students who are eligible to enroll, but have not registered. Information regarding graduation audit, verifying academic progress, transfer credit evaluations, support services offered by the University, payment arrangement opportunities and financial aid should be sent at intervals throughout the year. In addition, course schedule information should be sent prior to each registration period. This initiative contributes to Direction 1, characteristic (g).

(2) Increase Honors Undergraduate Assistantships -- This initiative will increase opportunities and support for undergraduate student research. It contributes to University Direction 1, characteristics (e) and (g).

(3) Inside Outside Project: English Across and Beyond the Curriculum -- This initiative is designed to develop students' literacies through engagement with community-based work inside and outside of the classroom. This initiative supports University Direction 1, characteristic (e) and (g).

Category 3: Potential for Immediate Implementation (Low or no cost)

(1) Continuing Education -- The environmental scan indicated that the number of bachelor's degrees awarded nationally is expected to increase by 12.9 percent between 1997 and 2010. That projection, coupled with the expectation that students increasingly

will be part-time (and working), presents an opportunity for growth in undergraduate programs offered at regional centers and via distance learning. Through Continuing Education, EMU is positioned to serve non-traditional students near their homes and workplaces. In the next five years, Continuing Education will expand and strengthen off-campus and online undergraduate completion programs, focusing in areas that address workforce needs in southeast Michigan. Specific recommendations include:

- Based on current market research, launch new undergraduate completion programs at regional centers and via distance learning in Business, Teacher Education, Social Work and Facility Management.
- Continue market research to identify additional areas for expansion of degree completion programs at regional centers and via distance learning with a focus on areas that prepare students for specific (and available) careers.
- Expand online offerings of General Education courses to support off-campus and online completion programs, e.g. Biology Department's proposal for online courses.
- Develop non-traditional routes to teacher certification for bachelor's-prepared professionals.
- Develop adult service centers built on the “one-stop shop” concept at regional sites and via distance learning.
- Expand Advanced Placement and Dual Enrollment options with high schools in southeast Michigan through the Eastern Scholars Program.
- Collaborate with campus partners to strengthen faculty effectiveness in teaching via distance learning.

The Continuing Education initiatives contribute to Direction 1, characteristic (i). There is no direct cost to the General Fund since revenues from Continuing Education programming cover costs.

(2) Summer institutes in forensics, media, and theatre provide an intensive experience for talented and gifted high school students. These programs also enhance the recruitment of these students. This initiative was proposed by the Department of Communications and Theatre Arts, College of Arts and Sciences. It contributes to Direction 1, characteristic (g), and Direction 3, characteristics (f), (g), and (k).

Category 4: Recommended for Further Study

(1) The University should develop a strategic enrollment plan with the goal of attracting an appropriate mix of new students both on-campus and at off-campus sites, and through distance education delivery systems. The enrollment plan should consider the impact of student support and retention initiatives on overall enrollment. The planning process should involve faculty and administrative units of the University that are crucial to implementing the enrollment plan.

(2) The Crosscutting Committee on Interdisciplinary Programs, and the Crosscutting Committee on Institutes, Centers and Interdisciplinary Research identified an apparent

inability of the institution to provide incentives and recognition for interdisciplinary programs. It is recommended that the Division of Academic Affairs appoint an advisory committee for interdisciplinary programming charged with: clarifying an institutional vision for Interdisciplinary Programming, benchmarking successful internal and external models of Interdisciplinary Programming, piloting and evaluating interdisciplinary program "pilot projects" within and among colleges and divisions.

(3) There is an urgent need to expand student support services for students with disabilities and for international students. The Division of Student Affairs submitted this initiative as a top priority. However, in the budget allocation for 2001-02, a major portion of this initiative received support through reallocation of General Fee revenue. This initiative remains important but should be reviewed to determine the impact of the funding that was allocated.

(4) The University must develop areas of excellence that enhance the institution's reputation and notability. Academic reputation and quality are critical to achieve this goal. The Division of Academic Affairs should implement a plan to develop "centers of excellence" among the academic programs. Significant weight should be given to selecting areas of excellence that fill a niche and meet needs of southeast Michigan, the State and region. On the undergraduate level, it may have the greatest impact for the Honors Program to be a cornerstone of this plan.

Issues to be Addressed during the next Planning Cycle:

(1) There is a need for greater coherence of planning regarding student services. A service-oriented approach to students is the responsibility of the entire University community. Providing service to students needs a total institutional commitment aimed at not only residential students but also commuter and distance education students. A comprehensive plan involving collaboration among the Divisions of Academic Affairs, Student Affairs, Enrollment Services, and Business and Finance should be completed for consideration during the fall 2002 planning cycle.

(2) Initiatives should be implemented to strengthen undergraduate research opportunities.

(3) Initiatives should be implemented to strengthen/expand the Honors Program. Attention should be given to initiatives that enhance the quality of undergraduate programming and that contribute to University Directions 1, 3, 4, and 5.

Direction 2: Graduate Programs -- Synergy of Theory and Practice

Eastern Michigan University offers 80 graduate programs – from master's degrees and certificates through the doctoral degree – serving almost 5400 students. At the heart of graduate education is research – the process of creating, applying, and disseminating knowledge. Under this direction are listed initiatives that strengthen both the quality and

quantity of our graduate programs, as well as the research enterprise that is their essential strength.

Category 1: Highest Priority for Implementation

(1) The University must develop areas of excellence that enhance its reputation and visibility. Academic quality is critical to achieve this goal. The Division of Academic Affairs should implement a plan to develop "centers of excellence" among its graduate programs. Significant weight should be given to selecting areas of excellence that fill a niche and meet needs of southeast Michigan, the State and region.

a. It is recommended that support be provided to the College of Arts and Sciences proposal to develop the Institute of Geospatial Research and Education as an area of program excellence. This initiative involves renaming and expanding the Center for Environmental Information Technology and Applications (CEITA) to enable growth into a leading institute for geographic information systems research and services, and GIS technology education. The existing center has had a very successful record in attracting external funding and is poised for greater recognition.

b. It is recommended that support be provided to the College of Business proposal to develop the Computer/Management Information Systems program as a center of excellence. The current program, focusing on the development and application of software and networks to meet business needs, is relatively unique compared to programs at other business schools and fills a niche. This is an important strategic initiative that is consistent with the demands from business in southeast Michigan. Since it includes both undergraduate and graduate programming, this initiative supports University Direction 2, characteristic (a) and University Direction 1, characteristic (b).

(2) Implementing additional doctoral programs -- The University is in the midst of a complex cultural change that is both gradual and inexorable, moving from its Carnegie classification as a Master's (Comprehensive) I institution to a Doctoral/Research Intensive classification. Several factors have accelerated this transition. EMU is one of only three Master's I institutions in the thirteen-member Mid-American Conference (all others are Doctoral/Research Intensive or Extensive). The University has significantly increased its sponsored projects, with more than \$16 million awarded in FY2001, putting EMU in the upper tier of the MAC. In 1999, the appropriations process in Michigan funded public four-year institutions according to a five-tier system. By virtue of its Carnegie status and other factors, EMU was placed in the fourth tier. Had it been located in the third tier, EMU would have received an additional \$100 per student, or \$2.4 million. The Board of Regents has since approved two new doctoral programs -- in Clinical Psychology and Technology. Additional doctoral programs are expected to be phased in over the next several years; by 2006 our current programs will yield the minimum of ten doctoral degrees per year needed from at least three programs for Doctoral/ Research Intensive Carnegie status.

EMU's transition to a doctoral/research institution needs to be managed. Nurturing such a culture will require fresh thinking about faculty workload and "productivity." The University must increase the value accorded to the creation and application of new knowledge. Library and laboratory resources will need to be improved. Strategic efforts will be needed to foster a community of scholars. Business processes and student services will need to be retooled to better support graduate students and investigators. Increasingly, EMU will need to recruit and enroll a more balanced mix of full-time and part-time scholars with active research agendas in strategic areas. It will need to create a more congenial atmosphere for international students, who make up a disproportionate share of the graduate population.

a. The Ph.D. in Clinical Psychology has admitted the first class of students effective fall 2001. However, this is only the first phase of implementation. This initiative supports University Direction 2, characteristic (c).

b. The Ph.D. in Technology was approved by the Board of Regents and the NCA reaccreditation decision authorized further planning and development of the program. This initiative supports University Direction 2, characteristic (c).

(3) In order to implement key strategic initiatives, it will be necessary to increase the number of tenure-track faculty. The need for faculty impacts both undergraduate and graduate programming. In particular, the following strategic thrusts require additional faculty: Enrollment Services' plan for enrollment growth (+1.5 percent per year) especially at the graduate level; launching of additional doctoral programs; growth in the research enterprise; developing centers of academic program excellence; enhancing the diversity of faculty; reducing dependence on part-time lecturers; and meeting expectations of accrediting agencies. The Division of Academic Affairs has requested ten additional tenure track faculty positions per year. Data were cited supporting the position that EMU has significantly fewer faculty than a sample of comparable institutions.

It is recommended that additional faculty positions be allocated for each of the next five years based on a program development plan to be submitted by the Division of Academic Affairs. In particular, the initiatives should address support for areas of academic program excellence, doctoral program development, increasing research activities, reducing the proportion of lecturer usage for instruction, and increasing linkages to the metropolitan area. This initiative supports all characteristics in University Direction 2, characteristics (a), (b), (c), (d), and (h) in University Direction 1, characteristics (b), (c) and (d) in University Direction 3, characteristics (d) and (f) in University Direction 4, and characteristics (a), (c), (d), and (f) in University Direction 5.

(4) Enhance the graduate assistant program. -- It is recommended that the University increases the number and improves the competitive market value of EMU Graduate Assistantships. The additional Graduate Assistantships would be linked to program development. An initiative submitted by Graduate Studies and Research requests that this be achieved in three ways: by increasing the number of Graduate Assistantships by 20 positions per year over the next five years; increasing base funding for GA stipends by

\$200,000 per year over the next five years; and by providing a \$200 voucher applicable toward medical coverage through Snow Health Center. EMU currently has significantly fewer Graduate Assistantships (350) than some comparable institutions (800 to 1200). Additional more financially competitive assistantships could increase the total number of enrolled full-time graduate students and increase student credit hour production. This initiative addresses primarily Direction 2, characteristic (e).

Category 2: Implement as Funds Become Available

(1) Increase funding for library acquisitions and service improvements in

support of approved doctoral programs and student and faculty research. This initiative supports University Direction 2, characteristics (a), (c), (d), and (e).

Category 3: Potential for Immediate Implementation (Low or no cost)

(1) Continuing Education -- According to the environmental scan, the demand for graduate certificates and applied master's degrees is expected to increase by 25 percent in the next several years. In addition, increased numbers/proportions of women, part-time, working, and "technologically able" students will present opportunities for expanded graduate programs at regional centers and via distance learning. In the next five years, Continuing Education will expand and strengthen off-campus and online graduate programs, focusing in areas of greatest demand by bachelor's-prepared professionals in southeast Michigan. The expansion of programming may be dependent on the addition of additional faculty in various colleges.

- Based on current market research, launch new graduate programs at regional centers and via distance learning in Business, Education, Social Work and Health Administration.
- Continue market research to identify additional areas for expansion of endorsements, graduate certificates and master's degrees at regional centers and via distance learning with a focus on areas and degree programs that support the career goals of the region's workforce.
- Collaborate with academic departments, the EMU Library, the Graduate School and Enrollment Services to provide support services for graduate students that are comparable to those provided on campus at regional sites and via distance learning.
- Collaborate with campus partners to strengthen faculty effectiveness in teaching via distance learning.

The initiatives regarding Continuing Education contribute to Direction 2, characteristic (e). There is no direct cost to the General Fund since revenues from Continuing Education programming cover costs.

(2) Improving graduate program marketing and recruiting -- a comprehensive and aggressive marketing initiative will be undertaken to increase and improve the applicant pool, admittees and enrollees. This initiative supports University Direction 2, characteristic (e).

Category 4: Recommended for Further Study

(1) Although proposals for new courses and degree programs are subject to well-established faculty peer-review procedures, EMU strongly endorses the aggressive development of graduate certificates and new applied advanced degrees that address specific market demand. Graduate certificates are degree programs in small packages frequently offered in whole or in part via distance education technologies, they reach out to new markets – employed adults wishing to retool or acquire new skills for job promotion or re-qualification. Graduate certificate or degree programs that can be implemented with little or no cost or that merit further study include:

- Applied Computer Science (graduate certificates), Computer Science
- African-American Studies (graduate certificate, applied master's degree), African-American Studies
- Communication and Conflict Resolution (graduate certificate), CTA
- Computer Applications in Linguistics (graduate certificate), English Language & Literature
- Technical Communication (graduate certificate), English Language & Literature
- Schools, Society, and Violence (interdisciplinary master's degree), SAC and Teacher Education
- Science Education (graduate certificate), science departments
- International Business (master's degree), COB
- Nonprofit Community Management (graduate certificate), CHHS
- Nursing Management (graduate certificate), Nursing
- School Social Work (graduate certificate), Social Work
- Textiles (graduate certificate), HECR
- Green/Sustainable Design (graduate certificate), HECR
- Health Administration (graduate certificate), AHP
- Occupational Therapy (master's degree), AHP
- Orthotics and Prosthetics (graduate certificate, master's degree), AHP
- Community Management (doctoral degree), involves three colleges

(2) As new program development requires a substantial investment by faculty of time, supplies, materials, and travel, a modest base budget should be established (administered by Undergraduate Studies and by Graduate Studies and Research) to stimulate and support the development of interdisciplinary undergraduate curricula, graduate certificates, applied graduate degrees, and organized research units.

(3) Support faculty and student research and increase the volume of sponsored projects -- research is an essential part of the University's mission. Fortunately, it is an area that can

be funded, in part, by outside sources. The NCA accreditation report emphasized the need for EMU to identify additional funding sources. In order to diversify the University's funding base, increase the volume of sponsored projects, research awards, and indirect cost recovery, and provide additional research opportunities for students at both the graduate and undergraduate levels, the following initiatives merit further study:

- a. Add Administrative Associate positions to each College whose grant activity exceeds \$2 million annually.
- b. Funding for the purchase of scientific instrumentation and equipment
- c. Establishing competitive laboratory start-up costs.
- d. Increase support for the Research Excellence Fund
- e. Increase the grants Matching Fund
- f. Creation of a full-time compliance officer
- g. Initiatives to support student research including the establishment of a Student Research Support fund
- h. Creation of a Summer Interdisciplinary Research Institute
- i. Provision of travel allowances for faculty who serve as principal advisers on master's theses
- j. Additional support for the Undergraduate Symposium and the Graduate Research Fair.

Issues to be Addressed during the next Planning Cycle

(1) The University should explore development of additional doctoral programs in applied areas that address needs of the metropolitan area, state and region. This planning process should be activated. Particular attention should be given to the unique niche that the proposed program will fill. The University needs to be cautious about developing doctoral programs that are similar to competitors. Consideration should be given to development of an interdisciplinary doctoral program.

Direction 3: Model for Public Engagement and Linkages to Address Mutual Concerns

The success of any public university depends upon its relationship to the communities it serves. Eastern Michigan University's mission includes a commitment to service grounded in its capacities to create and disseminate knowledge. Public support for the University depends upon the public's belief that EMU understands and well serves the public's needs. Thus outreach, public engagement and the cultivation of close

connections with key partners outside of the University are no longer peripheral functions or even options; they are critical to the success of the institution.

Direction #3 includes initiatives that address all of the ways in which the University engages its communities. Among these are efforts to strengthen relationships with alumni, increase the effectiveness of government relations efforts, target program development and delivery to the needs of the region, and strengthen key partnerships. Collectively the results of these initiatives will enhance the University's image if the University also has the capacity to tell its story effectively. Thus, this direction also includes initiatives to market EMU to all of those audiences whose understanding and support are essential to the well-being and advancement of the University.

Category 1: Highest Priority for Implementation

(1) Alumni -- EMU needs to improve both the depth and breadth of relationships and involvement with alumni. Both University Relations and the Crosscutting Committee on Institutional Advancement submitted initiatives to increase the staff in Alumni Relations. The proposals differ dramatically in terms of the number of recommended positions. It is recommended that support be given for only a modest number of additional staff at this time, allowing time for the new Vice President for Institutional Advancement to study overall needs and determine the appropriate function for the positions. This initiative supports University Direction 3, characteristics (h) and (i).

(2) Government relations -- The University needs a stronger presence in Washington, especially in pursuing special appropriations and obtaining federal grants. University Relations submitted an initiative to contract with a new Washington lobbyist. This initiative supports University Direction 3, characteristic (a).

(3) Marketing and University image -- A strategic multi-faceted marketing and image campaign is critical. University Marketing and Communications proposed an image campaign initiative that includes print, electronic and web advertising, public relations initiatives, media communications, billboards, event sponsorship and direct marketing. This initiative supports University Direction 3, characteristic (m). In addition, the University Strategic Planning Committee recommends that a comprehensive marketing strategy be developed during the next planning cycle.

Category 2: Implement as Funds Become Available

(1) EMU must strengthen its efforts in outreach to the community and government entities. These activities are the responsibility of many University personnel. Coordination of these activities is a critical element that will be strengthened by the hiring of a Government and Community Relations Director. This person will work with the Vice President for University Relations in coordinating efforts among personnel

in all University divisions to represent EMU at various government functions and at a range of community organizations and functions. This initiative supports Direction 3, characteristics (a), (f) and (j).

(2) The University could greatly expand its ability to influence external constituencies and improve linkages by creating a University Political Action Committee and expanding the Alumni Legislative Connection Network, as proposed by University Relations. The Alumni Legislative Connection would increase the University's grass roots lobbying efforts with the Michigan legislature and involve alumni through an opportunity to support targeted legislation. The Political Action Committee would facilitate greater influence with governmental officials. This initiative supports University Direction 3, characteristics (h) and (j) and would have no associated costs to the University.

(3) University Relations proposes an additional method for informing the University and external community about issues of common political interest: the creation of a Government Relations Web Site.

(4) A commitment should be made annually for creation and expansion of institutes and centers. This should occur in the context of ongoing periodic review of existing Institutes and Centers. The proposed initiative would add much needed seed funds to allow the University to more quickly respond to evolving areas of research, training or community outreach. The initiative was proposed by the Crosscutting Committee on Institutes, Centers and Interdisciplinary Research. The initiative supports all characteristics of Direction 3.

Category 3: Potential for Immediate Implementation (Low or No Cost)

(1) Student Affairs proposed an initiative to expand on the Alumni Career Connection, in cooperation with Alumni Relations and Advancement. This program, which is already underway, allows alumni to participate in providing career guidance and connections for EMU students and in recruiting students to attend the University. The initiative responds to University Direction 3, characteristics (h), (i), and (j).

(2) The planning process has identified numerous opportunities to involve the external stakeholders and constituents in the University through various advisory boards. Such boards, if managed correctly, are extremely valuable and can significantly contribute to the responsiveness and success of their University partners. Several units suggested the creation, expansion or completion of External Advisory Boards including: The College of Arts and Sciences; The College of Business (Network of Advisory Councils); The College of Technology; The International Programming and Initiatives Crosscutting Committee (International Programs Advocacy Board). The University should consider instituting a series of advisory and advocacy boards for all academic and administrative units. These initiatives support University Direction 3, characteristics (a), (h) and (i).

(3) University Relations proposes to lobby for legislation more strongly at the state and federal levels that will benefit the University. This initiative supports University Direction 3, characteristic (a).

(4) There are several important initiatives that can be implemented immediately and have a significant impact on the University's ability to move towards becoming a model for public engagement and linkages.

a. Continuing Education is an important vehicle for actualizing EMU's commitment to public engagement and linkages with the local community, the Detroit metropolitan area, southeast Michigan, and the State of Michigan. The following Continuing Education proposals can be implemented at no cost to the General Fund.

- Expand relationships with corporations, businesses, non-profit agencies and service organizations, communities, schools, and municipalities.
- Develop training and non-credit programs to meet workforce education needs of southeast Michigan.
- Support campus partners in developing linkages with external stakeholders through conferences, applied research, economic and community development, technical assistance and other forms of outreach and engagement.

b. The on-site MBA program with the Masco Corporation can be a model for engagement with the business community in support of University Direction 3, characteristics (d) and (g). This self-funding collaboration can be replicated with other businesses, generating revenue, student credit hours and an enhanced reputation for responsiveness to business and industry needs for the College of Business.

c. The College of Business proposed the creation of a Business Development Center to support entrepreneurial businesses in southeast Michigan. This Center would be a mechanism by which the community's small and medium-sized businesses would directly benefit by collaboration with the University and the provision of technical assistance. This initiative supports University Direction 3, characteristics (c) and (e).

d. Charter Schools represent an opportunity for the University to cooperate and respond to the needs of community. University Relations has proposed to use charter schools and their associated sites for research and field experiences. This initiative supports University Direction 3, characteristics (d) and (j).

e. The University's community stakeholders look to their higher education partners as a source for cultural programs and fine and performing arts. There were several initiatives proposed in which the fine and performing arts played a role in bringing stakeholders closer to the University while supporting arts in Washtenaw, Wayne and Livingston counties, for example, WEMU's expansion and program improvement and the expanded use of the Ford Gallery. These initiatives address Direction 3, characteristic (f).

(5) The College of Technology proposed, as all colleges and departments should, to establish partnerships with high schools and community colleges as a way of keeping programs up-to-date and responsive to the needs of students and employers. Likewise, Continuing Education proposed to align EMU programs and resources to address workforce education in southeast Michigan: an initiative that would coordinate the activities of Continuing Education, ICARD, the Centers for Corporate Training and other campus units to respond better to the needs of employers for skilled employees. Neither of these initiatives requires any additional costs to the University; instead they represent a reorientation and renewed attention to the needs of local and regional employers.

(6) The Department of Biology in the College of Arts and Sciences presented a model initiative for collaboration and partnerships between the department and external organizations. The initiative proposed to formalize programmatic relationships with well-established, off-campus organizations (such as local pharmaceutical and biotechnological companies and environmental consulting firms, among others) to provide practical experience opportunities for students and expansion of the department's visibility. This proposal could be replicated in other departments with other external business constituencies. This initiative supports both University Direction 2 and University Direction 3, by acting as an avenue for the University to partner with businesses of academic and employment importance.

Category 4: Recommended for Further Study

(1) The University needs to continue to develop institutes and centers with capabilities in research, technical assistance and training responsive to local, regional and national needs in support of Direction 3, characteristic (c). These Centers and Institutes expand the influence of the University on the community while opening opportunities for mutually beneficial cooperation between the University and a wide range of constituencies. They are a primary mechanism for the creation and maintenance of linkages between EMU and the broader community.

Several new Institutes and Centers were proposed as part of the strategic planning process, all of which are responsive to University Direction 3, characteristic (c). The Division of Academic Affairs should complete a thorough review of these proposals and strategically select additional Institutes and Centers that both meet a need/demand and create a niche for the University.

a. The College of Arts and Sciences has proposed a Center for Mathematics, Science and Technology Education.

b. A College of Business Executive Education Center has been proposed to offer non-credit programs for business managers and leaders. This initiative is directly responsive to the University Direction 3, characteristic (c).

c. The College of Education proposed the creation of the Michigan Educational Policy Center. The Center would focus on policy issues specific to the State of Michigan (there is no other center of this type in the state).

d. Extended Programs proposes a Center for the Study of Families, Schools and Community Violence. This Center would work with community professionals to develop new technologies for assessing and monitoring violence while advancing scientific knowledge and developing prevention strategies and abatement interventions.

e. Extended Programs proposes an Institute for Community Building and Civic Engagement that combines the operations and assets of the Center for Community Building and Management with the Center for Academic Service Learning. The Center for Academic Service Learning has a long history of bringing students and the community together. This new organization would expand on this history and would include a broad interdisciplinary team of faculty and students working directly to link University research and service with community needs.

(2) Existing Centers and Institutes that focus on meeting the needs of the community also need continued support. The Crosscutting Committee on Institutes, Centers and Interdisciplinary Research made proposals to strengthen and expand the efforts of current Institutes and Centers. The Committee focused extensively on the need for funding for minimal base General Fund support for all institutes, venture capital, adequate office and laboratory space, and post-award support staff for institutes and colleges with a large volume of grants and contracts. The Committee also recommended reviewing and revising several policies (e.g., indirect cost recovery) that relate to institutes and centers.

The Division of Academic Affairs should complete a review of the proposals of existing Institutes and Centers and strategically support opportunities that create a niche for the University.

a. The Textiles Research and Training Institute (TRTI) has potential to make a significant strategic impact and become a niche for the University. Additional support was requested in the form of space and new technologies. The TRTI would attract business partners from the textiles, furniture and automotive interior community and would add graduate and undergraduate courses, and non-credit training directly responsive to industry needs and employment opportunities.

b. Within Extended Programs, the Institute for the Study of Children, Families and Communities has proposed the creation of a program on Lesbian, Gay, Bisexual and Transgendered Youths and Families as one method for the University to interact with community organizations. While not a separate Institute within the University, this program would enhance the capabilities of an existing Institute. The Program would feature a core of EMU faculty and staff engaged in coordinated research and intervention activities in partnership with community organizations and agencies. The program supports University Direction 3, characteristics (b) and (j).

(3) EMU can reach out to area K-12 school students and teachers as one method of strengthening ties between the University and the community. This kind of outreach does not need to be limited to the efforts of the College of Education. For example, the Department of Political Science proposes to implement a new high school outreach program that would bring students to campus for a one-day policy-making simulation exercise. The initiative supports University Direction 3, characteristic (d).

(4) The Cross-Cutting Committee on Institutional Advancement recommended the addition of fourteen advancement professionals to be placed both within the new Division for Advancement and within various units of the University. Advancement plays a critical role in expanding the University's network of partners and this initiative is intended to expand involvement of alumni and friends and to increase the ability of the University to raise funds for a variety of needs. This initiative should be reviewed/modified by the Vice President for Advancement.

(5) The College of Education proposed two separate initiatives related to strengthening ties with the educational and other related communities.

a. The first initiative proposed expanding the role of the Porter Chair in Urban Education to create additional opportunities for public engagement on issues of diversity in urban education by adding additional funding for the position as well as secretarial and travel support. This initiative supports Direction 3, characteristics (a) through (e) and ties in with the University's plans to be highly visible as a metropolitan university dealing with many urban education issues.

b. The second initiative is to increase the staff and funding of the Office of Collaborative Education. This Office serves to expand the College of Education's regional and international education efforts and act as a single point-of-contact for all collaborative and outreach efforts. The Office's activities would increase the College's faculty as a whole in outreach to K-12 systems statewide and perhaps internationally. This initiative supports University Direction 3, characteristic (j).

(6) The Institute for Community and Regional Development (ICARD) has submitted an initiative for a State and Local Policy Program which would expand and integrate existing ICARD programs in Public Management, Public Policy Analysis, Technical Assistance and Computer Training. This initiative would apply the academic resources of the University to public engagement activities in support of University Direction 3, characteristic (c).

(7) Several initiatives proposed by University Relations centered on the role of WEMU in representing and reaching out to the SE Michigan public.

a. The first initiative, which should be implemented now at no cost to the University, is to strengthen WEMU's partnerships with the community in support of University Direction 3, characteristics (e) and (f). WEMU would act as a highly visible part of the University with much involvement in community events, promotions and outreach.

b. University Relations made additional requests for support of WEMU including: re-establishing a program director position and the establishment of an engineer position; securing state-funding for the digital conversion of WEMU; and strengthening WEMU's World Wide Web presence allowing WEMU to reach a wider audience within the region in support of several characteristics of Direction 3 including (e) and (f).

(8) Intercollegiate Athletics proposed to improve its constituent relations as an important part of reaching out to alumni, students, faculty, staff and others with potentially beneficial connections to the University. This initiative proposes to organize the Athletics outreach efforts better, develop novel methods for approaching the University and general community and working with corporate partners, all in support of Direction 3, characteristics (h), (i) and (l).

(9) Intercollegiate Athletics proposes to improve its marketing efforts, in particular those focused on corporate sponsorships, by creating a comprehensive marketing plan which emphasizes distinctive elements of the institution and builds the EMU brand. This initiative supports Direction 3, characteristics (l) and (m).

(10) One method for engaging with the community is the hosting of events at the Convocation Center and Pease Auditorium. University Relations proposes to increase the staff for both these operations in support of University Direction 3, characteristics (f) and (k).

(11) The visibility and accessibility of the University is an important component in attracting the community to the campus. In order to promote recognition of the Convocation Center in the community, expand opportunities for the University and the community to promote events, and to ensure that the Convocation Center can be easily located by its thousands of patrons, University Relations proposes to improve signage, promotion and directions to the Convocation Center. The initiative is in support of University Direction 3, characteristic (k) and (m).

Issues to be Addressed during the next Planning Cycle

(1) The planning process has identified numerous opportunities to involve the external stakeholders and constituents in the University and has recommended additional staff and professional support be considered as one means of supporting this Direction. For true public engagement to significantly transform and affect the learning process by faculty and students, the University must consider a comprehensive management system that encourages, supports and rewards direct personal interaction by faculty and students with its external stakeholders. The University should consider instituting a series of advisory and advocacy boards for all academic and administrative units of individuals from outside the University community who provide insight into the directions these programs are taking and the opportunities for learning that are available as strategic planning continues.

(2) The University's community stakeholders look to their higher education partners as a resource for cultural programs and the fine and performing arts. The University should appoint a campus/community task force on the fine and performing arts to determine needs and opportunities and the role the University should play in supporting the arts community of Washtenaw, Livingston and western Wayne counties.

(3) The University's role in providing educational opportunities for the region's workforce can be better defined. The opportunities available for curriculum development and revision could significantly enhance employment opportunities for students and training and skill development for the current workforce for careers in education, government, the non-profit sector, manufacturing, science and business management. The University should appoint a task force to work with the region's economic development organizations and employers to obtain recommendations on how the University can better serve this regional need.

Direction 4: Model for Diversity and Inclusion

EMU has been cited in US News and World Report as an institution "where students are most likely to encounter undergraduates of different racial or ethnic groups." EMU ranked 12th among Midwest regional institutions and was one of only four public schools in the category to earn the distinction. The 2001 rankings mark the third time in five years that EMU has been recognized for its campus diversity. This is an opportunity that should be built upon to establish an institutional reputation for excellence in the areas of multicultural, gender, and ethnic studies, and as an environment that is supportive of diversity. Initiatives identified as highest priority will strengthen efforts that already have demonstrated potential for success. Issues related to disability on campus must also be addressed.

Category 1: Highest Priority for Implementation

(1) Strengthening the Women's Studies Program by appointing a full-time director with associated opportunities for expansion of diversity in undergraduate and graduate programs. The Crosscutting Committee on Diversity, Inclusion and Affirmative Action and the College of Arts and Sciences both proposed the appointment of a full-time director for the Women's Studies Program. This program is the longest continuously operating interdisciplinary program at EMU, with more than 50 faculty affiliates from all five colleges. Women's Studies already has attracted considerable interest among students and faculty, and has strengthened scholarly engagement on campus and in the community. This initiative supports University Direction 4, characteristics (d), (e) and (f), University Direction 1, characteristics (a) and (e), and University Direction 2, characteristics (d) and (e).

(2) Strengthen the Academic Affairs Committee on Diversity's Fellowship Program and Support National Conference on Diversity -- This initiative is modified from the proposal submitted by the Crosscutting Committee on Diversity, Inclusion and Affirmative Action. It should bring national attention to work EMU has done and is doing in support of diversity and inclusion. Over the past two years the Academic Affairs Committee on Curriculum Diversity had more than 20 faculty fellows who have had the opportunity to work on a wide range of diversity issues for infusion into the curriculum. Several of these already have offered courses informed by their research. Additionally, the fellows are scheduled to disseminate their work further through an upcoming national conference at the EMU campus in the fall of 2001. The plan for an annual conference on diversity, and accompanying publication, could make Eastern Michigan University a national center for scholarly discourse on multicultural and diversity issues. This proposal supports University Direction 1, characteristics (a) and (e); University Direction 4, characteristics (d) and (f); and University Direction 5, characteristics (a) and (c).

Category 2: Implement as Funds Become Available

(1) Strengthen graduate education for under-represented groups -- The need to strengthen graduate education among under-represented groups is compelling and should be undertaken. It is recommend that the number of minority graduate assistantships awarded be increased during the next five years. These should be targeted particularly to disciplines/fields where there is under-representation of minority professionals. The goal should be five additional assistantships per year. This initiative supports University Direction 4, characteristics (b) and (e), and Direction 1, characteristic (e).

(2) The University should provide faculty and staff development opportunities related to diversity. It is also important to offer leadership development activities regarding diversity. This initiative contributes to Direction 4, characteristics (c), (d), (e) and (f).

Category 3: Potential for Immediate Implementation (Low or no cost)

No initiatives were placed in Category 3 for University Direction 4.

Category 4: Priority for Further Study

(1) There is an urgent need to expand support services for students with disabilities and for international students. The Division of Student Affairs submitted this initiative as a top priority. However, in the budget allocation for 2001-02, a major portion of this initiative received support through reallocation of General Fee revenue. This initiative remains important but should be reviewed to determine the impact of the funding that was allocated.

(2) University Action Plan and Academic Diversity Action Plan -- These initiatives are meant to provide EMU with "a comprehensive, integrated plan for achieving diversity and inclusion." If appropriately refined and implemented, these initiatives have the potential to place EMU well above its peers in this important area. The initiatives as presented, however, are incompatible with the administrative structure. They might best be developed to include all divisions, building on existing diversity and inclusion efforts seen in Academic Affairs, Student Affairs, and Enrollment Services. Moreover, this should be undertaken in collaboration with the new Office of Diversity and Affirmative Action.

Issues to be Addressed during the next Planning Cycle

(1) The SCOT analysis identified diversity as a strength of Eastern Michigan University and a valued element of campus life. This is no doubt, in some part, due to past and current programming aimed at maintaining and increasing campus diversity. However, it must be concluded from the strategic planning process that EMU can and should do more than it is currently doing. New initiatives should be developed focusing on new curricular and co-curricular programs related to diversity. The limited amount of time committees and units had to prepare their plans and initiatives during this first planning cycle clearly precluded a careful examination of strategies, policies, programs, and services employed by other universities to effect improvements in diversity. These "best practices" must be examined and, where appropriate, adapted for use at EMU.

Direction 5: Global and Multi-Cultural Perspectives

The purpose of Direction 5 is to appropriately position Eastern Michigan University in the global arena to the benefit of EMU students and southeastern Michigan. The broad array of initiatives listed under this direction includes the global competence of students, better support for talented international students at EMU, and strengthening of international programming. Initiatives are intended to increase the number of EMU students who study abroad and support faculty to "internationalize" the general education curriculum. The reorganization and refocusing of international program offices will provide better support to international students and increase the effectiveness of EMU's international programs. Added services for international students will include a "home" for international programs on campus and the expansion of advising systems. When implemented, these initiatives will strengthen the international community on campus, creating an environment in which EMU students can prepare for global citizenship.

Category 1: Highest Priority for Implementation

(1) Initiatives intended to increase global competence of students -- An aggressive plan will be implemented to expand study abroad programming. In order to increase the participation of EMU students in study abroad programs from the current one percent

participation rate to the national average of 3 percent, and to a goal in the next five years of 5 percent, the University must raise the profile of Academic Programs Abroad (APA) and its services through an aggressive outreach program. APA already offers a wide array of high quality longer-term programs (six weeks or longer). The focus initially should be on developing short, inexpensive study abroad programs and on facilitating the incorporation of existing EMU overseas language programs into students' international experiences. The initiative proposes to encourage students to attempt an introductory experience abroad by providing short (one to four week) programs between semesters, during winter break, and in the summer which are: academic, service, work, or voluntary in orientation, credit or non-credit, affordable, structured, faculty- or staff-led, primarily at the freshman and sophomore level. This initiative supports University Direction 5, characteristic (a), as well as University Direction 1, characteristic (e), and University Direction 4, characteristic (b).

(2) Initiatives addressing the need for better coordination of international programs and services to students and faculty --

a. Development of an International Center organized to integrate all current international activities at the University will enhance the effectiveness of campus offices that support international students and international programming. The International Center proposal includes two plans.

- The first is for the organizational integration of current offices such as Foreign Student Affairs, International Admissions, the World College and Academic Programs Abroad, International Student Advising, Housing and ESL. A committee would be convened to recommend new organizational procedures and/or structures. This initiative supports Direction 5, characteristic (d).

- The second plan is to relocate all offices that relate to international programming in one building or to build a physical center to be used by international students as well as by University offices that support these students. This proposal is not supported at this time. The proposal requires further study and is discussed later in the narrative under Direction 6, Category 4. The initiative supports Direction 5, characteristic (d).

b. Increase the Number of Academic Advisors for International Students -- The International Crosscutting Committee proposes to increase the number of academic advisors for international students. Currently, there is one advisor in the Academic Advising Center whose primary responsibility is to advise international students. Although academic departments are directly involved with advising graduate students, with approximately 1,000 international undergraduate and graduate students enrolling each year, one person is far from adequate in the Academic Advising Center. NACADA and NAFSA both suggest that a 1:300 ratio of advisor to student be maintained. Therefore, one advisor for undeclared students and another half-time advisor for second bachelor's degree advising are required. This initiative addresses University Direction 5, characteristic (d).

(3) Recruitment of international students -- International students add to the cultural diversity of the student body and enhance the University's global perspectives and opportunities. The University should support recruitment of additional international students to advance the strategic goal of being a more global campus. This initiative will increase international enrollment through participation in annual organized recruitment efforts and the improvement of institutional efficiency and cooperation. This initiative involves collaboration of the Divisions of Enrollment Services and Academic Affairs. The initiative supports University Direction 5, characteristic (a), and Direction 4, characteristic (b).

Category 2: Implement as Funds Become Available

(1) Faculty development: an approach for enhancing the international competence of faculty and students by offering an International Cultural Competence Institute workshop series for faculty and staff, focused on increasing expertise and infusing international course components and perspectives across the campus community. Goal one is to improve faculty/staff communication skills to optimize interaction involving international students, faculty, and staff. Goal two is to enable faculty to more effectively infuse international components into their existing courses and in any new courses they design. Goal three is to demonstrate and implement cross-disciplinary and interdisciplinary courses and course-blocks, which highlight international perspectives and content. The International Cultural Competence Institute, a weeklong summer event, will be followed by two workshops in the fall term and two workshops in the winter term. Each of these will be a daylong event. Demonstrations of effective techniques and reports on measures of progress will be the dominant concern of the fall and winter workshops. This initiative supports Direction 5, characteristics (a) and (e).

Category 3: Potential for Immediate Implementation (Low or No Cost)

(1) The International Crosscutting Committee proposes that the Foreign Student Office be renamed. It is important to be cognizant of the somewhat derogatory connotation of "foreign" as opposed to "international." In the international community, there was a call some years ago to change "foreign" to "international" on university campuses to demonstrate more inclusiveness. Teaching assistants from other countries at many universities are called international teaching assistants as opposed to foreign teaching assistants; offices are called international student offices. This initiative addresses University Direction 5, characteristic (d), and Direction 4, characteristics (c), (d), and (e).

(2) Coordinating Committees -- both the Crosscutting Committee on International Initiatives and Programming and the Crosscutting Committee on Diversity, Inclusion and Affirmative Action proposed committee structures to coordinate international programming and services to students.

a. A Coordinating Council would be convened to coordinate international programming and initiatives, and recommend new organizational procedures and/or structures that better serve the University's international initiatives, faculty and students. The Council would be made up of representatives from Foreign Student Affairs, International Admissions, the World College, English as a Second Language, International Student Advising, Campus Life, and Housing.

b. International Education Committee -- This initiative is intended to help create a more accommodating environment for international students while at the same time providing a richer learning experience for students. The initiative supports Direction 5, characteristics (b), (d), and (f), and University Direction 4, characteristic (d).

Category 4: Recommended for Further Study

(1) Several requests were submitted regarding the design and deployment of new websites for University international education and programs. This should be incorporated in an institutional strategy to establish a web services team and is discussed under the ICT section of University Direction 6.

Issues to be Addressed during the next Planning Cycle

(1) There is tremendous potential for fundraising initiatives to enhance the success in accomplishing the strategic objectives regarding international programming.

Direction 6: Improve Institutional Effectiveness

In order for EMU to fulfill its mission as a university committed to learning, research and service to the Detroit metropolitan region, it is imperative that the institution strengthen its infrastructure and establish an organizational culture characterized by a commitment to service and continuous improvement in every function. The renewal of EMU's information and communications technology (ICT) infrastructure will be one cornerstone of the University that this plan will create. The modernization and addition of teaching facilities will enable the University to address the urgent learning needs of the students we serve. The transformation of human resources management (HRM) practices will build and sustain the workforce needed to realize the University's vision. Initiatives that increase security and enhance asset management capabilities will enable the University to maximize the return on the taxpayers' investments in EMU. Underlying all of these efforts will be the creation of an institutional research capability that supports assessment and continuous improvement efforts.

Category 1: Highest Priority for Implementation

(1) Information and Communication Technology -- Modern information and communications technology is critical to both the practice of educating our students and also to managing efficiently the business practices of the institution. The University has demonstrated an increased focus on improving our technology infrastructure in two ways. First, the Information and Communications Technology Division was created and a Chief Information Officer appointed in May 2001. The new Division and CIO are charged with working collaboratively with the rest of the University community to ensure adequate infrastructure and to solve technology problems efficiently and effectively. Second, a student technology fee has been approved to generate the funding required to make desperately needed improvements to our core campus technology infrastructure.

Initiatives are planned to build the technological infrastructure necessary to support the mission of the University by upgrading or replacing existing systems and technologies.

a. The core business computer systems of the University are outmoded and must be replaced. The University conducted an extensive review and selection process and has selected the SCT Banner suite of applications to replace existing core business systems. This project will be completed in approximately 30 months through the collaborative efforts of faculty and staff from across the institution. This initiative addresses Direction 6, characteristic (a).

b. Creation of an integrated Portal, e-mail, and calendaring platform -- EMU currently has two e-mail systems in place, both of which are inadequate to meet our institutional needs. This initiative will build an industrial strength single e-mail and calendaring system. The portal will bring e-mail, calendaring and student/employee services together in a single interface that can be personalized to each person's preferences. This initiative supports Direction 6, characteristic (a). The cost of this initiative is included in the core business systems initiative above.

c. Creation of an Enterprise Network Utility -- The Enterprise Network is central to both the educational mission of the University and our ability to execute that mission. EMU will move from a disparate, project-based network development methodology to a planned, coordinated, and modern enterprise network utility that is centrally provided. This initiative supports University Direction 6, characteristic (a).

d. Implementation of a faculty/staff computer replacement cycle -- This initiative establishes a fund to allow the regular replacement of both faculty and staff computers. Five hundred (500) faculty and staff computers will be replaced annually. This initiative will assure that the faculty and staff have the modern computer technology required to complete their daily work efficiently. This initiative addresses University Direction 6, characteristic (a). This is funded as part of the ICT initiative.

(2) Update Dial-in and Internet capability -- This initiative has two distinct components. First, the cost of the campus Internet connection has increased dramatically over the past several years, but budgets have not been updated to reflect these increased

costs. Additional expense has been covered out of other budgets. This increase in cost must be addressed through the budgeting process. Second, it is recommended that funding be allocated to strategically bring us back into par with our competitors in terms of Internet service to our students, faculty and staff. Currently, all 15 of Michigan's public university campuses provide dial-up Internet access to their students. EMU provides dial-up services, but at a reduced level. Because of the reduced service, it is perceived that our dial-up service "does not work." EMU's competitive advantage is reduced if this service does not meet student expectations. This service should be funded sufficiently to bring us to a level consistent with that provided by our competitors. This initiative supports University Direction 6, characteristic (a).

(3) Establish a Web Services Team -- The role of web-based services in the University's future is evident in nearly every unit's strategic plan. An integrated approach to web-based services must be developed prior to the authorization of even the most important of these services lest the total costs of web-based services get out of control. Currently, web development/design services are not provided to the campus. Based on the number and types of initiatives that came forth through the strategic planning process requesting web development services, the University Strategic Planning Committee recommends that a Web Services Team be created to maintain the central University web site and provide web-site design and development, implementation and management support services to University departments. This is likely to require a three-person professional staff plus support. The new web team should be a collaborative effort between University Marketing and Communications and the Information and Communications Technology Division. University Marketing and Communications should be responsible for determining design and policy, and the Web Services Team should be responsible for developing, processing, and implementing web sites. The top several layers of the institutional web site need professional design, plus an excellent content management tool to enable easy management of content. This initiative supports University Direction 6, characteristic (a).

This proposed initiative would address all or parts of the following initiatives that were submitted during the planning process:

- "Director of Web Communications," University Marketing
- "Purchasing and Communications Web Site," Business and Finance
- "Expand WEMU Web Presence," University Relations
- "Web Creations Services" component of Learning Resources and Technology
- "Community College Relations Web Site designed for all partners in the Community College Articulation Process," Extended Programs
- "Create ESL web site," Crosscutting Committee on International Initiatives and Programming
- "GA to maintain ESL Web Site," Crosscutting Committee on International Initiatives and Programming
- "Physical Plant Web Site w/ online work orders," Business and Finance.
- "Government Relations Web Site," University Relations

(4) The Crosscutting Committee on Facilities Planning proposed seven initiatives in response to the trends and opportunities identified in the Statement of University Directions. The following is a summary of the recommended facilities initiatives, in priority order by funding sources. These initiatives support University Direction 6, characteristic (g). Each of the facilities initiatives also support one or more additional directions depending upon the primary purpose of the building.

a. The University should have plans and processes in place to access the State capital outlay process appropriately and to lobby for approval of capital outlay appropriations. Priorities for State funded projects are:

- First Priority: Pray-Harrold Modernization
 - Total project cost: \$34.34M
 - Capital funding required by EMU: \$8.58M
- Second Priority: New Science Complex
 - Total project cost: \$49.8M
 - Capital funding required by EMU: \$12.45M
- Third Priority: New College of Technology Building
 - Total project cost: \$54.6M
 - Capital funding required by EMU: \$13.65M

b. The University should develop an alumni volunteer base to work with the Foundation to develop plans and raise funds for facilities. In addition to other capital projects for which the University will need private support, the Crosscutting Committee on Facilities Planning identified an Alumni Visitor Center as a priority.

c. The University should develop a plan and funding sources for non-academic facilities. Priorities for self-funded projects are:

- First Priority: McKenny Union Renovation and Expansion
 - \$120,000 to develop a Program Statement -- Project cost to be determined.
- Second Priority: New Parking Structure
 - \$80,000 to complete a planning study -- Project cost to be determined.
- Third Priority: Phase II New Student Housing
 - Estimated project cost of \$15M

(5) Human Resources Transformation -- In March 2001 President Kirkpatrick initiated a process to redefine EMU's Human Resources Management (HRM) and workforce development functions in order to realign these functions with the mission of the University. This process was intended to run in parallel with the strategic planning process; thus, some elements of the plan for the redefinition of HRM are complete while others are still in the making. The HR staff/function has been relocated to report to the Vice President for Business and Finance (B&F) and HRM initiatives are included within the overall B&F strategic plan. The initiatives associated with the HR transformation are considered to be of the highest priority. However, these initiatives are in different states

of readiness for implementation. Hence, the committee recommends that a number of these initiatives be given further study before implementation is authorized.

Underlying the transformation of HR services will be the campus-wide ICT initiative. The implementation of new ICT infrastructure will be essential to the delivery of redesigned HR services. With an infrastructure in place, HR staff will redesign HRM processes and reframe working relationships across the campus. This change process will be challenging; its success will be essential to support the University's strategic development. The costs for this work will come primarily from internal reallocation. One key component of the HRM transformation with a specific price tag is the redesign of benefits and compensation systems. This initiative addresses University Direction 6, characteristics (d), (e), and (f). A second key component of HRM transformation will be the enhancement of staff development capability of the HR operation. This initiative was submitted by the Division of Business and Finance.

To advance the capability of the University to fulfill its mission, cumbersome routine administrative processes such as those involved in hiring must be streamlined. In order to do this, web-based services will be critical.

The remaining HRM initiatives have been developed in collaboration with the offices of Risk Management and Health and Safety. Both the creation of a Wellness Program and a Return-to-Work program are important factors in controlling increasing healthcare costs. However, both programs require considerable groundwork that has not been done. The committee endorses the need for these programs and strongly encourages the further development of these plans for future funding.

(6) Disaster recovery -- Enrollment Services proposed that the Permanent Record Cards (PRC) in Pierce Hall be microfilmed/microfiche. This service can be out-sourced at a reasonable cost and could realistically be redone in 15-20 years when necessary to replace deteriorating fiche. The Office of Records and Registration's responsibility of providing accurate student information for academic purposes is supported by this initiative. This initiative supports Direction 6, characteristics (a) and (b).

(7) Student Satisfaction Survey -- A survey of student satisfaction relates specifically to Direction 6, characteristic (b) to provide an organizational culture of assessment and continuous improvement through processes including evaluation of administrative unit effectiveness and academic program review. Accurate and timely measures of student satisfaction are valuable for evaluating academic programs, institutional effectiveness, and a vital element in the continuous improvement process.

Current research indicates that retention is directly related to student satisfaction with the University. The Learning Center has been meeting with other interested EMU departments to develop and pilot surveys to determine the reasons why students withdraw or transfer. The survey items are also designed to determine why the student is withdrawing or transferring to another institution. This initiative will support the

Learning Center's continued development of the survey instrument and cost related to contacting students to complete the phone surveys.

(8) Student Services Assessment -- Institutionalize the Student Services Assessment Initiative in conjunction with Student Affairs, Enrollment Services and Academic Affairs. These assessments are needed to improve strategic planning and communications, and to test current assumptions on student issues so changes can be made that reflect student expectations regarding Eastern Michigan University. The proposal has a built-in mechanism that will allow for information sharing across divisions and other stakeholders. The proposal also makes assumptions about what should be collected at the division level and at the department level. Staff conducting assessment research centrally will act as a resource for all division and department assessments.

The Divisions of Student Affairs, Enrollment Services and Academic Affairs, as well as the Crosscutting Committees on Diversity, Inclusion and Affirmative Action, the Undergraduate Experience and the Graduate Experience have all recognized the need for this information. These groups have identified that more information is needed about our students, their expectations and their evaluation of services. This initiative addresses University Direction 6, characteristic (b).

(9) University centralized calendar system -- Develop and implement a centralized campus calendar system with appropriate policies and procedures to assure participation. This initiative proposes that the University develop policies and procedures to govern activities and events that are held on University premises and/or sponsored by the University. These policies and procedures would set forth standards for activities and events endorsed by the University, club sports and other extracurricular and co-curricular activities. Once the organizers of an event have complied with the policies and procedures, the event would then be placed on the centralized calendar system. This system would then notify all affected departments of the event and the services required. This initiative addresses University Direction 6, characteristic (d).

(10) Campus Wellness Plan -- Develop a campus wellness program, and assess healthcare benefit and cost issues collaboratively to ensure quality coverage and reduced costs. University Health Services already supports a wellness program for students. The University has faculty expertise and existing educational programming in the area of wellness and general health (nutrition; exercise physiology). Wellness programs have been shown to improve productivity, reduce down time, and reduce or control the rate of increase in health care costs. This initiative was submitted by the Division of Business and Finance and addresses University Direction 6, characteristic (g).

(11) Support equipment for McKenny Union -- This initiative would provide a one-time allocation to buy the necessary equipment to support the current event needs of McKenny programmers, and recurring funding to provide for the expected repairs and replacement due to the high demand on the equipment. Funding would benefit faculty, staff, students, alumni, and University guests (e.g., conference and lecture guests) by providing adequate

meeting technology and equipment that facilitates the exchange of ideas. This initiative supports University Direction 6, characteristic (g), and University Direction 3.

(12) The University needs an institutional research capability to provide analyses that enable planning and programming to address the breadth of needs among the various divisions of the University. A total of seventeen strategic initiatives requested funding for institutional research, academic planning, and assessment functions. Initiatives were submitted by several divisions and colleges (e.g. Academic Affairs, Business and Finance, Enrollment Services, Student Affairs, College of Business, and College of Technology). This initiative addresses University Direction 6, characteristic (b).

Category 2: Implement as Funds Become Available

(1) Several initiatives were submitted that are addressed by the ICT plan and will be implemented during future implementation phases.

- a. Web and E-Mail Services (Enrollment Services)
- b. Web Interface (Business and Finance)
- c. E-Procurement (Business and Finance)

(2) Wireless alarm system (Business and Finance)

(3) Imaging and electronic workflow (Enrollment Services) -- the Applications Layer Initiative component included in the ICT initiative will address this need.

(4) The University should develop a plan to routinely refurbish and refurnish selected classroom space to improve the physical learning environment. There is a need to replace classroom furniture, update electrical work and lighting, and address the special needs of certain students. The Division of Academic Affairs submitted an initiative to address this issue that supports University Direction 6, characteristic (g).

(5) The Recreation/Intramural building is aging and has slipped from one of the best in our area to one that is average and old. The use of the facility has grown with more than 500,000 users per year. Users include not only EMU students but also a variety of community constituents. Well-rounded recreation and intramural programs with contemporary facilities are important to recruitment and retention of students. The facility is also a resource for engagement with alumni and the community. The Division of Student Affairs submitted a five-phase initiative to improve the Rec/IM facilities. The project can be implemented in stages. Funding for the project would come, in part, from fees generated by the facility. This initiative addresses University Direction 6, characteristic (g), and Direction 1, characteristic (f).

(6) Card Access and Electronic Security -- Implement a security policy that incorporates key control, card access, and other features of an electronic security system to reduce

risk, improve safety, and optimize the use of resources. This initiative supports University Direction 6, characteristic (g).

(7) Develop a Summer Institute on Interdisciplinary Programming -- The Summer Institute will build support for interdisciplinary programming using a successful model bringing faculty and staff together for a week of focused work. Relatively low cost implementation would stimulate work on interdisciplinary courses and programs.

(8) Faculty Development Consolidation -- a number of University-wide faculty development programs and initiatives exist to assist faculty in their professional growth and to foster creative, productive and effective learning environments for students, faculty and staff. These include the Center for Instructional Computing (CIC), Center for Research Support (CRS), and Faculty Center for Instructional Excellence (FCIE), and outreach and user support units within the Library and the Information and Communication Technology Division. This initiative to create a consolidated faculty development function was submitted by Learning Resources and Technologies. The University Strategic Planning Committee supports the importance of a broad array of faculty development activities coordinated by the Division of Academic Affairs. This initiative supports primarily Direction 6, characteristics (e) and (f). It also supports Direction 2, characteristic (d), and Direction 1, characteristic (i).

Category 3: Potential for Immediate Implementation (Low or no cost)

(1) Lease of Regional Centers with full instructional space and equipment for delivery of programs through Continuing Education -- Competition for the distance education market and the demand that working people have for education that is convenient point to opportunities for EMU to open instructional sites in strategic locations. Continuing Education has leased instructional sites in Livonia and Detroit and has been implementing a plan to open additional sites. Options are being studied in the downriver area, southern Monroe County, Livingston County, and Oakland County. This initiative addresses Direction 1, characteristic (h), Direction 2, characteristic (e), and Direction 6, characteristic (g). The costs of leasing and equipping regional centers are covered by revenues generated through Continuing Education.

(2) There is a need for more and better information on graduate success in the workplace. The Career Services Center proposed an initiative calling for the establishment of on-demand reporting of data on graduates and collecting and reporting information from students and employers on student preparation for employment. This initiative addresses University Direction 6, characteristic (b).

Category 4: Recommended for Further Study

(1) Numerous requests were presented to upgrade or add student computer labs and instructional space that includes significant instructional technology equipment and

software. Funding for technology intensive labs is in the current ICT budget and will be used to equip some of these labs. Although this need is immediate, the University Strategic Planning Committee recommends that these requests be studied with the goal of developing a coordinated, inclusive initiative for computer labs and computer technology in classrooms. These initiatives address University Direction 6, characteristics (a) and (g).

- CAD labs (CHHS)
- Classroom Tech (CHHS)
- Renovate or add student labs (CHHS)
- Internet Connected Classrooms (COT)
- State of the art tech classrooms (COT)
- Improvement of the Instructional Tech Lab (CAS, English)
- Multiple user laboratory for Technical Inquiry (CAS)
- Smart Classrooms (COT)
- Showcase classroom (COT)
- Additional computer lab (LRT)
- Interactive classroom (COB)

(2) A feasibility study should be undertaken regarding a facility for the performing arts. In addition to facilitating learning for students, a strategic vision should be developed that takes into consideration the role of the arts in community outreach and linkages. Since the University is located in a metropolitan area that has many venues for the arts, it will be important to explore the niche that such a complex would fill. Planning for a performing arts complex might consider integration of space for fine arts exhibits. The Division of Academic Affairs identified a performing arts complex as one of its facility needs.

(3) The Crosscutting Committee on International Initiatives and Programming proposed an initiative to renovate space to relocate all offices that relate to international programming in one building or construct a new facility to house all offices that serve international students, as well as international programming. This would include the World College, Foreign Student Affairs, International Admissions, and selected programs offered by English as a Second Language. The concept of having an identifiable location for "one-stop" service for international programming and student services is intriguing and would undoubtedly be an asset in advancing University Directions 5 and 6. However, this requires more study and is not a priority at this time. More important is the initiative related to enhancing the collaboration and effectiveness of those offices that serve international students, offer international programming, facilitate agreements with international partners, and support faculty global research interests.

(4) Continuous Improvement – The Division of Business and Finance and College of Technology should be commended for submitting proposals for a Quality Management Program. However, the Strategic Planning Committee believes a continuous improvement program should be University-wide. It is important for the University to have a process that provides for the improvement of policies and processes of the University that have become barriers to effective and efficient management. Improving

institutional effectiveness is a demanding task. Critical to the success of these efforts is the introduction of continuous improvement techniques and processes. These methods are essential to the implementation of quality management and can, when applied in a planned way, result in systemic improvements in all aspects of an organization's operations. Continuous improvement techniques identify gaps between the expectations of those the organization serves – in this case, students, faculty and staff – and the actual performance of the organization.

Implementing continuous methods can have a profound effect upon how the University operates, how it recognizes problems and solutions to those problems, and how it makes refinements in its processes and services. Fundamentally, continuous improvement of institutional effectiveness requires a change in an organization's culture: the basic beliefs and ways of operating at all levels and in all services. It becomes “the way we do business around here” and must be applied to all processes, especially those that cut across institutional boundaries.

Finally, continuous improvement becomes a method of measurement: a way to determine progress towards and variations away from plans and goals. It is, more than anything, a set of common tools implemented throughout the organization to be used by everyone in the daily course of work. This initiative addresses Direction 6, characteristics (b), (c) and (d).

Issues to be Addressed during the next Planning Cycle

(1) Budget Request Process – Many of the Strategic Initiatives submitted were requests for additional budget support, especially for additional staff and equipment. While these initiatives were valid and worthy requests, they were not strategic in nature. The Strategic Planning Committee recognizes the need for a process to allow departments to request additional funding for things that fall outside of the strategic planning process. It is recommended that such a Budget Request Process be developed and implemented during the next planning cycle in order to address the following (and other) issues:

(a) Administrative and Support Staff – There were requests from all divisions of the University for additional administrative and support staff. A few of these requests have been included in this plan. The magnitude of the requests ranged from \$1.6 million, combining all the perceived needs of the Division of Academic Affairs, to modest requests for fractions of positions. What is apparent from this planning cycle is that there are significant and justifiable needs for additional staff in a variety of important areas within the University. Nevertheless, many of these requests were not presented in the context of how they would contribute to a strategic initiative of the University and/or how they would advance key elements of the University Directions.

(b) Instructional and Non-Instructional Equipment – There were a number of requests for equipment, not including equipment covered by ICT, in the various strategic initiatives. For example, the College of Health and Human Services requested video recording

equipment, podium instructional technology in Roosevelt, a multi-media lab and a lighting lab. These requests, while important, are not strategic in nature for the University.

MATRIX – Initiatives by University Directions and Category for Implementation

BUDGET

ATTACHMENTS

A - University Strategic Planning Committee

B - Crosscutting Committees

MATRIX
University Directions Addressed
by Strategic Initiatives

BUDGET

ATTACHMENT A

EASTERN MICHIGAN UNIVERSITY
University Strategic Planning Committee
August, 2001

Chairperson:

Dr. Donald Loppnow, Assistant to the President of Strategic Planning, Associate Vice President for Extended Programs, and Professor of Social Work

Committee Members:

John Beaghan, Controller

Dr. Ernest Behringer, Assistant Professor, Physics and Astronomy, and Faculty Council Representative

Dr. David Boggs, Department Head and Professor, Business and Technology Education

Dave Shong, President, Student Government

Walter DiMantova, Director, Centers for Corporate Training

Dr. Michael Erwin, Director, Career Services Center

Dr. Robert Holkeboer, Dean, Graduate Studies and Research, and Professor, English Language and Literature

Rocky Jenkins, Director, Information Technology Network and Web Services, University Computing

Dr. Sally McCracken, Professor, Communication and Theatre Arts, and President of the Faculty Council

James McIntyre, Vice President for Development, EMU Foundation

Dr. Crystal Mills, Professor, Social Work, and Faculty Council Representative

Paul Moniodis, Director, Institutional Analysis and Reporting

Dr. Gersham Nelson, Department Head and Professor, History and Philosophy

Greg Peoples, Dean of Students

Dr. Earl Potter, Dean, College of Business, and Professor of Management

Judy Tatum, Director, Admissions

Kathy Tinney, Assistant Vice President, University Relations

Dr. Jaclynn Tracy, Associate Professor, Leadership and Counseling, and Faculty Council Representative

Dr. Mary Vielhaber, Professor, Management, and Faculty Council Representative

ATTACHMENT B

EASTERN MICHIGAN UNIVERSITY Strategic Planning Process

ROSTERS of CROSSCUTTING COMMITTEES

Diversity, Inclusion and Affirmative Action Planning Committee

Chairperson:

Dr. Ronald Woods, Professor, African American Studies, and Chair, Academic Affairs Committee on Curriculum Diversity

Committee Members:

Dr. Ella Burton, Assistant Professor, Leadership and Counseling, and Faculty Council Representative

Dr. Jean Bush-Bacelis, Professor, Management

Carlos Costa, Associate Director, McKenny Union and Campus Life

Dr. Margo Duley, Professor, History and Philosophy, and Director, Women's Studies Program

Ellen Gold, Director, University Health Services

Dr. Dennis Grady, Assistant Professor, Communication and Theatre Arts, and Faculty Council Representative

Dr. TeResa Green, Assistant Professor, Political Science

Cindy Hall, Associate Director, Public Safety

Joanne Hansen, Associate Professor, Learning Resources and Technology, and Chair, Women's Commission

Patricia Harris, Compensation/Employment Associate, Human Resources

Dr. Konnie Kustron, Associate Professor, Business and Education Technology, and Faculty Council Representative

Dr. Virginia Lan, Assistant Professor, Nursing

Dr. Adam Moore, Assistant Professor, History and Philosophy, and Faculty Council Representative

Dr. Olga Nelson, Associate Professor, Teacher Education

Dr. Phyllis Noda, Director, Bilingual Bicultural Teacher Education

Greg Peoples, Dean of Students

Alberto Perales, Assistant Director, Admissions

Dr. Reynaldo Ruiz, Professor, Foreign Languages and Bilingual Studies, and Chair,
Latino Advisory Council

Kathleen Russell, Advisor, Lesbian, Gay, Bisexual and Transgendered Resource Center

Dr. Harrison Smith, Professor, Social Work

Robert Teehan, Coordinator, Veterans' Service Office, and Coordinator, ACCESS
Services

Dr. Fraya Wagner-Marsh, Department Head and Professor, Management

Paul Dean Webb, Director, Foreign Student Affairs

Shelly Wilson, Coordinator, Multicultural Center, and Chairperson, Black Faculty and
Staff

Facilities Planning Committee

Chairperson:

Patrick Doyle, Vice President for Business and Finance

Committee Members:

Dr. Morell Boone, Dean, Learning Resources and Technology, and Professor,
Interdisciplinary Technology

Tony Catner, Director, Plant Operations and University Development

Margaret Cline, Executive Director, University Computing

Dr. Sally McCracken, Professor, Communication and Theatre Arts, and Faculty Council
Representative

Dr. Susan Moeller, Director, Budget and Operations, Academic Affairs, and Professor,
Accounting and Finance

Jim Vick, Interim Vice President, Student Affairs

**Information and Communication Technology (ICT)
Planning Committee**

Chairperson:

Dr. Don Norris, President, Strategic Initiatives, Inc.

Committee Members:

Randal Baier, Multimedia Services, Learning Resources and Technologies, and Faculty
Council Representative

Dr. Daryl Barton, Assistant Professor, Marketing, and Faculty Council Representative

Dr. Morell Boone, Dean, Learning Resources and Technologies

Robert Brackenbury, Assistant to the Vice President, Business and Finance

Richard Bush, Interim Associate Dean for Learning Technology, LR&T

Dr. Robert Chew, Professor, Art, and Faculty Council Representative

Margaret Cline, Executive Director, University Computing

David Costanza, Manager, Budget and Operations, Division of Academic Affairs

Michael Crabb, Director, Dining

Paula Dykstra, Assistant to the Vice President, Enrollment Services

Dan Gaymer, Assistant Dean, Continuing Education

Dr. Ellen Hoffman, Assistant Professor, Teacher Education

Randy Hockey, Division Technology Services, Student Affairs

Rocky Jenkins, Director, Information Technology Network and Web Services, University
Computing

Dr. Stuart Karabenick, Professor, Psychology, and Director, Center for Research Support

Dr. Paul Leighton, Assistant Professor, Sociology, Anthropology and Criminology, and Faculty Council Representative

Dr. Mildred Lintner, Professor, Computer Science, and Faculty Council Representative

John Senko, Director, Management Information Systems, University Planning, Budgeting and Analysis

Dr. Hung-Lian Tang, Head, Finance and Computer Information Systems

Dr. Bette Warren, Professor, Mathematics

Institutes, Centers and Interdisciplinary Research Planning Committee

Chairperson:

Dr. George Liepa, Department Head, Human, Environmental and Consumer Resources

Committee Members:

Brian Anderson, Director Office of Research Development

Chris Aris, Associate Director, Children's Institute

Julie Becker, Director, Textiles Research and Training Institute

Dr. Barbara Bilge, Sociology, Anthropology and Criminal Justice, and Faculty Council Representative

Dr. Pradeep Chowdhry, Associate Professor, Management, and Director, Center for Entrepreneurship

Dr. Margaret Crouch, History and Philosophy, and Faculty Council Representative

Melanie Ferren, Director, Skills Program, Center for Management and Leadership, Centers for Corporate Training

Dr. Carolyn Finch, Associate Dean, College of Education

Dr. Raouf Hanna, Director, Institute for Diversity and Business Services, and Department Head, Economics

Pam Hill, Director, Center for Risk Management, Centers for Corporate Training

Barbara Hopkins, Director, Center for Quality, Centers for Corporate Training

Dr. Frank Jones, Director, Coatings Research Institute

Dr. Elvia Krajewski, Director, Center for Community Building and Management, Institute for the Study of Children, Families, and Communities, and Professor of Social Work

Dr. Russell Larson, Department Head and Professor, English Language and Literature

Dr. Paul Majeske, Interdisciplinary Technology, and Faculty Council Representative

Dr. Patrick Melia, Associate Dean, Graduate Studies and Research

Dr. Charles Monsma, Director, Institute for Community and Regional Development

Dr. Robert Perry, Department Head, African American Studies, and Director, Center for African American Policy Studies and Services

Dr. Gwen Reichbach, Director, National Institute for Consumer Education

Dr. Krish-Naswamy Rengan, Professor, chemistry

Dr. Dale Rice, Professor, Special Education, and Director, Academic Service Learning

Dr. Joanna Scott, Political Science, and Faculty Council Representative

Dr. Sandra Williams, Director, Financial Operations, Auxiliary Services

Dr. Yichun Xie, Director, Center for Environmental Information Technology and applications (CEITA) and Professor, Geography and Geology

Institutional Advancement Planning Committee

Chairperson:

Dennis Beagen, Department Head and Professor, Communication and Theatre Arts

Committee Members:

Rita Abent, Executive Director, University Marketing and Communications

Dr. Gisela Ahlbandt, Professor, Mathematics, and Faculty Council Representative

Stephen Bates, Associate Vice President for Development, EMU Foundation

Dr. Chris Foreman, Associate Professor, Communication and Theatre Arts, and Faculty Council Representative

Barbara Jones, Manager, Corporate Relations, Career Services Center

James McIntyre, Vice President for Development, EMU Foundation

Vicki Reaume Mushisky, Director, Alumni Relations

Dr. Michael Paciorek, Professor, HPERD, and Faculty Council Representative

Al Robinson, Assistant Director, Risk Management

Bill Schultz, Assistant Director, Alumni Relations

Arthur Timko, General Manager, WEMU

Cynthia Van Pelt, Associate Director, Financial Aid

Diane Winder, Professor, Music, and Faculty Council Representative

Pam Young, Director, Public Information

Interdisciplinary Programming Planning Committee

Chairperson:

Dr. Carolyn Dahl, Dean, Continuing Education

Committee Members:

Vickie Bagherzadeh, Director, Budget Operations, Housing and Dining Services

Dr. Daryl Barton, Marketing, and Faculty Council Representative

Dr. Yvonne Callaway, Associate Professor, Leadership and Counseling

Dr. Richard Douglass, Professor, Associated Health Professions

Dr. Margot Duley, Professor, History and Philosophy, Director, Women's Studies, and Faculty Council Representative

Dr. Thomas Cianciolo, Department Head, Accounting

Dr. Dan Fields, Department Head, Industrial Technology

Melissa Ginotti, Assistant Director, Campus Life

Dr. Hartmut Hoft, Department Head, Computer Science

Dr. Sylvia Jones, Associate Professor, Teacher Education

Dr. Michael Kasenow, Department Head and Professor, Geography and Geology

Dr. George Klein, Interim Director, World College, and Director, Academic Programs Abroad

Dr. Paul Kuwik, Department Head and Professor, Interdisciplinary Technology

Dr. Heather Neff, English Language and Literature, and Faculty Council Representative

Dr. Melvin Peters, Associate Professor, African American Studies

Dr. Elizabeth Schuster, Associate Professor and Director, Gerontology Program

Dr. James Sheerin Professor, Physics and Astronomy

Dr. Karen Sinclair, Sociology, Anthropology and Criminal Justice, and Faculty Council Representative

Dr. Judy Sturgis-Hill, Assistant Professor, Communication and Theatre Arts

International Initiatives and Programming Planning Committee

Chairperson:

Dr. David Clifford, Executive Director of Extended Programs; Director, Institute for the Study of Children, Families and Communities; and Associate Professor, Associated Health Professions

Committee Members:

Dr. Jessica Alexander, Assistant Professor, Communication and Theatre Arts

David Archbold, Foreign Student Advisor, Foreign Student Affairs

Claudia Bean, Manager, International Admissions

Dr. Thomas Cullen, Associate Professor, and Coordinator, ESL Program, Foreign Languages and Bilingual Studies

Dr. Helen Ditzhazy, Professor, Leadership and Counseling, and Faculty Council Representative

Brian Fitzgerald, Associate Director, Housing and Dining Services

Benita Goldman, Program Associate, Academic Programs Abroad

Dr. Ray Hill, Professor, Department of Management, and Faculty Council Representative

Dr. John Hubbard, Department Head, Foreign Languages and Bilingual Studies

Dr. Gordon Knutson, Director, Cultural History Tours, Academic Programs Abroad, World College

Jim Locke, Associate Director, Career Services Center

Dawn Malone, Assistant Dean, Continuing Education

Justin Meilgaard, Study Abroad Advisor, Academic Programs Abroad

Dr. Elisabeth Morgan, Associate Professor, FLABS, and Faculty Council Representative

Dr. Sheila Most, Professor, English Language and Literature

Dr. Andrew Nazzaro, Coordinator, World College, and Professor, Geography and Geology, and Faculty Council Representative

Dr. Victor Okafor, Associate Professor, African American Studies, and Faculty Council Representative

Kathryn Orscheln, Assistant Director, Admissions

Dr. Weidian Shen, Associate Professor, Physics and Astronomy

Diane Sobell, Clinical Administrator, Snow Health Center

Donald Staub, Interim Director, Office of Collaborative Education

Dr. Walter Tucker, Professor, Industrial Technology

Thomas Venner, Department Head, Art

Dr. Geoffrey Voght, Professor, Foreign Languages and Bilingual Studies

The Graduate Experience Planning Committee

Chairperson:

Dr. Deb deLaski-Smith, Associate Dean, Graduate Studies and Research

Committee Members:

Dr. Jeff Armstrong, Assistant Professor, Health, Physical Education, Recreation and Dance, and Faculty Council Representative

Cheryl Aubuchon, Director, EMU-Livonia, Continuing Education

Dr. James Berry, Department Head and Professor, Leadership and Counseling

Dr. Marti Bombuk, Professor, Social Work, and Chair, Graduate Council

Dr. Cathy Day, Professor, Foreign Languages and Bilingual Studies, and Faculty Council Representative

Dr. Elizabeth Edwards, Interim Department Head, Marketing

Dr. Sharon Erenburg, Associate Professor, Economics, and Faculty Council Representative

Rebecca Figura, Director, Housing and Dining Services

Dr. Wayne Hanewicz, Professor, Interdisciplinary Technology, and Faculty Council Representative

Barbara Jones, Corporate Relations Manager, Career Services Center

Bernice Lindke, Director, Financial Aid

Dr. Elaine Martin, Professor, Political Science

Dr. Christie Montgomery, Coordinator, Graduate Business Programs

Dr. Alice Jo Rainville, Associate Professor, Human, Environmental and Consumer Resources

Ann Richards, Admissions

Dr. Kenneth Rusiniak, Department Head, Psychology

Chris Shell, Assistant Director, Records and Registration

Karen Simpkins, Director, Student Judicial Services

Dorothy Spurlock, Associate Director, Office of Research Development

Dr. Marilyn Wedenoja, Interim Department Head, Social Work

Patricia Williams, Director, Academic Advising

Dr. Regina Williams, Department Head, Nursing

The Undergraduate Experience Planning Committee

Chairperson:

Dr. Elisabeth Morgan, Undergraduate Studies Coordinator, and Associate Professor, Foreign Languages and Bilingual Studies

Committee Members:

Dr. Rosalyn Barclay, Associate Director, Snow Health Center

Matthew Calfin, Interim Assistant Director, Housing

Dr. Philip Cardon, Assistant Professor, Business and Technology Education, and Faculty Council Representative

Amelia Chan, Assistant Dean, College of Business

Dr. Ronald Delph, Associate Professor, History and Philosophy

Dr. Lynette Findley, Director, Holman Learning Center

Joy Garrett, Director, Records and Registration

Dr. Sylvia Sims Gray, Associate Professor, Social Work

Dr. Carol Haddad, Professor, Interdisciplinary Technology

Dr. Lolita Hendrix, Associate Professor, English Language and Literature

Dr. Susan Kattelus, Associate Professor, Accounting, and Faculty Council Representative

Thom Madden, Director, Student Business Services

Glenna Frank Miller, Director, McKenny Union

Dr. William Miller, Director, University Honors Program, and Professor, History and Philosophy

Dr. Robert Neely, Department Head, Biology

Bernie O'Connor, Assistant Dean, College of Arts and Sciences

Sarah Kersey Otto, Career Planning Manager, Career Services Center

Dr. Melvin Peters, Professor, African American Studies

Dr. Joseph Rankin, Department Head, Sociology, Anthropology and Criminal Justice

Robert Salisbury, Associate Director, Academic Advising Center

Dr. Denver Severt, Assistant Professor, Human, Environmental and Consumer Resources, and Faculty Council Representative

Dr. Kathleen Stacey, Associate Professor, Communication and Theatre Arts, and Faculty Council Representative

Dr. Elaine Starko, Department Head, Teacher Education