

Administrative Leadership Meeting

Monday, March 12, 2018

April Commencement

- ✓ Saturday, April 21, 2018
- ✓ Morning: CHHS, COB, COE
- ✓ Afternoon: CAS, COT

Some Recent Hires

- Daniel Merritt, Manager Accounting Operations
- Eric Reed*, Program Director, TriO SSS
- Sean Woolf*, Associate Director, Office of Wellness and Community Responsibility

** internal transfer*

Agenda

1. Welcome & Updates

Jim Smith, President

2. Loop 1 Conversion

Facilities Planning Team

3. Great Colleges to Work For Survey

David Turner, Vice President for University Human Resources

4. Higher Learning Commission

Jim Smith, President

5. Budget Update

Mike Valdes, Chief Financial Officer

6. Q&A

Loop 1 Conversion

Scott Storrar, Director, Facilities Planning & Construction

Chris Longerbeam, Project Manager

Kay Sekerak, Project Transition Coordinator

LOOP 1 Replacement

Project Summary

- Replacing existing primary electrical system (loop 1) serving 19 buildings
- New duct bank & cables
- New electrical equipment (transformers, switches, substations)

LOOP 1 Replacement Buildings

Pease

Roosevelt

McKenny

Briggs

Boone

Pierce

Welch

Hover

Honor's College

Quirk

601. W Forest

Mark Jefferson

Marshall

Sherzer

Ford

King

Starkweather

Jones/Goddard

LOOP 1 Replacement

Phase 1

Phase 1 is complete:

- Installed duct bank
- Set outside equipment
- Cables pulled
- Site restoration installed
- **Finalized building conversion schedule**

LOOP 1 Replacement

When We're Done

- More efficient and reliable primary electrical power
- More potential power available for future demand needs

LOOP 1 Replacement

What's Next?

Loop 1 Conversion Phase 2

Phase II – The Conversion

- Substation replacement**
- Interior connections**
- Building conversions**
 - Includes temporary building shutdowns
 - Temporary space locations for building occupants

LOOP 1 Conversion/Transition Schedule

Building	Planned Shutdown		Duration
	Start Date	Finish Date	
Pease	April 30	May 4	5
Roosevelt	May 7	May 11	5
McKenny	May 7	May 18	10
Briggs	May 14	May 18	5
Boone	May 21	May 25	5
Pierce	May 21	June 1	10
Welch	June 4	June 8	5
Hover	May 28	June 1	5
Honor's College	June 11	June 15	5
Quirk	June 11	June 15	5
601 W. Forest	June 18	June 22	5
MJSC*	June 18	June 22	5
Marshall	June 25	June 29	5
Sherzer	July 9	July 13	5
Ford	July 9	July 13	5
King	July 16	July 20	5
Starkweather	TBD	TBD	3
Jones Goddard	TBD	TBD	5

LOOP 1 Conversion/Transition

“Swing Space”

LOOP I Temporary Offices/Admin. Support

- Third Floor Student Center (Student Org. Area)
 - Printer/Scanner, Desktop

Touch Down Locations (Non-permanent space to work remotely)

- Student Center
- Halle
- McKenny (after 5/20/18)

Classes During Shutdown

- Coordination between Deans' offices and Wade Tornquist, Interim Associate Provost and Associate Vice President for Graduate Studies and Research

During the summer, Computer Labs on the lower level and 1st floor of Halle Library are open as well.

LOOP 1 Conversion/Transition

“Swing Space”

- Mail will be redirected
- Desk phone capabilities
- Desktop computer access
- Administrative support space and function
 - Copying, scanning, mail, etc.
- Conference/meeting space
- Limited office access to building during shutdown
- Moving assistance

LOOP 1 Conversion/Transition

Current/Next Steps

- Finish collecting *Information Forms*
- Swing Space assignments
- Continue meeting with building and department representatives
- Continue meeting with our Project Affiliates (Comm.,IT, DPS, AA, PP)
- Sending out Informational Bulletins
- Relocation help lines
- Campus Communication & Physical Plant website

LOOP 1 Conversion/Transition Communications

- Email Bulletins
- Website
 - Schedule
 - Relocation Floor Plans
 - Contact Lists
 - Archived Bulletins
- EMU Today
 - Link to Website

LOOP 1 Conversion/Transition

Project Contacts

Contact Information:

Chris Longerbeam, Project Manager

- (734) 487-3584 Direct

Kay Sekerak, Project Transition Coordinator

- (734)487-0261 Direct

<https://www.emich.edu/loop-1/>

Great Colleges To Work For Survey Results

David Turner, Vice President for University Human Resources

Survey Review

Survey Overview



- Conducted Spring 2017
- Measured the extent to which employees are involved and engaged in the organization and the quality of the workplace experience
- The survey contained:
 - Sixty engagement statements utilizing a five-point agreement scale
 - Eighteen benefits satisfaction items
 - Fifteen demographic questions
 - Two open-ended questions

Survey Dimensions

1. Job Satisfaction
2. Teaching Environment
3. Professional Development
4. Compensation, Benefits & Work/Life Balance
5. Facilities, Workspace & Security
6. Policies, Resources & Efficiency
7. Shared Governance
8. Pride
9. Supervisor/Department Chairs
10. Senior Leadership
11. Faculty, Administration & Staff Relations
12. Communication
13. Collaboration
14. Fairness
15. Respect & Appreciation

From 2015 to 2017: Dimensions Overview

1. Job Satisfaction: Unchanged - remains "Good"
2. Teaching Environment: Changed from "Good" to "Fair"
3. Professional Development: Unchanged - remains "Good"
4. Compensation, Benefits & Work/Life Balance: Changed from "Good" to "Fair"
5. Facilities: Changed from "Good" to "Fair"
6. Policies, Resources & Efficiency: Unchanged – remains "Fair"
7. Shared Governance: Changed from "Warrants Attention" to "Poor"
8. Pride: Unchanged – remains "Fair"
9. Supervisor/Department Chairs: Unchanged – remains "Good"
10. Senior Leadership: Unchanged – remains "Poor"
11. Faculty, Administration & Staff Relations: Unchanged – remains "Poor"
12. Communication: Unchanged – remains "Poor"
13. Collaboration: Unchanged – remains "Warrants Attention"
14. Fairness: Unchanged – remains "Warrants Attention"
15. Respect & Appreciation: Changed from "Fair" to "Warrants Attention"

 = Unchanged
 = Changed

Random Sample Size & Response Rate

	Total Population (IPEDS)	Survey Sample Size	Respondents	Response Rate
Administration* (AP)	233	57	27	47.4%
Full-time Instructor (FA & LE)	771	285	77	27.0%
Exempt Professional (AC, VF, AP & PE)	296	191	39	20.4%
Non-exempt Staff (AH, PT, CS, CA, FM, CP, & PS)	618	67	28	42.8%
Unspecified in response			16	
Total	1,918	600	177	29.5%

* Represents Supervisory Through Upper Management Staff

Highest Performing Dimensions

- **Compensation, Benefits & Work/Life Balance (68%)**
 - I am paid fairly for my work.
 - This institution's benefits meet my needs.
 - My supervisor/department chair supports my efforts to balance my work and personal life.
 - This institution's policies and practices give me the flexibility to manage my work and personal life.
- **Professional Development (66%)**
 - I am given the opportunity to develop my skills at this institution.
 - I understand the necessary requirements to advance in my career.
- **Job Satisfaction/Support and Supervisors/Department Chairs were tied at (65%)**

Lowest Performing Dimensions

■ Senior Leadership (34%)

- Senior leadership provides a clear direction for this institution's future.
- Our senior leadership has the knowledge, skills and experience necessary for institutional success.
- Senior leadership shows a genuine interest in the well-being of faculty, administration and staff.
- Senior leadership communicates openly about important matters.
- Senior leadership regularly models this institution's values.
- I believe what I am told by senior leadership.

■ Faculty, Administration & Staff Relations (38%)

- Faculty, administration and staff work together to ensure the success of institution programs and initiatives.
- There is regular and open communication among faculty, administration and staff.

■ Shared Governance (40%)

- The role of faculty in shared governance is clearly stated and publicized.
- Faculty are appropriately involved in decisions related to the education program (e.g., curriculum development, evaluation).
- Faculty, administration and staff are meaningfully involved in institutional planning.



Employee Comments (Qualitative Data)

























About the Employee Comments

Two open-ended questions were asked:

1. What do you appreciate most about working at this institution?
2. What would make this institution a better place to work?

What do you appreciate most about working in this institution?





























- Overall, people appreciated their relationship with colleagues the most (n=74)
 - Having a student centered university was second most appreciated (n=64)
- Diversity was scored as the lowest appreciation factor (n=11)

Common Themes	Administration	Faculty	Exempt Professional	Non-Exempt Staff
Collegiality	 12	 33	 22	 7
Freedom/Autonomy	 3	 15	 10	 3
Positive & Supportive Supervisors	 3	 7	 5	 1
Diversity	 2	 4	 0	 5
Student Centered	 9	 35	 10	 10
Benefits/Retirement	 4	 4	 6	 4

Size of the icon represents the magnitude of counts of responses

What would make this institution a better place to work?

- People indicated leadership accessibility, openness, and transparency was the most desired to make EMU a better work place (n=63)
 - Second highest was increased communication (n=51)
- Opportunity for increased professional growth scored lowest (n=16)

Common Themes	Administration	Faculty	Exempt Professional	Non-Exempt Staff
Compensation, Benefits & Work/Life Balance	 4	 19	 8	 7
Collaboration	 9	 20	 12	 6
Communication	 7	 15	 20	 9
Leadership: Accessibility, Openness, & Transparency	 13	 30	 15	 5
Improved Student Centered Services	 5	 22	 9	 4
Increased Professional Growth	 1	 10	 2	 3
Updated Facilities	 2	 10	 4	 3

Size of the icon represents the magnitude of counts of responses

Overall Conclusions

- **Lowest Performing Dimensions:**
 - Senior Leadership
 - Unclear directions for the institution's future
 - Being open about important issues
 - Faculty, Administration & Staff Relations
 - Faculty, administration and staff work together to ensure the success of institution programs and initiatives.
 - There is regular and open communication among faculty, administration and staff.

Summary & Actionable Steps

- Solidify and deploy the 4 Strategic Themes from the Executive Council (EC) retreat
- Continue having an Executive Council member at every Onboarding session
- Continue with the Executive Panel at “Foundations of Supervision”
- Introduce a quarterly “New Hire” reception that provides a venue for strengthening the onboarding experience of new employees. All EMU staff and faculty will be invited to attend the one hour networking event.

Additional Thought Provokers

- Implement a program where EC members sit at front desks in various colleges/functional units outside of their own division
- Open an office in the Student Center for the Provost (completed)
- Continue with coffee chats with EC members but apply a different approach; instead of engaging in an open forum, target certain colleges/functional units
- Focus on one highly impactful action for improvement, set a target and drive towards improvement
- Focus on one action for improvement that is more in the middle of the continuous improvement continuum; focus on an action that isn't low hanging fruit, nor is it super hard to achieve
- Employ pulse surveys between now and the next GCTWF survey

Higher Learning Commission

Jim Smith, President

Summary

Re-accredited for ten years!

Background

- Institutional re-accreditation process
- Occurs every ten years
- Two-year planning process involved all campus areas
 - Thank you!
- HLC on-campus visit occurred October 2017
- Final report issued by HLC this month

Examples of Positive Highlights from HLC Report

- Diversity & Inclusion Initiatives
- Community Engagement
- Multi-year Facilities Planning Process
- Efforts to Increase On-Line Courses
- General Education
- Student Support Services

Examples of Specific Areas for Improvement

- Campus communication
- Update websites and Board policies
- Graduate programs need to include learning outcomes in the Catalog

Issues Requiring Action

1. Finances

- HLC financial formula rating of EMU: “below the zone” or “in the zone” the last several years
- Need an “immediate” and “realistic” plan to be rated “above the zone” – due December 2018
- Causes of financial challenges include State funding, challenging demographic trends
- Concerns that staffing has not been sufficiently reduced to reflect declining SCHs and headcount

Issues Requiring Action

1. Finances (con't)

- Action: need to increase financial reserves
- Action: need to operate a balanced budget
- Parking proposal intended to address both issues
 - Delay → summer construction projects on hold until Parking bond issuance is finalized
 - Delayed projects include: Sill Hall; Rec/IM; COB; Quirk; Neuroscience Lab; Warner, King, and Briggs roofs

Issues Requiring Action

2. Retention, Persistence, and Completion

- Need to set specific targets/metrics, develop monitoring plans, and conduct regular assessment
- Need “systemized process” of documenting actions and progress towards goals
- Report due December 2018

Issues Requiring Action

3. Strategic Planning

- Plan lacks targets, metrics, and regular assessments of progress & success
- Example: need to tie budget to strategic planning
- Need extensive communication about these targets/metrics once they are established
- Report due December 2021

Summary of Next Steps

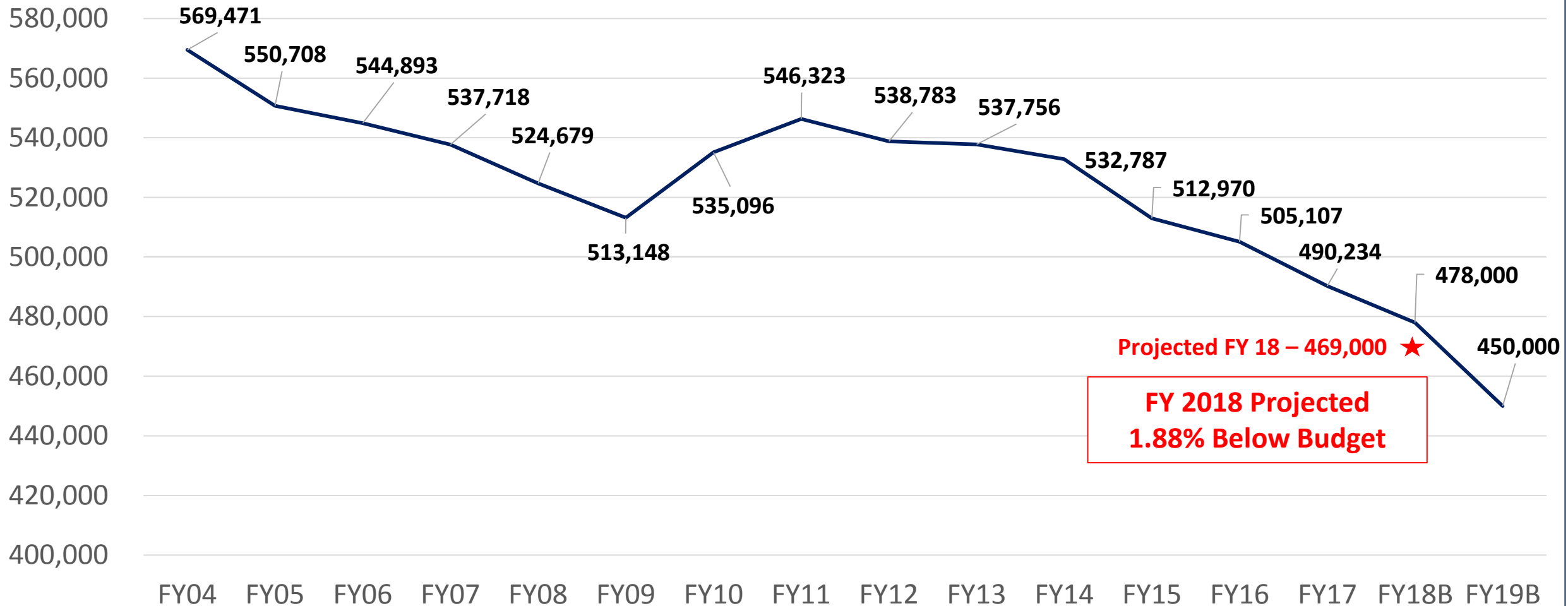
- EMU re-accredited for ten years
- Dec. 2018: Must produce a “realistic and more aggressive Financial Recovery Plan”
- Dec. 2018: Must produce “performance goals and benchmarks for student retention, persistence and completion”
- Dec. 2021: On-campus review must show “dynamic” Strategic Plan with “measurable goals and benchmarks” and communication plan

FY18 & FY19 Budget Update

Mike Valdes, Chief Financial Officer

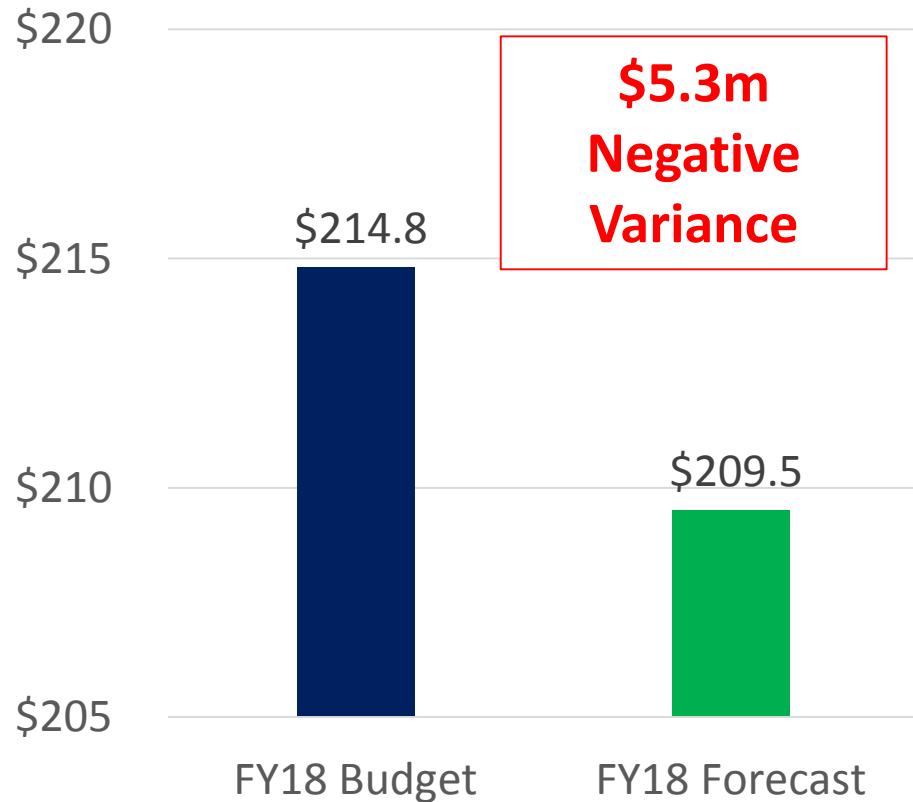
Student Credit Hours

Student Credit Hours Per Academic Year

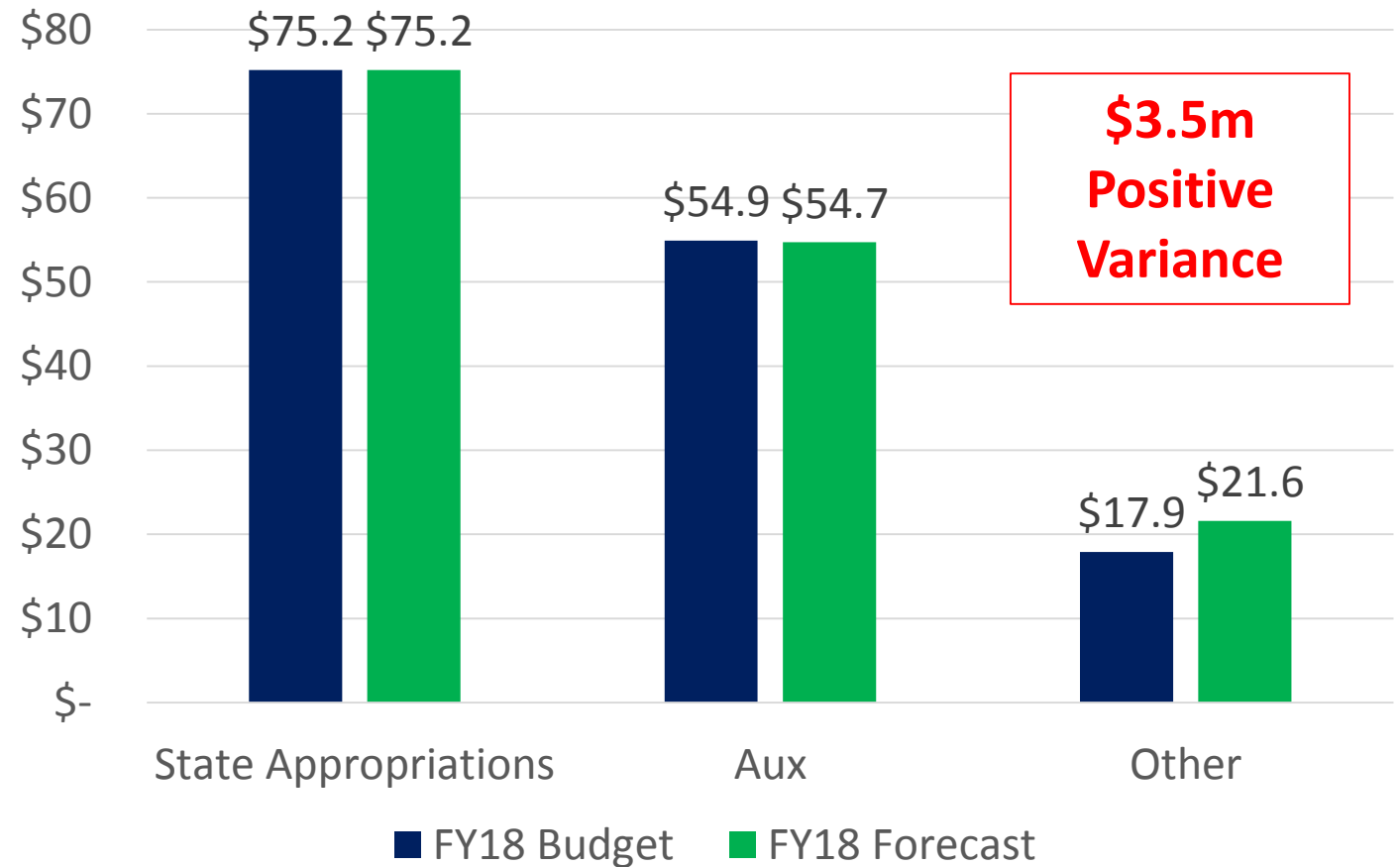


FY 2018 Budget vs. Forecast - Revenues

Tuition & Fees - Budget vs. Forecast



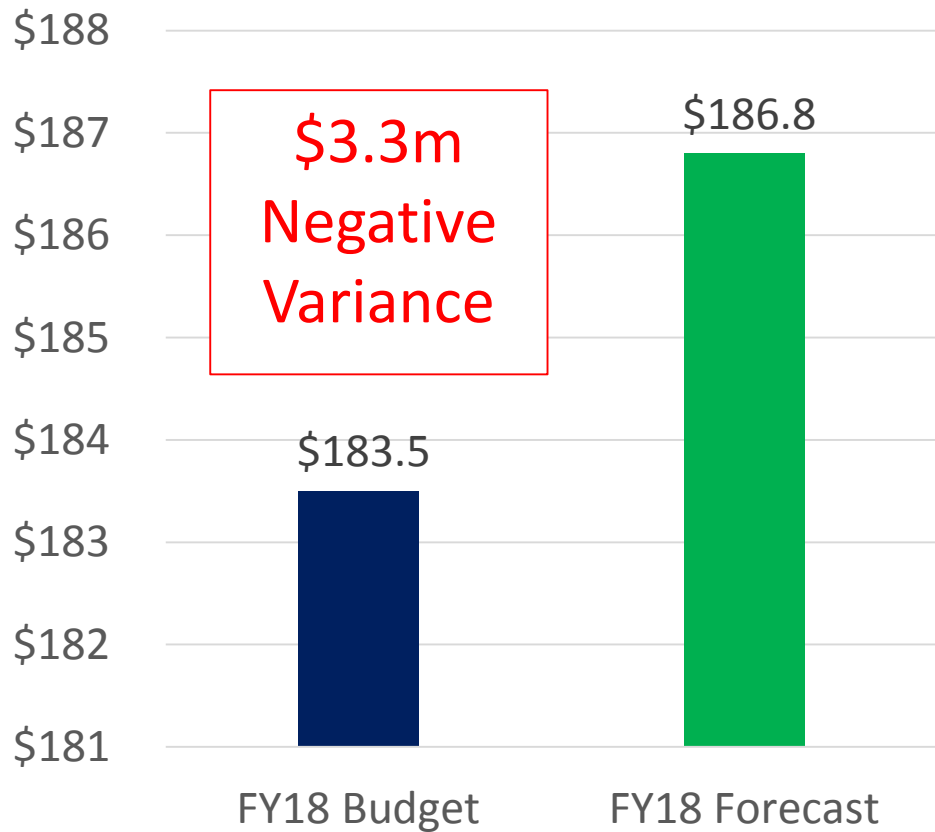
Other Revenues - Budget vs. Forecast



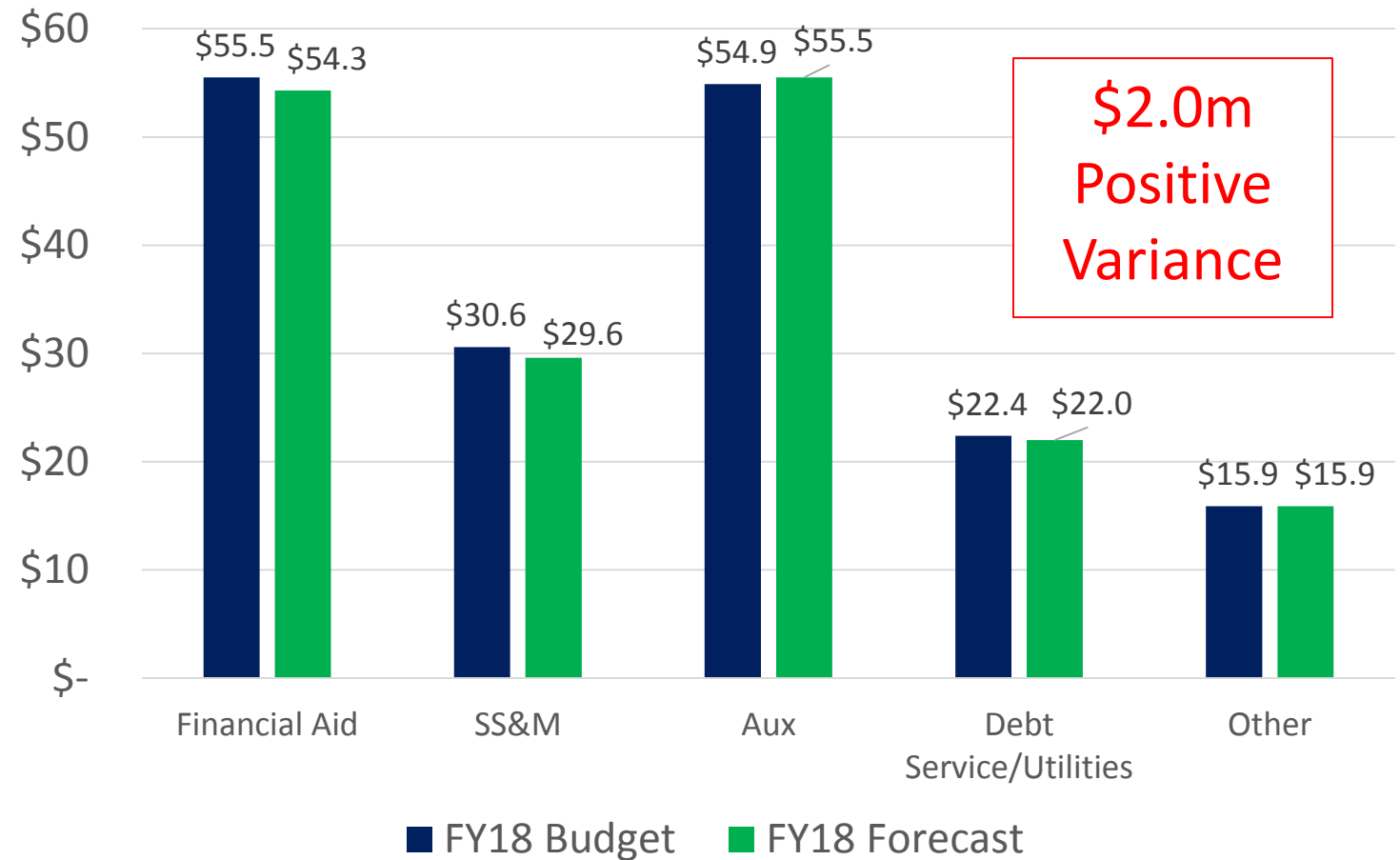
\$1.8m Budgeted Revenue Shortfall

FY 2018 Budget vs. Forecast - Expenses

Personnel Expenses - Budget vs. Forecast

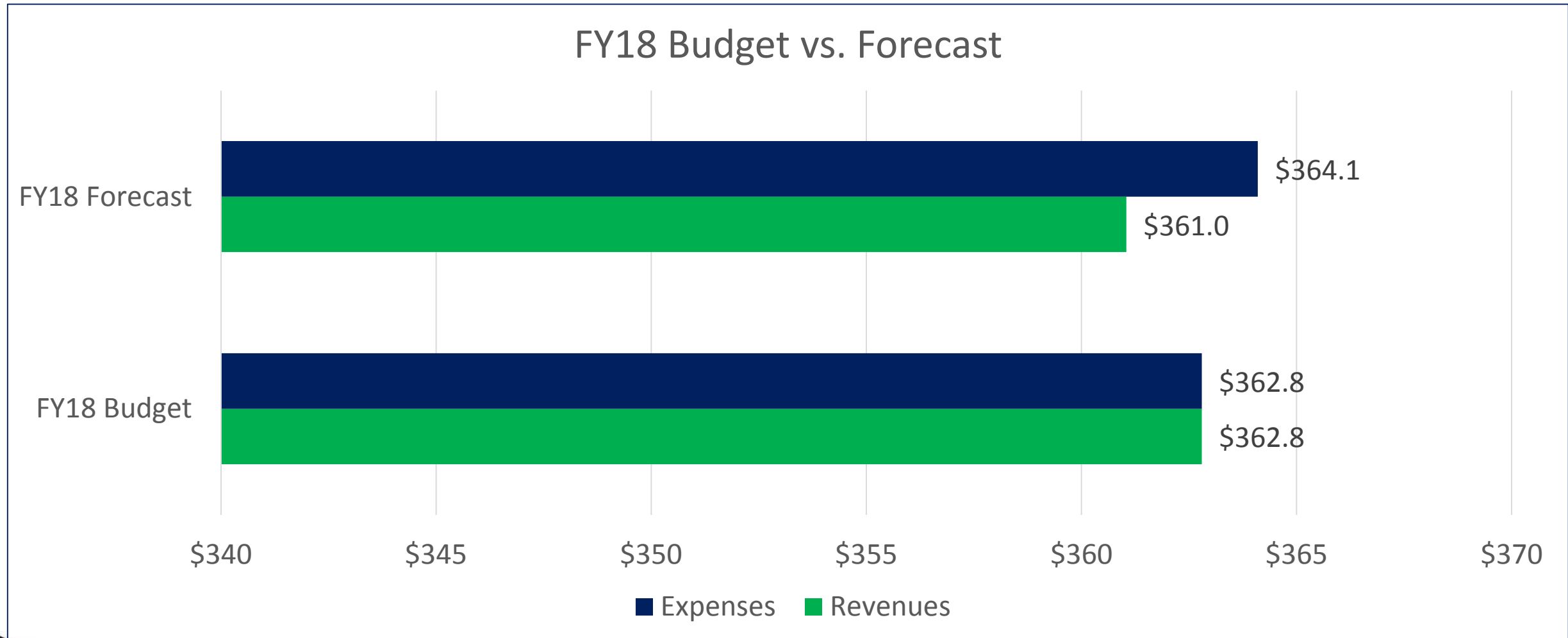


Other Expenses - Budget vs. Forecast



\$1.3m Negative Variance

FY 2018 Budget vs. Forecast - Expenses



\$3.0m - \$4.0m Deficit

Expense Reduction Actions

- Voluntary Separations included 34 positions and projected to save the University \$2.4 million in 2019 budget and beyond
- Involuntary separations included
 - 59 positions
 - 17 employees displaced
- SS&M reductions of \$1.58 million

FY 2019 Budget – Key Revenue Assumptions

General Fund

- Total SCH – 450,000 at current mix (80% UG, 20% GD) – 4.2% YoY decline
- UG Tuition – Within tuition restraint guidelines (3.0%)
- GD Tuition – 5.0% Increase
- State Appropriations – 1.9% increase (\$1.4m)
- Investment Income – \$3.0m (from increased reserves via Parking)
- Other Revenue – 5% Aggregate Rate Increase (3% net)

QUESTIONS

Website:

emich.edu/president/communications/meetings.php

Upcoming Meetings:

Wednesday, May 2

Tuesday, July 10

Student Center Ballroom @8:30 a.m.