

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

MONTHLY REPORT
FACULTY AFFAIRS COMMITTEE

ACTION REQUESTED

It is requested that the Faculty Affairs Committee Agenda for November 18, 2008 be received and placed on file and the Minutes of the September 16, 2008 meeting be received and placed on file.

STAFF SUMMARY

The topic for the November 18, 2008 Faculty Affairs Committee meeting will be determined in consultation with faculty leaders.

FISCAL IMPLICATIONS

There is no fiscal impact.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Provost and Executive Vice President

11-7-08
Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Faculty Affairs Committee

November 18, 2008
10:30 – 11:15 p.m.
205 Welch Hall

AGENDA

Regular Agenda

Section 16 Monthly Report and Minutes (*Regent Okdie, Chair*)

Status Report

REPORT: “Operating Budgets: Impact on Academic Programs ”

Presentation - AAUP

Open Discussion

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

FACULTY AFFAIRS COMMITTEE MINUTES

September 16, 2008
12:45-1:30 p.m., 205 Welch Hall

Attendees (seated at tables): H. Bunsis, A. Coykendall, R. Larson, Provost and Executive Vice President Loppnow, R. Neely, Regent Okdie (Chair), Regent Parker, M. Rahman, A. Westman

Guests (as signed in): R. Cheng, B. Beard, D. Bennion, B. Bond, D. deLaski-Smith, M. Jackson, J. Margerum-Leys, M. Marz, C. Schaffer, C. Shell, B. Warren, D. Woike

Monthly Report and Minutes (Section 14)

Regent Okdie called for approval of the minutes of the April 1, 2008 meeting and the agenda of the September 16, 2008 meeting.

REPORT: "Discussion of Academic Programs"

Regent Okdie, introduced *Russ Larson, Faculty Council President*. Dr. Larson used his home department, English Language and Literature, to illustrate how programs at the University are interrelated. Please see the attached handouts he provided: 1) on department "Undergraduate Majors and Minors" and "Graduate Programs and Certificates," and 2) a chart of "Overlapping Courses for Three Sample Majors."

The list of graduate programs, on the first handout, illustrates those areas which are intrinsic to the department and also other items that apply only at the graduate level. While the two concentrations in the Master's in Written Communications (Professional Writing and Teaching of Writing) could be broken up into two programs, they are treated as a single program. Two certificates offered parallel these two MAs. While not many students take the certificate programs, they serve the needs of a certain group and the courses required are all also offered as part of the MAs. The other certificate (Language Technology) is part of the MA in Linguistics. The certificate is interdisciplinary, with some courses coming from the MA and some from Computer Science. Again, this certificate only serves the needs of a small group of students, but the courses are all offered anyway, independently of the certificate. Generally, the certificates provide a credential to those who need it—thus, attracting more students to the University--while making use of courses that are already in place.

At the undergraduate level, linguistics, written communication, and literature courses are all offered as part of the English Department (as opposed to making up interdisciplinary programs) because of the emphasis on teacher training for the public schools. The minors mirror the majors and attract additional students to courses, while using existing resources. The major in English Language--which is half Linguistics and half Written Communication--meets the needs of a small set of students, but its elimination would not save the University money, as all the courses are offered as part of the two parent majors.

In terms of cost and cost savings, it becomes very difficult to separate out a program, as illustrated by this discussion. There is lot of interweaving of programs, majors, minor, and certificates and it becomes very difficult to eliminate programs as a way of saving money.

Howard Bunsis, President of the AAUP, gave a presentation focusing on data from the Higher Education Institutional Data Inventory (HEIDI). Please see the attached handout for details. He argued that while we should look at programs internally, we should also look externally at comparable institutions. After the presentation, Regent Okdie asked if Dr. Bunsis wanted to draw any inferences from the data. Dr. Bunsis stated that our energy should be focused on increasing enrollment and developing new programs to attract new students, not on cutting programs.

Regent Parker argued that evaluating programs does not necessarily mean cutting programs. She referred to Eastern's figure of 80% FYE students as percentage of headcount and stated this is where strategic planning should start. We need to look at who we attract, what our programs should be now and five years from now, and how we can deliver programs in the most cost effective way.

Provost Loppnow stated that faculty has done an excellent job of keeping informed as to program opportunities and has continually vetted programs. He pointed out that Eastern ranks number one in certificates in the HEIDI data and that this has been a low cost, market sensitive way in which the faculty has gone about attracting students. He stated that we are currently examining the way our data is reported to HEIDI, as some dramatic differences in comparison to other institutions must be reflecting the use of different metrics.

Regent Okdie inquired about the change of venue that had been discussed for the next Board meeting. Provost Loppnow explained the idea of having Board members drop in on a faculty member's class, where the instructor has offered this opportunity. Dr. Bunsis and Dr. Larson agreed that this would give the regents a better perspective on the University. Provost Loppnow explained that a sample of classes would be involved. Over the course of an hour and fifteen minutes, individual classes would be visited for a half hour to forty-five minutes, after which there would be a meeting in one of the classroom buildings to discuss and reflect on the experience. Regent Okdie and Regent Parker agreed they would be amenable to this arrangement. It was agreed this would take place for the November Board meeting.

Regent Okdie thanked all assembled, and adjourned the meeting at 1:30.

Respectfully submitted,

Winifred Martin, Administrative Secretary
Academic Affairs

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Undergraduate Majors and Minors

Major in Language, Literature and Writing
Minor in Language, Literature and Writing
Major in Language, Literature and Writing for Teachers
Minor in Language, Literature and Writing for Teachers
Major in Literature
Minor in Literature
Major in Linguistics
Minor in Linguistics
Major in English Language
Minor in English Language
Major in Written Communication: Professional Communication
Major in Written Communication: Technical Writing
Minor in Writing
Major in Creative Writing
Minor in Creative Writing
Major in Journalism
Minor in Journalism
Interdisciplinary Major in Public Relations
Interdisciplinary Major in Children's Literature and Drama/Theatre for the Young
Minor in Children's Literature

Graduate Programs and Certificates

MA in Children's Literature

MA in Creative Writing

MA in English Studies for Teachers

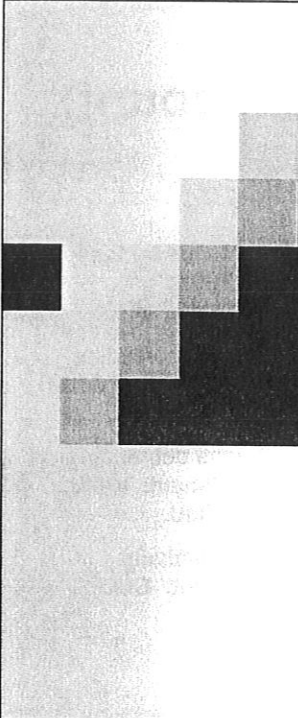
MA in Linguistics
Certificate in Language Technology

MA in Literature

MA in Written Communication: Professional Writing
MA in Written Communication: Teaching of Writing
Certificate in Teaching of Writing
Certificate in Professional Writing

Chart I. Overlapping Courses for Three Sample Majors

Major	ENGL 300	ENGL 201	ENGL 328	LING 401 or 402 or 421	LITR 361 or 363	LITR 312 or 314 or 315 or 316 or 317	LITR 309 or 310 or 360	LITR 405 or 413 or 450	LITR 411 or 420 or 421 or 422 or 430 or 440 or 470	LITR 400, or 443, or 480	
Language, Literature, and Writing For Teachers (major)	X	X	X	X	X	X	X	X	X	X	ENGL 408 X
Language, Literature, and Writing	X	X	328 or 417	X	X	X	X	X	X	X	ENGL 225 or 323, 324, 326, 328, 417
Literature					X	X	X	X	X	X	One course from restricted electives not already taken or LITR 210 or LITR 251



Analysis of Academic Programs at EMU

EMU-AAUP

September 16, 2008

1



Roadmap

- The data comes from HEIDI (Higher Education Institutional Data Inventory)
- It is a snapshot from 2003-07.
- The questions we would like to answer:
 - ☐ What is EMU?
 - ☐ Is EMU programmatically different from other state institutions?
 - ☐ What will EMU become?

2

Number of Students (Headcount)

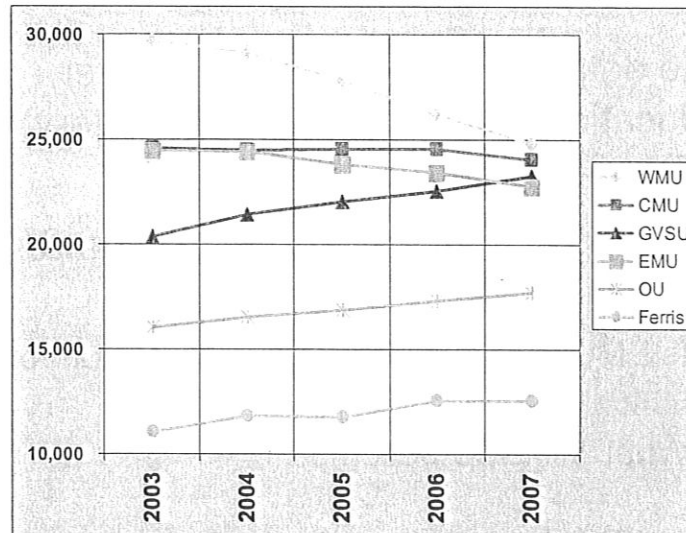
	2003	2004	2005	2006	2007
MSU	44,937	44,542	44,836	45,166	45,135
UM AA	38,618	38,671	39,166	39,825	39,569
WSU	31,167	33,091	33,314	33,137	32,979
WMU	29,732	29,178	27,829	26,234	24,825
CMU	24,594	24,496	24,550	24,562	24,033
GVSU	20,407	21,429	22,063	22,565	23,295
EMU	24,505	24,419	23,836	23,463	22,800
OU	16,059	16,576	16,902	17,339	17,737
Ferris	11,074	11,822	11,803	12,528	12,560
NMU	9,004	9,326	9,331	9,500	9,688
SVSU	9,189	9,168	9,446	9,569	9,542
UM Dear	8,725	9,022	8,631	8,613	8,566
MTU	6,592	6,565	6,531	6,508	6,545
UM Flint	6,434	6,152	6,188	6,422	6,481
LSSU	3,320	3,256	2,888	2,919	2,876
TOTALS	284,357	287,713	287,314	288,350	286,631

Let's focus on these 6 MI Public Universities.

- 3 have increasing enrollment: GVSU, OU and Ferris.
- 2 have decreasing enrollment: WMU, and EMU.
- 1 is relatively constant: CMU.

3

Graph of Student Headcount



4

Number of Programs

	2003	2004	2005	2006	2007	Change
EMU	258	259	265	265	259	0.4%
WMU	263	263	257	243	243	-7.6%
OU	173	169	176	178	200	15.6%
CMU	172	172	176	179	181	5.2%
Ferris	169	176	177	186	179	5.9%
GVSU	90	92	94	94	97	7.8%
State Totals	1,125	1,131	1,145	1,145	1,159	3.0%

- The 3 universities with increasing enrollment have increased the number of programs.
- The 2 universities with decreasing enrollment have cut programs or are stagnant.
- Is this all coincidence? Is it a property of large public institutions?

5

Students Per Program

	2003	2004	2005	2006	2007
GVSU	227	233	235	240	240
CMU	143	142	139	137	133
WMU	113	111	108	108	102
OU	93	98	96	97	89
EMU	95	94	90	89	88
Ferris	66	67	67	67	70
State TOTALS	87	88	87	86	87

- GVSU appears to have compressed a large number of students into a small number of programs.
- Can we compare numbers of "programs" down the columns?
- If so, does EMU really have nearly 3x more "programs" than GVSU?
- Let's look inside EMU's numbers.....

6

EMU Details

EMU Numbers	2003	2004	2005	2006	2007
Bachelor's	123	123	123	123	123
Post Bac.	45	45	69	69	45
Master's	64	64	64	64	64
Post MS	24	24	6	6	24
Doctoral	2	3	3	3	3
TOTAL	258	259	265	265	259
EMU Detail Percentages	2003	2004	2005	2006	2007
Bachelor's	48%	47%	46%	46%	47%
Post Bac.	17%	17%	26%	26%	17%
Master's	25%	25%	24%	24%	25%
Post MS	9%	9%	2%	2%	9%
Doctoral	1%	1%	1%	1%	1%
TOTAL	100%	100%	100%	100%	100%

- Why do the numbers keep flip-flopping?
- Does EMU have 45 stand-alone Post Bachelors programs?
- No. Nearly all are Teacher Certification programs that exactly mirror an existing Bachelor's program.
- Does EMU have 24 different Post MS degree "programs"?
- The 2007-09 catalog lists only 1: Post-Master's Certificate Program for School Counselor Licensure (SCSL).

7

Other 14 Michigan Publics

Total State Percentages (Without EMU)	2000	2001	2002	2003	2004	2005	2006	2007
Bachelor's	49%	50%	50%	49%	48%	49%	48%	50%
Post Bac.	1%	2%	2%	2%	2%	2%	3%	3%
Master's	29%	29%	29%	29%	30%	30%	30%	29%
Post MS Cert	2%	2%	2%	2%	3%	3%	3%	3%
Doctor's	15%	12%	12%	12%	13%	13%	13%	12%
Other (Assoc.)	5%	5%	5%	4%	4%	4%	4%	4%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%

- It appears no one else in the State counts these Post Bachelors and Post Masters programs separately as EMU does.
- In order to compare EMU with other universities, should we remove 69 "programs" ?

8

Bachelor Degrees Conferred Per CIP Program Code

Bachelor Degrees	Number of Degrees	Number of CIP Codes	Degrees Per CIP Code
WMU	4,527	27	168
CMU	3,530	24	147
GVSU	3,448	24	144
OU	2,112	18	117
EMU	2,945	26	113
Ferris	1,646	22	75
State TOTALS	18,208	141	129

- All the universities look similar in terms of number of CIP (Classification of Instructional Program) codes. OU is an outsider.
- The total number of Bachelor degrees granted tracks the number of students (in terms of ranking from highest to lowest).

9

Master's Degrees Conferred Per CIP Program Code

Masters Degrees	Number of Degrees	Number of CIP Codes	Degrees Per CIP Code
GVSU	913	10	91
CMU	1,252	19	66
OU	951	16	59
EMU	1,150	21	55
WMU	1,281	29	44
Ferris	171	6	29
State TOTALS	5,718	101	57

- Does GVSU offer half the number of CIP codes as everyone else? Do they offer a less diverse array of programs?
- No. For example, their MS in Education includes different concentrations in all the sciences, but none appear in the CIP codes.
- EMU records each MS degree in its CIP code.

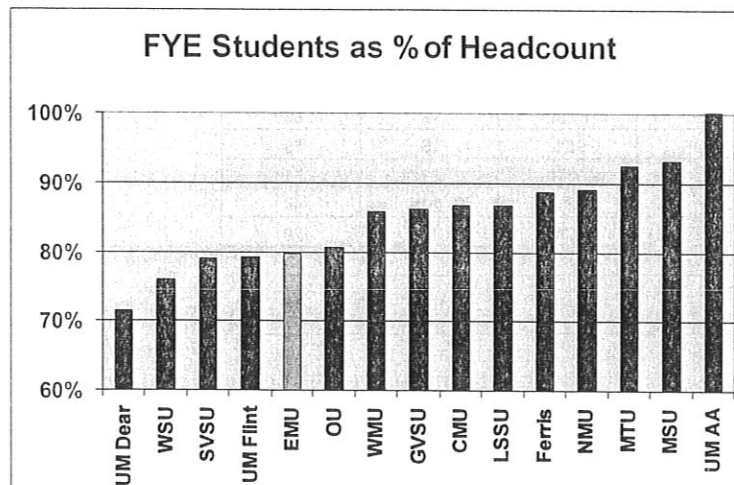
10

What Type of University Should EMU Be?

- A “Lehman Brothers” University for the few, where we risk specializing in just a few programs?
 - ☐ Which ones? What if we get it wrong? DOT.COMs?
 - ☐ We also see universities that are stagnant or cutting programs appear to be suffering losses in enrollment.
- A University of opportunity for the citizens of Michigan?
 - ☐ Can a diverse array of programs “smooth-out” the rough times?
 - ☐ Can we attract new students with new programs?
- Something else?

11

Nature of EMU Students



12