

Hail To The Chief

KIRKPATRICK INAUGURATED

By Ron Podell

On a crisp, fall day, Eastern Michigan University's 19th president, Samuel A. Kirkpatrick, was inaugurated and spoke of a new direction for the University for many seasons to come.

"You can say this beautiful fall day symbolically represents a bright future for all of us," Kirkpatrick, 56, said to begin his speech during the Oct. 20 event at Pease Auditorium.

Kirkpatrick was inaugurated amid a flourish of pomp and circumstance, which included kind words from an old friend and mentor, a colorful cavalcade of flags from 64 nations, and a crowd of 800 that included Sen. John J. Schwarz, dignitaries from 16 other universities and colleges, the EMU Board of Regents, a bevy of University faculty and administrators and family members.

The inauguration provided the opportunity for Kirkpatrick to speak of a strategic plan and future direction for Eastern Michigan — one that must continue to adapt and embrace multiple uses of technology to enhance educational opportunities for students, and provide graduates with skills regional and global employers deem necessary.

"The emergence of the high-technology workplace implies that we have an obligation to train students in new skill areas and we must do so, whether in teacher education, technology, business or health and human services," Kirkpatrick said.

To achieve strategic goals he has for the University for the next five to seven years, Kirkpatrick said he will work to increase state appropriations, develop more private gifts, sponsored programs and grants; expand enrollment, reduce barriers to students attaining degrees, reduce faculty and staff turnover rate, and optimize the University's scholarship program.

Kirkpatrick took the opportunity to mention that Eastern Michigan recently became a member of the Coalition of Urban and Metropolitan Universities as well as the National Association of State Universities and Land Grant Colleges.

The former is a group that includes roughly 50 colleges and universities that subscribe to the metropolitan university concept. The latter is a membership group reserved for major state universities with doctoral programs.

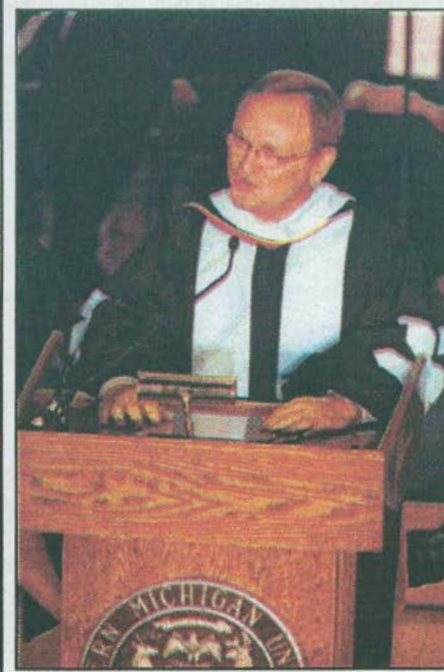
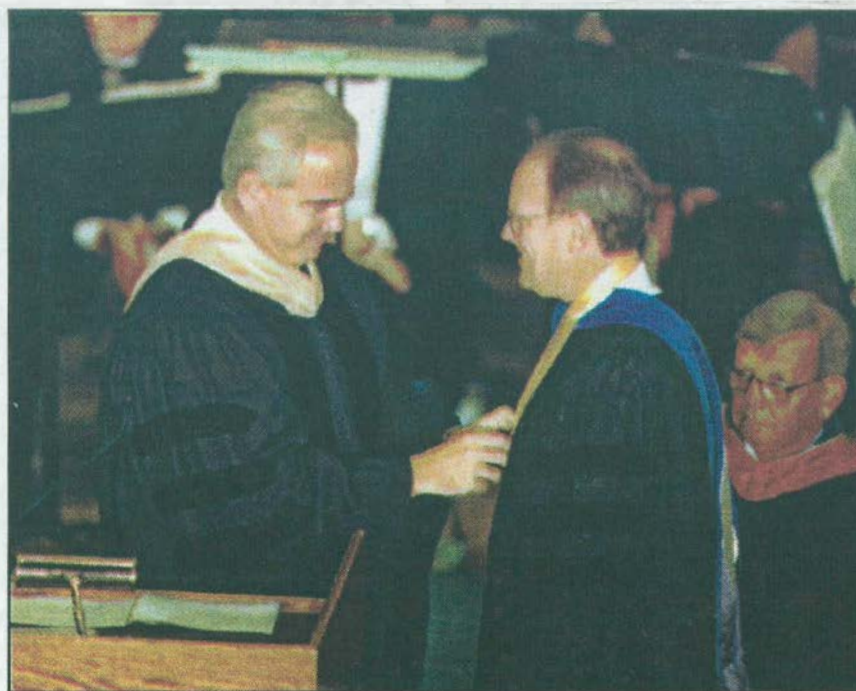
James B. Appleberry, president emeritus of the American Association of State Colleges and Universities (AAUP) and Kirkpatrick's longtime friend and mentor, was the keynote speaker. Appleberry's speech was similar in theme to Kirkpatrick's.

Appleberry stressed that academic institutions "have lost their monopoly as the holder of higher education, if we ever had it," and that colleges and universities will have to think global in the future.

"We are expected, as never before, to get out of our ivory towers and share what we know beyond the classroom," said Appleberry, former president of Northern Michigan University and Pittsburg State University in Kansas. "The private sector's changed. They don't understand why we do what we do. They expect us to adapt to change."

The event began with an impressive processional, which included a colorful "Parade of Nations." The parade was comprised of 64 students carrying the flag of their individual nations. Eastern Michigan's demographics in-

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POMP AND CIRCUMSTANCE: (photo top left) President Samuel A. Kirkpatrick (right), Eastern Michigan University's 19th president, is inaugurated by Board of Regents Chair Philip Incarnati during a ceremony in Pease Auditorium Oct. 20.

The event was marked by a Parade of Nations (bottom left), in which EMU students carried colorful flags, representing 64 nations. Faculty emeritus Willaim Fennel, carrying the mace, served as Grand Marshall.

James B. Appleberry (above), president emeritus of the American Association of State Colleges and Universities (AASCU) in Washington, D.C., gives the keynote address. Appleberry is considered one of Kirkpatrick's good friends and mentors.

Kirkpatrick maps out EMU's future direction, challenges

The following is the complete inaugural speech of Eastern Michigan University President Samuel A. Kirkpatrick. Kirkpatrick outlined his direction for the University and the challenges it faces to reach its goals.

As we embark on a university-wide conversation about the future of EMU and our collective vision for a heightened regional and national role in this dynamic knowledge age, it is important for us to reflect on the major trends in our broader environment, and strategies available to us for positioning the institution for even greater success. This is a tall order—it will require good thinking by many of us, and a strategic planning process that engages the entire university community, that will yield a tangible vision of the future, and will bring about effective strategies for getting us there. My goal today is to plant a few seeds, to stimulate the process of looking forward and thinking strategically, and to offer a glimpse of what our future could be.

Everywhere today, higher education is in transition. Universities are organic and adaptive; shaped by their environment, and in turn, reshaping the world around them. Our potential for improving our world is directly dependent on how we understand and process environmental factors that both define and enable us. What are these key change-drivers influencing us today, and what are the implications for higher education, and especially, for Eastern Michigan University?

The first and most obvious forces are demographic. Philosophers and empiricists alike know that demography is destiny. Many of the people we will serve won't look like the majority of us. We see dramatic racial and ethnic shifts, with Anglos comprising just about half of the population in one-quarter century. The graying of America is here, and a wave of new immigrants is on its way.

Beyond these compositional shifts are changes in growth and distribution. Our population will grow to nearly 400 million over the next half century and the metropolitan population is growing more rapidly than others. Over half of us now live in 39 large metropolitan areas.

EMU is well positioned by historical philosophy and location to respond to these growing demands. We have a commitment to high access, to diversity, and to the role public universities play in fulfilling the American dream. We must not lose our responsiveness; it is our lifeblood. Unlike many of our sister institutions, we must not confuse quality and prestige with the denial of opportunities to learn.

As Jimmy Carter once said, "We must adjust to changing times and still hold to unchanging principles."

Many of you have heard me speak about the imperatives of the new met-



ropolitan university and how EMU can achieve distinction as a major intellectual resource to link the creation, dissemination and application of knowledge to the needs of the metropolitan region; educate students to be informed and effective citizens; teach in ways that provide research-based knowledge with practical application; conduct research that links the basic and applied; and engage in community collaborations for the mutual benefit of the institutions and organizations that are the fabric of our culture.

We are not alone in this adventure. Over the course of the last decade, more than 50 public institutions who share fundamental characteristics and a common commitment joined together as the Coalition of Urban and Metropolitan Universities. I am pleased to report that EMU is now part of this Coalition and will further benefit from its research, publication and conferencing activities. Together, these institutions represent a movement as significant as the normal school and the land grant movements of the 19th century.

The second set of change forces that will shape EMU comes from the emergence and maturation of an information economy—one based more on information than on goods, more on knowledge than traditional capital, more on intelligence than fossil fuels, more on computers than machines and more on bio-engineered science than on mechanics. The most salient component of this development is that skills and education are the most important factors in this new economy.

Universities are at the center of this action. We have never been more important, nor have expectations ever been so high. With centrality comes relevance and visibility, but responsibility and accountability demands grow as well.

This reconfigured economy is characterized by a changing and more complex view of capital. Human capital is replacing physical capital and this is largely a metropolitan phenomenon. This means an enhanced role for universities, especially those serving suburban and urban growth areas. These new regional economies create higher-end jobs and require more education. This is yet another reason for EMU to keep access and diversity goals high on its agenda.

Knowledge capital is also a part of this new economic equation. And this is our business! This university has a strong legacy in knowledge dissemination, prid-

ing itself on being a learner-centered place which emphasizes quality teaching. But, we are—and must be—contributing more to knowledge creation and its application. Selective doctoral programs and basic and applied research efforts that meet the needs of the new economy must take on greater importance in our mission. To help us focus these efforts and position us better for idea sharing and national visibility, we sought membership in the National Association of State Universities and Land Grant Colleges, which is reserved for major state universities with doctoral programs. I am pleased to report that their board has now granted us membership on the basis of our current program mix; our commitment to outreach, extended education and public service activities; and our aspirations for focused development at the advanced degree level.

A final form of capital—social capital—is also taking on new relevance. As

A third set of trends that affect us are linked to economic shifts and are related to occupations and the world of work. Changes in the nature and distribution of work are spurring demand for higher education. Occupations requiring the least amount of education are declining. Increasingly, a college degree has become necessary, even in the service sector, the fastest growth area. The emergence of the high-technology workplace implies that we have an obligation to train students in new skill areas, and we must do so, whether in teacher education, technology, business or health and human services.

There are also more subtle and dynamic forces at work that reinforce the importance of the core curriculum and the disciplines in the arts and sciences. Change is the byword of the occupational marketplace. We know the impact of one worker in five changing jobs each year and one in 10 changing careers each year. We see increasing worker

"This University has a strong legacy in knowledge dissemination, priding itself on being a learner-centered place which emphasizes quality teaching. But, we are — and must be — contributing more to knowledge creation and its application. Selective doctoral programs and basic and applied research efforts that meet the needs of the new economy must take on greater importance in our mission."

— Samuel A. Kirkpatrick,
President
Eastern Michigan University

Robert Putnam defines it, social capital refers to "features of social organization, such as networks, norms, and trust, that facilitate coordination and cooperation for mutual benefit." In this regard, Eastern Michigan University has a key role in bringing individuals and groups together to develop interpersonal and inter-institutional cooperation. The University must provide community leadership and serve as a facilitator and collaborator in the metropolitan environment. These are especially meaningful roles for EMU. Important areas of deficit in human, knowledge and physical capital exist in our region that can be compensated for by social capital efforts. This is why it is so important for us to develop a philosophy of community partnering reflected by a range of business alliances, economic development initiatives, arts partnerships, service-learning and volunteerism, joint research initiatives, technical assistance and training, corporate affiliate programs, technology transfer activities, public school collaboratives and extended education and special degree programs.

displacement; the erosion of traditional career ladders; a high-tech workplace characterized by telecommunication linkages, less personal interaction and artificial intelligence and expert systems; and the flattening of traditional organizational hierarchies. All of our graduates will have to become increasingly skilled and flexible, and with the emergence of a global marketplace, they must also be knowledgeable about other nations and cultures.

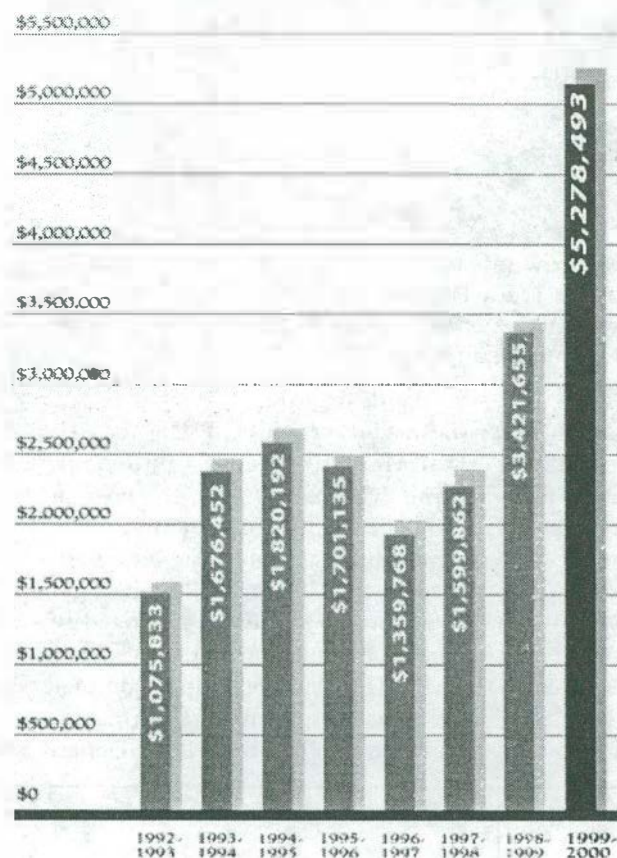
The most important questions a university can ask is, "What should its graduates know? What should all of its students learn? What is the common ground? What marks an EMU graduate?" These questions need to be revisited. Eastern is rightfully proud of its commitment to holistic student development at the undergraduate level—academically, emotionally, physically and socially. But we cannot deliver on our promise without a solid and well-defined core curriculum. At the university level, we must face the challenge of providing the kind of substantive and analytical education that is

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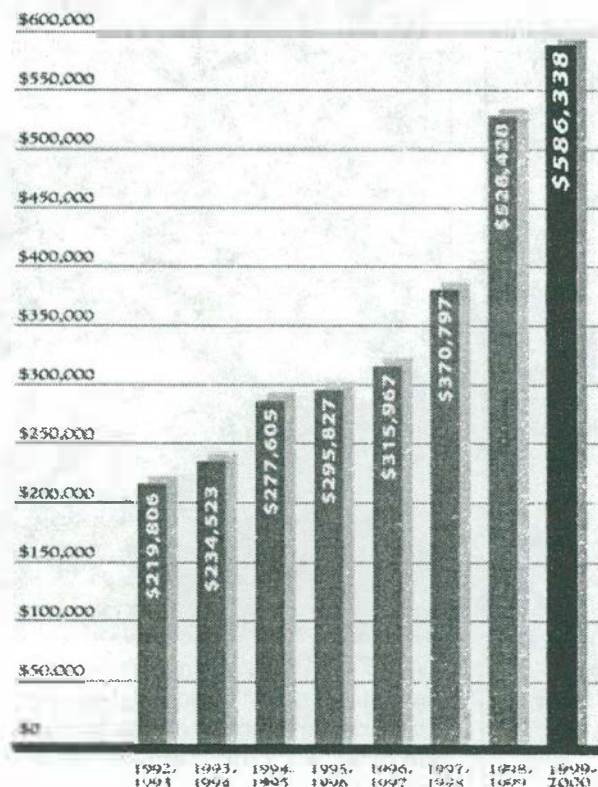
Private support increases

Immediate and future needs must be considered when providing a complete educational experience for our students. Current expendable gifts help provide immediate support and saw a significant increase this fiscal year, growing by 54 percent to more than \$5 million. Gifts-in-kind, which also enhance the educational environment, are included in this category. Funding from endowed scholarships and endowments provides ongoing and ever increasing support to the University today and in the future. In fiscal year 1999-2000, \$586,338 was provided to the University from the endowment, an 11 percent increase from last year.

Current Expendable Gifts Distributed to EMU for Programs and Scholarships



Funding Provided from Endowed Scholarships and Endowments



A Message from the Foundation

Touching Lives, Changing Futures

Dear Friends and Colleagues:

I'm pleased to address you as part of our ongoing communications with the University community. This year, the EMU Foundation marked its 10th anniversary and, as an organization, we have come a long way in our first decade. After extensive planning, the Eastern Michigan University Board of Regents transferred private endowed funds of \$7.7 million to the Foundation in 1992. Our leadership made a commitment to achieve a \$30 million endowment by the University's Sesqui-centennial in 1999. Generous endowment gifts and impressive investment returns enabled the Foundation to reach that goal a year early.



Roy Wilbanks

As of June 30, 2000, the endowment stood at nearly \$40 million. Investment returns alone have provided a fiscal year return of 22.7 percent versus the 6-asset benchmark of 9.1 percent. Since inception, our cumulative investment return of 15.1 percent continues to exceed the benchmark of 12.8 percent. Our trustees have challenged us with yet another goal; to grow the endowment to \$50 million by 2005. We will work to achieve this benchmark with the same energy and commitment that we dedicated to attaining the \$30 million plateau.

A healthy endowment is a promise to the future; yet perhaps more significant to today's students is the marked increase in gifts to the University. For the past three years, giving has surpassed goals and more than \$16.6 million has helped enhance the learning environment at EMU.

Three fully funded chairs have brought another dimension in learning to our students and will continue to provide a revenue source well into the future. It was exciting for us to welcome James P. Comer, MD, internationally renowned psychiatrist and urban education expert to campus as the 1999-2000 John W. Porter Chair in Urban Education. Activities of the Cooper Presidential Chair in Leadership continue to have lasting impact, as reported by Dr. Stewart L. Tubbs, the 1999-2000 Cooper Chair and former College of Business dean.

Funding from endowed scholarships has shown steady growth since 1992 and represents another way we are helping students. More scholarships also are being awarded, thanks to efforts at the University to identify deserving scholars.

We now are settled into our new location at 1349 S. Huron Street. The increased space has enabled us to host numerous meetings with community and corporate representatives, and has allowed us to act on a long-term goal, bringing the phone-a-thon back to Ypsilanti. Once again, a student-powered phone center will allow EMU students to connect with alumni and friends, broadening the base of our fund raising.

Our friends in the University community continue to provide a large percentage of gifts and your generosity serves as a vote of confidence to corporations and foundations. We appreciate your continued support.

Sincerely,

Roy E. Wilbanks
President and Chief Executive Officer

Gifts enhance learning for tomorrow's students

Eastern Michigan University's Department of Accounting received \$1.7 million in business software and technical support from Oracle Corporation. With the gift, EMU becomes the first university in Michigan to join the Oracle Academic Initiative, which provides software, curriculum and training resources, solely for classroom teaching and educational purposes, to several institutions worldwide. Through donations from alumni and friends, the department provided a Sun server to facilitate use of the new software.

Milo "Doc" and Chrissie Danzeisen, classes of '52 and '54 respectively, chose a gift annuity as a way to give back to EMU, where they first met.

Kmart Corporation donated professional-quality broadcast media equipment, valued at more than \$120,000. This equipment will significantly upgrade the Communication and Theatre Arts studios, where students prepare for careers in television.

A leadership gift from the Bill and Julia Clark family of Farmington Hills has made the dream of night baseball a reality. The generous gift from the Clarks and their company, Quadrants, Inc., helped fund a state-of-the-art stadium lighting structure.

Through a gift of property, Arthur W. Maschke, class of '42, established a charitable gift annuity



ORACLE DONATION: (back row left to right) Gary McCombs, Mohsen Sharifi, Thomas Cianciolo and Tracy Reed (front seated) preview Oracle software. Oracle Corp. gave EMU's Department of Accounting \$1.7 million in business software and technical support.

at his alma mater.

The Welcome Center in the Bruce T. Halle Library was furnished through a generous memorial donation from the family of Norman and Isabel Cosgrove.

John C. Herron, class of '41, chose a gift annuity as a way to give to tomorrow's students. A retired Navy officer and world traveler, Herron fondly recalls working in McKenny Union for 35 cents an hour.

By designating EMU as one of their Universities of Choice, the DaimlerChrysler Corporation Fund has made many campus improvements possible. In 1999-2000, they helped support the aviation program in the College of Technology.

Hammell Music has generated gift income by sponsoring piano sales at EMU. Their support helped complete the Pease Organ restoration project and also enabled the Music Department

to purchase five pianos.

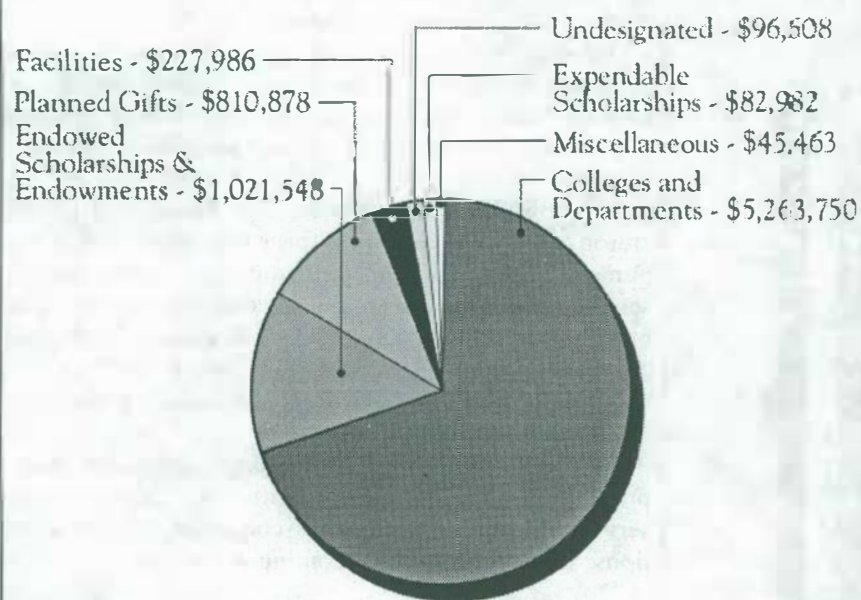
The Nexus Lounge in the John W. Porter Building is the gift of Bill and Charlene Kromer. A mural in the lounge depicts a world-view, with statements and facts about education to guide educators and communities. The Kromers were affiliated with two EMU programs: Swaziland, where they lived and where Bill directed an education project in the '70s, and the National Center for Community Education.

Hickory Woods Golf Course, owned by Jeff and Beverly Fulton, has provided considerable in-kind support to the athletic program. Jeff Fulton chairs the EMU Athletic Club Board of Directors.

A life-long interest in the historical significance of apparel and textiles led Linda and William Powers to make a gift to the apparel, textiles and merchandising program in the College of Health and Human Services. Linda is an alumna of the fashion merchandising program and William is vice president for research at Ford Motor Company, which matched the gift.

Eagle Crest Management Corporation's gift of \$65,000 to the combined Golf Club and Conference Center Endowment qualified it for membership in the prestigious Genevieve C. Ely and Kurt D. Ely Society. The corporation has become one of the top 25 donors in the history of the University.

Where Gifts Were Directed in 1999-2000



Nearly 70 percent of gifts were designated to colleges and departments.



SWEET MUSIC: Hammell Music generated gift income by sponsoring piano sales at EMU. Money raised was used to purchase five pianos for the music department and help fund completion of the Pease Organ restoration project. Pictured are Tim Hoy, president of Hammell Music (left), and Ron Santo, chair of the Arts and Sciences Development Board.

New endowments help shape future lives

Gifts to endowment are gifts of trust and confidence. Friends and alumni who fund endowments through their generosity are pledging their faith in the future.

Upon his retirement from a distinguished career as a certified public accountant, Richard Pifer, '61, and his wife, Linda, '61, were honored by two of Richard's clients with **The Richard and Linda Pifer/Plante & Moran Endowed Scholarship**. It was established with generous gifts from business owners James Blain and Robert Katzman.

Karin Gustine established an endowed scholarship fund following her husband's death in honor of their daughter, an EMU student.

The Stonewall Endowed Scholarship was established by four faculty members and named after the 1969 Stonewall riot in New York City, which began the modern movement for lesbian and gay civil rights protection.

The family of **Doris Fredericka Rosenbusch** established an endowed scholarship to commemorate her dedication to hundreds of individuals she helped during a distinguished career in occupational therapy.

Dr. Carolyn Dahl, dean of Continuing Education at EMU, and her husband, Dennis, initiated the **Eastern Michigan University Continuing Education Endowed Scholarship** to assist deserving students who are studying at one of EMU's off campus sites.

Dr. Douglas Shapiro, former biology department head, saw the need for additional funding for faculty research.

Although he left the University to conduct clinical research at Warner Lambert-Parke Davis, the **Biology Faculty Research Endowment** that he established will continue to support faculty research in perpetuity.

Ruth Husung, with family and friends, established the **Mary M. Schroder, RN, Endowed Scholarship** to assist students in EMU's Alzheimer's Education program.

Student scholarships, programs or operational activities in child nutrition research will be advanced by the **Paul Peng and Anna Peng Child Nutrition Research Endowment** in the College of Health and Human Services.

The **Daniel L. Vice Endowed Scholarship** is a lasting memorial to a dear friend



Upon his retirement after more than 40 years in higher education, many friends, family and former students honored Larry Smith by establishing the **Laurence N. Smith Endowment**. Proceeds from the endowment will help students develop leadership skills. Here, Smith (center) poses with Janis and John Burkhardt.

and inspirational leader of EMU's award-winning forensics program. Nearly 100 alumni from around the country gathered at EMU in June 1999 to honor Vice, who had been diagnosed with pancreatic cancer.

At age 91, Alberta Mullen established the **Alberta Blanche Mullen Music Education Endowed Scholarship**, a Frederick Alexander Memorial Scholarship, in memory of her beloved teacher.

Art Rockall earned a master's in fine arts at EMU after retiring from a successful career in automotive de-

sign with Ford Motor Company. He and his wife, Diane, founded the **Arthur Rockall Endowed Scholarship**, which will benefit graduate students in sculpture or jewelry design. Ford Motor Company matched their gift.

Upon his retirement after more than 40 years in higher education, many friends, family and former students returned to honor Larry Smith at a gala, and to establish the **Laurence N. Smith Endowment**. Proceeds from the endowment will help students develop leadership skills, continuing Larry's life work and commitment.

FACULTY & STAFF CAMPAIGN HONOR ROLL

The following members of the EMU community supported the 1999-2000 Faculty & Staff Campaign. We sincerely thank them for their support.

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Faculty, staff gifts benefit students and programs

For the second consecutive year, Larry Gates, associate director of dining, and Marylyn Lake, professor of special education, led the Faculty & Staff Campaign to tremendous success.

In 1998-99, the campaign raised more than \$435,000 for the University. The theme for the past two years has focused on each and every gift.

"Every bit that you give, large or small, will make a difference in the lives of many students and student organizations on the campus of Eastern Michigan University," Gates said.

Lake sums up her feelings toward the campaign by stating, "Teaching at Eastern has been a wonderful experience for me. My contributions to the Presidents Council and to the Rackham Society are just one way I can help provide future opportunities for my

"The Faculty and Staff Campaign is one of the most rewarding aspects of my job."

— Susan Rink,
director of annual giving
EMU Foundation

department and college to support faculty and student endeavors."

"Continuing the success of last year's campaign, we hope to raise more than \$450,000 in support of EMU," Lake said. "We also will continue to focus on increasing overall participation."

"I look forward to building on the strong leadership that Larry and Marylyn provided," said Susan Rink, director of annual giving, EMU Foundation. "The Faculty & Staff Campaign is one of the most rewarding aspects of my job; it is amazing at what level

our faculty and staff give back to Eastern."

This year's chairs are Merri McClure, administrative secretary in the College of Education, and Jonathan Lin, professor, Industrial Technology. The campaign kicks off Wednesday, Nov. 8, with a breakfast for departmental representatives at 7:30 a.m., Guild Hall, McKenny Union.

Detailed information about this year's campaign will be circulated soon. If you have questions about the campaign or your pledge, please contact Susan Rink at 484-3237, or email susan.rink@emich.edu.

WHERE TO FIND US

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Phone.....484-1322
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Development
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Fax.....481-1737

Gifts and Records
Phone.....484-3243
Fax.....481-1737

To learn more about the Foundation, visit our Web site at www.emufoundation.org stop by our offices, or contact the Foundation Development Office at 484-3237 for a copy of the 2000 Annual Report.

FACULTY & STAFF CAMPAIGN HONOR ROLL, continued from page 3

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Allan P. Freund	Robbie A. Johnson	Dady N. Mehta	Joan L. Quinlan	Katherine E. Strand-Evan	

*indicates deceased

most suitable for our changing world and work force. Obviously, high levels of reading, writing, speaking and computing ability are essential, as is the full development of analytical skills, the development of conceptual abilities and integrative strengths, and greater facility with abstractions. Many of these cognitive features are most challenging to teach and to understand and, in many ways, they are the keys to flexibility for our graduates. We need to teach for flexibility, for the acquisition of knowledge, and for life-long learning. Our graduates will have to intensify their focus on critical thinking in an age of explosive, and often undifferentiated, information. Information search and organizational skills will be even more critical tomorrow.

A fourth development that is affecting us and providing new opportunities for learning and service is information and communications technology. It is altering the meaning of time and distance and, when coupled with other shifts in consumer behavior and accountability, it is helping to shape profound change in higher education as we move from a more "provider-driven" model to one increasingly influenced by "client-driven" demands. This is spooking many of us. Higher education is not the monopoly it once was and faculty no longer have a monopoly on what is taught. Competition is emerging everywhere.

More than ever, colleges and universities are being regarded by students, political leaders and the general public as entities that should be willing to change in response to consumer demand. College students do not necessarily want to define what the faculty teach; rather, they want their education to fit in their framework of work and lives more conveniently. Many want education "just in time," bundled appropriately, seamless, and one-stop.

Although universities have felt the pressures of these new expectations, many have resisted them, failing to address diverse learning styles, or develop new delivery systems or employ new learning technologies. EMU has plowed new ground in these areas, appropriate for a redefined metropolitan mission, and we have gained national attention for our extended education programs, the Halle Library and learning technologies, and our emerging online activities. We are experimenting. We are growing technologically and we need to do more. EMU can be a model for the appropriate use of technology to improve both learning and service to all of its stakeholders.

Another byproduct of all this change has come in the area of public finance—a fifth force at work in our environment. Americans are less willing to tax themselves to provide expanded government services. They have come to rely on more market-driven solutions. Throughout the last decade, the amount of money available to higher education nationally has been reduced and states are disinvesting, often in direct proportion to increases in spending for prisons and social services. This shift has come about

partly because legislators are aware that a college education is valuable in the workplace and they are willing to transfer more of its costs to students.

As a consequence, we have a challenge to increase the amount of private scholarship support to EMU students. It must be a key element in our effort to strengthen and manage enrollment consistent with our public university mission, to heighten retention and to ensure greater success for our students.

A final change with a major impact on higher education is a change in values. They are reflected in environmental shifts I have mentioned, such as consumerism. But we cannot ignore changes in values on campus that reflect the larger and more diverse world. What many sense as missing in academia today is a framework of shared values. We need to reassess how we find strength in diverse values as we build a larger sense of academic community. This is an area where Eastern has shown strength, conceptualizing itself as a family. I am suggesting that we recognize and celebrate the values we hold individually while working to incorporate them in a set of strategically driven common goals. We can become stronger by recognizing that we have differences in the way we approach our teaching, learning and scholarship. And we must remain aware of how those effects reinforce our overall mission.

There are many implications of these fundamental trends affecting the University. There are many opportunities for us to mine. I have suggested some all along, and there will be much room for conversation as we develop a vision for the future over the course of the next several months. Some of these forces of change beg questions of institutional design in higher education and suggest new organizational strategies. Students do not care who works for whom and they have a way of encouraging us to penetrate our bureaucratic silos. Similarly, the flattening of organizational structures in society holds promise for us to push decision making to appropriate levels, empower employees and hold them accountable, further tempering the old command-and-control philosophy.

This is an exciting and pivotal time for EMU. We are in demand and more relevant than ever. We have a firm base upon which to build. Our roots in the most noble of the professions—teaching—have spread to address the broader needs of our dynamic metropolitan area and have fed a more complex mix of programs and services important to the information age. These strengths, if understood, nurtured and communicated effectively, will ensure distinction and national recognition for EMU. We could not be better positioned, but as with any good thing, it will not come easily. It will take the best of ideas, creative strategies, involvement from many, and a willingness to adapt and change.

After having talked with many in the University community and beyond, I believe there are key institutional strategies essential to this pursuit of excel-

lence. I will share a few with you.

The first is the planning process itself; we cannot move forward without a dream—a dream informed by a rich process—and a dream with a deadline. Our most important strategy is to clearly develop our mission by building on past strengths and new opportunities, to focus on key directions over the next five to seven years, to creatively build strategies to achieve goals and ensure effective implementation, to budget properly, and to be accountable for results. This will involve new ways of thinking and acting at EMU, but I am confident we can achieve results.

In addition to vision and accountability, we need visibility and promotional strategies to employ and communicate our vision. We will need a comprehensive regional, state and national visibility and marketing plan to make our strengths more public, to connect the University nationally, to make Eastern Michigan's competitive advantages clear, and to position ourselves for even greater success.

A third strategy—that of public engagement—is closely linked to the first two and to solidifying the metropolitan elements of our mission. We must link to the broader community more effectively, especially through partnerships with business, schools, cultural institutions and the public sector, through comprehensive service and volunteer programs, and through robust and effective legislative and executive branch strategies that yield additional resources.

Internally, we recognize that we can only achieve broader goals through effective teaming and communication strategies. We must reduce the barriers to information and idea-sharing, create more professional development and learning opportunities, enhance communications and dialogue about trends and issues affecting us, practice good administrative teamwork, stimulate innovation and liveliness, and develop social capital on campus.

The fifth is a set of programmatic strategies—responding to regional and national needs and those of the changing information age by developing programs that are sensitive to environmental opportunities. This will entail such programmatic efforts as selectively developing high demand doctoral programs, expanding and integrating volunteer and service-learning programs, revising the core curriculum, assessing the mix of academic programs and their delivery systems, enhancing partnerships with community colleges and ensuring a more seamless transfer system, and bringing employer needs to bear on the curriculum.

Sixth, it is imperative that quality is our first objective and that quality assurance strategies permeate the University. This involves such tactical elements as pursuing innovations in academic and non-academic programs, management strategies, distributed education, information technology and student services; developing comprehensive quality assurance approaches; enhancing our in-

formation and communications technology environment; streamlining human resource operations; implementing effective policies and practices to support doctoral programming and research; and developing institutional reward and recognition systems. These quality assurance strategies will involve cultural changes at EMU and are important in this age of increased competition and limited resources.

A seventh strategy involves the learning community, an area of traditional strength at EMU. I challenge us to firm-up the undergraduate learning experience, including honors activities; the common ground of general education, character and leadership development, learning communities, student and residential life, student activities, holistic approaches to student development, retention and student success programs, academic advising, community service, and support for non-traditional students. This learning environment must also be one that reduces barriers to opportunity, accommodates a diversity of learning styles, recognizes that students learn more with diverse peers and faculty, and reflects the global world of work in which graduates must function effectively.

Finally, the future of our larger objectives will be dependent on the development of effective resource acquisition and management strategies in this competitive age of public disinvestment. This entails expanding our state appropriations, giving special attention to developing private gifts, more sponsored programs and grants, expanding enrollment and reducing barriers to degree attainment, stimulating entrepreneurial activities and technology transfer, reducing turnover due to the competitive marketplace for faculty and staff, optimizing our scholarship program, and reducing cost growth in health care and utilities.

As I have suggested, this is a tall order! We will not be able to meet challenges and continue building the institution without developing a new sense of priorities and new awareness about how each of us is responsible for change.

Only by understanding and embracing change can we fulfill our institutional aspirations. A revolution comparable to the industrial revolution, perhaps even the Reformation is taking place around us. Our efforts may tax us, but they will also make us stronger and more coherent. Only by committing ourselves to shared purposes and realizing a common vision can we progress. We can indeed hold unchanging principles even as our vision changes.

I pledge to you that I will do all in the power you and the public have vested in me to promote our mission. And I invite you to join me in developing strategies to meet the new demands of higher education in the 21st Century.

JOBSLINE

To be considered for vacant positions, all Promotional Openings Application Forms MUST BE SUBMITTED directly to the Compensation/Employment Services Office and received no later than 5 p.m., Monday, Oct. 30. NOTE: LATE OR INCOMPLETE FORMS WILL NOT BE ACCEPTED.

Vacancy information may also be obtained by calling our 24-hour Jobs Line at 487-0016. Compensation/Employment Services office hours are Monday - Friday, 8 a.m. to 5 p.m.

CLERICAL/SECRETARIAL

(Hiring Rate)

CSPR0102 CS-05 \$24,147.
Sr. Secretary, Athletics-Men's Basketball.

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(Hiring Range)

PTAA0125 PT-07 \$29,363-\$34,531. Supervisor, Technology Acquisitions
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PTSA0119 PT-08 \$33,478-\$40,191 Microcomputer Support Specialist II Divisional Technology Services.

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(Hiring Rate)

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Pot and Pan Utility Dining Services.

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Cook, Dining Services.

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INAUGURATION, from page 1

clude students from 104 countries.

EMU Faculty Council President Sally McCracken officially inducted Kirkpatrick into the faculty as a tenured political science professor.

"We wish you every success in your presidency and look forward to the advancement of Eastern Michigan University through our collaboration and with your leadership," McCracken said.

Board of Regents Chair Philip Incarnati officially installed Kirkpatrick as president by placing a medallion around Kirkpatrick's neck.

Inauguration attendees were as impressed with the actual event as with Kirkpatrick's message, as many buzzed about it during a reception at McKenny Union.

"I think the event itself was outstanding," Incarnati said. "I thought a lot of work went into this event. It was just beautiful."

Incarnati described comments from Kirkpatrick and Appleberry as "provocative" and termed Kirkpatrick "a visionary."

"(President Kirkpatrick's) speech was definitely right on time," said Thomas Fleming, special assistant to the provost. "There must be a futuristic plan, and that's what he was proposing."

"I think it was wonderful," said Raymond Rosenfeld, a political science professor. "I think it was appropriate to remind us that is a university community and that our aspirations can be raised to an even higher level by creative leadership, which I believe Dr. Kirkpatrick is prepared to provide us."

Why I work at Eastern Michigan University

I know the positive impact that faculty and staff can have on students when they support each other. Here at Eastern Michigan, we work hard and play hard and it's a delight to be a part of such a dynamic team.

I came to Eastern Michigan University in 1990 from Bowling Green State University to be department head for our leadership and counseling department and to help implement the new doctoral program in educational leadership. I've been having fun ever since.

During my time at EMU, I've been associate dean in the college of education and served as interim associate vice president of academic affairs. I also was a full-time faculty member until my recent appointment as senior executive for presidential initiatives.

I've stayed at Eastern Michigan because of the wonderful people who work here. There is a sense of dedication and commitment to students that I haven't seen at other universities. As a result, our students carry something of substantial value with them when they leave Eastern Michigan.

I'm thrilled with my new position because I'll be involved in so many interesting projects. There is no end to what this institution can do for students and the region, and our new president is a leader who will make good things happen. I feel very fortunate to work at EMU and I'm ready for the challenges that are ahead.



Martha Tack
Senior Executive for Presidential Initiatives
Women of Excellence Award winner, 1999

EASTERN MICHIGAN UNIVERSITY™

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