

2017

Board of Regents Meeting Materials, October 20, 2017

Eastern Michigan University

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EASTERN MICHIGAN UNIVERSITY

Board of Regents

October 20, 2017 Board Meeting

Friday, October 20, 2017

8:45 AM – 9:30 AM	Athletic Affairs Committee	Room 201
8:45 AM – 9:30 AM	Education Policies Committee	Room 205
9:45 AM – 10:30 AM	Faculty Affairs Committee	Room 205
9:45 AM – 10:30 AM	Student Affairs Committee	Room 201
10:45 AM – 11:40 AM	Finance and Investment Committee	Room 201
12:00 PM	Regular Board Meeting	Room 201

AGENDA

- Call to Order
- Roll Call Attendance
- Section 1 Proposed Minutes of the June 27, 2017 General Board Meeting

CONSENT AGENDA

- Section 2 Staff Appointments
- Section 3 Staff Separations/Retirements
- Section 4 Emeritus Staff Recommendations
- Section 5 Emeritus Faculty Recommendations
- Section 6 Honorary Emeritus Status for Meritorious Service
- Section 7 Academic Affairs Administrative Professional Appointments/Transfers
- Section 8 Faculty Appointments
- Section 9 Lecturer Appointments
- Section 10 Academic Retirements/Separations

REGULAR AGENDA

- Student Affairs Committee
- Section 11 Report and Minutes

Athletic Affairs Committee

Section 12 Report and Minutes

Section 13 Employment Contract: Women's Gymnastics Coach – Katherine Minasola

Faculty Affairs Committee

Section 14 Report and Minutes

Educational Policies Committee

Section 15 Report and Minutes

Section 16 Appointment of Charter Schools Board Member

Section 17 Commencement Speaker and Honorary Degree Recipient

Section 18 New Program: Electrical and Computer Engineering Major, Bachelor of Science

Section 19 Update to 2018-19 Academic Calendar

Finance and Investment Committee

Section 20 Report and Minutes

Section 21 Consolidated Financial Statements (June 30, 2017)

Section 22 FY19 General Fund Scholarships, Awards, and Grants Request

Section 23 FY19 State of Michigan Capital Outlay

NEW BUSINESS AND PRESENTATIONS

Tab A Updated Policy: 8.4.3: Student Organization Free Speech and Speaker Policy

Tab B Updated Policy: 3.4.2.4: Emeritus Staff

Tab C Updated Policy: 3.7.7: Sexual Misconduct and Interpersonal Violence Policy

Tab D Approval of Part-Time Lecturers Contract

Tab E Grant of Non-Motorized Path Easement to Charter Township of Pittsfield and Grading
Permit to Washtenaw County Road Commission

Tab F Resolutions:

2016-17 Cartwright Award for Program Excellence

Cadet Travis Waters

Tab G Presentation: Presidential Scholars

Tab H President's Report

Tab I Board of Regents Meeting Dates for 2018

Tab J Open Communications

Comments from the Chair

Adjournment

**EASTERN MICHIGAN UNIVERSITY
Board of Regents Meeting
June 27, 2017**

These are the proposed minutes of the June 27, 2017 Board of Regents meeting.

The meeting of the Eastern Michigan University Board of Regents was called to order by Chairman Morris at 10:30 a.m. in Room 201, Welch Hall, Ypsilanti, Michigan.

The Board members present were: Regent Dennis Beagen, Regent Michelle Crumm, Regent Mike Hawks, Regent Eunice Jeffries, Regent Mike Morris, Regent Alex Simpson, Regent Mary Treder Lang and Regent James Webb.

Board members absent: None

There was a quorum.

Section 1

PROPOSED MINUTES OF THE APRIL 21, 2017 REGULAR BOARD MEETING

Regent Crumm moved and Regent Beagen seconded that the proposed minutes for the April 21, 2017 Board Meeting be approved as submitted.

Motion Carried

CONSENT AGENDA

Chairman Morris asked the Board if there were any items on the consent agenda the Board members wished to vote on separately. Hearing none, it was moved by Regent Treder Lang and seconded by Regent Webb that sections 2-12 be approved in their entirety as presented.

Section 2

STAFF APPOINTMENTS

Recommended that the Board of Regents approve 6 staff appointments for the reporting period March 16, 2017 to May 31, 2017: Anna Gersh, Jill Hunsberger, Christopher Martin, Joshua McPhatter, Daniel Fuller and Bre McKamie.

Section 3

STAFF SEPARATIONS/RETIREMENTS

Recommended that the Board of Regents approve 25 separations and retirements for the reporting period of March 16, 2017 to May 31, 2017: Michael Brown, Benny White, Danielle Monit, Heather Lyke, Anthony Kendrek, Randall Mascharka, Kelvin Steed, Garrett Hotchkiss, Andrea Vangoss, Vicki Diaz, Sean Hostetter, Veronica Harris, Ronald Conde Jr., Benjamin Fielder, Mary Jones, Ryan Ray, Dian Henson, Charles Basler, Sarah Brown, Andrea Tanner, Michael Smith, Gregory Harris, Patrick Haggood, Christian Spears, Geren Woodbridge.

Section 4

EMERITUS STAFF RECOMMENDATIONS

Recommended that the Board of Regents grant Emeritus Staff Status to one (1) staff member: Dian Henson.

Section 5

EMERITUS FACULTY RECOMMENDATIONS

Recommended that the Board of Regents grant Emeritus Faculty Status to two (2) former faculty members: Jamil Baghdachi (School of Engineering Technology) and James Holoka (World Languages).

Section 6

ACADEMIC AFFAIRS ADMINISTRATIVE/PROFESSIONAL APPOINTMENTS/TRANSFERS

Recommended that the Board of Regents approve one (1) Administrative/Professional appointment (Mohamed El-Sayed) and two (2) Administrative/Professional transfers (Alexander Popko and Peter Higgins).

Section 7

FACULTY APPOINTMENTS

Recommended that the Board of Regents approve twenty-three (23) new faculty appointments for the 2017-2018 academic year Ashley Bavery, Jonathan Carter, Brian Connolly, Margaret Dobbins, Christopher Gellasch, Rachel Gramer, Naomi Hashimoto, Qin Hu, Tareq Khan, Deborah Laurin, Jamie Lawler, Eric Portenga, Jean Rowan, Elena Sanchez, Brian Scruggs, Rita Shah, Rebecca Spragg, Tucker Staley, Jessica Stamatis and Aaron Struminger, Amanda Stype, Peng Xu and Erica Zonder.

Section 8

FACULTY REAPPOINTMENTS

Recommended that the Board of Regents accept and place on file the report pertaining to the reappointment of 153 probationary faculty members for the 2017-18 academic year.

Section 9

FACULTY PROMOTIONS

Recommended that the Board of Regents accept and place on file the report entitled Promotion of Faculty Members effective Fall 2017.

Section 10

FACULTY TENURE APPOINTMENTS

Recommended that the Board of Regents approve the granting of tenure, effective the beginning of the Fall semester, for sixteen (16) faculty members: Sadaf Ali, Alexis Braun Marks, Xiangdong Che, Marisol Garrido, Michael Guerra, Sandra Jackson, Brandon Johnson, Richard Karcher, Cynthia Macknish, Beverly Mihalko, Micah Murphy, Ildiko Porter-Szucs, Yaman Roumani, James Saunoris, Sarah Shea, and Heather Wiese.

Section 11

LECTURER APPOINTMENTS

Recommended that the Board of Regents approve one (1) new lecturer appointment for the 2017-1018 academic year: Stephanie Yeadon.

Section 12

LECTURER PROMOTIONS

Recommended that the Board of Regents accept and place on file the report entitled Promotion of Lecturers for 2017-2018.

Motion Carried

Section 13

REPORT AND MINUTES – ATHLETIC AFFAIRS COMMITTEE

Regent Hawks moved and Regent Simpson seconded that the Board of Regents approve the working Agenda for the June 26, 2017 meeting and the April 20, 2017 Minutes.

Motion Carried

Section 14

FISCAL YEAR 2017-18 DEPARTMENT OF INTERCOLLEGIATE ATHLETICS BUDGET

Regent Hawks moved and Regent Beagen seconded that the Board of Regents receive and place on file the fiscal year 2017-18 Department of Intercollegiate Athletics Operating Budget.

Motion Carried

Section 15

AMENDMENT TO HEAD SWIMMING AND DIVING COACH EMPLOYMENT AGREEMENT: PETER LINN

Regent Simpson moved and Regent Jeffries seconded that the Board of Regents approve the amended employment agreement for Head Men's and Women's Swimming and Diving Coach, Peter Linn.

Motion Carried

Section 16

APPROVAL OF FIRST AMENDED EMPLOYMENT AGREEMENT FOR HEAD FOOTBALL COACH CHRIS CREIGHTON

Regent Hawks moved and Regent Jeffries seconded that the Board of Regents approve the First Amended Employment Agreement for Head Men's Football Coach, Chris Creighton.

Motion Carried

Section 17

EMPLOYMENT AGREEMENT FOR VICE PRESIDENT AND DIRECTOR OF ATHLETICS SCOTT WETHERBEE

Regent Hawks moved and Regent Simpson seconded that the Board of Regents approve the hire of Vice President and Athletic Director, Scott Wetherbee, for a five-year term and delegate authority to President James Smith to negotiate and sign a formal employment agreement consistent with the agreed upon terms.

Motion Carried

Chairman Morris asked the Board if there were any items in the Educational Policies Committee section the Board members wished to vote on separately. Hearing none, it was moved by Regent Beagen and seconded by Regent Hawks that sections 18-22 be approved in their entirety as presented.

Section 18

REPORT AND MINUTES – EDUCATIONAL POLICIES COMMITTEE

Recommended that the Board of Regents approve the working Agenda for the June 26, 2017 meeting and the April 20, 2017 Minutes.

Section 19

CHARTER SCHOOLS BOARD MEMBER APPOINTMENTS

Recommended that the Board of Regents re-appoint David Vincent to a three-year term on the Board of Directors of the Academy of Business and Technology; re-appoint Leseliey Welch and Yolanda Curry to three-years terms to the Board of Directors of The James and Grace Lee Boggs School; re-appoint Cynthia Smith and Grace Vereen to three-year terms on the Board of Directors of the Commonwealth Community Development Academy; Peter Sinclair to a three-year term on the Board of Directors of Grand Blanc Academy; re-appoint Elaine Miller and Kema Johnson to three-year terms on the Board of Directors of Great Lakes Academy; re-appoint Chedrin Chambers to a three-year term on the Board of Directors of Hope Academy; and appoint Courtney Lockhart and Tina Poole to three-year terms on the Board of Directors of the Dr. Joseph F. Pollack Academic Center of Excellence.

Section 20

CHARTER SCHOOLS CHARTER RE-AUTHORIZATION

Recommended that the Board of Regents reissue the charter for Ann Arbor Learning Community and authorize the President of the University to execute a new three-year contract which will expire June 30, 2020. Recommended that the Board of Regents reissue the charter for the Academy for Business and Technology and authorize the President of the University to execute a new three-year contract which will expire June 30, 2020. Recommended that the Board of Regents reissue the charter for Great Lakes Academy and authorize the President of the University to execute a new three-year contract which will expire June 30, 2020.

Section 21

UNDERGRADUATE RESEARCH STIMULUS AWARDS FOR WINTER AND SUMMER 2017

Recommended that the Board of Regents accept and place on file the Report on the Winter 2017 and Summer 2017 Undergraduate Research Stimulus Program Awards.

Section 22

NEW ACADEMIC PROGRAM: BACHELOR OF ARTS, RELIGIOUS STUDIES

Recommended that the Board of Regents approve a New Academic Program: Religious Studies Major (Bachelor of Arts).

Motion Carried

Section 23

REPORT AND MINUTES – FINANCE AND INVESTMENT COMMITTEE

Regent Crumm moved and Regent Hawks seconded that the Board of Regents receive and place on file the Minutes from the April 21, 2017 Finance and Investment Committee meeting and the Agenda for the June 27, 2017 meeting.

Motion Carried

Section 24

FY 17-18 TUITION AND FEES RECOMMENDATION

Regent Crumm moved and Regent Beagen seconded that the Board of Regents approve a composite \$474 increase in tuition and required fees, as calculated by the State of Michigan's guidelines on performance funding and tuition reporting, for the 2017-18 academic year. To continue the strategy that began last Fall, it was also recommend that all non-resident students entering in the Fall 2017 be charged at the in-state (Michigan) tuition rate. Current non-resident students that started before Fall 2016 will continue to pay the out-of-state tuition rates. It was recommended that the Board of Regents also approve the elimination of the following Mandatory fees: General, Technology, and Student Center, the elimination of the General Education fee, a decrease in most Program fees, and no increase to the Registration fee. It was also recommended that the Board of Regents approve an increase of 5% in tuition for graduate and doctoral classes. It was also recommended to implement a \$35 per semester REC-IM facility fee, with an opt-out option.

Motion Carried

Section 25

FY 17-18 GENERAL FUND OPERATING BUDGET

Regent Crumm moved and Regent Beagen seconded that the Board of Regents approve the University's General Fund operating expenditure budget of \$307.9 million for the 2017-18 fiscal year.

Motion Carried

Section 26

FY 17-18 AUXILIARY FUNDS OPERATING BUDGETS

Regent Webb moved and Regent Simpson seconded that the Board of Regents approve the University's Auxiliary Fund net operating expenditure budget totaling \$54.9 million for the 2017-18 fiscal year.

Motion Carried

Section 27

AUTHORIZATION – PARKING AGREEMENT

Regent Webb moved and Regent Simpson seconded that the Board of Regents authorize the President to execute a concessionaire agreement with the selected party to operate the University's parking assets.

Motion Carried

Section 28

GENERAL REVENUE AND REVENUE REFUNDING BONDS

Regent Crumm moved and Regent Simpson seconded that the Board of Regents approve the resolution authorizing the issuance of general revenue and revenue refunding bonds and providing for other related matters.

Motion Carried

NEW BUSINESS AND PRESENTATIONS

TAB A

UPDATED POLICY: 3.4.2.1 RETIREMENT ELIGIBILITY

Regent Jeffries moved and Regent Hawks seconded that the Board of Regents approve the amendments to Board Policy 3.4.2.1, Retirement Eligibility, effective June 27, 2017.

Motion Carried

TAB B

DELETION OF BOARD POLICY: 6.2.6 HUMAN SUBJECTS RESEARCH REVIEW

Regent Treder Lang moved and Regent Simpson seconded that the Board of Regents delete Board Policy 6.2.6 Human Subjects Research Review.

Motion Carried

TAB C

DELETION OF BOARD POLICY: 6.2.7 ANIMAL CARE

Regent Jeffries moved and Regent Simpson seconded that the Board of Regents delete Board Policy 6.2.7 Animal Care.

Motion Carried

TAB D

NEW BOARD POLICY: 6.4.3 RESEARCH COMPLIANCE

Regent Treder Lang moved and Regent Simpson seconded that the Board of Regents approve one (1) new Board Policy: 6.4.3 Research Compliance.

Motion Carried

TAB E

DISSOLUTION OF THE EDUCATION ACHIEVEMENT AUTHORITY

Regent Webb moved and Regent Simpson seconded that the Board of Regents (the University) cede its interest under Section 8.05 (b) of the Interlocal Agreement between the Board of Regents of Eastern Michigan University and the School District for the City of Detroit creating the Education Achievement Authority (the Agreement) to any assets and/or property owned by the Authority upon termination of the Agreement to the Detroit Public Schools Community District (DPSCD), the successor of interest to the School District for the City of Detroit.

Motion Carried

TAB F

APPROVAL OF COLLECTIVE BARGAINING AGREEMENT BETWEEN EMU AND EMU COMMAND OFFICERS ASSOCIATION OF MICHIGAN

Regent Simpson moved and Regent Hawks seconded that the Board of Regents approve the tentative collective bargaining agreement (Agreement) between Eastern Michigan University and the EMU Command Officers Association of Michigan (COAM or Union) representing the police sergeants at Eastern Michigan University (University) and authorize the President of the University to execute the Agreement on behalf of the Board of Regents.

Motion Carried

TAB G

APPROVAL OF COLLECTIVE BARGAINING AGREEMENT BETWEEN EMU AND EMU UNITED AUTOMOBILE WORKERS 1976

Regent Beagen moved and Regent Hawk seconded that the Board of Regents approve the tentative collective bargaining agreement (Agreement) between Eastern Michigan University and the EMU International Union, United Automobile, Aerospace and Agricultural Implement Workers of America Local 1976 (UAW 1976 or Union) representing the regular full-time and part-time non-academic and/or non faculty professional technical and administrative employees at Eastern Michigan University (University) and authorize the President of the University to execute the Agreement on behalf of the Board of Regents.

Motion Carried

TAB H

President's Report
EASTERN MICHIGAN UNIVERSITY
Board of Regents Meeting
June 27, 2017

Mr. Chairman and Distinguished Members of the Board of Regents:

The June Board of Regents meeting is always one of our most significant due to the adoption of the budget and the setting of tuition rates for the upcoming year. In establishing our \$307.9 million budget, we were guided by the following goals:

- Achieving a balanced budget;
- Continuing to invest in student success;
- Supporting high demand academic programs;
- Investing in facilities and infrastructure; and,
- Minimizing involuntary impacts on staffing.

The \$474 increase in tuition is below the state guidelines, as we continue to work diligently to remain as affordable as possible for our students and their families. The University continues to invest heavily in the financial aid support of our students. Our expenditure budget for the upcoming year includes \$55.5 million in University-sponsored financial aid, an increase of \$2.3 million over last year and – over the last 10 years – an increase of \$34.1 million or nearly 160 percent since 2007.

In assembling the budget, we listened to our students and parents, who had asked for a more simplified registration bill, by including all mandatory fees in our overall tuition rate. The result is a more clear, simplified rate structure.

Financially, these are challenging times for many universities. I pledge to you that Eastern Michigan will continue to budget responsibly, watching our expenses while aggressively pursuing new avenues of revenue, such as growth in international students, in innovation and in strong fund raising.

Eastern's students, faculty and staff continue to lead the way in academic achievements:

- Denise Pilato, a professor and program coordinator in the College of Technology, has been granted a Fulbright award for Croatia in 2018.
- Two students, Emily Hoffer and Jessica Wenzel, will be participating in Fulbright English Teaching Assistantships this coming year. Emily will be posted in Mexico, and Jessica will be in Germany.
- Faculty members Amy Flanagan Johnson and Katherine Ryker launched the Thank-A-Teacher celebration this year, an effort that will be expanded in years to come. In the inaugural year of

the program, 144 EMU instructors received nominations. Assistant Professor Ryker is with us today – would you please stand to be recognized.

- Ashley Falzetti, an assistant professor in the Department of Women’s and Gender Studies, has been named one of 10 Nancy Weiss Malkiel Scholars for 2017 at the Woodrow Wilson National Fellowship Foundation. The Award supports emerging faculty leaders who are committed to the creation of an inclusive campus for underrepresented students and scholars.
- Title IX Coordinator Melody Werner was named to Michigan First Lady Sue Snyder’s Campus Sexual Assault Workgroup. The First Lady also announced that the third annual sexual assault awareness summit will take place at Eastern on September 25.

I am pleased to welcome new Vice President and Director of Athletics Scott Wetherbee to Eastern. His enthusiasm for the position, his roots in Michigan, and his background and experience are ideally suited to continue to move Eastern Michigan Athletics forward. I am confident he will build on the outstanding accomplishments of the last several years and continue to lead our proud history of success on the fields of play and also support our student athletes to success in the classroom and in their lives. I would like to acknowledge the excellent work of the search committee, including our co-chairs Gloria Hage, University General Counsel, and Senior Associate AD Erin Kido for their leadership of the process.

I would like to thank the negotiating teams responsible for the two new labor agreements approved today. The new contracts with the Command Officers Association of Michigan and Professional/Technical workers represented by UAW 1976 were reached with a great deal of mutual respect.

You don’t have to look far to see yellow caution tape, construction vehicles and cranes on campus as a great deal of construction and renovation is underway on campus.

Our investment in sustainability and environmental stewardship is evident in the installation of the new turbine that will provide heat and electricity for decades to come, at a much lower cost. The new unit will make Eastern one of the most efficient universities in the nation in the production of electricity and heat. Once online, we will generate more than 90 percent of our own power.

Our investment in academic facilities is evident in the renovation of Strong Hall, which will strengthen and expand the education of students in STEM disciplines. The state approved our renovation designs in May and construction is scheduled to begin in late July or early August depending on the final green light from Lansing.

At Quirk/Sponberg Theatre, we are making interior improvements in the main public spaces including lobbies, restrooms and main corridor.

Outside of Quirk/Sponberg, a complete reconstruction of East Circle Drive is underway to create a boulevard -- with new lighting, sidewalks and crosswalks, and improved ADA accessibility.

Significant work is underway across campus on the Loop 1 project. The work includes the replacement and conversion of the old electrical service loop with an upgraded new loop. When completed, the new Loop 1 will provide electrical service to 20 buildings on campus.

We also continue to upgrade exterior lighting across campus. This summer, we are adding 150 new fixtures and 122 new light poles. When completed, we will have a total of 915 fixtures and 695 light poles on campus.

In closing, I look forward to reviewing the proposals for parking opportunities and I want to assure all of you that we will only move forward if the numbers are right, employees are retained, and students continue to hold jobs in parking. We also will demand cost constraint as our mantra before agreeing to any such arrangement.

Other accomplishments are listed in the Appendix to this report on the University website. Thank you, Chairman Morris.

James M. Smith, Ph.D.
President
Eastern Michigan University

Recognition

- EMU students **Darius Anthony** and **Jaren Johnson** received the **Great Expectation Award**, recognizing student-centered leadership, from the Detroit NAACP at its annual Freedom Fund Dinner on April 23.
- EMU junior **Kangkana Koli** was named as a **2017 APSA Ralph Bunche Summer Institute Scholar** by the American Political Science Association. Koli was one of only 15 students selected, and one of only two from Michigan.
- **Banpreet Kaur** and **Nabiha Mirza**, members of EMU's student chapter of the **Society for Human Resource Management**, took first place in the Division II of the regional competition in the spring.
- **Yasser Khan**, executive in residence at the College of Business, was named to the **Oakland County Executive's Elite 40 Under 40** Class of 2017.
- EMU alumnus **Kathy Stroud** received the **2017 Starkweather Award** from the Women's and Gender Studies department. The award is given to a woman from the regional community who exemplifies generosity, risk-taking, selflessness and a progressive approach to advocacy for social justice issues.

Of Note

- The EMU **Aviation** program recorded its **highest ever enrollment of female student pilots** this year.

- EMU entered into a **new articulation agreement with Washtenaw Community College** to allow students in WCC's new **cyber security program** to transfer seamlessly to Eastern after two years. The agreement is Eastern's 140th agreement with community colleges – the most of any university in the state.
- Eastern produced a new **#YouAreWelcomeHere** video as part of the national movement to ensure that international students feel welcome at EMU. Nearly 90 EMU students will be featured in various communications platforms this year.
- A massive 500-ton crane lifted a **new energy-saving 55-ton turbine** into the Heating Plant on June 8. With the new co-generation unit, EMU will become nearly fully self-sufficient in production of electricity and heat for campus operations, significantly reducing its carbon footprint and annual energy costs.

Events

- **Michigan First Lady Sue Snyder** announced the third **campus sexual assault summit**, which will be held at EMU on September 25.
- EMU's **Bright Futures** and the David P. Weikart Center for Youth Program Quality held its **Third Annual Youth Development Conference** on June 23.
- About 400 southeastern Michigan students in grades 1-8 competed in the **2017 Math Facts Challenge** on May 22.
- The **56th Annual Alumni Awards** celebration was held on May 20. Honorees included **N.J. Akbar, Stacey Chamberlin, Bert Greene, James Grinias, Donna Inch, Charles Kettles, and Lisa Moore.**
- The **Africology and African American Studies** department hosted a reception for 40 visiting cultural exchange middle school scholars on May 6.
- EMU students and supporters participated in a **March For Science** on April 22.
- At the **EMU Thank-A-Teacher celebration** on April 21, 144 EMU instructors received 184 nominations from students in appreciation of their academic efforts.

Athletics

- Baseball (Men): The Eagles advanced to their seventh **MAC Tournament championship game** in program history and first since 2008.
- Baseball (Men): **Davis Feldman, Nick Jones** and **Max Schuemann** were named to the MAC All-Tournament team.

- Baseball (Men): **Brennan Williams** was named to the Academic All-District Baseball Team in District Five by the College Sports Information Directors of America, for the second year in a row.
- Baseball (Men): **Sam Delaplane** was named to the All-MAC First Team and **John Montgomery** was named to the All-MAC Second Team.
- Baseball (Men): **Matthew Beaton, Sam Delaplane, Davis Feldman, Drake Lubin, John Montgomery, Jordan Peterson, John Rensel Jr., Max Schuemann, Kevin Shul,** and **Brennan Williams** were named to the Academic All-MAC Team.
- Football (Men): **Jeremiah Harris** was named to the Athlon Sports Preseason All-MAC First Team. **Paul Fricano, Jimmy Leatiota,** and **Brogan Roback** were named Preseason All-MAC Second Team. Third Team honors went to **Sergio Bailey II, Jason Beck,** and **Shaq Vann.** Named to the Fourth Team were **Dieuly Aristilde, Blake Banham, Vince Calhoun,** and **Kyle Rachwal.**
- Football (Men): The Eagles held their **fourth annual Victory Day** on May 25, hosting more than 140 cognitively and physically impaired children. Student-athletes and coaches led a variety of football-related activities for the participants.
- Golf (Women): The Eagles received the **NCAA Public Recognition Award** for exceptional performance in the classroom, with a ranking in the top 10 percent of teams in the nation.
- Golf (Women): **Thelma Beck, Penelope Guilleux,** and **Kelsey Murphy** were named to the Academic All-MAC Team.
- Golf (Women): **Kelsey Murphy** was selected Second Team All-MAC.
- Golf (Men): **Beau Breault, Jared Multer, Kyle Rodes, Nic Ross,** and **Philippee Weppernig** were named to the Academic All-MAC Team.
- Gymnastics (Women): **Catie Conrad** was selected to attend the 2017 NCAA Career in Sports Forum to explore potential careers in sports, and network with professionals in the field.
- Rowing (Women): **Amanda Flora** was named to the All-CAA Team, and **Baylee Kinkade** earned CAA All-Academic honors.
- Softball (Women): **Haley Hostetler, Michelle Kriegshauser, Olivia Logan, Abbie Minsker, Nicole Miranda, Brandice Olmos, Alex Peters, Angel Schilke, Trisha Trujillo,** and **Taylor Wagner** were named to the Academic All-MAC team.
- Softball (Women): **Michelle Kriegshauser** was selected Second Team All-MAC and also received NFCA All-Region honors.

- Swimming & Diving (Women): EMU was recognized as a **CSCAA Scholar All-America Team**. **Delaney Duncan** and **Alexis Mitcheltree** were named to the CSCAA Scholar All-America First Team. **Casey Gavigan, Brielle Johnston, Michal Liberman, Gabrielle Mace, Molly Miller, Alli Shereda, Nicole Swartz, Mary Grace Van Allen** and **Sierra Wagner** were named CSCAA Scholar All-America Honorable Mention
- Swimming & Diving (Women): EMU was ranked 10th on **CollegeSwimming.com's Mid-Major rankings** at the end of the season.
- Swimming & Diving (Men): EMU was recognized as a **CSCAA Scholar All-America Team**. **Logan Burton, Parker Saladin** and **Matan Segal** were named CSCAA Scholar All-America Honorable Mention.
- Swimming & Diving (Men): EMU was ranked 19th on **CollegeSwimming.com's Mid-Major rankings** at the end of the season.
- Tennis (Women): **Alejandra Barcelo Almoyna, Andrea Martinovska, Marie Mayerova, Remu Sharma** and **Anna Velva** were named to the Academic All-MAC Team.
- Track & Field (Women): At the MAC Outdoor Championships, **Jordann McDermitt** placed first in the 10000m event, and set a new MAC record. **Jasmine Jones** won the 200m and 400m dashes. **Alsu Bogdanova** placed first in the 5000m event, and was named **Most Valuable Performer**. The team earned second place overall.
- Track & Field (Women): **Alsu Bogdanova, Dace Dreimane, Jasmine Jones, Jordann McDermitt, Sydney Meyers,** and **Natalie Uy** qualified to compete at the NCAA East Regional.
- Track & Field (Women): **Alsu Bogdanova** and **Jordann McDermitt** advanced to the NCAA Championships. **Bogdanova** brought home a second-place finish in the finals of the 5000m and earned First Team All-American honors. **McDermitt** received Honorable Mention All-American honors.
- Track & Field (Women): **Jordann McDermitt** was named to the CoSIDA Academic All-District First Team, one of five representatives from the MAC.
- Track & Field (Women): **Anna Aldrich, Alsu Bogdanova, Rebekah Branham, Natalie Cizmas, Dace Dreimane, Sofie Gallein, Jessica Harris, Jordann McDermitt, Claire Mesa, Sydney Meyers, Lauren Pottschmidt** and **Natalie Uy** were named to the Academic All-MAC team.

- Track & Field (Men): At the MAC Outdoor Championships, **Nick Raymond** placed first in the 10000m event, and **Derek Ziegenfuss** placed first in the javelin, and set a new MAC record. **Willy Fink** won both the steeplechase and 5000m events, and was named **Most Valuable Performer**. **Leighton Antonio** placed first in the 400m dash. The team earned second place overall.
- Track & Field (Men): At the MAC Outdoor Championships, **Leighton Antonio, Willy Fink, Nick Raymond** and **Derek Ziegenfuss** earned First Team All-MAC honors. **Hlynur Andresson, Lahsene Bouchikhi,** and **Anthony Jones** were named to the All-MAC Second Team.
- Track & Field (Men): **Hlynur Andresson, Leighton Antonio, Lahsene Bouchikhi, Willy Fink, Cameron Hart, Anthony Jones** and **Derek Ziegenfuss** qualified to compete at the NCAA East Regional.
- Track & Field (Men): **Willy Fink** advanced to the NCAA Championships, and earned Second Team All-American honors.
- Track & Field (Men): **Willy Fink** was named to the CoSIDA Academic All-District First Team, the lone MAC honoree from District Five.
- Track & Field (Men): **Willy Fink, Caleb Hess, Tom Jozwiak, Mitch Lenneman, Zach Purcilly, Nick Raymond** and **Tyler Underwood** were named to the Academic All-MAC team.
- Volleyball (Women): The Eagles received the **NCAA Public Recognition Award** for exceptional performance in the classroom, with a ranking in the top 10 percent of teams in the nation for the fifth straight year.
- Wrestling (Men): For the third straight season, EMU earned **top-10 academic honors** from the National Wrestling Coaches Association.
- EMU student-athletes **Willy Fink** (men's track & field, and cross country) and **Sierra Wagner** (women's swimming & diving) were the 2017 recipients of the **MAC Medal of Excellence Award**, for excellence in academics, athletics, leadership and service.
- 31 Eagles were named as **MAC Distinguished Scholar Athletes**, for excellence in athletics and academics. Honorees included **Anna Aldrich, Alsu Bogdanova, Rebekah Branham, Erik Brinkhoff, Logan Burton, Natalie Cizmas, Catie Conrad, Ryan Current, Delaney Duncan, Willy Fink, Makenzie Garringer, Natalie Gervais, Tom Gillis, Connor Johnson, Tom Jozwiak, Tosh Kawaguchi, Jordann McDermitt, Sydney McEachern, Claire Mesa, Sydney Meyers, Molly Miller, Nick Raymond, Lacey Rubin, Peter Rusenias, James Thompson IV, Jake Tyson, Tyler Underwood, Natalie Uy, Kendall Valentin, Mary Grace Van Allen, and Sierra Wagner.**

- EMU student-athletes combined to record a 3.172 GPA during the Winter semester, the sixth-highest mark in school history. The top five programs were **Women's Cross Country, Women's Soccer, Women's Gymnastics, Men's Golf** and **Women's Swimming & Diving**.
- All 21 EMU teams posted multi-year Academic Progress Rates (APR) of 940 or above, with the **Women's Golf** and **Women's Volleyball** team posting perfect scores of 1000.
- EMU Volleyball Head Coach **Kimi Olson** was one of five Division I coaches to be selected to attend the Marine Corps Coaching Workshop in Quantico, Virginia.
- The EMU Department of Athletics held its third annual **Ypsi Awards** on April 17 to honor the top athletic, citizenship and academic achievements by EMU student-athletes. Individual winners included **Sergio Bailey II, Beau Breault, Alex Chan, Chris Cutter, Mabel Dunn, Sophie Gallein, Noah Gonser, Brody Hoying, Anthony Jones, Baylee Kinkade, Jordann McDermitt, Sydney McEachern, Sabrina McNeil, Kevin Moore, Jared Multer, Kelsey Murphy, Devon Murray, Ricky Perez, Alex Peters, Julia Schwartz, Darien Terrell, Sierra Wagner, Phillis Webb, Shane Wireman, and Genna Worthey**. Team winners included **Men's Baseball, Women's Cross Country, Men's Cross Country, Men's Football, Men's Golf, Women's Gymnastics, Women's Softball, and Men's Swimming & Diving**.
- EMU baseball coaching legend **Ron Oestrike** was inducted into the MAC Hall of Fame on May 31.
- **Sam Delaplane**, former EMU baseball player, was selected by the Seattle Mariners in the 2017 MLB Draft.
- **Pat O'Connor**, former EMU football defensive end, was selected by the Detroit Lions in the 2017 NFL Draft. **Andrew Wylie** signed as a free agent with the Baltimore Ravens and **Cole Garner** signed with the Tampa Bay Buccaneers. **DaQuan Pace** was invited to the Cincinnati Bengals rookie mini-camp.

TAB I

OPEN COMMUNICATIONS

Vice President/Secretary Reaume announced that seven (7) people requested to address the Board of Regents. Each speaker was given up to three (3) minutes to speak.

1. Miles Payne (Student Government) – Student Government priorities overview and issues facing the student body
2. Sam Jones-Darling – University Governing Board priorities and the rest of us
3. Alyson Senters (EMU Parking) – Privatizing parking
4. Connor DeHaan (EMU Parking) – Concerns about privatizing the Parking Department
5. Ryan Christensen (EMU Parking) – Privatization of EMU Parking
6. Tanner Rohrbach (EMU Parking) – Privatization of EMU Parking Department
7. Eric Brown (The Road to Success through Literacy Project) – Utilizing the EMU Detroit satellite office for the purpose of implementing a literacy program to address what has become a major issue in urban communities. This could be a win – win for EMU.

Chairman Morris reminded attendees that the next meeting is scheduled for Friday, October 20, 2017. He called for any further business to be brought before the Board. There being none, Regent Webb made a motion to adjourn. Regent Treder Lang seconded to adjourn the meeting.

Motion Carried

The meeting was adjourned at 11:17 a.m.

Respectfully submitted,

Vicki Reaume
Vice President and Secretary to the Board of Regents

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: **2**

DATE:
October 20, 2017

RECOMMENDATION

STAFF APPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve 29 staff appointments for the reporting period June 1, 2017 through September 30, 2017.

STAFF SUMMARY

Of the 29 appointments, 14 (48 percent) are females, 15 (52 percent) are males. Demographics of the total group indicate 5 (17 percent) African Americans, and 24 (83 percent) Caucasians.

FISCAL IMPLICATIONS

The salaries are part of the University's 2017-2018 budget as approved by the Board of Regents.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

October 20, 2017
Date

**EASTERN MICHIGAN UNIVERSITY
STAFF APPOINTMENTS
For Activity Date Reporting Period
June 1, 2017 through September 30, 2017**

Last Name	First Name	Job Title	E Class	Grade	Org Title	Current Hire Date	Annual Salary	Appt%	Ethnicity	Gender
Wooten	Jimmy	Asst Coach(Ftbl/Mn-Wmn Bsktbl)	AC	12	I A Mens Basketball	6/1/2017	\$87,000.00	100	BL	M
Bryant	Steven	Dir Diversity & Comm Involve	AP	MGIL2	Diversity and Community Involvement	6/2/2017	\$75,000.00	100	WH	M
Awai Williams	Anika	Title IX Investigator	AP	PFSP1	Student Affairs	6/2/2017	\$55,000.00	100	BL	F
Martin	Kyle	Coord,Greek Life & Leader Devi	PE	08	Campus Life	6/2/2017	\$51,189.00	100	WH	M
Miller	Kathy	Coord Nursing Programs	PE	09	School of Nursing	6/16/2017	\$69,000.00	100	WH	F
Milton	Jabaar	Oficer Campus Police	CP	01	Public Safety	6/30/2017	\$47,796.81	100	BL	M
Johnson	TaQuinda	Social Media Strategist	PE	08	Image Enhncemnt Proj	6/30/2017	\$52,000.00	100	BL	F
Ketchum	Rayna	Site Coordinator	PT	07	Stdy Childrn and Family	7/12/2017	\$45,681.00	100	WH	F
Phelps	Thomas	Stationary Engineer	FM	24	Heating Plant	7/14/2017	\$74,175.14	100	WH	M
Ducher	Amy	Admin Assc to Provost and VP f	AP	CDEA2	Office of the Provost	7/24/2017	\$67,500.00	100	WH	F
Winters	Peter	Asst Coach Women's Volleyball	AC	11	I A Womens Volleybal	7/26/2017	\$41,500.00	100	WH	M
Constanti	Brian	Stat Engineer/Maintenance Mech	FM	24	Heating Plant	8/4/2017	\$74,175.14	100	WH	M
LaGore	Stephanie	Police Dispatcher	CS	06	Public Safety	8/7/2017	\$41,032.67	100	WH	F
Butler	Alycia	Police Dispatcher	CS	06	Public Safety	8/7/2017	\$41,032.67	100	WH	F
Minasola	Katherine	Head Coach (Gym/Soc/Wres/Crew)	AC	15	I A Womens Gymn	8/14/2017	\$71,500.00	100	WH	F
Gonzales	Katie	Asst Mgr Athletic Media Rel	PE	07	I A Sport Info	8/15/2017	\$47,476.00	100	WH	F
Ignaczak	Arthur	Asst Coach Sfb,Cc/Trk,Vol,Bsb	AC	11	I A Womens Track	8/18/2017	\$45,373.00	100	WH	M
Lancaster	Krystal	Parking Control Clerk	CS	04	Parking	8/18/2017	\$33,555.40	100	WH	F
Pankiewicz	Josiah	Testing Administrator	PT	06	English as a Second Language ESL	8/18/2017	\$40,557.00	100	WH	M
Gerbens	Eric	Lead Athletic Acad Prgm Spec	PE	07	I A Academic Adv	8/21/2017	\$50,000.00	100	WH	M
Johns	Rachel	Teacher I	PT	06	Child Care Center	8/23/2017	\$40,557.00	100	WH	F
Ludlow	Kyler	Asst Mgr Athletic Media Rel	PE	07	I A Sport Info	8/25/2017	\$47,476.00	100	WH	M
Wiseman	Jayson	Head Coach (Golf/Tennis)	AC	14	I A Womens Tennis	9/18/2017	53,000.00	100	WH	M
Graham	Stephen	Asst Coach Sfb,Cc/Trk,Vol,Bsb	AC	11	I A Womens Gymn	9/18/2017	44,000.00	100	BL	M
Mullally	Sandra	Assistant Controller	AP	MGIL2	Controller	9/11/2017	85,000.00	100	WH	F
Rowdon	Andrew	Senior Associate Athletic Director, External Affairs	AP	MGIL2	I A Administration	10/16/2017	100,000.00	100	WH	M
Bigelow	Benjamin	Studio Lab Coordinator	PE	08	School of Art and Design	9/29/2017	47,094.00	92	WH	M
Brannon	LaRae	Success Coach	PT	07	The Learning Center	9/15/2017	42,027.00	92	WH	F
Parnis	Amelia	Success Coach	PT	07	The Learning Center	9/15/2017	42,027.00	92	WH	F

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 3

DATE:
October 20, 2017

RECOMMENDATION

STAFF SEPARATIONS/RETIREMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve 70 separations and retirements for the reporting period of June 1, 2017 through September 30, 2017.

STAFF SUMMARY

Of the 70 separations and retirements there are 42 (60 percent) females and 28 (40 percent) males. Demographics of the total group indicate 11 (16 percent) African Americans, 2 (3 percent) Asians, 1 (1 percent) Native American and 56 (80 percent) Caucasians.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

October 20, 2017
Date

**EASTERN MICHIGAN UNIVERSITY
STAFF SEPARATIONS and RETIREMENTS
For Termination Date Reporting Period
June 1, 2017 through September 30, 2017**

Last Name	First Name	Job Title	E Class	Grade	Org Title	Current Hire Date	Termination		Gender
							Date	Ethnicity	
Adams	Alexa	Sr Payment & Student Acct Spec	CS	06	Student Business Services	12/22/2014	9/8/2017	WH	F
Alghaithi	Mohamed	Systems Administrator II	PT	09	DoIT Servers and Infrastructure	11/20/2015	8/11/2017	WH	M
Augustaitis	Katherine	Academic Advisor	PT	07	Director University Advising	11/5/2012	8/25/2017	WH	F
Baccile	Niki	Payment & Student Acct Spec	CS	05	Student Business Services	7/10/2015	7/28/2017	WH	F
Backos	Dean	Dir, Procurement, SC & CS	AP	MGL3	Purchasing	9/20/2010	8/15/2017	WH	M
Barker	Amy	Accountant/Analyst	PE	08	Controller	8/24/2000	7/21/2017	WH	F
Bartman	Jane	Secretary II	CS	04	School Health Promo Human Perform	5/4/1992	7/31/2017	WH	F
Becerra	Dallas	Asst Coach Sftb,Cc/Trk,Vol,Bsb	AC	11	I A Womens Gymn	9/6/2016	6/16/2017	WH	M
Beutler	Jody	Graduation Clearance Advisor	PT	07	Office of the Registrar	3/17/1975	6/30/2017	WH	F
Bollinger	Charles	Stationary Engineer	FM	24	Heating Plant	2/10/2014	6/30/2017	WH	M
Brennan	Kelly	Dir Presid Events & Protocol	AP	PFSP2	Presidents Office	10/15/2013	6/15/2017	WH	F
Cade	Tracey	Sr Secretary	CS	05	Campus Life	7/11/2014	9/18/2017	WH	F
Campbell	Jerry	Postal Clerk	CS	04	Physical Plant Business Operations	1/15/1991	7/7/2017	BL	M
Corn	Robert	Police Dispatcher	CS	06	Public Safety	12/2/2016	6/15/2017	WH	M
Craig	Debra	Sr Secretary	CS	05	Marketing	1/22/1990	6/30/2017	BL	F
Curry	Sharon	HR Business Partner	AP	PFHR2	Employee Relations	1/9/2015	7/7/2017	WH	F
Cygnar	Patricia	Dir Comm College Relations	AP	CDAP3	Community College Relations	7/8/2002	7/31/2017	WH	F
Dady	Jacinda	Animal Care Technician	PT	05	Psychology	1/9/2015	6/29/2017	NA	F

**EASTERN MICHIGAN UNIVERSITY
STAFF SEPARATIONS and RETIREMENTS
For Termination Date Reporting Period
June 1, 2017 through September 30, 2017**

Last Name	First Name	Job Title	E Class	Grade	Org Title	Termination		Ethnicity	Gender
						Current Hire Date	Date		
de Gracia	Sean	Dining Unit Leader I, Culinary	FM	12	Dining Admin	8/28/2015	7/25/2017	AS	M
Devine	Kevin	Dir Student Media	AP	MGIL2	Student Media and Cellar Roots	9/4/2001	8/11/2017	WH	M
deVries	Susann	Interim Univ Librarian	AP	MGAD3	Library General	8/31/2005	6/30/2017	WH	F
Dorsey	Candace	Community Relations Officer	CP	02*	Public Safety	6/30/1997	9/15/2017	BL	F
Dumas	Louis	Special Proj & AV Generalist	FM	15	Student Center Operations	1/17/2005	8/5/2017	BL	M
Fairchild	Zachary	Int Dir Process Improvement	AP	PFHR3	Comp and Employment	5/7/2004	8/18/2017	WH	M
Ferrill	Nicate	Site Coordinator	PT	07	Stdy Chldrn and Family	8/22/2014	8/18/2017	BL	F
Getty	Elizabeth	Site Coordinator	PT	07	Stdy Chldrn and Family	8/19/2013	8/4/2017	WH	F
Ghotane	Sarah	Manager, Accounting Operations	AP	MGIL1	Controller	6/5/2006	8/4/2017	WH	F
Gianino	Luciano	Dir Recreation/Intramural Prgm	AP	MGIL2	Rec IM Admin	9/9/1987	9/30/2017	WH	M
Goffeney	Robertta	Exec Asst Acad Budget Ops	CA	ASST	Office of the Provost	4/26/2010	6/23/2017	WH	F
Hanselmann	Christian	Asst Coach Sftb,Cc/Trk,Vol,Bsb	AC	11	I A Womens Swimming	8/22/2016	9/5/2017	WH	M
Harrington	Norman	Officer Campus Police	CP	01	Public Safety	8/13/2001	6/21/2017	WH	M
Hoppe	Christopher	Sr Assoc Athletic Director	AP	MGIL2	I A Administration	5/2/2011	6/22/2017	WH	M
Howard	Bryan	Dir Business Services	AP	MGIL2	Student Business Services	1/20/2014	8/25/2017	WH	M
Howell	Travis	Officer Campus Police	CP	01	Public Safety	12/2/2016	8/30/2017	WH	M
Huynh	Tuong Vi	Area Complex Director	AP	PFSP1	Housing Admin	8/28/2013	7/21/2017	AS	F
Jones	Barbara	Sr Corp Relations Manager	PE	09	Univ Advising and Career Devel Ctr	9/19/1977	7/14/2017	WH	F

**EASTERN MICHIGAN UNIVERSITY
STAFF SEPARATIONS and RETIREMENTS
For Termination Date Reporting Period
June 1, 2017 through September 30, 2017**

Last Name	First Name	Job Title	E Class	Grade	Org Title	Current Hire Date	Termination		Ethnicity	Gender
							Date			
King	Richard	Dir MI Sml Bus Dev Ctr	AP	MGL2	Small Bus Devl Ctr	7/30/2001	7/14/2017	BL	M	
Kivi	Wendy	Special Events Manager	PE	08	School of Comm, Media, Theater Arts	8/1/2001	8/11/2017	WH	F	
Kreyling	Margaret	Dining Svcs Unit Leader II	FM	15	Dining Admin	4/9/1990	9/30/2017	WH	F	
Laskowski	Jennifer	HR Coordinator	AH	CDEA1	HRIS	3/10/2017	9/26/2017	WH	F	
Linderman	Timothy	Custodian	FM	06	Housing Admin	4/26/2010	7/5/2017	WH	M	
Lisi	Jacinda	Program Coordinator, Title III	PT	08	Arts and Sciences Dean	1/13/2017	7/27/2017	WH	F	
Lucas	Sally	Admin Secretary	CS	06	Arts and Sciences Dean	11/20/1995	6/30/2017	WH	F	
Maas	Lynn	Sr Speech Language Pathologist	PE	09	Autism Collaborative Center	2/24/2014	9/18/2017	WH	F	
McGrew	Emily	Teacher I	PT	06	Child Care Center	8/22/2016	6/23/2017	WH	F	
Mehaffey	Anastasia	Area Complex Director	AP	PFSP1	Housing Admin	11/4/2016	8/11/2017	WH	F	
Metz	Karen	Sr Secretary	CS	05	Professional Program Training	2/4/2002	7/7/2017	WH	F	
Murray	Thomas	Exec Chef Dining Serv	PT	09	Dining Admin	3/27/2006	7/28/2017	WH	M	
Paul	Carol	Custodian	FM	06	Custodial Services	3/4/2007	7/7/2017	WH	F	
Preston	Marge	Exec Asst Govt Comm Relations	CA	ASST	Government Relations Administration	11/3/2003	8/4/2017	WH	F	
Priess	John	Special Grounds Equipment Op	FM	16	Grnds Walks Roadways	3/17/1986	8/11/2017	WH	M	
Rakijas	Mariel	Asst Compliance Dir, Monitor	PE	07	Compliance Athletics	7/15/2016	8/18/2017	WH	F	
Rhoades	Jason	Information Tech Analyst II	PE	09	DoIT Enterprise Apps and Services	10/23/2015	8/17/2017	WH	M	
Rhoton	Diana	Accountant II	PT	07	Student Business Services	1/9/2006	8/11/2017	WH	F	

**EASTERN MICHIGAN UNIVERSITY
STAFF SEPARATIONS and RETIREMENTS
For Termination Date Reporting Period
June 1, 2017 through September 30, 2017**

Last Name	First Name	Job Title	E Class	Grade	Org Title	Termination		Ethnicity	Gender
						Current Hire Date	Date		
Richardson	Lauren	Site Coordinator	PT	07	Stdy Chldrn and Family	8/27/2012	6/30/2017	WH	F
Rodeff	Karen	Account Specialist	CS	05	Controller	4/14/1997	8/4/2017	WH	F
Rouseau	Doyle	College Tech Spec II	PE	09*	DoIT Desktop and Classroom Tech	4/23/1990	8/11/2017	BL	M
Rudnicki	Abby	Evnts Outrch Coord, Dept M&D	PT	07	School of Music and Dance	1/9/2015	7/20/2017	WH	F
Shearer	Michael	Asst Coach Sftb,Cc/Trk,Vol,Bsb	AC	11	I A Womens Volleybal	3/3/2015	6/14/2017	WH	M
Siecinski	Timothy	Officer Campus Police	CP	01*	Public Safety	9/29/2014	8/2/2017	WH	M
Simmons	Solomon	Asst Coach Mens Track & Field	AC	11	I A Mens Track and Field	8/5/2016	9/11/2017	BL	M
St Louis	Mary	Teacher Placemnt Spec Dev Math	PE	08	Dev Mathematics Prog	8/26/1998	8/11/2017	WH	F
Staicar	Thomas	Library Assistant III	CS	05	Library General	4/2/1987	8/11/2017	WH	M
Stanescu	Izabela	Admissions Processor	CS	05	Adm Internal Oper	12/4/2015	6/2/2017	WH	F
Taylor	India	Sr Secretary	CS	05	Marketing	3/29/2010	9/19/2017	BL	F
Tiboni	Joseph	Asst Unit Mgr Dining Serv	PT	06	Dining Admin	3/29/1999	8/11/2017	WH	M
Tusson	Lillian	Account Specialist	CS	05	Controller	4/13/1987	8/11/2017	BL	F
Vlodyka	Michelle	Teacher II	PT	07	Child Care Center	8/27/2014	8/30/2017	WH	F
Williams	Jimmie	Facilities Maint Worker	FM	14	Housing Admin	1/9/2007	7/17/2017	WH	M
Williams-Newman	Karen	Tax Manager	AP	MGIL2	Controller	11/6/2015	9/29/2017	BL	F

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 4
DATE: October 20, 2017

RECOMMENDATION

EMERITUS STAFF STATUS

ACTION REQUESTED

It is recommended that the Board of Regents grant Emeritus Staff Status to Thirteen (13) staff members: Jody Beutler, Graduation Clearance Advisor, Office of Records and Registration, who retired June 30, 2017, Barbara Jones, Senior Corporate Relations Manager, Office of Career Services (UACDC), who retired July 14, 2017, Lillian Tusson, Account Specialist, Business and Finance Accounting Office, who retired August 11, 2017, Thomas Staicar, Library Assistant III, Office of University Library, who retired on August 11, 2017, Doyle Rouseau, College Tech II, Office of IT, who retired August 11, 2017, Jerry Campbell, Postal Clerk, Office of Support Services/Physical Plant, who retired July 7, 2017, Jane Bartman, Secretary, Office of Health Promotion and Human Performance, who retired August 1, 2017, Dr. Mary Zdrojkowski, Coordinator, Select Student Support Services, who retired Oct 2, 2017, Sally Lucas, Administrative Secretary, Arts and Sciences Dean's Office, who retired June 30, 2017, Amy Barker, Accountant/Analyst, Controllers Office, who retired July 21, 2017, Richard King, Region Director, Small Business Development Center, who retired July 14, 2017, Karen Metz, Senior Secretary, Office of Engage, who retired July 7, 2017 and Pat Cygnar, Director, Community College Relations, who retired July 31, 2017.

STAFF SUMMARY

According to University policy, retiring Administration Professional (AP), Athletic Coaches (AC), Confidential Clerical (CC), Food Service, Custodial & Maintenance (FM), Professional Technical (PT) or Clerical Secretarial (CS) staff members who have served the University for at least fifteen (15) years, may be granted Emeritus Staff Status. Such status is conferred based on the recommendation of the President and approval of the Board of Regents.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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



James M. Smith, Ph.D.
President

10/20/17
Date



EASTERN MICHIGAN UNIVERSITY
EMERITUS STAFF STATUS RECOMMENDATION

The Department/Office of Records and Registration recommends the awarding of **Emeritus Staff Status** for the following

retiring/retired staff member:

Name of staff member: Jody L. Beutler

Title upon retirement: Graduation Clearance Advisor

Date of hire at EMU: 3/17/1975 Retirement date: 6/30/2017

Number of years at EMU: 42 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home address: [Redacted]

Home telephone: [Redacted] E-mail address: [Redacted]

Name of spouse: [Redacted]

Degree(s)/institutions/year: Baccalaureate: B.A, EMU, 2005

Masters: _____

Doctoral: _____

Please attach 2 letters of support to this application

[Redacted] _____ Date [Redacted] _____
 Recommended by Date Recommended by Date

[Redacted] 9/6/17
 Department Head and/or Supervisor Date

[Redacted] 10/2/17
 Executive Council Member Date

[Redacted] 10/4/17
 President Date

 Date Submitted to Board of Regents

After the Executive Council member signs, please forward this form and letters of support to: CFO, 101 Welch Hall. Upon approval of the President, the recommendation will be sent to the Board of Regents. Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Office of the Chief Financial Officer.

September 6, 2017

To Whom It May Concern:

I am extremely pleased to recommend Jody Beutler for Emeritus Staff Status at Eastern Michigan University. A status that will acknowledge her 42 years of dedicated service to the University.

Jody has been a dedicated and valuable member of the Graduation Audit team in the Office of Records and Registration. When I think of how to describe Jody, words that come to mind are integrity, trust, dedication and loyalty. These are all of the things she exemplified during her career at Eastern Michigan University.

Throughout her years here at EMU, Jody provided quality service to our students. She treated the students and her co-workers with the utmost respect, always going out of her way to help in any situation.

Jody's service to EMU's students and to the Office of Records and Registration, makes her truly deserving of the Emeritus Staff status.

Sincerely



Sherry Winterson
Assistant Director, Systems
Office of Records and Registration

August 2, 2017

To Whom It May Concern:

This letter is to support Jody Beutler's recommendation for Emeritus Staff status.

Jody was employed in the Records and Registration as a graduation auditor for all of her 42 years at EMU.

She assisted students and upheld the integrity of EMU programs in her role. In addition, she completed her BA degree in 2005 which she had begun 30 years prior. She is the epitome of "TRUEMU"

Sincerely



Judy Massingill

Records and Registration



EASTERN MICHIGAN UNIVERSITY

EMERITUS STAFF STATUS RECOMMENDATION

The Department/Office of Career Services (UACDC) recommends the awarding of **Emeritus Staff Status** for the following retiring/retired staff member:

Name of staff member: Barbara J. Jones

Title upon retirement: Senior Corporate Relations Manager

Date of hire at EMU: 9/19/1977

Retirement date: 7/14/17

Number of years at EMU: 40 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home address: [REDACTED]

Home telephone: [REDACTED]

E-mail address: [REDACTED]

Name of spouse: [REDACTED]

Degree(s)/institutions/year: Bachelor of Science in Teaching, Northern Illinois University, 1974

Master of Arts in Education, Eastern Michigan University, 1977

Please attach 2 letters of support to this application

Sarah Kersey Otto _____ 7/10/17
 Recommended by _____ Date

Michael Sayler _____ 7/10/17
 Recommended by _____ Date

[REDACTED] _____ 7/25/17
 Department Head and/or Supervisor _____ Date

[REDACTED] _____ 10/2/17
 Executive Council Member _____ Date

[REDACTED] _____ 10/4/17
 President _____ Date

REC'D JUL 25 2017

Date Submitted to Board of Regents _____

After the Executive Council member signs, please forward this form and letters of support to: CFO, 101 Welch Hall. Upon approval of the President, the recommendation will be sent to the Board of Regents. Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Office of the Chief Financial Officer.

July 24, 2017

Dr. Rhonda Kinney Longworth
Office of the Provost
Academic & Student Affairs
Eastern Michigan University
Ypsilanti, MI 48197

Dear Dr. Longworth:

Eastern Michigan University has benefited greatly from the work of Barbara J. Jones and it is with great pride that we recommend her for emeritus status. Ms. Jones received her Master of Arts in Education from EMU in 1977 and began working for the University this same year. She then spent the next 40 years working with employers and students in the University Advising & Career Development Center (formerly the Career Services Center).

Barbara was the long-time coordinator of EMU's annual Teacher Job Fair. EMU is actually part of a Teacher Job Fair consortium (along with U of M, MSU, WMU and CMU) all of whom agree to hold their teacher job fairs during the same week but on different days - so school districts traveling long distances can hit all five job fairs in one fell swoop. Barbara Jones was the person who created this consortium and got all the other universities to agree to it. This year's teacher job fair marked the **30th year** of the consortium's existence. It has helped to put the State of Michigan on the map as 'the place to be to recruit teachers'. And, of course, most school districts will tell you that EMU's fair and teacher candidates are their favorite of the week! We are so very thankful for Barbara's efforts and vision.

Beyond the department, Barbara was very active in the Michigan Career Educators and Employers Alliance (MCEEA) – a state-wide association for career center personnel and corporate recruiters. For many years she served on the association's board of directors and in 2017 she served on the Conference Planning Committee and as Chair of the Hospitality Committee during the conference. In recognition of all she has done for the association as well as the career services field, she was honored at the conference with the 'Career Services Professional of the Year' award for 2017. Barbara truly has left her mark on our profession and has helped Eastern Michigan University to gain recognition for our capable and job-ready graduates.

We wish Barbara all the best in this next chapter of her life and call ourselves lucky to have called her a colleague during her years at Eastern Michigan University.

Respectfully submitted,


Sarah Kersey Otto
Director, Career Development & Outreach
University Advising & Career Development Center

July 11, 2017

To Whom It May Concern,


I am writing in support of EMU granting emeritus status to Barbra Jones. I have had a great pleasure of working with Barbara the past two years in her role as director of our annual educator job fair and in her on-going efforts to help my students find jobs.

Barbara has been associated in one way or another with Eastern and the College of Education since she got a master's degree from us in 1977. She was hired to help students prepare for interviews and to work with schools to facilitate teacher placements that same year. In 1980 she became EMU's Job Location and Development Coordinator. While in that role she wrote EMU's program proposal to federal government which was subsequently approved. She rose through positions of greater and greater responsibility in the Careers Office becoming Senior Corporate Relations Manager. Over 25 years ago she initiated a teacher job fair consortium among Eastern Michigan, University of Michigan, Michigan State, Western Michigan, and Central Michigan that exists up to today.

Barbara served on statewide professional boards including the Michigan ACE Women's Network (MI-ACE), The Michigan College and University Professional Association (MCUPA), and most recently Michigan Career Educator and Employer Alliance (MCEEA). She won the 2017 "Administrator of the Year" award for Career Services professionals. Barbara has served on numerous community boards including American Cancer Society, Washtenaw County Juvenile Advisory Board, The Women's Council, Ypsilanti Chamber of Commerce, and the Salvation Army. She served in leadership roles for human resources organizations including Women's HR Forum and the HR Networking Group.

Barbara's hard work and dedication have clearly been a benefit to Eastern and to our students. Thousands or more likely tens of thousands of our students have gotten positions in part due to her efforts at organizing what is unquestionably the best teacher job fair in the state. I hope her application for emeritus status is granted.

Respectfully,



Mike Sayler, Professor and Dean



EASTERN MICHIGAN UNIVERSITY

EMERITUS STAFF STATUS RECOMMENDATION

The Department/Office of Accounting Department – Business & Finance recommends the awarding of **Emeritus Staff Status** for the following

retiring/retired staff member:

Name of staff member: Lillian Tusson

Title upon retirement: Account Specialist

Date of hire at EMU: 13-April-1987

Retirement date: 11-August-2017

Number of years at EMU: 30 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home address:



Home telephone:



E-mail address:



Name of spouse:



Degree(s)/institutions/year: Baccalaureate: _____

Masters: _____


Doctoral: _____

Please attach 2 letters of support to this application

 _____ 18-July-2017
Recommended by Date

 _____ 18-July-2017
Recommended by Date

 _____ 18-July-2017
Department Head and/or Supervisor Date

 _____ 10/2/17
Executive Council Member Date

 _____ 10/4/17
President Date

Date Submitted to Board of Regents

After the Executive Council member signs, please forward this form and letters of support to: CFO, 101 Welch Hall. Upon approval of the President, the recommendation will be sent to the Board of Regents. Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Office of the Chief Financial Officer.

July 18, 2017

Eastern Michigan University
Office of the President – Executive Council
202 Welch Hall
Ypsilanti, MI 48197

Re: Emeritus Staff Recommendation – Lillian Tusson

To Whom it may concern,

I am pleased to provide this letter of recommendation to support Lillian Tusson's application for emeritus status at Eastern Michigan University. Lillian has been supporting the operations of the Business and Finance division for decades. Her dedication to the University is demonstrated through her 30+ years of employment and campus involvement.

In April, 1987 Lillian became an EMU employee in the Student Business Services department. She carried out the duties of a Data Control Clerk, Customer Service Clerk, as well as the Account Specialist. All of these duties played a role in the graduation experience of our students.

In 1999, Lillian transitioned to the General Accounting department as Account Specialist where she continues to carry out the duties for accounts receivables, liaison for student organizations, and serves as the primary contact for managing designated and agency funds.

Lillian has excellent knowledge of campus policies and procedures and deftly enforces them as well. Ms. Tusson, as she is known by many, takes care to inform and educate the faculty and students she interacts with. She conscientiously completes her work daily and provides efficient and effective service to the University.

I have enjoyed working with Lillian for over ten years. Lillian is an integral part of the Accounting team and will be missed. I hope you will give Lillian's nomination the consideration it deserves.

Sincerely,



Sarah Ghotane, Manager
Accounting Operations


To Whom it may concern,

It is with great pleasure that I write this letter of recommendation to support Lillian Tusson's application for Emeritus Staff status at Eastern Michigan University. Lillian will be retiring on August 11, 2017, after more than 30 years of faithful, dedicated and consistent employment.

Lillian began her journey at Eastern in 1987, she was hired in the Student Business Services Area where she processed student refunds. A position she held for 14 yrs. She then joined the General Accounting Department where she's worked diligently for more than 16 yrs as an Account Specialist. Lillian was instrumental in achieving the seamless transition of AR from the old FRS system to the current Banner System. She currently oversees the Student Organization Funds, Designated Funds and the University's Accounts Receivables. Her willingness to work with and assist both students and staff to navigate the various avenues to get the proper paperwork processed has been remarkable. Regardless of endless deadlines and other pressures, Lillian Tusson always delivers and executes her tasks with accuracy, dedication and a winning attitude.

I am honored to say that we have been both coworkers and friends for more than 20 yrs. While I am sure we will all miss Lillian tremendously, she has certainly earned the opportunity to retire from EMU, to begin a new chapter and set out on her next life adventure. Recognizing Lillian's contributions to Eastern with the approval of this Emeritus Staff status application would be a wonderful way to say "Thank You, for all you have done, from your EMU Family."

Sincerely,



Anne Fo
Accountant Analyst
Sponsored Research Accounting



EASTERN MICHIGAN UNIVERSITY
EMERITUS STAFF STATUS RECOMMENDATION

The Department/Office of University Library recommends the awarding of **Emeritus Staff Status** for the following

retiring/retired staff member:

Name of staff member: Thomas E. Staicar

Title upon retirement: Library Assistant III, CS-05

Date of hire at EMU: 04/01/1987

Retirement date: 08/11/2017

Number of years at EMU: 30 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home address: [Redacted]

Home telephone: [Redacted]

E-mail address: [Redacted]

Name of spouse: [Redacted]

Degree(s)/institutions/year: Baccalaureate: BA Wayne State University 1968

Masters: _____

Doctoral: _____

Please attach 2 letters of support to this application

[Redacted]	<u>7-14-17</u>	[Redacted]	<u>7-14-17</u>
Recommended by	Date	Recommended by	Date
[Redacted]	<u>7-20-17</u>		
Department Head and/or Supervisor	Date		
[Redacted]	<u>10/2/17</u>		
Executive Council Member	Date		
[Redacted]	<u>10/4/17</u>		
President	Date		

Date Submitted to Board of Regents

After the Executive Council member signs, please forward this form and letters of support to: CFO, 101 Welch Hall. Upon approval of the President, the recommendation will be sent to the Board of Regents. Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Office of the Chief Financial Officer.

July 14, 2017

Dear EMU Regents,

As a co-worker of Thomas Staicar for the past five years, I believe that I can strongly recommend him for emeritus staff status because of his notable service in the University Library's Periodical and Government Documents Department.

Tom has had excellent attendance over his 30+ years of service at EMU. In addition, the University Library has made many changes to various processes and Tom was always willing to take on extra assignments and duties, during these transitions.

As one example, Tom worked closely with our Cataloging staff to develop his government documents management skills in order to take on government document check-in and maintenance. These skills allowed him to supervise student workers in various departmental projects, very successfully.

Tom effectively communicates issues and problems to supervisors in the both periodicals and government document department. He is very patient, helpful, and he works well with students and co-workers.

For these reasons, as well as too many others to list, I highly recommend Thomas Staicar for emeritus staff status at EMU.

Sincerely, 


Monica Fly 
Office Supervisor
University Library



EASTERN MICHIGAN UNIVERSITY

July 14, 2017

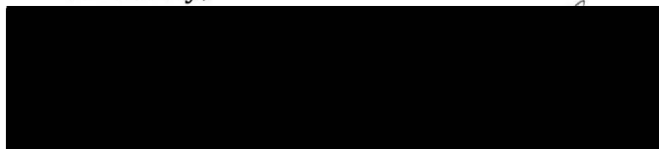
To whom it may concern,

After 30 years of service to EMU, Tom Staicar has decided now is the time to retire. It is my pleasure to recommend him for Emeritus staff status.

During his time here at Eastern Michigan University, Tom has been an essential part of the EMU Library, specifically in periodicals and government documents. He has always been willing to learn new systems and ways of doing things, as well as provide assistance and support for his co-workers. Throughout all of the years here, he has been a dedicated, loyal employee and proud supporter of all things EMU.

Tom has always attended every professional development opportunity offered to him and has strived to create a welcoming and inclusive atmosphere in his department. For his unwavering dedication to not only the mission of the library, but also the university, Tom deserves this honor. I highly recommend Tom for emeritus status at EMU.

Sincerely,



Brooke Boyst

Vice-President, UAW Local 1975



EASTERN MICHIGAN UNIVERSITY
EMERITUS STAFF STATUS RECOMMENDATION

The Department/Office of IT recommends the awarding of **Emeritus Staff Status** for the following retiring/retired staff member:

Name of staff member: DOYLE C. ROUSEAU
 Title upon retirement: COLLEGE TECH II PTO9*
 Date of hire at EMU: 4/90 Retirement date: 8/2017 8/11/17
 Number of years at EMU: 27 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home address: [Redacted]
 Home telephone: [Redacted] E-mail address: [Redacted]
 Name of spouse: [Redacted]

Degree(s)/institutions/year: Baccalaureate: _____
 Masters: _____
 Doctoral: _____

Please attach 2 letters of support to this application

[Redacted] 6-15-17 [Redacted] 6-27-17
 Recommended by _____ Date _____ Recommended by _____ Date _____

Department Head and/or Supervisor _____ Date _____

[Redacted] 10/2/17
 Executive Council Member _____ Date _____

[Redacted] 10/4/17
 President _____ Date _____

 Date Submitted to Board of Regents

After the Executive Council member signs, please forward this form and letters of support to: CFO, 101 Welch Hall. Upon approval of the President, the recommendation will be sent to the Board of Regents. Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Office of the Chief Financial Officer.

Thomas K. Venner
Professor of Art
Eastern Michigan University

June 27, 2017

Board of Regents
Eastern Michigan University
Ypsilanti, Michigan


Dear EMU Regents,

It is my distinct pleasure to recommend Doyle "DC" Rouseau for Staff Emeritus recognition. First, as a department head, then in my former position as Dean of the College of Arts and Sciences, I worked with DC for many years and had the opportunity to see him close up. I observed a consummate professional who carries out his responsibilities with great skill and a positive attitude.

For almost ten years, DC has been a member of the College of Arts and Sciences "tech team," whose work supports the IT and instructional technology needs of hundreds of faculty and staff of the college. Their feedback regularly and consistently mentioned that DC is respectful, has great patience and persistence in resolving their technology problems, and does so with skill. This was my conclusion as well. DC was always ready and anxious to find ways to help. For example, because DC's role usually required him to be out and about on campus much of the time, he made himself available on a special phone so that he would be able to respond to classroom tech problems as quickly as possible. He was willing to adjust his work hours to an early schedule to be able to fix things before the day began. DC was always a tremendous asset helping with the tech needs of the Undergraduate Symposium. Needless to say, DC's help was invaluable.

Due to his experience, there is very little in the realm of IT, especially as it comes to classroom technology, that DC does not know. It was a tremendous help and pleasure having him on the dean's staff. I most strongly recommend Doyle Rouseau for Staff Emeritus recognition.

Sincerely,



Thomas K. Venner
Professor of Art

June 15, 2017

To Whom It May Concern:

It is with great pleasure that I recommend Doyle Rouseau for Emeritus Staff status. Better known around campus as deCee, he has been supporting technology at Eastern Michigan University for twenty-seven years. In that time, deCee has worn many hats from roles in networking and infrastructure, to operating Information Technology's computer store, to supporting classroom technology.

I have had the pleasure of working with deCee, as a colleague and, at times, as his supervisor, for the past ten years. In that time, he has delivered excellent support with a friendly and pleasant demeanor. In his support of the classroom technology, deCee has demonstrated a genuine dedication to the mission of teaching at EMU.

Throughout his roles, deCee has prioritized the students of Eastern Michigan University. He has served as a mentor to many and as a tremendous support resource for countless others. He has graciously shifted his schedule around and put in extra effort to support departments and student organizations presenting speakers and hosting debates. Perhaps his biggest commitment to student success over the past several years has been his coordination and support of the audio-visual technology used for the presentations at the Undergraduate Symposium, one of EMU's signature events.

It is without hesitation that I recommend deCee Rouseau for Emeritus Staff status for his twenty-seven years of service and contributions to the Eastern Michigan University community.

Sincerely,

A large black rectangular redaction box covering the signature area.

Aric J. Kirkland
Director, Desktop and Classroom Technology
Eastern Michigan University



EASTERN MICHIGAN UNIVERSITY
EMERITUS STAFF STATUS RECOMMENDATION

The Department/Office of Support Services/ Physical Plant Operations recommends the awarding of **Emeritus Staff Status** for the following retiring/retired staff member:

Name of staff member: Jerry Campbell

Title upon retirement: CS4-Postal Clerk

Date of hire at EMU: 1-15-91

Retirement date: 7-7-17

Number of years at EMU: 26 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home address: [Redacted]

Home telephone: [Redacted]

E-mail address: [Redacted]

Name of spouse: [Redacted]

Degree(s)/institutions/year: Baccalaureate: N/A
 Masters: N/A
 Doctoral: N/A

Please attach 2 letters of support to this application

Stephen Siller
 Recommended by _____ Date _____

Recommended by _____ Date _____

[Redacted] 7-6-17
 Department Head and/or Supervisor Date

[Redacted] 10/2/17
 Executive Council Member Date

[Redacted] 10/4/17
 President Date

 Date Submitted to Board of Regents

After the Executive Council member signs, please forward this form and letters of support to: CFO, 101 Welch Hall. Upon approval of the President, the recommendation will be sent to the Board of Regents. Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Office of the Chief Financial Officer.

To whom it may concern:

7-6-2017

I would like to recommend Jerry Campbell for Emeritus Staff Status upon his retirement here at EMU.

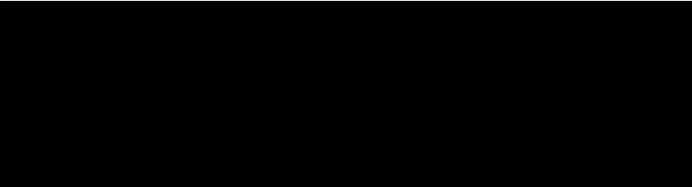
Jerry has a long (26 yrs) record of reliable trustworthy service to the university. Jerry has built a reputation as a relentlessly positive, helpful coworker. People have come to depend on Jerry and his smiling happy face to help them with their mail or move or package situation.

Additionally Jerry is known for helping folks through tough situations or personal tragedies. Jerry is on the spot with a smile or a kind word or whatever it takes. Jerry is there to cheer you up or hold your hand to try and make your day better. People are going to miss Jerry and the positive energy he brought to their lives.

Jerry never held a high position here at EMU but he always treated his job and his customers as the most important things he would do or see all day. Jerry is a dedicated and devoted EMU cheerleader. He has given his life to the university and I would like to see the university give a little something back.

Based on his record of service and the number of people and situations that he helped and made better, I ask that you please consider Jerry Campbell for Emeritus Status. Jerry has given his time and his life to the university and Emeritus Status is an acknowledgement and a reward for that service.

If anyone has any questions or requires additional information please do not hesitate to contact me directly.



Stephen Siller
University Support Services Manager
Eastern Michigan University
734-487-4386

July 7, 2017

To Whom It May Concern:

I would like to nominate Jerry Campbell for Emeritus Staff Status. Jerry has served the Eastern Michigan University community for 26 years and has always had a smile, or words of praise on his lips, when delivering the mail to the Halle Library. I am very happy to recommend Jerry for the honor of Emeritus Staff Status.

Sincerely,



Marlene Thomas
Interlibrary Loan Specialist
Eastern Michigan University
Bruce T. Halle Library, Room G20
Ypsilanti, MI 48197
mthom105@emich.edu
734.487.2197



EASTERN MICHIGAN UNIVERSITY
EMERITUS STAFF STATUS RECOMMENDATION

The Department/Office of Health Promotion and Human Performance recommends the awarding of **Emeritus Staff Status** for the following

retiring staff member:

Name of staff member: Jane Bartman

Title upon retirement: CS04 Secretary

Date of hire at EMU: 5/4/1992

Retirement date: 8/1/2017

Number of years at EMU: 25 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home address: [Redacted]

Home telephone: [Redacted]

E-mail address: [Redacted]

Name of spouse: _____

Degree(s)/institutions/year: Baccalaureate: BGS University of Michigan

Masters: _____

Doctoral: _____

Please attach 2 letters of support to this application

[Redacted] 7/31/17
 Recommended by Date

[Redacted] 7/31/2017
 Recommended by Date

[Redacted] 7/31/2017
 Department Head and/or Supervisor Date

[Redacted] 10/2/17
 Executive Council Member Date

[Redacted] 10/4/17
 President Date

 Date Submitted to Board of Regents

After the Executive Council member signs, please forward this form and letters of support to: Cathie McClure, 101 Welch Hall. Upon approval of the President, the recommendation will be sent to the Board of Regents. Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Office of the Chief Financial Officer.

July 13, 2017

Dear President Smith:


It is my distinct honor to recommend Ms. Jane Bartman for Emeritus Staff Status. I first met Jane six years ago when I was the Director of the School of Health Promotion and Human Performance (HPHP). The School's staff had been laid off five weeks prior, and Jane had been reassigned to HPHP after working many years at the Physical Plant. She had had no experience working in an academic office, and terms such as PAFs, BANNER, and overrides were foreign to her. We were both initially concerned about her ability to do the job. However, my concerns quickly faded when I witnessed her work ethic, her drive to learn, and most importantly, her kindness and determination to help everyone. Whether it's a faculty member frantically trying to make copies of an exam five minutes before the start of class, or an upset student whose desperate to speak to someone about an important issue, Jane was always calm and eager to lend a hand.

The faculty and staff in the School of Health Promotion and Human Performance adore her. They will miss her daily greeting, her messy workspace that was miraculously cleared at the end of the day, the kindness and compassion that she showed to each and every student that entered the HPHP suite during the last six years, and her wry sense of humor that would sometimes catch people off guard.

I am very excited for Jane as she embarks on this much-deserved phase of her life. However, I will miss my friend. Jane and I worked side by side for two years, before I became the college's Associate Dean in 2013. As I entered the suite each morning, I was greeted with a cheery "Christine." We looked forward to Monday mornings in particular, so that we could discuss the previous night's episode of *Downton Abbey*. Jane was the first person I told when I found out that I was going to be an aunt. The work of a university administrator can be somewhat isolating and lonely. However, Jane served as a source of comfort and strength for me, and for countless others in HPHP.

Jane Bartman is very deserving of the honor of Emeritus Staff Status. Eastern Michigan University has been a big part of her life for the last 25 years, and she has served it with distinction, grace, and humility. Thank you for considering my recommendation.

Respectfully,


Christine Karshin, Ph.D.
Associate Dean
College of Health and Human Services

July 20, 2017

To Whom It May Concern:

Please accept this letter in support of Ms. Jane Bartman's nomination for staff emeritus status at Eastern Michigan University. It is an honor to have the opportunity to describe what Jane has meant to our school. Jane is retiring after 25 years of impeccable service to the University. Her last six years were spent in the School of Health Promotion and Human Performance (HPHP) where I am a faculty member. Jane came to us during a very trying time in our school's history. Our School of eight programs and 30 faculty, had just lost our entire administrative staff to layoffs. Although Jane had never worked in an academic office before, she immediately began to have a tremendous positive impact. She dedicated herself to developing the knowledge and skills that would be needed to do her job and soon became an indispensable member of the HPHP team.

Jane is simply one of the nicest, and most helpful co-workers I've ever had the pleasure of working with. She is always willing to help those around her in any way she can, often brainstorming and finding solutions to our problems. Her relentlessly positive attitude spreads to all who interact with her. As the face of our School she is the first person to interact with anyone who walks through our suite door. Her cheery greeting every morning is the best way to start off any day and her sincere desire to help demonstrates her unwavering dedication to EMU and our students. She is always thorough in her work. There is never a need to follow-up to see if something was completed because we all know that she will get the job done or keep us updated if there are ongoing issues that she's still working through.

Jane has become such a constant, reliable presence in HPHP that she will be greatly missed and no doubt hard to replace. She has been an exemplary employee who dedicated decades of outstanding employment to EMU and made lifelong friendships along the way. It is for these reasons and many more that I unequivocally provide this letter of support of Emeritus status for Jane. This is the exact type of person we want to maintain a relationship with EMU.

Sincerely,



Joan Cowdery, PhD
Professor, Health Education
School of Health Promotion & Human Performance



EASTERN MICHIGAN UNIVERSITY
EMERITUS STAFF STATUS RECOMMENDATION

The Department/Office of Holman Success Center recommends the awarding of **Emeritus Staff Status** for the following

retiring/retired staff member:

Name of staff member: Dr. Mary Zdrojkowski

Title upon retirement: Coordinator, Select Student Support Services (4S) Grant

Date of hire at EMU: August 31, 1995

Retirement date: October 2, 2017

Number of years at EMU: 23 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home address: [Redacted]

Home telephone: [Redacted]

E-mail address: [Redacted]

Name of spouse: [Redacted]

Degree(s)/institutions/year: Baccalaureate: B.S. Parks and Recreation/Environmental Interpretation, Michigan State University 1975

Masters: M.S. Education, Butler University, 1987;

M.A. English, Central Michigan University, 1992

Doctoral: Ph.D Critical Studies in the Teaching of English, Michigan State University, 2007

Please attach 2 letters of support to this application

[Redacted] 9/8/17 [Redacted] 09/07/17
 Recommended by _____ Date Recommended by _____ Date

[Redacted] 9/8/17
 Department Head and/or Supervisor _____ Date

[Redacted] 10/2/17
 Executive Council Member _____ Date

[Redacted] 10/4/17
 President _____ Date

 Date Submitted to Board of Regents

After the Executive Council member signs, please forward this form and letters of support to: CFO, 101 Welch Hall. Upon approval of the President, the recommendation will be sent to the Board of Regents. Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Office of the Chief Financial Officer.

September 7, 2017

TO: Eastern Michigan Board of Regents

FROM: Elise Buggs, Director Academic Success Partnerships


RE: Emeritus Status for Dr. Mary Zdrojkowski

On behalf of Eastern Michigan University's GEAR UP and KCP College Day programs, I am writing to you to offer our heartfelt recommendation that Emeritus Status be bestowed upon Dr. Mary Zdrojkowski, coordinator of the KCP Select Student Support Services (4S) Grant. Mary has been an invaluable resource, colleague, and friend as she has worked to forge bonds between GEAR UP and 4S in our mutual goal of assisting academically disadvantaged youth as they progressed from middle school through earning a four year degree.

Mary's collaboration included working with our cohort of GEAR UP students from their junior year of high school through their admission to EMU. Mary developed and presented workshops on financial aid and scholarships, preparing for the SAT writing/English sections, how to estimate college living expenses, and what to do in real life college social situations. Most recently, Mary facilitated sessions during our weeklong Freshmen Focus residential enrichment experience in August. She also helped with past GEAR UP Summer STEM Camp activities, accompanied pre-college students and staff on in-state and out of state college tours, organized activities for GEAR UP students for a campus visit to EMU, as well as supervised a group of GEAR UP high school students on a tour of the Detroit FBI offices during our career exploration event, Project Dream Gig last year.

Mary has served as an excellent EMU representative to pre-college students. They know her affectionately as "Dr. Z" and for those students participating in the Edge Program at EMU, many have sought her out during this past week of Edge Orientation. Mary has a genuine interest in GEAR UP students, and understands the challenges many of them face as they strive to make their dream of a college degree materialize. Mary has also been a welcome addition to our GEAR UP staff, and though we shall miss her presence, we wish her a long, happy, and well-deserved retirement.

Sincerely,



Elise Buggs, MBA
Director, Academic Success Partnerships
ebuggs@emich.edu

September 5, 2017

RE: Emeritus Staff Status for Dr. Mary Zdrojkowski

Dear Board of Regents,

It is with great pleasure that I am recommending for Emeritus Status Dr. Mary Zdrojkowski, co-author and Coordinator of the 2011-2017 Select Student Support Services (4S) Grant. Mary has worked for EMU for 23 years, the past nine of which have been at Holman Success Center (HSC) which houses the 4S grant. Throughout her time at HSC, she has worked hard to meet the goal of the 4S grant which is to provide academic assistance to EMU students who are at-risk by virtue of being either academically underprepared or economically disadvantaged. Mary has promoted such assistance as individual Success Coaching, helping students become aware of other support services across campus, and helping students develop their own network of faculty, staff, and classmates who can help them achieve a college degree.

As the Coordinator of the 4S grant, which is funded by the King-Chavez-Parks initiative within the State of Michigan Workforce Development Agency, Mary has worked closely with the staff of fifteen other MI public and private institutions which have been funded for 4S grants as well as staff at the State level. She has promoted EMU's academic support programs by presenting at such student success conferences as the Equity in the Classroom, the Great Lakes Student Success Conference, and the Spring Meeting of the State of MI KCP Competitive Grants.

Further, Mary earned her Ph.D. in Critical Studies in the Teaching of English, and has brought to HSC a wealth of information about how to support students academically. Through teaching several sections of UNIV 101L in the former PASS program, Mary has helped many students become acclimated to the challenges college presents and to the importance of communication skills in writing papers, talking to instructors, and getting along with friends and colleagues.

Finally, since I came to HSC in 2013 as Director of Academic Support Services I have relied on Mary's institutional knowledge and research skills as we have continued to expand our HSC programs. Mary is a team player who respects and is respected by staff and students, and has proven herself to be worthy of Emeritus status.

Thank you for your consideration of awarding Emeritus Status to Dr. Mary Zdrojkowski.

Sincerely,


Christine Deacons
Director of Academic Support Programs
Holman Success Center
Eastern Michigan University
cdeacons@emich.edu

Re: Emeritus Staff Status for Dr. Mary Zdrojkowski

Dear Members of EMU's Board of Regents,

It is with great pleasure that I am writing to you to recommend Dr. Mary Zdrojkowski who is retiring after 23 years of service to Eastern Michigan University. Dr. Zdrojkowski served in the Department of English Language and Literature for twelve years directing The Writing Center and teaching freshmen composition courses for six years and ENG 326: Research Writing for six years. During her full-time work in the English Department, Dr. Zdrojkowski researched best practices in writing centers and in so doing earned a Ph.D. from Michigan State University in Critical Studies in the Teaching of English. Her scholarly work also included a cognate area in sociolinguistics, and her dissertation focused on the use of humor in writing center tutorials. While in the English Department, Dr. Zdrojkowski presented her research at conferences and shared her insights into best practices in discussing students' own writing with them. Dr. Zdrojkowski has been a highly successful teacher who encourages her students to submit their work to the Undergraduate Symposium and had as many as six students present in one year—an accomplishment that even few tenured faculty can claim.

Dr. Zdrojkowski was a devoted member of the English Department who felt her duties were not limited to what her job description stated. For example, during the aftermath of the fire that closed Pray Harrold and forced all offices to relocate in temporary trailers in the Bowen Fieldhouse Lot, she tirelessly assisted with whatever needed to be done to help the department, including packing and carefully labeling boxes of books and files for faculty members who were on sabbatical or who were out of the country.

When budget cuts forced the elimination of her Professional Technical position in the English Department, she accepted a position as Coordinator of Select Student Support Services in the Holman Success Center. It was a devastating blow to the English Department and losing a colleague who was an inspiration to her students, an excellent team player, and a generous, kind person was sad indeed.

Dr. Zdrojkowski went on to serve EMU for an additional eleven years and has demonstrated herself to be highly deserving of the honor of Emeritus Status. I give my whole-hearted recommendation for this honor and I thank you for your consideration.

Please let me know if you need additional information.

Sincerely,

A solid black rectangular box redacting the signature of Dr. Veronica Grondona.

Dr. Veronica Grondona



EASTERN MICHIGAN UNIVERSITY

EMERITUS STAFF STATUS RECOMMENDATION

The College of Arts & Sciences Dean's Office recommends the awarding of **Emeritus Staff Status** for the following

retiring/retired staff member:

Name of staff member: Sally Lucas

Title upon retirement: Administrative Secretary

Date of hire at EMU: November, 1995

Retirement date: June 30, 2017

Number of years at EMU: 22 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home address: [REDACTED]

Home telephone: [REDACTED]

E-mail address: [REDACTED]

Name of spouse: [REDACTED]

Degree(s)/institutions/year: Baccalaureate: Eastern Michigan University 2005

Masters: _____

Doctoral: _____

Please attach 2 letters of support to this application

[REDACTED] 5/12/17
 Recommended by _____ Date

Kate Mehuron _____
 Recommended by _____ Date

[REDACTED] 5/12/17
 Department Head and/or Supervisor _____ Date

[REDACTED] 10/2/17
 Executive Council Member _____ Date

[REDACTED] 10/14/17
 President _____ Date

 Date Submitted to Board of Regents

After the Executive Council member signs, please forward this form and letters of support to: CFO, 101 Welch Hall. Upon approval of the President, the recommendation will be sent to the Board of Regents. Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Office of the Chief Financial Officer.

May 12, 2017

Dear President Smith,

It is truly an honor to write this letter of recommendation for Sally Lucas to receive Emeritus Staff Status upon her retirement from Eastern Michigan University. Sally started at EMU in November 1995 as a CS04 in the Teacher Education Department in the College of Education. In July 1997, she moved into a CS05 position (in 2001 became a CS06) in the College of Arts and Sciences Dean's Office where she has remained an integral member of the Dean's team.


I have had the pleasure of knowing Sally from two different perspectives both as department head and as interim dean. As department head, I thoroughly appreciated the detailed handouts on how to facilitate timelines and paperwork involving such processes for instructional evaluations. I applauded her desire to help when I would call and ask to make an appointment with the Dean as soon as possible or have some question that only Sally could answer. I was impressed with Sally's willingness to help and her amazing patience especially considering I was one of 18 department heads seeking information, wanting appointments, questioning concur, and the list goes on.

During this past year as Interim Dean, I cannot thank Sally Lucas enough for not retiring last year and helping me through my introduction to the role of Dean in College of Arts and Sciences. When I was considering the position, I met with Sally and point blank asked if she would stay if I received the position because I valued her work, ethics and professionalism. I knew that if I accepted the position, Sally who had already worked for 7 Deans would be able to introduce me to the culture, work and rhythm of the Dean's Office.

I was right! This past year, I have enjoyed working with Sally because of her integrity, compassion, and competency. I have relied heavily upon Sally to not only do all of her work but to help educate me to do my work which isn't usually something someone wants to do before they retirement (train another Dean). Sally never complained, showed extreme patience, and kept her sense of humor in the face of the College making tough decisions to meet the demands of the departments/schools in light of budgetary constraints.

Sally Lucas is the best of EMU. Not only has she worked at EMU for over 20 years but she received her B.S. degree from here. She started her educational journey in 1967 then re-started her journey in 1997 to graduate in 2005. I feel privileged to have worked with Sally and will forever be grateful that she stayed an additional year to support the Dean's Office and me. It is that loyalty to her co-workers, to the College and to EMU that truly makes Sally Lucas TRUEMU and deserving of Emeritus Staff status.

Sincerely,



Kathleen H. Stacey, Ph.D.
Interim Dean

October 5, 2016

Chief Financial Officer
101 Welch Hall
Eastern Michigan University
Ypsilanti, MI 48197

RE: Letter of Support for Emeritus Staff Status for Sally Lucas

Greetings,

It is my pleasure to recommend Emeritus Staff Status for Sally Lucas. I have worked with Ms. Lucas in many capacities over the 22 years that she has been an EMU employee. Most recently, in my role as Associate Dean over 5 years, I have enjoyed her outstanding administrative support.

Sally Lucas has provided invaluable continuity, seasoned experience, humor and equanimity to the operations of the Dean's office. We will greatly miss her and envy the next recipients of her energy and maturity, in the path that she chooses in her years of retirement.

I confirm that Ms. Lucas has been employed full-time at EMU, November 1995 to the present. She is also an Alumna of the university, achieving her EMU baccalaureate in 2005. During this time she raised four children to adulthood and now enjoys the company of 3 grandchildren.

Please honor her with all the benefits of Alumna status and Emeritus Staff Status that Ms. Lucas has earned as a result of her achievements at EMU.

Sincerely,



Kate Mehuron, Associate Dean

July 13, 2016

Dear Members of the Board of Regents,

I am writing in strongest support of the recommendation of Emerita Staff status for Sally Lucas.

Sally joined EMU in November 1995 and has worked in the College of Arts and Sciences Dean's Office since 1997. It is in this capacity that I have known and worked with her, first as head of the Art Department, then, since 2008 as Dean of CAS.

Sally is a consummate professional. She has served the college with distinction, providing support in many areas including budget monitoring, evaluation processing, dean's scheduling, and office management, among a myriad of other duties as assigned. She is known for her customer friendly attitude and willingness to work hard on behalf of faculty, staff and students to resolve their questions and problems. She has been a completely reliable and deeply respected member of the college staff for all these years.

Sally was married for 42 years to the late Thomas Lucas, is the mother of four children and grandmother of three. Nothing brings more happiness to her face than when she talks about her family. Sally earned her BS degree from Eastern in 2005.

Sincerely,

A solid black rectangular box redacting the signature of Thomas K. Venner.

Thomas K. Venner, Dean



EASTERN MICHIGAN UNIVERSITY
EMERITUS STAFF STATUS RECOMMENDATION

The Department/Office of Controller recommends the awarding of **Emeritus Staff Status** for the following

retiring/retired staff member:

Name of staff member: Amy Barker

Title upon retirement: Accountant/Analyst

Date of hire at EMU: 8/24/2000

Retirement date: 07/21/2017

Number of years at EMU: 16 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home address: [Redacted]

Home telephone: [Redacted]

E-mail address: [Redacted]

Name of spouse: [Redacted]

Degree(s)/institutions/year: Baccalaureate: EMU 1983

Masters: _____

Doctoral: _____

Please attach 2 letters of support to this application

[Redacted] 7/20/17
 Recommended by _____ Date

[Redacted] 7-20-17
 Recommended by _____ Date

[Redacted] 7/20/17
 Department Head and/or Supervisor _____ Date

[Redacted] 10/2/17
 Executive Council Member _____ Date

[Redacted] 10/4/17
 President _____ Date

 Date Submitted to Board of Regents

After the Executive Council member signs, please forward this form and letters of support to: CFO, 101 Welch Hall. Upon approval of the President, the recommendation will be sent to the Board of Regents. Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Office of the Chief Financial Officer.

To Who it may concern,

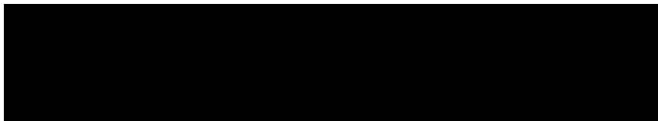
Re: Emeritus Staff Recommendation

It is with great pleasure that I write this letter of recommendation to support Amy Barker's application for Emeritus Staff status at Eastern Michigan University. Amy will be retiring on July 21, 2017 after more than 17 years of faithful, dedicated and consistent employment.

Amy began her career here at EMU in August 2000, she was hired in the Student Business Services Area. She then joined the General Accounting Department. She currently is the Payroll Accountant. Her willingness to work with and assist both students and staff to navigate the various avenues to get the proper paperwork processed has been remarkable. Amy has been a huge asset with her knowledge.

I have enjoyed and appreciate working with Amy for over ten years in the Payroll Department.

Sincerely,



Rhonda Linderman, Payroll Manager

July 20, 2017

To Whom It May Concern,

It's my absolute pleasure to recommend Amy Barker for the Emeritus Staff Status.

Amy Barker and I worked in the Payroll Department at EMU from 2006 till I changed departments in 2014. We still remain great friends.

I thoroughly enjoyed my time working with Amy Barker, and came to know her as a truly valuable asset to absolutely any team. She is honest, dependable, and incredibly hard-working. Beyond that, Amy enjoys being a member of the EMU community by worked with international student population and attending football games. Amy has always willing to help others and make EMU shine.

Please feel free to contact me at tpytlak@emich.edu should you like to discuss Amy's qualifications.

Best wishes,



Tracy Pytlak

Eastern Michigan University
Administrative Assistant II
Graduate Studies & Research
200 Boone Hall
Ypsilanti, MI 48197
734-487-4875



EASTERN MICHIGAN UNIVERSITY
EMERITUS STAFF STATUS RECOMMENDATION

The College of Business recommends the awarding of **Emeritus Staff Status** for the following retiring/retired staff member:

Name of staff member: Richard F. King

Title upon retirement: Region Director, Small Business Development Center

Date of hire at EMU: July 31, 2001

Retirement date: July 14, 2017

Number of years at EMU: 16 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home address: [Redacted]

Home telephone: [Redacted]

E-mail address: [Redacted]

Name of spouse: [Redacted]

Degree(s)/institutions/year: Baccalaureate: Economics, Lawrence University, 1970

Masters: MBA, Amos Tuck School at Dartmouth College, 1977

Doctoral: _____

Please attach 2 letters of support to this application

Dr. Sanjib Choudhury _____ Wendy Thomas _____
 Recommended by _____ Date Recommended by _____ Date

[Redacted] 9/20/17

Department Head and/or Supervisor _____ Date

[Redacted] 10/2/17

Executive Council Member _____ Date

[Redacted] 10/4/17

President _____ Date

 Date Submitted to Board of Regents

After the Executive Council member signs, please forward this form and letters of support to: Cathie McClure, 101 Welch Hall. Upon approval of the President, the recommendation will be sent to the Board of Regents. Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Office of the Chief Financial Officer.

September 15, 2017

Re: Recommendation of Richard King for Emeritus Status

To whom it may concern,

Dear Sir/Madam,

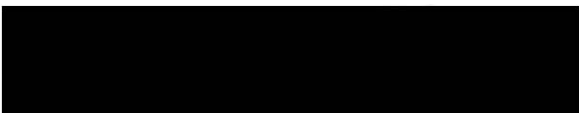
As the director of the Center for Entrepreneurship I very enthusiastically recommend Mr. Richard King for emeritus staff status because of his service to the Eastern Michigan Community and its stakeholders. This is a letter of strong recommendation for Richard King whom I have known for over twelve years. During that time he has worked closely with small businesses in our region as the Director of the Small Business Development Center. He has been a mature and dedicated administrator supporting small businesses in the greater Detroit area.

One needs only to review the accomplishments of his organization to realize the breadth of his experience and dedication to his profession. For example, in 2016, his small business team helped Detroit Region entrepreneurs start 46 businesses, create or sustain 554 jobs and obtain over \$96.4 million in debt or investment capital to grow their businesses.

I had the privilege of working with Richard for a few years at the EMU Center for Entrepreneurship where he was acting as the managing director. I can attest to his expertise and professional excellence. In his tenure at the Center for Entrepreneurship, he had worked with entrepreneurship faculty, student members of entrepreneurship club effectively.

In closing I would like to sincerely express my appreciation for the opportunity to support his nomination for the emeritus status at the Eastern Michigan University. I believe that he deserves the emeritus status. Please feel free to contact me if you have any further questions.

Sincerely,



Sanjib Chowdhury, MBA, Ph.D.

Director, Center for Entrepreneurship
Professor Strategy/Entrepreneurship
466 Owen, 300 W. Michigan Avenue

SMALL BUSINESS DEVELOPMENT CENTER



September 18, 2017

Dear Review Committee:

This letter is to offer my highest recommendation for Richard King for emeritus status at Eastern Michigan University. I have known and worked with Richard for over 17 years at the Michigan Small Business Development Center (SBDC). He has proven himself to be a great leader, visionary, and strategic thinker. Richard is hard working, professional, and committed to accomplishing any goal set before him.


He has dedicated many years of his career with helping small business communities grow through educational programs and consulting. Through strong leadership, management, and mentoring, Richard led SBDC business consultants to successfully achieve, and in many cases, exceed the Region's program goals, year after year.

In 2016, under Richard's leadership, the Southeast Michigan SBDC program received U.S. Small Business Administration's Excellence and Innovation award. Richard has also been recognized by his peers, locally and nationally as Michigan's State SBDC Star. This award is given by the national Association of Small Business Development Centers.

It is with great respect and honor that I give this recommendation. I believe that Richard would be a valuable asset to any organization. I believe that his personal and professional commitment to the business community and community at large makes him a deserving candidate for emeritus status.

Please let me know if I can provide you with any additional information.

Sincerely,


Wendy Thomas, Interim SE Region Director,
Michigan Small Business Development Center

Southeast Michigan Region Headquarters | Eastern Michigan University Livonia
38777 W. Six Mile Road | Suite 419 | Livonia, MI 48152
(734) 487-0355 | www.SBDCMichigan.org





EASTERN MICHIGAN UNIVERSITY
EMERITUS STAFF STATUS RECOMMENDATION

The Department/Office of ENGAGE recommends the awarding of **Emeritus Staff Status** for the following retiring/retired staff member:

Name of staff member: Karen Metz

Title upon retirement: Sr. Secretary **CS-05**

Date of hire at EMU: February 4, 2002 Retirement date: July 7, 2017

Number of years at EMU: 15 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home address: [Redacted]

Home telephone: [Redacted]

E-mail address: [Redacted]@u

Name of spouse: [Redacted]

Degree(s)/institutions/year: Baccalaureate: _____

Masters: _____

Doctoral: _____

Please attach 2 letters of support to this application

[Redacted] 5-4-17 [Redacted] 5/8/17
 Recommended by Date Recommended by Date

[Redacted] 5-10-17
 Department Head and/or Supervisor Date

[Redacted] 10/2/17
 Executive Council Member Date

[Redacted] 10/4/17
 President Date

 Date Submitted to Board of Regents

After the Executive Council member signs, please forward this form and letters of support to: CFO, 101 Welch Hall. Upon approval of the President, the recommendation will be sent to the Board of Regents. Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Office of the Chief Financial Officer.

EASTERN
MICHIGAN UNIVERSITY
Education First

April 27, 2017

Eastern Michigan University
Office of the President
202 Welch Hall
Ypsilanti, Michigan 48197

Dear President Smith,

It is with great enthusiasm that I recommend Karen Metz for Emeritus status at Eastern Michigan University. I have had the pleasure of working with Karen over the past seven years as part of the non-credit training team in EMU's Professional Programs and Training.

One of Karen's responsibilities has been to manage and support the myriad of tasks and activities required to deliver nearly 200 non-credit training programs a year to individuals and organizations in our Southeast Michigan business community. Whether she is responding to phone or email inquiries, greeting students on the first morning of a class, or making sure our grant and training partners have the documentation they need for recordkeeping, Karen has been the primary point of contact—the face and voice of EMU—to many of those who participate in our programs. Moreover, she has done so with a lovely balance of personal warmth and friendliness, professional competence, and a positive, can-do spirit. We will miss her!

Karen has deep ties to EMU. She has shared her gifts and talents with the university for over 15 years. Two of her daughters graduated from the Special Education program. She is an enthusiastic participant in Rec-IM fitness classes. In addition to traveling and spending time with her family, I know Karen and her husband look forward to a continued connection to campus.

In honor of Karen's many years of dedicated service and contribution to Professional Programs and Training and the EMU community, please find this letter of recommendation a whole-hearted endorsement of her application for Emeritus status.

Kind regards,



Elizabeth Stoner, Program Coordinator
Eastern Michigan University
Professional Programs and Training
103 Boone Hall
Ypsilanti, MI 48197



May 4, 2017

To Whom It May Concern:

This letter is to support Karen Metz for the Emeritus Staff Status.

Karen is a hard-working employee and exemplified by juggling OSHA, MIOSHA, Polymers and Coatings classes.

This position requires a person who has a great concept and execution of organization skills; good attitude with a sense of humor; and high level of responsibilities. Karen demonstrates this and contributes to the betterment of our department every day.

Karen takes care of the preparation of the OSHA and/or MIOSHA before the classes, e.g. sign-in, sign-out; create certificates for the participants, cancellation of classes, monitors the enrollment etc. She keep up with the ever-changing rules and regulations of OSHA and MIOSHA and advising the participants when necessary.

Karen is responsible for invoicing and collecting past due accounts. She answers the many questions posed to her by companies and corporations with patience. Whenever a recipient does not understand the procedure, she would take the time to make sure he/she understands.

Karen is responsible for OSHA/MIOSHA two to six classes or more per month. Setting up these classes at EMU-Livonia is time consuming.

Karen is at the site before her start time where she sets up the registration table for all classes, make sure the instructor has what he/she needs and cheerfully answers any question and/or concerns from the students.

In the past, Boone Hall hosted the Polymers and Coating classes. These classes are two or more days.

This entails Karen to purchase the breakfast, morning, and afternoon break foods and set up. Some of these classes need to be in Sill Hall for the labs. Karen would take the break foods to that location for the duration of the classes without a complaint. Today, the Polymers and Coating classes are held at EMU-Livonia.

Karen also helps on occasion with my social work classes whenever vacation comes into play. She is eager to lend a hand even if there are over 45 students in the class. There are times she has to travel to EMU-Livonia or EMU-Detroit and she is very happy and willing to help.

Karen is equally eager to help if there is a problem with our database. She has a lot experiences with it and enjoys sharing the many shortcuts with us.

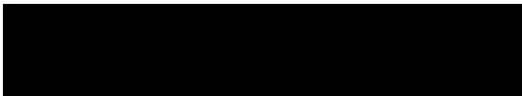
opinions; most times, it is right. Karen would never make me feel like she is in a hurry to answer or to help to problem solve.

Besides the many responsibilities posed to Karen, she has to be the best co-worker I ever had. She is so friendly to me and to everyone in the office, in addition, has a great attitude.

Karen Metz made a great contribution over the years, not only to Professional Programs and Training, but also to Eastern Michigan University as a whole. It is my pleasure to work with such a competent co-worker.

I enthusiastically recommend her to Emeritus Staff Status. I also like to wish her the best and richly deserved retirement.

Sincerely,

A solid black rectangular box redacting the signature of Elena O'Connor.

Elena O'Connor
eoconnor@emich.edu
7-4926



EASTERN MICHIGAN UNIVERSITY
EMERITUS STAFF STATUS RECOMMENDATION

The Department/Office of the Provost recommends the awarding of **Emeritus Staff Status** for the following retiring/retired staff member:

Name of staff member: Pat Cygnar

Title upon retirement: Director, Community College Relations

Date of hire at EMU: 07/01/2002

Retirement date: 07/31/2017

Number of years at EMU: 15 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home address: [REDACTED]

Home telephone: ([REDACTED])

E-mail address: [REDACTED]

Name of spouse: [REDACTED]

Degree(s)/institutions/year: Baccalaureate: BFA, University of Illinois at Urbana-Champaign, 1972

Masters: M.Ed. University of Illinois at Urbana-Champaign, 1982

Doctoral: _____

Please attach 2 letters of support to this application

Michael Tew, Ph.D.
 Recommended by _____ Date _____

Rhonda Longworth, Ph.D.
 Recommended by _____ Date _____

[REDACTED] 7/17/17
 Department Head and/or Supervisor Date

[REDACTED] 7/19/17
 Executive Council Member Date

[REDACTED] 10/4/17
 President Date

Date Submitted to Board of Regents _____

After the Executive Council member signs, please forward this form and letters of support to: CFO, 101 Welch Hall. Upon approval of the President, the recommendation will be sent to the Board of Regents. Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Office of the Chief Financial Officer.

July 27, 2017

Re: Emeritus Staff Status Recommendation for Pat Cygnar

Pat Cygnar started her career with Eastern Michigan University in 2002 and has given more than 15 years of dedicated service to the University. In her role as Director of Community College Relations she has built strong and lasting relationships with our Community College partners and worked tirelessly with four-year Michigan universities to facilitate the path of transfer students. As a member of the Committee on the Transferability of Core College Courses, she assisted in the implementation of the Michigan Transfer Agreement, assuring a seamless, student friendly, and consistent statewide transition for students from two year institutions.

She is well known on campus for her work with faculty and administrators in the creation and implementation of articulation agreements and for her openness in addressing the concerns of all those involved. She has been a strong advocate for our transfer students and supported this high achieving group throughout their EMU careers.

Pat has a wealth of institutional knowledge along with a deep and broad understanding of the important role community colleges play in the state of Michigan. It has been a pleasure to work with her over the years and she will be greatly missed by her EMU colleagues. I strongly recommend her for emeritus status.

Thank you for your consideration.

Sincerely,



Rhonda Longworth
Provost and Executive Vice President
Academic & Student Affairs

August 31, 2017


Re: Emeritus Staff Status Recommendation for Pat Cygnar

For more 15 years, Pat Cygnar has been a valuable member of the Eastern Michigan University family. As Director of Community College Relations, she has built and fostered positive and productive relationships with our wide range of Community College partners, their staff, faculty, and students. Pat has made significant contributions toward helping EMU students realize their goal of degree attainment and success. She has worked with other Michigan four-year institutions and state organizations to ensure smooth transfer pathways for students moving from community college to university environments. She played an important role in the development of the Michigan Transfer Agreement (MTA) through her participation on the Michigan Committee on Transferability of Core College Courses.

Pat was extremely effective in the development of Articulation Agreements with many of our Community College partners. EMU has established a strong reputation as a partner in helping students achieve degrees as is demonstrated by the 140 Articulation Agreements we maintain (more than any of our other Michigan peer public institutions). Pat has paid close attention to the success of EMU's transfer students and offered guidance to them and to their Community College counselors and advisors.

Pat possess a wealth of institutional knowledge and has been a resource for administrators, staff, and faculty. She is a highly regarded member of the EMU community. It has been my pleasure to work with her. I strongly recommend her for emeritus status.

Thank you,



Michael A. Tew
Associate Provost and Associate Vice President for
Academic Programs and Services
Division of Academic and Student Affairs

SECTION: 5
DATE: October 20, 2017

BOARD OF REGENTS

EASTERN MICHIGAN UNIVERSITY RECOMMENDATION

EMERITUS FACULTY STATUS

ACTION REQUESTED

It is recommended that the Board of Regents grant Emeritus Faculty Status to seven (7) former faculty members: Ronald Cere, Department of World Languages from 1985 to 2017, who retired August 2017 after 32 years; Chris Wood Foreman, School of Communication, Media and Theatre Arts from 1994 to 2016, who retired December 2016 after 22 years; Flora Hoodin, Department of Psychology from 1998 to 2017, who retired August 2017 after 19 years; Linda Polter, Department of Special Education from 2002 to 2017, who retired August 2017 after 15 years; Gretchen Dahl Reeves, School of Health Sciences from 2001 to 2017, who retired August 2017 after 16 years; Thomas Vosteen, Department of World Languages from 1991 to 2017, who retired August 2017 after 25 years; Patricia Williams-Boyd, Department of Teacher Education from 1996 to 2017, who retired after 21 years.

STAFF SUMMARY

The Collective Bargaining Agreement between Eastern Michigan University and the Eastern Michigan University Chapter of the American Association of University Professors (AAUP) provides that a faculty member who has served the University for at least fifteen (15) years may be nominated for Emeritus Faculty Status upon retirement.

The nomination for this individual has received the support of the department head or school director, the dean of the college, and the Provost and Executive Vice President.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

10/3/17
Date

**EASTERN MICHIGAN UNIVERSITY
EMERITUS FACULTY STATUS RECOMMENDATION
October 20, 2017**

Ronald Cere

Professor, Department of World Languages from 1985 to 2017
(32 years)

Doctoral	New York University
Masters	City University of New York
Baccalaureate	City University of New York

Chris Wood Foreman

Professor, School of Communication, Media and Theatre Arts from 1994 to 2016
(22 years)

Doctoral	University of Kentucky
Masters	University of Kentucky
Baccalaureate	Bowling Green State University

Flora Hoodin

Professor, Department of Psychology from 1998 to 2017
(19 years)

Doctoral	Wayne State University
Masters	Mankato State University
Baccalaureate	University of Witwaterstrand

Linda Polter

Associate Professor, Department of Special Education from 2002 to 2017
(15 years)

Masters	Eastern Michigan University
Baccalaureate	Eastern Michigan University

Gretchen Dahl Reeves

Associate Professor, School of Health Sciences from 2001 to 2017
(16 years)

Doctoral	University of Michigan
Masters	Michigan State University, M.O.T., Western Michigan University
Baccalaureate	Michigan State University

Thomas Vosteen

Professor, Department of World Languages from 1991 to 2017
(25 years)

Doctoral	University of Iowa
Masters	Middlebury College (MA), University of Iowa (MAT)
Baccalaureate	Dartmouth College

Patricia Williams-Boyd

Professor, Department of Teacher Education from 1996 to 2017
(21 years)

Doctoral	Ball State University
Ed.D.	University of Kansas
Masters	Ball State University
Baccalaureate	Grace College

BOARD OF REGENTS**EASTERN MICHIGAN UNIVERSITY
RECOMMENDATION****HONORARY EMERITUS STATUS FOR MERITORIOUS SERVICE****ACTION REQUESTED**

It is recommended that the Board of Regents grant Honorary Emeritus Status for Meritorious Service to Ms. Nancy Harbour, J.D., who provided exceptional leadership in her role as faculty member and Program Coordinator for the Paralegal Program. Ms. Harbour joined Eastern in 2004 as a lecturer, was promoted to assistant professor in 2005, promoted again to associate professor in 2009, and promoted again to full professor in 2014. During her time at the University, she provided outstanding leadership on a number of initiatives including establishing the Washtenaw County-EMU Legal Resource Center, successfully renewing EMU's Paralegal Program's accreditation with the American Bar Association, serving as the president of the American Association for Paralegal Education, and establishing the Alice Callum endowed scholarship for students in the Paralegal program.

STAFF SUMMARY

According to University policy, retiring employees who have served the University for fewer than 15 years may be granted Honorary Emeritus Status for Meritorious Service. Candidates for honorary emeritus status must have a significant number of years of service and a record of meritorious performance in one or more of the following: (a) a substantive record of scholarly achievement commensurate with national or international standards within the specific discipline, (b) a record of outstanding teaching and or educational contributions, (c) clear evidence of service to the University beyond the normal expectations, (d) clear evidence of exceptional institutional leadership, advancement of the University or extraordinary service to students.

Ms. Harbour resigned from Eastern in 2016. In her twelve years of employment at EMU, she demonstrated exemplary service to the students and faculty of the university, and the Washtenaw County Community, as evidenced by her outstanding record of achievements.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

10/3/17

Date

Emeritus Status Application for Nancy Harbour

EMU Years: 2004-2016

EMU Status: Full Professor, Program Coordinator-, ABA-Approved Paralegal Studies Program



Service Accomplishments:

The Washtenaw County-EMU Legal Resource Center (LRC)

Nancy's most profound service accomplishment started when she opened the doors of the Washtenaw County-EMU Legal Resource Center (LRC) in 2004. The LRC is a cooperative effort between EMU, the county's judges, local attorneys, and the county's administration. It is a 501(c) (3) corporation. This pro bono legal clinic is run exclusively by EMU's paralegal students, under supervision of EMU's paralegal program's attorney faculty members. The students help the Washtenaw County community patrons with civil court forms in the areas of family law, landlord-tenant, probate and small claims matters. The LRC logo was designed by a program graduate who worked at the LRC.

The LRC is *the only* university program of its kind in the country. The LRC was one of EMU's programs specifically cited by The Carnegie Foundation when EMU received its recent re-designation for Exceptional Community Engagement. Nancy continually interfaced with the judges and community lawyers to grow the LRC.

Under Nancy's supervision and leadership, the LRC expanded and grew. To date, the EMU LRC students have helped well over 10,000 community members, primarily with family law court forms and procedures. Among Nancy's service accomplishments within the community, on behalf of EMU and the LRC, are:

- Opening the LRC's doors;
- Organizing and doing the PR to promote the clinic in the community, e.g., speaking at church events and government meetings;
- Successfully writing applications for small annual grants from the County's Board of Commissioners to help defray LRC operational costs;
- Regularly meeting with the county's circuit court judges to explain the LRC operations;
- Meeting with county planners to design permanent office space in the courthouse for the LRC.
- Speaking to national paralegal educators about the LRC model;
- Regularly meeting with community lawyers to explain the LRC; and
- Organizing an annual LRC fundraiser, with the help of The EMU Foundation.

The educational impact on our paralegal students and the community has been incredible, Harbour noted.

The Paralegal Program's Alice Callum Scholarship

- Nancy coordinated and ran the fund raising effort, with the EMU Foundation, to establish the *first endowed scholarship* for the paralegal program. She raised most of the funds herself.

New Articulation Agreement with Washtenaw Community College

- Nancy helped to design and established a brand new “2+2” Articulation Agreement with WCC;
- She worked with WCC faculty and actually helped to write the WCC's curriculum for their new paralegal Associates Degree, which avoids course duplication, a first. The agreement allows the WCC students a direct transfer into EMU's Paralegal Studies Program, once their two-year degree is completed.

Other Contributions that publicized EMU's Paralegal Studies Program

- Nancy successfully renewed EMU's Paralegal Program's approval (accreditation) status with the American Bar Association in 2007 and 2014.
- Nancy served as the 2010 President of the American Association for Paralegal Education (AAfPE), the exclusive national organization for paralegal educators. She was the first, and so far only, president from Michigan.

SECTION: 7
DATE: October 20, 2017

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

ACADEMIC AFFAIRS ADMINISTRATIVE/PROFESSIONAL
APPOINTMENTS/TRANSFERS

ACTION REQUESTED

It is recommended that the Board of Regents approve two (2) Administrative/Professional appointments and eleven (11) Administrative/Professional transfers at the rank and effective date shown on the attached listing.

FISCAL IMPLICATIONS

The salary would be absorbed in the 2017-2018 personnel budget.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

10/3/17
Date

ADMINISTRATIVE PROFESSIONAL HIRING REPORT

Name	Effective Date	Salary	Rank
Tew, Michael	7/15/2017	\$160,000	Associate Provost & Associate VP for Academic Programming and Services
Pernecky, Steven	8/16/2017	\$132,000	Academic Associate Dean, College of Arts & Sciences

TRANSFERS

Winters, David	5/1/2017	\$144,165	Interim Department Head, Special Education
Koehn, Patrick	7/1/2017	\$111,210	Academic Administrator, Faculty Associate
Fields, Doris	8/1/2017	\$115,400	Director, Undergraduate Studies
Fowler, Rhonda	8/1/2017	\$134,427	Interim University Librarian
Caponegro, Ramona	8/16/2017	\$90,408	Associate Director for Academic Services, Honors College
Cooper, John	8/16/2017	\$129,198	Interim Department Head, CMTA
Baker, William	9/1/2017	\$112,220	Interim Associate Dean, College of Arts & Sciences
Blakeslee, Ann	9/1/2017	\$139,054	Director, Campus and Community Writing
Chao, Paul	9/1/2017	\$179,477	Senior International Officer, Academic & Student Affairs
Khan, Zafar	9/1/17	\$180,401	Interim Associate Dean, College of Business
Lewis, Philip	9/1/17	\$186,482	Interim Department Head, Accounting & Finance

SECTION: 8

DATE:

October 20, 2017

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

FACULTY APPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve one (1) new faculty appointment for the 2017-2018 academic year at the rank, salary, and effective date shown on the attached listing.

STAFF SUMMARY


The new faculty member is female.

FISCAL IMPLICATIONS

The salary would be absorbed in the 2017-2018 personnel budget.

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

10/3/17
Date

NEW FACULTY APPOINTMENTS

Annemarie Kelly - School of Health Sciences (Health Administration)

Assistant Professor effective August 30, 2017 at an academic year base salary of \$77,000.

Education

L.L.M.(tax) Loyola University Chicago School of Law, 2013
J.D. Drake University Law School, 2010 (Law Scholar)
B.A. Loyola University Chicago, 2006 (magna cum laude)

SECTION:	9
DATE:	October 20, 2017

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

LECTURER APPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve nine (9) new lecturer appointments for the 2017-2018 academic year at the rank, salary, and effective date shown on the attached listing.

STAFF SUMMARY

Demographics show that five (5) are male and four (4) are female.

FISCAL IMPLICATIONS

The salaries would be absorbed in the 2017-2018 personnel budget.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

10/3/17
Date

LECTURER APPOINTMENTS

Name	Department	Rank	Effective Date	Salary
Barker, Kimberley	Management	Lecturer I	9/1/2017	\$55,000
Coffey, Brian	History and Philosophy	Lecturer III	9/1/2017	\$44,000
Jackson, Toni	School of Health Sciences	Lecturer I	9/1/2017	\$36,500
Kenworthy, Mark	School Visual Built Environments	Lecturer I	9/1/2017	\$36,000
Radding, Joseph	Marketing	Lecturer I	9/1/2017	\$55,000
Shapiro, Derek	School of Music and Dance	Lecturer III	9/1/2017	\$40,000
Sorenson, Christopher	School of Tech Prof Services Mngmt	Lecturer I	9/1/2017	\$36,500
Wall, Christina	School of Tech Prof Services Mngmt	Lecturer I	9/1/2017	\$36,500
Watson, Camille	Chemistry	Lecturer III	9/1/2017	\$41,000

SECTION:

10

DATE:

October 20, 2017

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

ACADEMIC RETIREMENTS / SEPARATIONS

ACTION REQUESTED

It is recommended that the Board of Regents approve twenty-two (22) retirements and ten (10) separations for the period of March 1, 2017 through August 31, 2017.

STAFF SUMMARY


Of the thirty-two (32) retirements and separations, twenty (20) are female and twelve (12) are male. Demographics show that 94% are Caucasian, 3% are Asian and 3% are Native-American.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

10/3/17
Date

Academic Retirements/Separations
 March 1, 2017 - August 31, 2017

Board of Regents Meeting
 October 20, 2017

NAME	E CLASS	CURRENT HIRE DT	TERM DATE	JOB TITLE	DEPARTMENT	GENDER	ETHNICITY	TERM REASON
deVries, Susann E	AP-MGAD3	8/31/2005	06/30/2017	Interim Univ Librarian	Library-General Account	F	WH	Personal
Beard, Betty	FA	12/27/1976	08/31/2017	Professor	School of Nursing	F	WH	Retirement
Bleyaert, Barbara A	FA	8/27/2008	08/31/2017	Associate Professor	Leadership and Counsel	F	WH	Retirement
Bullard, Rita	FA	11/5/1973	08/31/2017	Professor	Library	F	WH	Retirement
Cere, Ronald C	FA	8/28/1985	08/31/2017	Professor	World Languages	M	WH	Retirement
Fisher, Janet L	FA	2/1/2014	08/31/2017	Associate Professor	Special Education	F	WH	Retirement
Hines, Sandra J	FA	8/29/2007	08/31/2017	Associate Professor	School of Nursing	F	WH	Retirement
Hoodin, Flora M	FA	8/26/1998	08/31/2017	Professor	Psychology	F	WH	Retirement
Jones, Joan C	FA	8/26/1998	08/31/2017	Professor	Mathematics	F	WH	Retirement
Knopps, Amy M	FA	9/1/2010	08/31/2017	Associate Professor	Music and Dance	F	WH	Personal
Leopard, David	FA	8/26/1992	08/31/2017	Professor	School of Tech Prof Services Mngmt	M	WH	Retirement
Luttrell, Regina M	FA	8/24/2011	08/18/2017	Associate Professor	Eng Language & Lit	F	WH	Personal
Malik, Zaki	FA	8/31/2016	08/31/2017	Assistant Professor	School Info Security Applied Comput	M	AS	Non-Reappointment
Marterella, Abbey L	FA	8/24/2011	08/28/2017	Associate Professor	School of Health Sciences	F	WH	Personal
McCarthy, Susan	FA	8/29/2001	08/31/2017	Associate Professor	School Health Promo Human Perform	F	WH	Retirement
Orr, Ann	FA	8/25/2004	08/31/2017	Professor	Special Education	F	WH	Retirement
Owen, Eric	FA	5/3/2000	08/31/2017	Professor	Library	M	WH	Personal
Polter, Linda	FA	8/25/2004	08/31/2017	Associate Professor	Special Education	F	WH	Retirement
Reeves, Gretchen	FA	8/29/2001	08/31/2017	Associate Professor	School of Health Sciences	F	WH	Retirement
Ritzenhein, Donald N	FA	7/1/2010	08/31/2017	Professor	School of Comm, Media, Theater Arts	M	WH	Personal
Tartalone, Philip M	FA	5/1/2005	08/31/2017	Associate Professor	School of Tech Prof Services Mngmt	M	WH	Retirement
Vandenbosch, James L	FA	9/2/1987	08/31/2017	Professor	Biology	M	WH	Retirement
Vosteen, Thomas R	FA	8/28/1991	08/31/2017	Professor	World Languages	M	WH	Retirement
Williams-Boyd, Patricia	FA	8/28/1996	08/31/2017	Professor	Teacher Education	F	NA	Retirement
Block, Judy	LE	8/29/2001	08/31/2017	Lecturer II	Library	F	WH	Retirement
Dec, Robin	LE	9/1/2005	08/31/2017	Lecturer III	School of Tech Prof Services Mngmt	F	WH	Personal
Jones, Russell D	LE	8/28/2002	08/31/2017	Lecturer III	History & Philosophy	M	WH	Personal
Laverty, Lisa M	LE	8/28/2002	08/31/2017	Lecturer II	Political Science	F	WH	Retirement
Meyer, Thomas J	LE	9/1/2006	08/31/2017	Lecturer II	Dev Mathematics Prog	M	WH	Retirement
Morgan, John L	LE	8/29/2001	08/31/2017	Lecturer I	Mathematics	M	WH	Retirement
Nickell, David	LE	9/1/2005	08/31/2017	Lecturer III	Chemistry	M	WH	Retirement
Shaughnessy-Mogill, Megan E	VF	9/12/2016	07/17/2017	Post-Masters Fellow	Counseling & Psychological Services	F	WH	End Appointment

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

MONTHLY REPORT & MINUTES
STUDENT AFFAIRS COMMITTEE

ACTION REQUESTED

It is recommended that the Student Affairs Committee Agenda for October 20, 2017 and the Minutes of April 21, 2017 be received and placed on file.

STAFF SUMMARY

The October 20, 2017, agenda for the Student Affairs Committee includes introductions of the 2017-18 Student Leader Group, a presentation about 2017-18 Student Leader Group priorities, a presentation about 2017-18 Student Government priorities, and a presentation about the 2017 Student Affairs Annual Report.


In addition, several announcements will be made.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

10/3/17

Date

Eastern Michigan University
Board of Regents
Student Affairs Committee

October 20, 2017
9:45am

Room 201
Welch Hall

Agenda

- | | |
|--|---------------------------------|
| 1. Approval of agenda and April 21, 2017 minutes | Regent Beagen |
| 2. Student Leader Group Introductions and 2017-18 Priorities | Sarah Kurz &
Tremain Lasenby |
| 3. Student Government Priorities for 2017-18 | Larry Borum &
Miles Payne |
| 4. Student Affairs Annual Report | Ellen Gold &
Chiara Hensley |
| 5. Announcements | |

Eastern Michigan University
Board of Regents
Student Affairs Committee
Minutes of April 21, 2017

MEMBERS PRESENT

Regents: Dennis Beagen, Eunice Jeffries

Administration: Ellen Gold, Lucas Langdon, Calvin Phillips

Students: Alexandria Brown, Sam Jones-Darling, Matthew Leddy, Tanasia Morton

GUESTS

Administration: Dean Backos, Chris Finch, Tracey Cade, Kate Curley, Esther Gunel, Lorraine Hallinen, Julia Heck, Bob Heighes, Chiara Hensley, Caroline Horste, Jeff Kortman, Walter Kraft, Mary Larkin, Geoff Larcom, Lisa Lauterbach, Kevin Lawson, Sarah Otto, Lewis Savage, Dan Schniedermeier,

Students: Larry Borum, Miles Payne, Joshua Starr

Regent Beagen convened the meeting at 8:35a.m. The minutes from February 7, 2017 were approved.

2017 MLK Day of Service and Alternative Break Trips

Becca Timmermans, Coordinator of the VISION Volunteer Center, shared a presentation about the 2017 MLK Day of Service and Alternative Break Trips. The 2017 MLK Day of Service was held on January 19. Eleven community partners welcomed 98 participants, who each volunteered three hours, for a total of 294 service hours. A student employee planned the Day of Service, with the assistance of a professional staff member. President Smith, as well as other faculty and staff, participated in the event.

Ten Alternative Spring Break Trips were planned and taken in February 2017, and one International Alternative Break trip is planned for May 28-June 7, 2017. 72 students participated in the February trips, and six students are expected to participate in the May-June trip. The total number of service hours will be over 2,000. These trips serve to raise awareness and educate students about food security and environmental wellness, health of individuals and communities, and housing and homelessness.

Regent Jeffries stated that she would like the Michigan Community Service Commission to receive information about the MLK Day of Service. She believes that they would be interested in hearing about the experiences of students and community partners.

Regent Beagen remarked that the MLK Day is a university treasure, and we need to sustain the momentum. He asked if the other Alternative Spring Break founding institutions are still participating. Becca was not certain, but said that she will find out.

Student Leader Group-2016-17 Summary

Sam Jones-Darling shared a presentation about the work of the 2016-17 Student Leader Group. The group began meeting in the summer of 2016, and generated questions about key issues they felt were impacting students. The questions were clustered by theme, and relevant experts were invited to SLG meetings for discussion. Recent meetings were held with Michael Tew, Interim Director of Undergraduate Studies; Lisa Lauterbach, Director of Counseling and Psychological Services; and Haley Moraniec, graduate student in Social Work and founder of Swoop's Food Pantry.

At the meeting with Michael Tew, he encouraged students to contact individual departments for a projection of when specific courses will be offered. A problem that allowed students to register for multiple classes being taught at the same time was discussed. This issue has been resolved, and students are no longer able to register for more than one class scheduled for the same day and time. General education classes are being reviewed, with the goal to provide better coverage of cultural competencies.

Lisa Lauterbach shared information about myths related to mental health issues at the SLG meeting she attended. Currently, the EMU Counseling and Psychological Services office has half the number of staff recommended for a campus the size of EMU. Students are limited to 12 counseling sessions per year, unless faced with an emergency situation.

Haley Moraniec met with SLG and shared some important information. 800 individual students made approximately 2,400 visits to the pantry this year. Swoop's pantry has applied for grants thru Food Gatherers. The pantry has refrigerators and welcomes donations of dairy products and other perishable items. Chartwells has agreed to donate items to the pantry that are not sold when the farmer's market is on campus weekly. The pantry would welcome volunteers and donations. MAGIC began as a service for foster students on campus, but has expanded services. There is no plan for housing homeless students during severe weather, although they are able to seek shelter when campus buildings are open.

Regent Beagen stated that he attends most Student Leader Group meetings. He feels that the Student Leader Group has been asking important questions.

Student Government Report for 2016-17

Tanasia Morton, outgoing Student Government president, thanked everyone at the meeting for the support they gave to her. She highlighted a few things that the 2016-17 Student Government accomplished. The EmPower Her to Run event brought several legislators to EMU's campus. Approximately 20 students participated in the EMU Day in Lansing. Over 100 student participated in the annual Drag Show. Tanasia introduced Miles Payne and Larry Borum III, the 2017-18 Student Government President and Vice President.

Student Intervention Team

Ellen Gold, Assistant Vice President of Student Affairs for Student Well Being, and Julia Heck, Associate Director, Office of the Ombuds, shared a presentation about the Student Intervention Team (SIT). The SIT team addresses reports of student behavior in order to recommend proactive and non-punitive approaches aimed at helping students achieve success. The functions of SIT include balancing needs, initiating appropriate intervention, structuring a positive process, coordinating response and follow-up, managing cases, and centralizing communication and action. Team members come from a cross section of campus professionals who can address a broad range of student needs.

The process begins when a Care Report is submitted. The team members receive and review the report, enter relevant information and then meet on Wednesdays to discuss cases. If an urgent situation arises, the case will be addressed sooner. From September 2016 to mid-April 2017, SIT received 402 Care Reports. Reports are received from resident advisors, staff, faculty and other concerned people. Common interventions include consultations, resource referrals, office outreach and facilitated meetings.

Regent Beagen asked if a Care Report would be submitted if a homeless person is staying overnight in a campus building. Ellen replied that this sometimes happens. The SIT team often acts as a clearinghouse for other concerns on campus. Regent Beagen stated that he is impressed with the data, and commended the SIT team. He asked if reports are predominately academic. Ellen and Julia replied that they are not, things overlap, and there are often multiple concerns expressed.

Announcements

- Tanasia Morton thanked the Student Leader Group leaders – Lucas Langdon, Ellen Gold, Michele Rich and Calvin Phillips.
- Regent Beagen thanked the members of the Student Leader Group for their questions and persistence. He also thanked staff in Student Affairs.
- Lucas congratulated Matt Leddy and Tanasia Morton, who will be graduating on April 22, 2017.

The meeting adjourned at 9:20am.

Respectfully submitted,

Michele Rich
Student Affairs Committee Recording Secretary



2017-2018 STUDENT LEADER GROUP



STUDENT LEADER GROUP MEMBERSHIP

- Representative from Diversity & Community Involvement
- Representative from the LGBT Resource Center
- Representative from the Disability Resource Center
- Student Body President
- Residence Hall Association President
- International Student Association President
- Graduate Student Association President
- Greek Councils Presidents (NPHC, MGC, IFC, and NPC)
- Representatives from each academic college & the Honors College

17-18 PRIMARY AREAS OF INQUIRY

- Fostering a culture of gender neutrality in classrooms
- Support for programs that help retain marginalized students
- General education requirements & developmental courses
- Parking and shuttle concerns
- Student services staffing (CAPS & OISS)
- International and graduate student engagement
- Housing & food insecurity on campus


QUESTIONS?

Student Government '17-'18



Larry Borum III

- ▶ Much smarter than Miles
 - ▶ Engineering Physics
- ▶ Published McNair Scholar
- ▶ 5th Year Senior
- ▶ Really good at everything
 - ▶ Basketball
 - ▶ Kung-Fo
 - ▶ Music Producing
 - ▶ Always looks good



Miles Payne

- ▶ “The Used Car Salesman”
- ▶ 4th Year Senior
- ▶ Painfully average golfer
- ▶ Proud student of EMU’s LEADership Minor
- ▶ Sometimes forgets how to be quiet

Our Process

- Thought it foolish to start anew
- Culture Creation
- All about perspective
- Time for healing & tough love

Priorities

- ▶ Have changed immensely since April
- ▶ Will allow to change within reason
 - ▶ Two main categories

Laying The Foundation

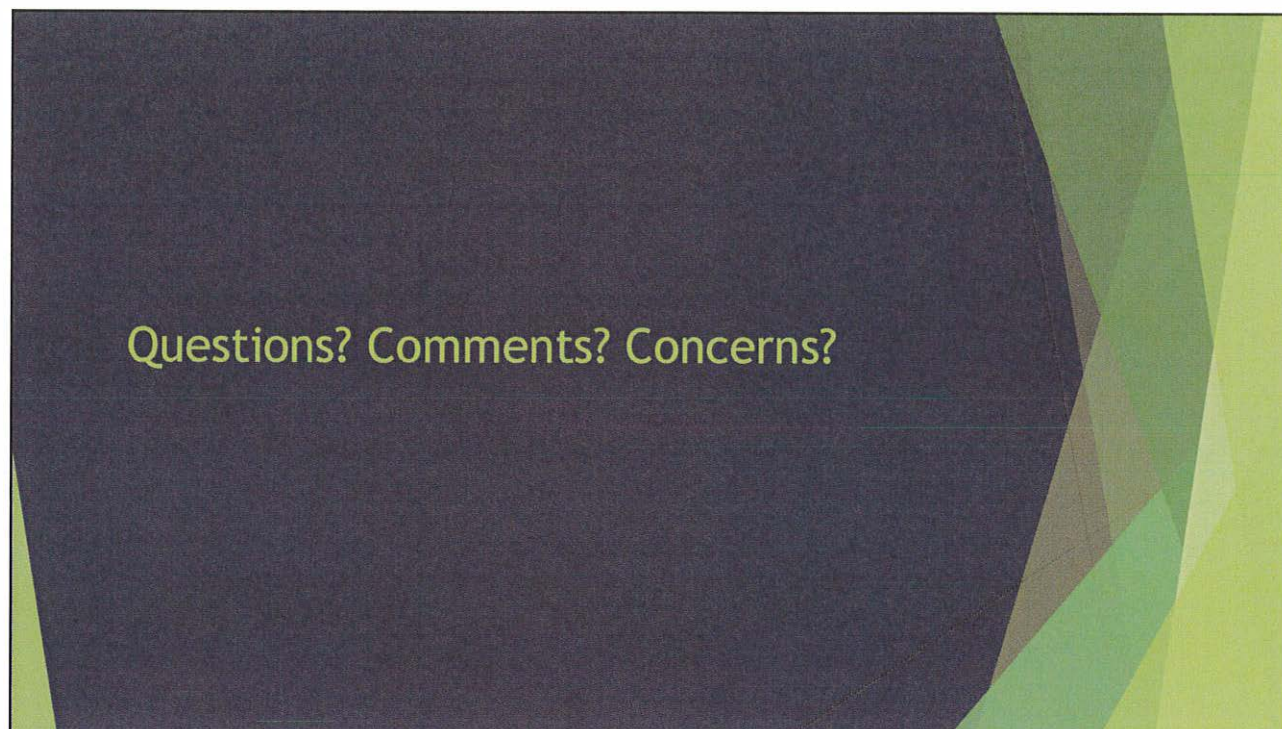
- Off Campus Flex
- Continued Rec Renovations
- Sustainable Hygiene Products
- General Education Reform
- Relationship To Athletics

Within The Year

- Parking App
- Hygiene Products Pilot
- Allocation of Space
- Student Government Culture Shift
- Visibility
- DCI Funding

How You Can Help

Be	Be More Visible <ul style="list-style-type: none">•It matters!•We can help!•Regent Simpson at LIVE Basketball Game
Help	Help Us Find Room <ul style="list-style-type: none">•The Budget is packed and dwindling•With you, we can find room to start things that will help keep students•Which brings in revenue!
Consider	Consider Internal Processing Changes



2016-2017 STUDENT AFFAIRS ANNUAL REPORT

Ellen Gold, MBA

Assistant Vice President for Student Well-Being

Chiara Hensley, Ph.D.

Assistant Vice President for Academic & Student Affairs

Division of Academic & Student Affairs

Departments Highlighted

- Campus Life - CI
- Children's Institute - CI
- Counseling and Psychological Services - CAPS
- Disability Resource Center - DRC
- Diversity and Community Involvement – DCI: VISION, LGBTRC, CMA, WRC
- Housing and Residence Life - HRI
- Office for International Students and Scholars - OISS
- Office of the Ombuds
- Student Conduct, Community Standards and Wellness – SCCSW
- Title IX Office
- University Health Services - UHS

Student Affair Mission

“ *We empower students to achieve their educational and personal potential through intentional student-centered programs and services. We prepare them to live, learn, work, and serve in a global community.*

3

Student Affairs Vision

“ *We will be a model of innovative and effective approaches to student success and engagement.*

4

Executive Summary

5

Executive Summary

Responsibility to create and sustain a dynamic learning community by providing leadership, programs, services and initiatives that support students in the pursuit of their educational goals.

Identified and addressed support processes that help to provide an environment in which learning can thrive, and manage those operations in such a way as to ensure that they are meeting the requirements of a diverse student population, and that their systems and processes are documented and measured to support continuous improvement.

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Executive Summary Continued

- Student Affairs delivers programs and services that: engage students in active learning, help students develop coherent values and ethical standards, set and communicate high expectations for learning, effectively use resources to achieve institutional goals, forge educational partnerships that advance student learning, and build support of an inclusive community.
- We engage a cross-section of students and allow them to share thoughts and concrete expectations of what is important for them to be successful, and develop strategies to address the evidence gathered

Strategic Goals

Goals

1.

Foster Student Holistic Development through Innovative Programs and Services

2.

Enhance Diversity and Multicultural Competence While Cultivating a Safe, Inclusive Community

3.

Foster Student Appreciation of Life-Long Learning, Individual Responsibility, and Interpersonal Civility

4.

Demonstrate Responsible Stewardship of our Fiscal, Physical, Technological, and Human Resources

Program Participation, Usage & Key Indicators

Program Participation, Usage & Key Indicators

1. **Tracking** – basic numeric statistics like usage, attendance, and hours
2. **Satisfaction** – a rating given to programs or services based on favorable/unfavorable experience
3. **Resource Utilization** – how individual time, space, and money are allocated

In 2016-2017, Student Affairs departments/units together **conducted a total of 114 assessments** in the areas of student needs, program/service effectiveness, benchmarking, student learning outcomes, operational outcomes, and program/services utilization and impact.

Retention Initiatives/Cohort Tracking

Retention Initiatives/Cohort Tracking

- Provision of experiential learning through meaningful internships, assistantships, and practicum experiences in every Student Affairs Office.
- Provision of student employment opportunities that yield both funds to support their education, as well as student development skills that support career preparedness.
- Participation in social engagement activities to allow for holistic growth of students (to balance and support their academic endeavors.)

Diversity & Inclusion

Campus Life

- ▶ One of our written/stated values is inclusion. This is infused in many conversations and decision making processes, retreat and training curriculum, and our student staff recruitment and selection.
- ▶ Ongoing training for all professional and student staff on diversity & inclusion topics.
- ▶ Gap assessment of leadership programs resulted in increasing diversity of thought in curriculum.
- ▶ Staff time was dedicated to building curriculum for Orientation in collaboration with DCI.
- ▶ Worked with DRC to make sure that students reporting accessibility concerns are met with accommodations.
- ▶ Worked with CSP to develop an autism-friendly fast track.
- ▶ Each leadership program infuses discussion/dialogue on diversity & inclusion - 1 leadership program designated for that topic (Multicultural Leadership Experience).

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Children's Institute

- ▶ The Children's Institute provides a welcoming environment for all children of families and students so they can be comfortable in utilizing the program.
- ▶ All of the teachers participate in diversity training annually.
- ▶ Our Creative Curriculum fosters diversity and inclusion. All of the materials in each of the classrooms reflect the home and community cultures and special needs of the program. Materials also depict a wide range of non-stereotyped role models and cultures, and multicultural materials are integrated into the classrooms.

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Counseling & Psychological Services (CAPS)

- Together with Diversity and Community Involvement, CAPS offered three listening sessions for EMU community members following the racist graffiti on campus
- CAPS staff offers four didactic training seminars for graduate trainees on multicultural competence in therapy, working with LGBT students, and working with international students
- CAPS coordinates the Active Bystander programs on campus that address inclusion and teach students ways to actively intervene when bullying, sexism, racism or sexually predatory behaviors are witnessed.

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Diversity & Community Involvement

Fostering diversity and inclusion and working towards creating equity is at the foundation of all of the work within the Department of Diversity and Community Involvement. Below are a few examples from this past year:

- Social justice training within the Alternative Breaks Site Leader Retreat and Participants
- Focus of the community work done in VISION
- WRC Peer Educator identity based training and development
- Reproductive Justice series (intersectional lens)
- Response and support to students after racist graffiti
- Opening of the new Intersections Lounge

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Housing & Residence Life

- Diversity and Inclusion Task Force began in the fall of 2016. Housing and Residence Life professional and student staff made up the task force. Our charge was to create diversity initiatives that would improve or enhance opportunities for greater inclusion. The task force developed manual materials, researched training speakers/opportunities landing on ASK BIG QUESTIONS from Hillel, and developed Affinity Group Dialogues that will begin in fall 2017.
- HRL held a Resident Advisor In-service dedicated to processing the racist vandalism incidents with student staff including discussing how to support students, how we can feel safe, and how to proceed.
- Housing and Residence Life hosted/participated in three listening sessions after racist vandalism incidents with over 150 in attendance in total.

19

Office for International Students & Scholars

- **Home is Where the Heart is** – After the government implemented travel ban in January, Desmond, a domestic student, wanted to share his warm welcome to EMU international students. He created a project “Home is Where the Heart is” and encouraged domestic students, staff and faculty to write a message or a card to international students and scholars to welcome them to campus. The event took place on Feb 14, Valentine’s Day at the Ballroom at Student Center. Cards and welcome messages were displayed at the bulletin board and circulated at social media.
- **Storyteller’s Lounge** – A wellness program where students were encouraged to share personal stories with one another about their lives. The objectives of the programs is to promote friendships through interaction with people who are not like them, show respect for the dignity of others, and understand how their own identity and culture help them to relate to others.
- **Conversation Partners** – This program is to bring international and domestic students together to promote meaningful interactions. It also gives opportunity for both parties to learn more about one another’s cultures.

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Office of the Ombuds, Disability Resource Center, & Office of Student Conduct, Community Standards & Wellness

- These departments participated in a variety of ways throughout a 6 day Diversity and Inclusion training program, specifically focused on how the office and staff could approach their work through the lens of diversity, equity, and inclusion (DEI). This work focused on both personal, individual reflection regarding individual biases and DEI understanding, as well as comprehensive, team reflection on potential office biases and DEI understanding.
- This resulted in the creation of DEI profiles for each of the departments, as well as the development of a DEI training portfolio to utilize with new, incoming staff.

21

University Health Services

- Provides transgender health services and support
- Provides women's health services
- Serves as primary health provider for international students

22



**Key Highlights/
Achievements**



**Proposed Goals
2017-2018**

Proposed Goals 2017-2018

Assessment

Continue to develop our KPIs with targets for each indicator and multi-year benchmarking
Introduce a program review process with a rotational timeline for all SA departments
Continue to focus on student learning outcomes measurement and ways to “close the loop”

Funding

Secure new external funding sources by working with University Development Office
Seek out grant opportunities, working with Office of Research Development
Align current resources to maximize the student experience

Student Affairs as a High performing Organization

Continue to provide professional development opportunities, especially on campus or locally
Develop a plan to maximize team building within the Student Affairs unit
Measure SA organizational climate and identify areas in need of improvement
Develop Student Affairs Campus Action Plans

Diversity and Inclusion

Recommend mechanisms to develop diversity skills and competencies for SA staff.
Continue to grow positive and constructive relationships with underrepresented and marginalized student populations through SA programs, trainings, and events.

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THANK YOU! QUESTIONS?

Ellen Gold, MBA
Assistant Vice President for Student Well-Being

Chiara Hensley, Ph.D.
Assistant Vice President for Academic & Student Affairs

Division of Academic & Student Affairs

Key Highlights/Achievements

We'd like to share a small sampling of the many, very diverse efforts occurring here on campus within Student Affairs:

- CAPS provided mental health care to a record number of 1263 unique students
- The CI was awarded four grants ranging in amounts from \$750 to \$192,000.
- CL supported over 200 student organizations, grew the Greek community by almost 6%, added two new Greek chapters, and created a Multicultural Greek Council.
- The Disability Liaison Program (DLP), designed to build a proactive network of faculty, staff, and students invested in Disability Equity, offered four events with a total of over 50 participants.
- VISION provided the Pen Pals Program, pairing 74 Estabrook Elementary School students with EMU students to write letters back and forth throughout the year, culminating in a Meet and Greet on campus at the end of the year.
- The LGBTRC established a new standardized process within the housing application process for gender neutral consideration; led the new preferred name initiative on campus and the ability to identify pronouns for faculty.
- The WRC completed the first year of a new Peer Educator Program with 20 trained students offering 20 programs.
- The Multicultural Graduation winter commencement, coordinated by the CMA, oversaw the largest attendance in the history of the program.
- DCI opened the new Intersections Lounge, a space for underrepresented and marginalized student populations, to use on both a walk-in basis and as a space to reserve for programs and meetings.
- Housing and Residence Life developed three new Living-Learning Communities.
- HRL rewrote all professional and student staff manuals, developed protocol regarding Title IX, care reports, and emergency housing; and returned to handling judicial cases.
- OISS designed an online learning portal for students to participate in employment seminars 24/7, giving flexibility to students.
- Office of the Ombuds participated in a Diversity and Inclusion training program focused on how the office and staff could approach their work through the lens of diversity, equity, and inclusion.
- SCCSW implemented a plan to integrate Wellness with SCCS; and completed revision of the Student Conduct Code.
- The Title IX Coordinator was appointed to serve on the Michigan Governor's Work Group; and a Title IX Investigator was hired in June 2017.
- UHS introduced online self-serve appointment scheduling and paperless online appointment check-in, creating efficiencies for patients and UHS staff.
- Introduced the utilization of key performance indicators (KPIs) into the assessment plans of all departments.
- The Student Intervention Team received 402 care reports over the academic year, an increase of 36 reports over the previous year.
- The Student Well Being Office updated the Student Death Notice protocol to efficiently handle notifications of an emergent nature.

Key Highlights/Achievements

Collaboration and Partnership with other EMU Areas

Student Affairs units rely on their positive relationships with a number of EMU departments in order to provide quality services and programs. Some of the primary departments we interact with outside of Academic and Student Affairs for programming and support services are:

- Department of Public Safety
- Athletics
- Recreation/Intramurals
- Student Center
- Dining Services
- Admissions
- Plant Operations
- Faculty Development Center
- Veterans Services

Additionally, Student Affairs staff serve on any number of University Committees, holding leadership positions on many. Examples include but are not limited to the following involvements:

- MLK Celebration Planning Committee
- Food Operations Advisory Board
- Homecoming Committee
- Honors College Advisory Board
- Women's Commission
- President's Commission on Diversity and Inclusion
- University Assessment Committee
- Student Affairs and Student Services Assessment Committee
- Higher Learning Commission Steering Committee
- LEAD Committee
- University HIPAA Committee
- Late Withdrawal/Tuition Appeal Committee
- Admissions Disciplinary Committee

Finally, Student Affairs staff are involved with numerous student organizations as advisors, program planners, and support personnel. The Student Leader Group is an example of a partnership between a number of select student constituencies and Student Affairs. In addition, the relationship between Student Affairs and Student Government is an ongoing mutually beneficial one.

Collaboration and Partnership with the Community

Student Affairs takes pride in the relationships that have been established on a local and state level. These relationships are beneficial for EMU and its community partners, especially in the goodwill they promote. Collaborations and partnerships that were in place in 2016-17 include, but are not limited to:

Campus Life

- City of Ypsilanti for Homecoming
- Numerous activities open to the community (movies, speakers, etc)
- Family Weekend - City of Ypsilanti walking tours + scavenger hunt + pushing restaurants
- United Way - Student org competition to apply for grants (guest speaker at October SOLAR)
- CL was a sponsor for Gamers for Giving

Children's Institute

- Participate in the Washtenaw County Leadership Commission.
- Participate with the Quality Preschool Partnership meetings through the Washtenaw Intermediate School District.
- Serve as a site for Operation Safe Child, helping manufacturers develop containers that are really child-resistant.

Key Highlights/Achievements

- Serve as a high quality observation site for other Great Start Readiness Program teachers needing to improve their programs.
- Hosted the Building on Behalf of Children annual conference, bringing upwards of 400 Early Childhood Professionals to campus.

Disability Resource Center

- Children's Special Health Care Services at Washtenaw County Public Health
- Provide transition workshops for students at Eton Academy, Huron High School, & Saline High School

Diversity and Community Involvement

- **VISION**

- Local Historian Matt Seigfried: Ypsilanti historical walking tour- one for Alternative Breaks Site Leader Retreat and one for a Community Conversations event open to all
- Avalon Housing and Dawn Farm: For AB Site Leader Retreat both representatives for a panel and student volunteer sites
- United Way of Washtenaw County and the UM Ginsberg Center: Volunteer Connection collaborators
- Estabrook elementary school: The Pen Pals program paired 74 Estabrook students with EMU students to write letters back and forth throughout the school year. At the end of the year the Estabrook students came to EMU's campus for the Pen Pals Meet and Greet where they met their Pen Pal, went on a campus tour, engaged in activities at the REC/IM, and more!
- Habitat for Humanity ReStore, Food Gatherers, Recycle Ann Arbor's ReUse Center, Growing Hope, EMU Giving Garden, City of Ann Arbor Natural Area Preservation, Girls on the Run of SE Michigan, Ypsilanti Meals on Wheels, Corner Health Center, GIVE 365, & Friends in Deed: Hosted volunteers for Community Plunge 2016
- Ypsilanti Meals on Wheels, Growing Hope, Habitat for Humanity ReStore, Recycle Ann Arbor's ReUse Center, Avalon Housing Inc, City of Ann Arbor Natural Area Preservation, EMU Children's Institute, EMU Autism Collaborative Center, Leslie Science and Nature Center, Friends in Deed, Ypsil Co-op, & Food Gatherers: Hosted volunteers for MLK Day of Service 2017
- Peace Corps, AmeriCorps, Teach for America, Jesuit Volunteer Corps, City Year: Panelists for the Social Justice League event
- Beezy's: Reorientation Part 2- Reorientation Gallery Event
- Parkridge Community Center and The Salvation Army: Holiday Giving Trees (this is where donations went)
- SOS Community Services: Thanksgiving Food Drive (this is where donations went)
- Parkridge Community Center: Parkridge Festival/Joe Dulin Day
- The Coalition of Immokalee Workers: Food Justice Film Screening and Discussion (in partnership with Tricia McTague in Sociology, Anthropology, and Criminology)
- Kids Food Basket: Two programs led in residence halls to decorate paper bags for the Kids Food Basket
- Shawn Blanchard: Panelist for Mass Criminalization event
- Cultivate: Hosted a Dine and Donate for our Alternative Breaks program which raised \$102
- Campus Life/Greek Orgs: Facilitated sessions at Catalyst around service
- Campus Life/Greek Orgs: GSAP evaluator in civic engagement category
- N a Sonje Foundation (Haiti): Students participated in an Alternative International Break to Haiti where they worked with the N a Sonje Foundation
- Additional Organizations: As part of our work we refer many EMU students to a wide variety of organizations in the community. Here is a list of some of those organizations (http://www.emich.edu/vision/documents/updated_pdf-community_partner_list_with_pictures-winter_2016_compressed.pdf)

- **LGBTRC**

- Ypsi Pride Vendor
- Jim Toy Community Center Board Member (as a representative of the LGBTRC at EMU)
- FTM Ypsi/Ann Arbor
- Ann Arbor Film Festival Partner

- **WRC**

- SafeHouse
- First Step

Key Highlights/Achievements

- **CMA**
 - Insomnia Cookies
 - Puffer Reds
 - Starbucks
 - YB Men Project (Young Black Men, Masculinities, and Mental Health Project)

Housing & Residence Life

- On Campus Marketing (OCM) is a private company that offers linens, carpets, and care packages for purchase. Residence Hall Association makes a percentage of all sales made to students and parents. Sales are made online. In the most recent fire, OCM provided new bedding (sheets, comforters, and pillows) as well as large toiletry kits to all those affected.
- Bed, Bath, and Beyond hosts a “tent sale” during opening. Ten percent of proceeds go to Housing and Residence Life. Starting in 2016, the proceeds are going to an emergency book fund for students.
- The Ride is the Ann Arbor bus system. The Ride presents for a few minutes during Resident Advisor training. In kind, The Ride sponsors RA training tours on their bus. During the tours, we are able to show the RAs Ypsilanti.
- Ypsilanti Area Visitors & Convention Bureau provides marketing for our conference space including housing at EMU. Housing and Residence Life has worked with them in preparing materials for future conferences/bids. We also distribute visitors’ information and brochures at our front desks during summer conferences.

Office for International Students and Scholars

- Partnering with the Social Security Administration and Secretary of State to host Social Security
- Number and Driver’s License Day at EMU.
- Partnering with Global Talent Retention Initiative of Michigan (GTRI) & GTRI Advisory Board
- IIE Fulbright Program, IREX, USAID.
Morneau Shepell (ISSP)

Office of the Ombud’s

- Relational: Global Institute for Research, Consulting, and Education
Collaborated with the Office of the Ombuds in facilitating a day-long Diversity, Equity, and Inclusion workshop, Michigan State University – Office of the Ombuds
- The Office of the Ombuds collaborated with MSU to develop and facilitate workshop sessions for the 3rd Annual Michigan Caucus of Educational Ombuds

Student Conduct, Community Standards and Wellness

- Meijer Corporation on Meijer Madness.
- Therapaws, a volunteer organization dedicated to facilitating healing and providing emotional and social support through the use of certified therapy dogs on Wellness Woof.

Title IX

- Safehouse Center

University Health Services

- St Joseph Mercy Health Residency Education program
- Washtenaw County Health Department
- Alana’s Foundation
- State of Michigan Flu Surveillance Provider

Student Affairs Events

October 20, 2017 Meeting

- August 17-31 -- **Resident Advisor and Community Programmer Training.** Over 125 student staff members are trained on community building, academic success, confrontation, and peer mentorship.
- September 1 – 4 -- **Residence Hall and Apartment Opening.** Over 3,000 students move in on these four days. It is an all-hands-on-deck event for Housing and Residence Life, as well as our stakeholders
- September 1 – 4 -- **First Four Orientation**
- September 3 -- **Welcome Receptions**
 - LGBTQ
 - Students of Color
 - Commuter
- September 6 & 7 – **Welcome Tents.** 5 tents staff with faculty/staff and student volunteers to assist students in wayfinding.
- September 7 -- **Meijer Mania.** Students are provided bus transportation to the Ypsilanti Meijer. There they receive discounts on merchandise, free samples, food, fun and games.
- September 8 -- **Community Plunge.** Students and staff volunteer to serve at multiple locations with the Ypsilanti Community.
- September 8 – **Coffee Hour, VISION Volunteer Center.** Students enjoyed coffee, fun, friends and learning more about engaging with the community.
- September 8 – **Movie in the Park: Wonder Woman**
- September 8, 9, 15, 18, 25, 28 – **Multicultural Leadership Experience.** MLE is a 3-tier, credit-bearing leadership experience that takes students through three levels of a leadership vision related to social justice and multicultural diversity.
- September 11 – **Student Orgs Learning & Resources Workshops.** Monthly workshops to help student organization leaders build the skills and knowledge they need for their organizations to be successful.
- September 11 – **Wellness Woof.** 356 participated in this 2 hour event (a 40% increase over last year) at the Rec/IM. Wellness Woof offers multiple certified therapy dogs for students to interact with which assists with decreasing stress, anxiety, and homesickness.
- September 12 – **Greek Life Speaker, Kim Kovak.** Creating a community of care.
- September 13 – **Campus Jam.** All campus carnival themed celebration.
- September 14 -- **Welcome Back BBQueer.** Opportunity to connect and show support to the LGBTQ population.
- September 14 – **Trivia Night.** Student compete for pride and prizes!
- September 14-17 – **Sorority Recruitment**
- September 15 – **Independence Day Celebration (Latinx Heritage Month).** Celebration of the liberation of several Central American countries with traditional foods, crafts and a live dance performance.

- September 15, 22, 29 – **Friday night movies.** Free screenings of movies at 8 pm and 10:30 pm.
- September 18-19 -- **House Calls** -- Over 90 faculty and staff go room to room to visit with new students. They answer questions and see how their experience is thus far.
- September 18-22 -- **Community Council Elections and Kick Off.** Students join our residential student government which includes a council per hall and an umbrella organization of Residence Housing Association. Councils focus on planning events and student advocacy.
- September 19 -- **L.I.V.E. Welcome Celebration Showcase.** Poetry, musical performance, and other talent showcased from many of the multicultural student organizations.
- September 21 -- **Sky Lounge.** Jazz Dance Lounge featuring a live band!
- September 22 – **Driver’s License Day.** The Secretary of State and Social Security Administration came to EMU to help students obtain driver’s licenses and Social Security cards.
- September 22 -- **L.I.V.E. 2k17 Faculty/Staff & Alumni vs. Students Basketball Game.** Basketball game between the faculty/staff/alumni and students. Pistons Flyers performed during the halftime show.
- September 22 – **1st Amendment Dialogue.** Conversation for Student Life student workers around issues of free speech on campus. Issues discussed included protests, censorship, civil rights and academic freedom.
- September 27 – **Emerging Leaders Series.** An introductory leadership program designed for incoming first years, second years, or transfer students.
- September 27 – **Dark Girls.** Showing of the movie Dark Girls, discussion afterward.
- September 28 – **Comedy Night.** Stand-up comedy comes to EMU!
- September 29 – **Out of Darkness Walk.** In collaboration with CAPS and the American Foundation for Suicide Prevention, a walk to raise suicide awareness.
- September 29-October 1 -- **Family Weekend.** Events throughout the weekend designed to engage and entertain students’ parents and family members.
- September 30 -- **Ypsilanti Walking Tour.** Students joined Campus Life and VISION for a tour of Ypsilanti and downtown, and a scavenger hunt.
- October 2 and 3 – **Pride Tables.** Tables set up to get students connected to the RC during OUTober.
- October 2, 5, 9, 12, 13, 19, 23, 26, 30. -- **Multicultural Leadership Experience.** MLE is a 3-tier, credit-bearing leadership experience that takes students through three levels of a leadership vision related to social justice and multicultural diversity.
- October 4, 11, 18, 25 -- **Emerging Leaders Series.** An introductory leadership program designed for incoming first years, second years, or transfer students.
- October 5 – **Speed Friending with Quest.** Game to connect students with each other.
- October 5 -- **Lyric Lounge.** Poetry slam event co-sponsored with EMU’s Poetry Society.
- October 5 -- **National Depression Screening Day,** 11:00am-1:00pm, 104 Student Center

- October 6 -- **Coffee Hour-Multi Cultural Affairs**. Students enjoyed coffee, fun, friends and learning more about cultural exploration, personal reflection and leadership development.
- October 6 – **Rainbow Flag Display**. Display of 2400 rainbow flags to raise awareness during National Coming Out Week.
- October 6, 13, 20 (27 & 28 are both triple feature night) -- **Friday night movies**. Free screenings of movies at 8 pm and 10:30 pm.
- October 7 -- **Cedar Point Excursion**.
- October 10 -- **Counseling and Psychological Services (CAPS) Open House**, 5:00-6:00pm. 313 Snow Health Center
- October 11 – **National Coming Out Day Video Shoot**. Video montage creation from LGBTQ identified students, staff and faculty.
- October 11 -- **Greek Convocation**
- October 12.-- **Improve Night feat Mission Improvable**
- October 13 -- **Conversation Partners Meetup**. Students met with Conversation Partners.
- October 16 -- **Student Orgs Learning & Resources Workshops**. Monthly workshops to help student organization leaders build the skills and knowledge they need for their organizations to be successful.
- October 16 – **EPIC+: Non-Binary Panel**. Panel discussion on non-binary experiences.
- October 16-22 – **Homecoming**
- October 18 – **EMU Homecoming Picnic: Come on Out**. LGBTQ visibility at Homecoming.
- October 19 – **Queers Without Fears QTPOCC**. Conversation about abuse in the Transgender community.
- October 19 – **Rap Night**
- October 20 – **Apple Orchard Visit**. Pumpkin picking, apple cider, donuts and hayride at a local farm.
- October 20 – **Lunch & Learn: Pronouns and Preferred Names 101**. Discussion and learning session on pronouns and preferred names.
- October 26 -- **Comedy Night**. Stand-up comedy comes to EMU!
- October 24 – **Rethinking the Whitewashing of PRIDE**. Discussion on homonationalism and the erasure of people of color from PRIDE.
- October 25 – **Rainbow Variety Show**. Variety Show with talent from students.
- September, October and November – **Greek Life Alcohol Safety Seminar (GLASS)** – In collaboration with the Office of Greek Life, the curriculum to educate and certify members of the Greek Community’s Sober Monitors was revamped. This training will focus on the role alcohol plays in the community, how to reduce risk, and increase positive social experiences for members and their guests.

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 12
DATE: October 20, 2017

RECOMMENDATION

ATHLETIC AFFAIRS COMMITTEE

ACTION REQUESTED

It is requested that the Board of Regents receive and place on file the working agenda for the October 20, 2017 meeting and June 26, 2017 minutes.

STAFF SUMMARY

- Approval of Thursday, June 26, 2017 Minutes
- New Eagles
- Facility Updates
- Academic News
- External Relations
- Fall Sports Recap
- Highlight Department-Lauren Pottschmidt-SAAC President for 2017-18

FISCAL IMPLICATIONS

To be determined

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

10/2/17

Date

**BOARD OF REGENTS
ATHLETIC AFFAIRS COMMITTEE
October 20, 2017
201 Welch Hall
8:45 a.m.**

A G E N D A

- A. New Eagles
 - a. Senior Associate AD for External Affairs-Andy Rowdon
 - b. Women's Gymnastics Head Coach-Katie Minasola
 - c. Women's Gymnastics Assistant Coach-Stephen Graham
 - d. Women's Tennis Head Coach-Jayson Wiseman
 - e. Women's Track and Field Assistant Coach-Arthur Ignaczak
 - f. Men's and Women's Swimming Assistant Coach-Justin Shields
 - g. Men's Track and Field Assistant Coach-Brian Korn
 - h. Assistant Director of SASS-Eric Gerbens
 - i. Athletics Academic Advisor-Sean Pryor
 - j. Assistant Director of Compliance-Sean McCarthy
 - k. Assistant Equipment Manager-Dominic Velotta
 - l. Assistant Director of Media Relations-Katie Gonzales
 - m. Assistant Director of Media Relations-Kyler Ludlow
 - n. Senior Associate AD for Development-Dan McLean

- B. Facility Updates
 - a. Rynearson Stadium
 - i. Visiting Team Locker Room
 - ii. Concourse
 - iii. Restrooms
 - iv. Pressbox
 - v. Inside Stadium
 - vi. Outside Stadium

- C. Academic News
 - a. Cartwright Award

- D. External Relations
 - a. The Aspire Group
 - i. Season Ticket Update
 - ii. Contract amended through 2023
 - b. Marketing
 - i. Homecoming
 - ii. Education First Kids Day
 - c. Athletics Development
 - i. Eagles Pride Suite & Eagles Pride Logo
 - ii. Championship Building Plan-Brick Campaign
 - iii. Champions Advisory Board-New Members
 - iv. Crowdfunding Initiative
 - v. Fall 2018 Events Recap & Upcoming

- F. Fall Sports Recap

- G. Highlight Department-Lauren Pottschmidt-SAAC President for 2017-18

**Eastern Michigan University
Board of Regents
ATHLETIC AFFAIRS COMMITTEE
Minutes of June 26 2017**

Members:

Regents: Michael Hawks, Michael Morris, Mary Treder Lang, Alexander Simpson, James Webb, Michele Crumm
Athletics: Edward Sidlow, Faculty Athletic Representative

Regent Mike Hawks called the Athletic Affairs Committee meeting to order at 4:00p.m.

Updated Staff News:

Men's Basketball hired two new Assistant Coaches, Matt Cline and Jimmy Wooten and promoted current Assistant Coach Kevin Mondro to Associate Head Coach. Matt Cline is returning to the Men's Basketball Staff in a coaching role. Matt was the Director of Basketball Operation from 2014-16 here at Eastern Michigan University. Jimmy Wooten has been a standout prep coach for the past 12 years. A new Women's Gymnastics Head Coach has been hired, Josh Nilson, coming from Penn State. He will be hiring his staff upon his arrival. A number of other vacant positions within the Athletics Department are being filled throughout the remainder of the summer.

Facility Updates:

The Men's Basketball locker room in the Convocation Center has been recently updated as a result of a successful fundraising effort. As a part of the University capital budget, Rynearson Stadium's concrete is receiving some basic annual repair and the visiting team locker room in Rynearson Stadium is being refurbished with paint and flooring. Finally, plans are still underway through the University Physical Plant to complete replacement of the lights in the stadium.

Academic News:

At the end of the Winter 2017 term the overall cumulative GPA for all Student-Athletes in the Athletics Department was 3.248 and the overall Winter Term GPA for all Student-Athletes was 3.173. Men's Golf had the highest male Winter Term GPA with a 3.671 and Women's Cross Country held the highest female Winter Term GPA with a 3.757. In total, 36 Student-Athletes earned a 4.0 GA and 362 Student-Athletes held a 3.0 cumulative GPA or better (70%). In fact, 17 of EMU's 21 teams held a cumulative GPA above 3.0, including Football and Women's Soccer who both held the highest cumulative GPAs in their program's history.

Student-Athlete Advisory Council:

The Athletic Affairs Committee was introduced to the new Student Athlete Advisory Council President, Lauren Pottschmidt, a Women's Cross Country and Track and Field Student-Athlete from Granger, IN majoring in Business.

External Relations:

The Athletic Affairs Committee heard updates on a number of new external initiatives for the upcoming football season, including strategies around football season tickets, the Eagles Pride Suite, the Eagles Pride Loge and "Eagles Mean Business!" which entail fan experience group packages. A number of key dates were also discussed including: Movie Night in the Factory and Season Ticket Holder Appreciation BBQ (8/21), Athletics Welcome Back-Kick Off Campus Event (9/14) and the marketing themes of each of the home football games this year. The Home Opener on Friday, 9/1 is a Welcome to all Freshmen and their parents, Hall of Fame and Band Day is Saturday, 9/23, Homecoming along with the Cal Bowl 30th Reunion is Saturday, 10/21, Thursday, 11/2 is the Alzheimer's Awareness game and on Tuesday, 11/21 is the Cancer Awareness game. The Committee received an update on the contract extension proposed with IMG-Eastern Michigan University's multi-media rights partner. The contract will extend through June 30, 2025.

Development Updates:

A recap of fundraising in FY17 was provided, along with an overview of a number of key events coming up in the fall of FY18, including: The Football Season Premiere Dinner (8/29), Track and Field's Continuing a Legacy Reunion (9/1), the Fly with the Eagles Game (Army-West Pointe, 10/14) and a Football Donor Bus Trip to CMU on 11/8. Finally, an update regarding ongoing fundraising efforts with regard to the Championship Building Plan major gifts and brick campaign, Champions Advisory Board on-going member recruitment and the E-Club Athletic Hall of Fame Renovation Project.

Spring Sports-Update:

The Athletic Affairs Committee was provided a recap of all spring sports achievements and a recap of the MAC Honors Dinner where former Baseball Head Coach Ron Oestrike was inducted into the MAC Hall of Fame and Student-Athletes Willy Fink (Men's Cross Country/Track & Field) and Sierra Wagner (Women's Swimming) each received the MAC Medal of Excellence Award as the most distinguished male and female senior Student-Athletes in the EMU Athletics Department this year. Finally, EMU received many accolades this year, including winning 5 MAC Championships, 29 MAC Individual Championships, had 4 MAC Coaches of the year, 73 total All-MAC Honorees, 169 Academic All-MAC Student-Athletes, 10 individuals or teams who participated in NCAA Championships and as of June 14th, stood as the 81st ranked Division 1 program in the Learfield Director's Cup standings for overall Athletics Department performance. Final standings will be released on June 29.

Highlight Department-Peter Linn-Head Coach-Men's and Women's Swimming:

Peter Linn has been with Eastern Michigan University for 28 seasons, during that time the team has attended the MAC Championships 23 times. He was inducted into the EMU Athletic Hall of Fame in 2006 and is a 1974 Graduate and Letter Winner from EMU. Coach Linn discussed the many achievements the program has had its many loyal and successful alumni and donors. He also talked about some of the challenges faced with the current condition and age of the REC/IM and particularly the pool and locker room areas, along with the program's excitement at the decision to set forth funds for improvement of the facility.

Meeting was adjourned at 4:27p.m.

Respectfully submitted,


Lori Barron
Administrative Secretary

Board of Regents Meeting
Athletic Affairs
October 20, 2017



Department of Athletics – Staff News

New Eagles:

1. Senior Associate AD for External Affairs – Andy Rowdon
2. Women's Gymnastics Head Coach – Katie Minasola
3. Women's Gymnastics Assistant Coach – Stephen Graham
4. Women's Tennis Head Coach – Jayson Wiseman
5. Women's Track and Field Assistant Coach – Arthur Ignaczak
6. Women's Volleyball Assistant Coach – Peter Winters
7. Men's and Women's Swimming Assistant Coach – Justin Shields
8. Men's Track and Field Assistant Coach – Brian Korn
9. Assistant Director of SASS – Eric Gerbens
10. Athletics Academic Advisor – Sean Pryor
11. Assistant Director of Compliance – Sean McCarthy
12. Assistant Equipment Manager – Dominic Velotta
13. Assistant Director of Media Relations – Katie Gonzales
14. Assistant Director of Media Relations – Kyler Ludlow

Promoted Eagles:

1. Senior Associate AD for Development – Dan McLean



Facility Updates

Rynearson Stadium:

- Visiting Team Locker Room
- Concourse
- Restrooms
- Pressbox
- Inside Stadium
- Outside Stadium
- Outdoor Track Area



Mid-American Conference Cartwright Award

- Eastern Michigan has won the Cartwright Award for the second time in school history for the 2016-17 academic year.
- This is the MAC's most prestigious award, presented annually to the institution which achieves overall program excellence based upon academics, athletics and citizenship.



External Relations

The Aspire Group – Athletic Ticket Office

- Season Ticket Update
- Contract Amended Through 2023

Marketing

- Homecoming
 - Block Party, Pep Rally and Football Game
- Education First Kids Day
 - Men's and Women's Basketball DH – November 10th
- #BlockEFriday



External Relations

Athletics Development

- Eagles Pride Suite & Eagles Pride Loge
- Championship Building Plan – Brick Campaign
- Champions Advisory Board – New Members
- Crowdfunding Initiative
- Fall 2017 Events Recap & Upcoming
 - Football Season Premiere Dinner 8/30
 - Track & Field Reunion 9/1
 - Football Alumni Reunion 10/21
 - Wrestling Golf Outing 10/22



Fall Sports Recap

- Men's Cross Country
- Women's Cross Country
- Football
- Women's Soccer
- Volleyball



Highlight Program Student-Athlete Advisory Council

- Lauren Pottschmidt – SAAC President for 2017-18
 - General Business Major
 - Women's Cross Country/Track and Field Student-Athlete



BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 13
DATE: October 20, 2017

RECOMMENDATION

**APPROVAL OF EMPLOYMENT AGREEMENT FOR HEAD
WOMEN'S GYMNASTICS COACH**

ACTION REQUESTED

It is recommended that the Eastern Michigan University Board of Regents approve the attached five year Employment Agreement for Head Women's Gymnastics Coach, Katherine Minasola.

STAFF SUMMARY

Coach Minasola, a native of Grand Rapids, Michigan, comes to the University with a total of 13 years gymnastics' coaching experience, having spent the past six years at Iowa State University as both an assistant coach and the associate head coach, and seven years prior to that with the Michigan State University Gymnastics Program. During that time, she helped 11 teams to NCAA Regional appearances as well as coaching several individual student athletes to top 25 and All American honors.

The term of the Agreement is for five years, from August 14, 2017 to August 13, 2022. Additional terms and conditions of Coach Minasola's employment are contained in the attached Employment Agreement.

FISCAL IMPLICATIONS

Yes, including

- \$71,500 base salary;
- Standard Fringe Benefit Package; and
- \$1,000 incentive payment for a Mid-American Conference Championship.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer
Gloria A. Hage
General Counsel

Oct 20, 2017
Date

EASTERN MICHIGAN UNIVERSITYTM

ATHLETIC COACH EMPLOYMENT AGREEMENT

This Employment Agreement made this 14th day of August, 2017 by and between the Board of Regents of Eastern Michigan University (hereinafter the "University"), of Ypsilanti, Michigan and Katherine Minasola (hereinafter the "Employee"). It is subject to the approval of the Board of Regents.

The University agrees to employ the Employee in the capacity of Head Coach, Women's Gymnastics to perform all duties related to the establishment, direction and development of an educationally sound and competitive athletics program, and to perform all duties prescribed by the University's Board of Regents, President, Director of Intercollegiate Athletics, Associate Athletics Director, and Assistant Athletics Director. Such duties will include but not be limited to the following:

A. Plan, direct and implement all phases of a varsity intercollegiate athletic program, including recruitment of academically and athletically qualified students; developing competitive schedules; budget preparation and supervision for programs; conduct practice sessions, conditioning programs, clinics, public relations activities; and fund raising. Attendance is expected at staff meetings, community events, and other appropriate athletic activities.

B. Be responsible for the actions of all assistant coaches and administrators who report, directly or indirectly, to the Employee. Employee shall promote an atmosphere of compliance within his program, shall communicate the expectations and commitment for compliance to all staff and student-athletes in the Women's Gymnastics program, and shall monitor the activities of all assistant coaches and administrators involved with the program who report, directly or indirectly, to the Employee, as well as the actions of prospective and current student-athletes in Coach's program including but not limited to activities during official and unofficial visits, extra benefits, and actions in violation of academic integrity standards.

C. Know, recognize and comply with the laws, policies, rules, and regulations governing University ("University Rules") and its employees and the rules of the National Collegiate Athletic Association (NCAA) and the Mid-American Conference (MAC) ("Governing Athletic Rules"), as now constituted or as they may be amended during the term hereof, to supervise and ensure that the assistant coaches and any other employees for which Employee is administratively responsible comply with the aforesaid policies, rules and take active steps to remain educated on University Rules and Governing Athletic Rules. If Employee is found in violation of these rules or regulations, by the University, the MAC, the NCAA or any other governing body, he shall be subject to disciplinary action, including suspension without pay, or termination of employment as set forth in Section 6 of this Agreement.

D. Immediately report to the Athletic Director and to the Athletic Department Compliance Office in writing if any person or entity, including without limitation, representatives of EMU's athletic interests, has violated or is likely to violate or may potentially have violated any such laws, University Rules and Governing Athletic Rules. Employee shall cooperate fully with the Department's Compliance Office at all times.

E. Pursuant to the Jeanne Clery Disclosure of Campus of Security Policy and Campus Crime Statistics Act, Title IX of the Education Amendments of 1972 and other laws and policies, Employee will report any instances of child abuse, sexual misconduct and certain other criminal activity of which she has knowledge or reasonable cause to believe has occurred.

The employee agrees to devote her energies to faithfully, diligently and successfully perform her duties set forth in this Agreement. Further, during the term of this Agreement, the Employee agrees not to render services or engage in activities for any other person or entity which are identical or similar to the services and activities required by this Agreement, without written notice to and the written approval of the University's Director of Intercollegiate Athletics.

University and Employee further agree that the employment relationship will be subject to the following terms and conditions:

1. DURATION OF AGREEMENT

a. This Agreement and the term of employment shall commence on August 14, 2017 and shall continue in full force and effect until August 13, 2022 subject, however, to the right the parties to terminate the Agreement early pursuant to Provisions 1(b) or 1(c).

b. Notwithstanding any other provision to the contrary, this Agreement, and the employment relationship between the University and the Employee, may be terminated without cause by the Employee or the University at any time, with or without notice.

(1) In the event the Agreement is terminated early by the University without cause pursuant to this provision, the University agrees to pay the Employee, as liquidated damages, the applicable amount determined as follows:

If Employee's Last Date of Employment Occurs During	The University Shall Pay the Head Coach
Contract Year One	Twelve (12) months of Employee's base salary
Contract Year Two	Six (6) months of Employee's base salary
Contract Year Three	Six (6) months of Employee's base salary
Contract Years Four and Five	Two Months Base Salary (but in no case will the amount be greater than the amount of base compensation remaining under this Agreement)

The payment of liquidated damages shall be made within fifteen (15) days of the specified early termination date. To be eligible for this payment, Employee shall execute a release and waiver agreement within such timelines and subject to such terms and conditions as are established by University, including, but not limited to, waiver of any and all legal claims or potential legal claims Employee has or may have against University and any of its related entities, their regents, directors, officers, employees, insurers and agents.

The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Employee may lose certain benefits, supplemental compensation or outside compensation relating to her employment at University, which damages are extremely difficult to determine with certainty, or fairly or adequately. The parties further agree that payment of such liquidated damages by University and acceptance thereof by Employee shall constitute adequate and reasonable compensation to Employee for damages and injury suffered because of such termination by University and shall be in full and complete satisfaction of all claims against the University under this Agreement. The foregoing shall not be, nor be construed to be, a penalty.

c. In the event Employee terminates this Agreement without cause, Employee shall pay to the University, as liquidated damages, the applicable amount determined as follows:

If Employee's Last Date of Employment Occurs During	The Head Coach Shall Pay the University
Contract Year One	Twelve (12) months of Employee's base salary
Contract Year Two	Six (6) months of Employee's base salary
Contract Year Three	Six (6) months of Employee's base salary
Contract Years Four and Five	No amount is due.

d. Notwithstanding any other provision to the contrary, this Agreement, including the employment relationship between University and Employee, may be terminated for just cause by the University with written notice to Employee. Just cause for termination includes, but is not limited to, the following grounds:

- (1) Violation of any of the terms of this Agreement, including the duties prescribed above;
- (2) Engaging in any criminal activity, or misuse of University funds or resources;
- (3) Any conduct which violates the rights of student-athletes;
- (4) Failure to follow instructions or directions of the University's Board of Regents, President, Director of Intercollegiate Athletics, Associate Athletics Director, and/or Assistant Athletics Director;
- (5) Violation by Employee of the constitution, by-laws, policies or regulations of the University, the MAC or the NCAA or any other directive issued by these organizations;
- (6) Any act of misconduct by Employee.

In the event University terminates this Agreement for Just Cause prior to the end of this Agreement, all obligations of University to make further payments and/or to provide other considerations hereunder shall cease on the termination dates specified in the notice of termination.

e. If University has provided Employee with an automobile, upon termination or early termination of this Agreement, Employee shall immediately return automobile to University.

Further, at any time during the term of the Agreement the University shall have the right to require the Employee to immediately return the automobile to the University or to a specified dealership.

2. COMPENSATION AND FRINGE BENEFITS

That in consideration for Employee's faithful, diligent and successful performance of the services set forth in this Agreement, the University agrees to provide the following salary and fringe benefits to Employee during the term of this Agreement.

a. Salary. University shall pay Employee an annualized salary of \$71,500 in full payment for the performance of all duties required under this Agreement, less any applicable state and federal tax deductions or deductions authorized in writing by Employee. The Employee will be eligible for future salary increases in accordance with the program available to employees in her classification.

b. Incentives. During the term of this Agreement, the Employee shall be entitled to receive each of the following bonuses and incentives, less applicable withholding (each of which shall be treated separately, unless otherwise noted):

- (1) \$1,000 will be paid to the Employee at the conclusion of any season in which a MAC tournament or regular season championship was attained in the Women's Gymnastics Program (not to exceed \$1,000 total).

c. Fringe Benefits. University shall provide Employee with the same fringe benefits and on the same terms as provided to non-bargained for administrative employees, subject to the University's right to amend at its discretion.

d. Leave of Absence. A leave of absence may be provided pursuant to Eastern Michigan University policies, rules and regulations. A request for a leave of absence must be approved pursuant to the University's procedures. A leave of absence shall not extend beyond the term of the Employment Agreement.

3. OUTSIDE INCOME AND BENEFITS

The employee annually shall report all athletically related income from sources outside the institution (including, but not limited to, income, annuities, sports camps, housing benefits, complimentary-ticket sales, television and radio programs, and endorsement or consultation contracts with athletic footwear, apparel or equipment manufacturers) through the Director of Intercollegiate Athletics to the University's President.

Reports must be made on an annual basis in conjunction with the annual performance evaluation, which is conducted in accordance with the Pay for Performance Program. The document must include information concerning athletically related outside income for the previous contract period.

4. DISPUTES

All disputes shall be reviewed pursuant to the Non-Bargained for Grievance Procedure as provided in the Eastern Michigan University Policies, Rules, and Regulations Manual.

5. AMENDMENTS AND WAIVERS

No change or modification of any part of this Agreement, including this paragraph, shall be valid unless such change or modification is made in writing and signed by the University President, Director of Intercollegiate Athletics, and Employee. No waiver of any provision of this Agreement shall be valid unless in writing and signed by the party alleged to have waived its right under the Agreement.

6. ENTIRE AGREEMENT

This Agreement incorporates and supersedes all prior negotiations, communications, understandings and agreements between the parties hereto regarding the subject matter hereof, whether written or oral. No such prior negotiations, communications, understandings, or agreements shall be of any further force or effect.

7. GOVERNING LAW

This Agreement shall be governed by the laws of the state of Michigan.

IN WITNESS WHEREOF, Employee and the authorized representatives of University have executed this Agreement as of the date set forth above.

**EASTERN MICHIGAN UNIVERSITY
(UNIVERSITY)**

By: _____ Date: _____
Scott Wetherbee
Vice President and Director of Intercollegiate Athletics

EMPLOYEE

_____ Date: _____
Katherine Minasola
Head Coach, Women's Gymnastics

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

FACULTY AFFAIRS COMMITTEE: APPROVAL OF AGENDA AND MINUTES

ACTION REQUESTED

It is requested that the Faculty Affairs Committee Agenda for the October 20, 2017 and the Minutes of the April 21, 2017 meeting be received and placed on file.

STAFF SUMMARY

The topic for the October 20, 2017 Faculty Affairs Committee meeting is "Academic Budget."

FISCAL IMPLICATIONS

There is no fiscal impact.

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

10/3/17
Date

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

FACULTY AFFAIRS COMMITTEE MINUTES

April 21, 2017
8:30 – 9:15 a.m.
205 Welch Hall

Attendees (seated at tables) C. Boik, S. Burton-Hoyle, J. Carroll, D. Clearwater, A. Dow, R. Longworth, M. Rahman, J. Rencher, K. Rusiniak, Regent Simpson (Vice Chair) and Regent Webb (Chair).

Guests (as signed in): S. Chawla, E. Buggs, G. Hage, C. Karshin, W. Kraft, B. Kubistkey, M. Marion, C. Shell, B. Shepard, J. Smith, D. Turner and D. Woike.

Regent Webb opened the meeting at 8:30 a.m.

Report and Minutes (Section 7)


Regent Webb requested that the Faculty Affairs Committee Agenda for May 21, 2017 and the Minutes of the February 7, 2017 meeting be received and placed on file.

Discussion Topics – “Faculty Support In Programs for Students.”

Dr. Raymond Quiel, Faculty Senate President, led a presentation on student support programs where Faculty play a key role in working with support personnel educating and supporting our students’ learning. They focused on unique approaches and partnerships. Today we heard specifically about the Mentorship Access Guidance in College (MAGIC) Program for students from foster care and the College Supports Program to help students with Autism Spectrum Disorder.

Regent Webb thanked all and adjourned the meeting at 9:15 a.m.

Respectfully submitted,


Debbie Clearwater
Executive Assistant
Office of the Provost
Academic and Student Affairs

Basic Premise



This presentation is

- From the **perspective of faculty**
- Focused on our **budgeting priorities**
- In the spirit of **shared governance** and common interest of student success

Budgeting: Points to Ponder



- Focused on Funding for the **coming days**—not accounting for the past days
- Includes **Long-term** positioning of assets while supporting immediate needs
- Funding for **priorities**, i.e., allocating resources to attain priorities
- Priorities are **mission driven**
- Missions must have **actionable items**
- Budgeting Pitfalls
 - Misplaced priorities
 - In appropriate metrics to measure success

Our Vision and Mission



- **Vision:** Eastern Michigan University will be a premier public university recognized for student-centered learning, high quality academic programs and community impact.
- **Mission:** EMU enriches lives in a supportive, intellectually dynamic and diverse community. Our dedicated faculty balance teaching and research to prepare students with relevant skills and real world awareness. We are an institution of opportunity where students learn in and beyond the classroom to benefit the local and global communities.

Takeaway:

- Faculty and Students are the key to achieving our vision (academic programs and research)
- So, priorities prescribed in the vision, to be carried out as a mission, must be resourced as such.

Who Are We



- An Institution of Higher Learning
- A non-profit public institution
- Do key measures of corporate success apply for Institutions of Higher learning?

Key Corporate Measures	Corporation	Higher Learning
Sales	Finished products bought by consumers	Graduation rates combined with placement success
Profit	Belongs to shareholders: reinvest, dividend	Success of Students, Impact on Community

How Do Higher Learning Spell Success?



Can you claim institutional success without student success?

The ultimate metric of an institution's success is whether its alumni succeed in work and life.

Gallup-Purdue Index - Measuring College and University Outcomes

We judge our performance more by the character and success of our graduates.

John Carroll University – How Do We Measure Success

Measure of success hinges on output, not just input:

Variables	Corporation	Higher Learning
Input	Cost of Goods Sold	Student Credit Hours, Faculty Resources
Output	Quality and Quantity of Products	Graduates, Relevant Curriculum, Scholarship

Metrics for Measuring Student Success



Output Based Metrics:

- Retention Rate
- Graduation Rate
- Placement Rate
- Average time to completion

Input Based Metrics:

- Student Credit Hours
- Acceptance Rate
- Average GPA of incoming class
- Demographic Diversity

What does this mean at EMU?



Our Context

Decreased State Funding (Mitchell & Leachman, 2015; Pew, 2015)

Increased Reliance on Tuition-based Funding (FSBC, 2017)

Increased Student Debt (Cochrane & Cheng, 2016; Huelsman, 2015)

Flat Budgets (FSBC, 2017)

Our Responsibility as Stewards of EMU



Ensure the financial viability of the institution

Limit, as much as possible, the financial burden to students

Examine our budgeting assumptions and process

Align our budget to our priorities

Faculty Perspective on the Budget



The Faculty Senate Budget Committee was created in the Fall of 2013 to examine academic budgetary decisions

The committee generates annual reports that include examination of implementation of previous recommendations, budgetary analysis, and recommendations for the upcoming budget cycle

Key Findings from the 2017 Annual Report



- **Finding 1:** Student credit hours declined over 36,000 (-6.8%) between FY12 and FY16 while gross revenues increase over \$17.3 million (+10.8%). The gross revenue increase was offset by an increase in financial aid of almost \$20 million (+61.6%) over the same time period.
- **Finding 2:** College expenses were relatively flat between FY12 and FY16, only increasing by 2.5% (just over \$3 million) This is well below the cost of inflation over the same period of time (6%).

Key Findings from the 2017 Annual Report



- **Finding 3:** Budgets for the past five years have consistently been based upon unrealized enrollment assumptions. The budgeted credit hours and the actuals have been off by over 2% each of the past five years and over 3.4% off for FY16. Use of previous actual SCH led to a FY17 budget that was much closer to our actual (.6% off).
- **Finding 4 (from Table 3):** The University continues to aggressively use financial aid to attract FTIAC students and this practice has led to a steady increase in the discount rate each year (from 16.0% in FY12 to 22.9% in FY16).

Key Findings from the 2017 Annual Report



- **Finding 5:** The shortfall in actual vs. budget revenue from tuition and fees is substantial (\$4.2M) and the increase in the discount rate to 22.9% results in a \$7.8M deficit in net tuition and fees.
- **Finding 6:** The athletics operating deficit, including athletic scholarships, increased from \$9.8M in FY12 to over \$23M in FY16. Additionally, the discrepancy between budget and actual in athletics continues to increase from about \$600,000 under budget to over \$4.4M over budget in FY16. In FY12 the athletic deficit equaled 5.75% of net tuition and fees collected for the entire university and this percentage increased to over 13% in FY16.

Key Recommendations from the 2017 Annual Report



- **Recommendation 1:** In a fiscal environment where State of Michigan funding still has not returned to 2011 levels (in actual dollars, not adjusted dollars), student credit hours continue to decline, and the academic side of the university has received relatively little increase over the past five years (2.5%), it is difficult to continue cutting costs without further eroding program quality and EMU's identity and reputation. We recommend **significant cuts** to areas that are not specifically related to the academic mission of the University to protect EMU's motto of "Education First" and that any budget cuts made first target these non-academic areas.

Key Recommendations from the 2017 Annual Report



- **Recommendation 2 (abbreviated):** The significant increase in financial aid between FY12 and FY16, particularly on FTIACs, has outpaced the increased tuition revenue over the same period. We recommend **more financial aid resources** be focused on **transfers and graduate students**, whose credit hours generate more revenue than lower-level undergraduate credits and do not require the same-levels of institutional structures to support retention and completion. We urge EMU to assess the impact of the Financial Aid policies on the retention and completion rates of FTIACs to evaluate whether the substantial discounting is producing a good return on the investment.

Key Recommendations from the 2017 Annual Report



- **Recommendation 3 (abbreviated):** We recommend that **students receiving Pell Grants be allowed to use part of the EMU funding for summer courses**. This would permit these students to take 12 to 15 credits fall and winter, but if they took only 12 credits one or both semesters they could take 3 to 6 hours in summer. The same number of credit hours would be generated from these students per year, but the option of taking summer courses would increase credit hour production over the summer and since many (if not all) of these students are working throughout the year to cover other expenses, their academic performance might be improved.

Key Recommendations from the 2017 Annual Report



- **Recommendation 4 (abbreviated):** We recommend that **decisions about whether to run summer courses be made based on the variable cost** (the added cost) of running a course. As long as tuition revenue from a course covers the variable cost of the faculty salary plus retirement benefits, 10 percent of base salary plus 18 percent markup on this salary (11.8 percent of base salary).

Key Recommendations from the 2017 Annual Report



- **Recommendation 5 (abbreviated):** The decision to enter into a contract with Academic Partners appears to have been made without analysis of its budgetary impact and without any input from relevant university bodies including the Faculty Senate and the Faculty Senate Budget and Resource Committee. Based upon subsequent information provided by the Provost's Office, we find that the current RN-BSN program, now offered through AP, generates only about \$9,000 to \$10,000 net tuition for EMU (not enough to cover faculty salary or benefits). To protect the financial stability of EMU, we recommend that **no programs be offered through the AP agreement.**

Key Recommendations from the 2017 Annual Report



- **Recommendation 6 (abbreviated):** We recommend **including revenue** as part of the decision making equation. For example, a revenue/cost per SCH ratio would account for differential tuition paid by students at the various levels of the university and provide a more accurate "efficiency" measure than the currently used cost per SCH.

Key Recommendations from the 2017 Annual Report



- **Recommendation 7:** High-quality faculty are key elements to high-quality academic programs that improve student success. We recommend setting a goal of having **66% of weighted SCH taught by faculty** (currently 53.8% of weighted SCH are taught by faculty). The credit hours should be weighted based on the differential tuition paid by lower-division and upper division undergraduate courses, Masters graduate courses, and doctoral courses.

So What? Our Findings / Our Responsibilities



Ensure the financial viability of the institution & Limit the financial burden to students

- Greater alignment between budget and actual cost and revenues
- Focus priorities on areas aligned with our vision and mission
- Increase student retention
- Work to increase revenue streams
- Goal of balancing costs and revenues

Examine our budgeting assumptions and process & Align our budget to our priorities:

- Participatory Budgeting
- Student Credit Hours beyond first-semester FTIAC
- Carnegie Classifications (community engaged/research 3)
- Revision budget metrics (Humphries, 2012)
- Demographic Diversity

References



- Cochrane, D., & Cheng, D. (2016). *Student Debt and the Class of 2015*. Washington, D.C.: The Institute for College Access and Success.
- Eastern Michigan University Faculty Senate Budget Committee. (2017). *2017 Annual Report from Senate Budget and Resources Committee, Ypsilanti, MI*.
- Huelsman, M. (2015). *The Debt Divide: The Racial and Class Bias behind the "New Normal" of Student Borrowing*. Washington, D.C.: Demos.
- Humphries, D. (2012). What's wrong with the college completion agenda—and, what can we do about it" *Liberal Education*, 98(1). At <https://www.aacu.org/publications-research/periodicals/whats-wrong-completion-agenda%E2%80%94and-what-we-can-do-about-it>
- Mitchell, M. & Leachman, M. (2015). *Years of cuts threaten to put college out of reach for more students*. Center on Budget Policy and Priorities. At <http://www.cbpp.org/sites/default/files/atoms/files/5-13-15sfp.pdf>.
- Pew Research Center. (2015). *Federal and State Funding of Higher Education*. The Pew Charitable Trusts. At http://www.pewtrusts.org/~media/assets/2015/06/federal_state_funding_higher_education_final.pdf.

References

(in the order of appearance in presentation)

Mitchell, M. & Leachman, M. (2015). *Years of cuts threaten to put college out of reach for more students*. Center on Budget Policy and Priorities. At

<http://www.cbpp.org/sites/default/files/atoms/files/5-13-15sfp.pdf>.

Pew Research Center. (2015). *Federal and State Funding of Higher Education*. The Pew Charitable Trusts. At

http://www.pewtrusts.org/~media/assets/2015/06/federal_state_funding_higher_education_final.pdf.

Eastern Michigan University Faculty Senate Budget Committee (FSBC). (2017). *2017 Annual Report from Senate Budget and Resources Committee*, Ypsilanti, MI.

Cochrane, D., & Cheng, D. (2016). *Student Debt and the Class of 2015*. Washington, D.C.: The Institute for College Access and Success.

Huelsman, M. (2015). *The Debt Divide: The Racial and Class Bias behind the “New Normal” of Student Borrowing*. Washington, D.C.: Demos.

Humphries, D. (2012). What’s wrong with the college completion agenda—and, what can we do about it” *Liberal Education*, 98(1). At <https://www.aacu.org/publications-research/periodicals/whats-wrong-completion-agenda%E2%80%94and-what-we-can-do-about-it>

Not enclosed, but highly recommended:

Zemsky, R. (2013). *Checklist for Change: Making American Higher Education a Sustainable Enterprise*. New Brunswick, NJ: Rutgers University Press.

May 13, 2015

Years of Cuts Threaten to Put College Out of Reach for More Students

By Michael Mitchell and Michael Leachman¹

Even as states restore some funding that was cut in recent years, their support for higher education remains well below pre-recession levels, straining college affordability — especially for students whose families struggle to make ends meet.

Many public two- and four-year colleges and universities avoided significant tuition increases for the second year in a row, as most states continued to replenish higher education support. Still, 13 states further cut funding in the past year. And in almost all states, higher education support remains below what it was in 2008, at the onset of the Great Recession.

These cuts led to steep tuition increases that threaten to put college out of reach for more students. They also raise concerns about diminishing the quality of education at a time when a highly educated workforce is more crucial than ever to the nation's economic future.

After adjusting for inflation:

- Forty-seven states — all except Alaska, North Dakota, and Wyoming — are spending less per student in the 2014-15 school year than they did at the start of the recession.²
- States cut funding deeply after the recession hit. The average state is spending \$1,805, or 20 percent, less per student than it did in the 2007-08 school year.
- Per-student funding in Alabama, Arizona, Louisiana, Pennsylvania, and South Carolina is down by more than 35 percent since the start of the recession.
- In 13 states, per-student funding *fell* over the last year. Of these, three states — Kentucky, Oklahoma, and West Virginia — have cut per-student higher education funding for the last two consecutive years.
- In the last year, 37 states increased funding per student. Per-student funding rose \$268, or 3.9

¹ Anne Kruse assisted with gathering data for this report.

² CBPP calculation using the “Grapevine” higher education appropriations data from Illinois State University, enrollment data from the State Higher Education Executive Officers Association, and the Consumer Price Index, published by the Bureau of Labor Statistics. Since enrollment data is available only through the 2013-14 school year, enrollment for the 2014-15 school year is estimated using data from past years.

percent, nationally.

Deep state funding cuts have had major consequences for public colleges and universities. States (and to a lesser extent localities) provide roughly 53 percent of the revenue that can be used to support instruction at these schools.³ When this funding is cut, colleges and universities look to make up the difference with higher tuition levels, cuts to educational or other services, or both.

Indeed, since the recession, higher education institutions have:

- **Increased tuition.** Public colleges and universities across the country have increased tuition to compensate for declining state funding and rising costs. Annual published tuition at four-year public colleges has risen by \$2,068, or 29 percent, since the 2007-08 school year, after adjusting for inflation.⁴ In Arizona, published tuition at four-year schools is up more than 80 percent, while in five other states — California, Florida, Georgia, Hawaii, and Louisiana — published tuition is up more than 60 percent.

These sharp increases in tuition have accelerated longer-term trends of college becoming less affordable and costs shifting from states to students. Over the last 20 years, the price of attending a four-year public college or university has grown significantly faster than the median income.⁵ Federal student aid and tax credits have risen, but on average they have fallen short of covering the tuition increases.

- **Cut spending, often in ways that may diminish access and quality and jeopardize outcomes.** Tuition increases have compensated for only part of the revenue loss resulting from state funding cuts. Over the past several years, public colleges and universities have cut faculty positions, eliminated course offerings, closed campuses, shut computer labs, and reduced library services, among other cuts.

A large and growing share of future jobs will require college-educated workers.⁶ Sufficient funding for higher education to keep tuition affordable and quality high at public colleges and universities, and to provide financial aid to those students who need it most, would help states to develop the skilled and diverse workforce they will need to compete for these jobs.

Responsible reinvestment can only occur, however, if policymakers make sound tax and budget decisions. State revenues have improved significantly since the depths of the recession but are still only slightly above pre-recession levels, after adjusting for inflation.⁷ To return higher education

³ State Higher Education Executive Officers Association, “State Higher Education Finance: FY2014,” April 2015, p. 19, <http://www.shceo.org/sites/default/files/project-files/SHEF%20FY%202014-20150410.pdf>.

⁴ Calculated from College Board, “Trends in College Pricing 2014: Average Tuition and Fee and Room and Board Charges, 1971-72 to 2014-15 (Enrollment-Weighted),” Table 2, <http://trends.collegeboard.org/college-pricing>.

⁵ Calculated from “Trends in College Pricing 2014,” Table 2, and the Census Bureau’s Income, Poverty and Health Insurance Coverage in the United States: 2013, September 2014, Table A-2, <http://www.census.gov/content/dam/Census/library/publications/2014/demo/p60-249.pdf>.

⁶ Anthony P. Carnevale, Nicole Smith, and Jeff Strohl, “Recovery: Job Growth and Education Requirements through 2020,” Georgetown University Center on Education and the Workforce, June 2013, <https://georgetown.app.box.com/s/tl0zkxt0puz45hu21g6>.

⁷ CBPP calculation using Census Bureau and Bureau of Labor Statistics data, <http://www.census.gov/govs/qtax/>.

funding to pre-recession levels, many states may need to supplement that revenue growth with new revenue to fully make up for years of severe cuts.

But just as the opportunity to reinvest is emerging, lawmakers in many states are jeopardizing it by entertaining unaffordable tax cuts. In states such as Alabama, Maine, New Hampshire, North Carolina, and Wisconsin, lawmakers are considering costly changes to their tax codes. Some have already enacted cuts: for example, legislators in Arkansas earlier this year passed a tax cut that will reduce revenue by nearly \$100 million, while at the same time the state is spending more than \$13 million less on higher education than it did in 2008 — amounting to nearly \$1,000 less in state support per student.

States Have Reversed Some Funding Cuts, but They Must Do Much More

State and local tax revenue is a major source of funding for public colleges and universities. Unlike private institutions, which may rely upon gifts and large endowments to help fund instruction, public two- and four-year colleges typically rely heavily on state and local appropriations. In 2014, state and local dollars constituted 53 percent of education revenue — the funds used directly for teaching and instruction.⁸

While states have begun to restore funding, resources are well below what they were in 2008 — 20 percent per student lower — even as state revenues have returned to pre-recession levels. Compared with the 2007-08 school year, when the recession hit, adjusted for inflation:

- State spending on higher education nationwide is down an average of \$1,805 per student, or 20.3 percent.
- Every state except Alaska, North Dakota, and Wyoming has cut per-student funding.
- 31 states have cut funding per student by more than 20 percent.
- Six states have cut funding per student by more than one-third.
- Per-student funding in Arizona and Louisiana is down by more than 40 percent.⁹ (See Figures 1 and 2.)

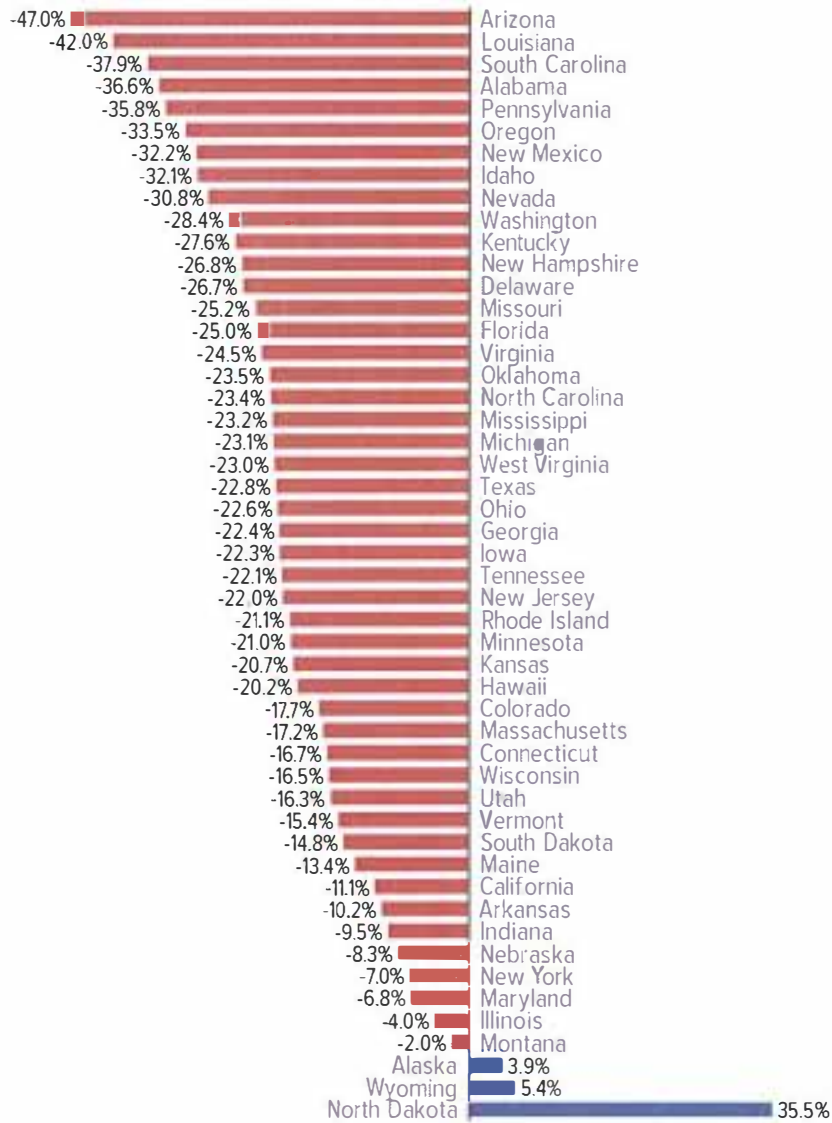
⁸ State Higher Education Executive Officers Association, April 2015.

⁹ CBPP calculation using the “Grapevine” higher education appropriations data from Illinois State University, enrollment and combined state and local funding data from the State Higher Education Executive Officers Association, and the Consumer Price Index, published by the Bureau of Labor Statistics. Since enrollment data is only available through the 2012-13 school year, enrollment for the 2013-14 school year is estimated using data from past years.

FIGURE 1

State Funding for Higher Education Remains Far Below Pre-Recession Levels in Most States

Percent change in state spending per student, inflation adjusted, 2008 - 2015

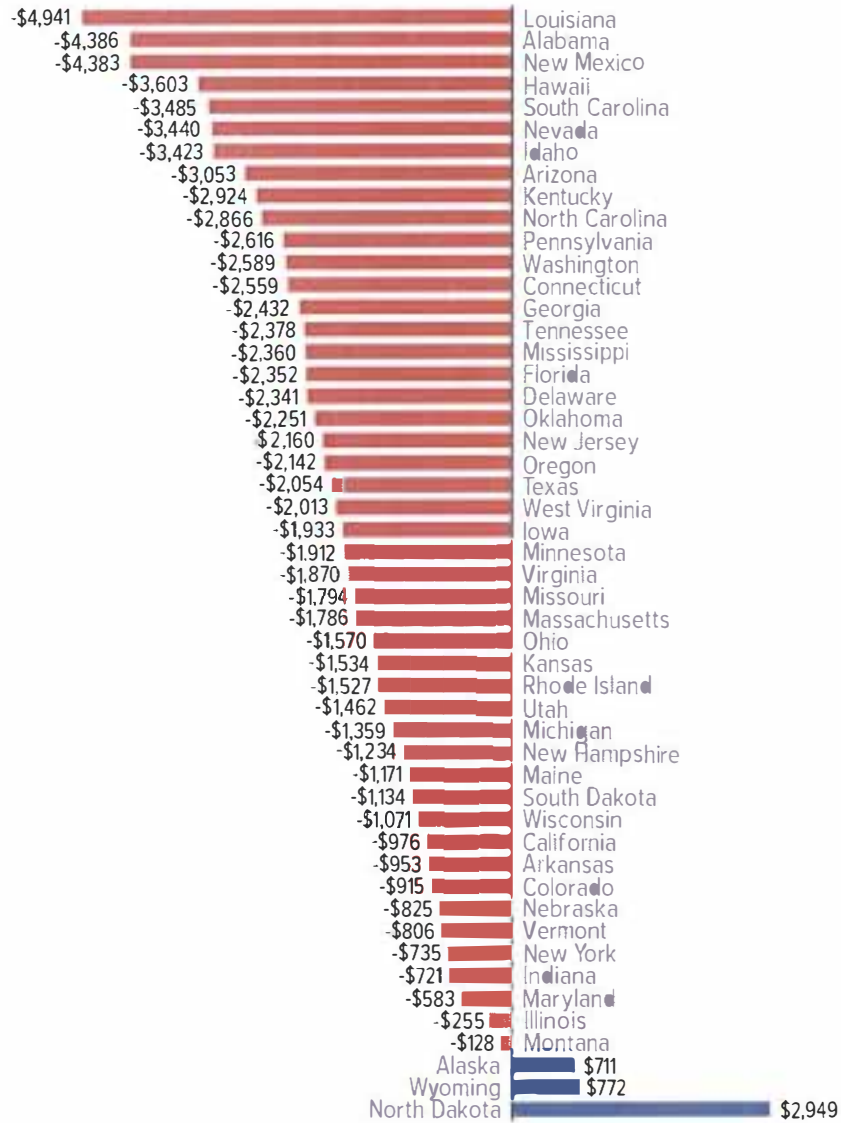


Source: CBPP calculations using data from Illinois State University's annual Grapevine Report and the State Higher Education Executive Officers Association. Illinois funding data is provided by the Fiscal Policy Center at Voices for Illinois Children. Because enrollment data is only available through the 2014 school year, enrollment for the 2014-15 school year is estimated using data from past years. Years are fiscal years.

FIGURE 2

State Funding for Higher Education Remains Far Below Pre-Recession Levels in Most States

Change in state spending per student, inflation adjusted, 2008 - 2015



Source: CBPP calculations using data from Illinois State University's annual Grapevine Report and the State Higher Education Executive Officers Association. Illinois funding data is provided by the Fiscal Policy Center at Voices for Illinois Children. Because enrollment data is only available through the 2014 school year, enrollment for the 2014-15 school year is estimated using data from past years. Years are fiscal years.

Over the past year, most states increased per-student funding for their public higher education systems. (See Figures 3 and 4.) Thirty-seven states are investing more per student in the 2014-15 school year than they did in 2013-14. Adjusted for inflation:

- Nationally, spending is up an average of \$268 per student, or 4 percent.
- The funding increases vary from \$16 per student in Louisiana to \$1,090 in Connecticut.
- 18 states increased per-student funding by more than 5 percent.
- Four states — California, Colorado, New Hampshire, and Utah — increased funding by more than 10 percent.

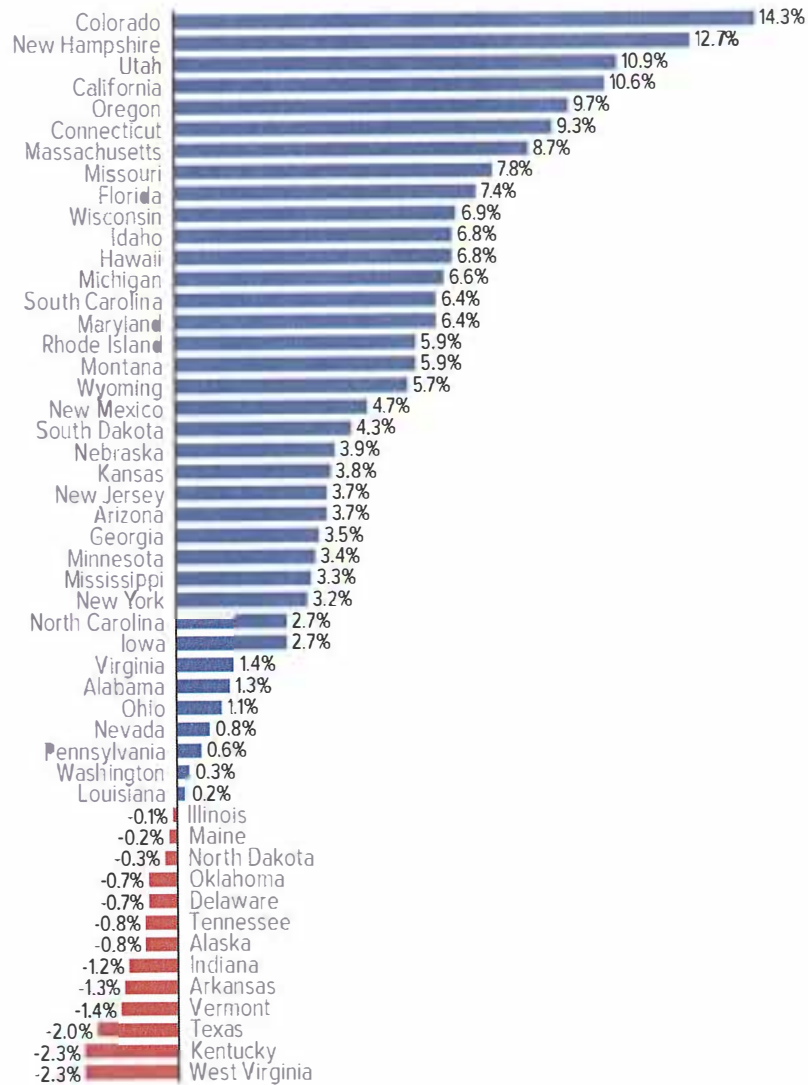
Still, in 13 states, per-student funding *fell* over the last year — declining, on average, by more than \$50 per student. Adjusted for inflation:

- Funding cuts vary from \$6 per student in Illinois to \$179 in Kentucky.
- Five states — Alaska, Arkansas, Kentucky, Texas, and West Virginia — cut funding by more than \$100 per student over the past year.
- Three states — Kentucky, Oklahoma, and West Virginia — have cut per-student higher education funding for the last two consecutive years.

FIGURE 3

Most States Increased Higher Education Funding Over Last School Year, but Some States Are Still Cutting

Percent change in state spending per student, inflation adjusted, 2014 - 2015

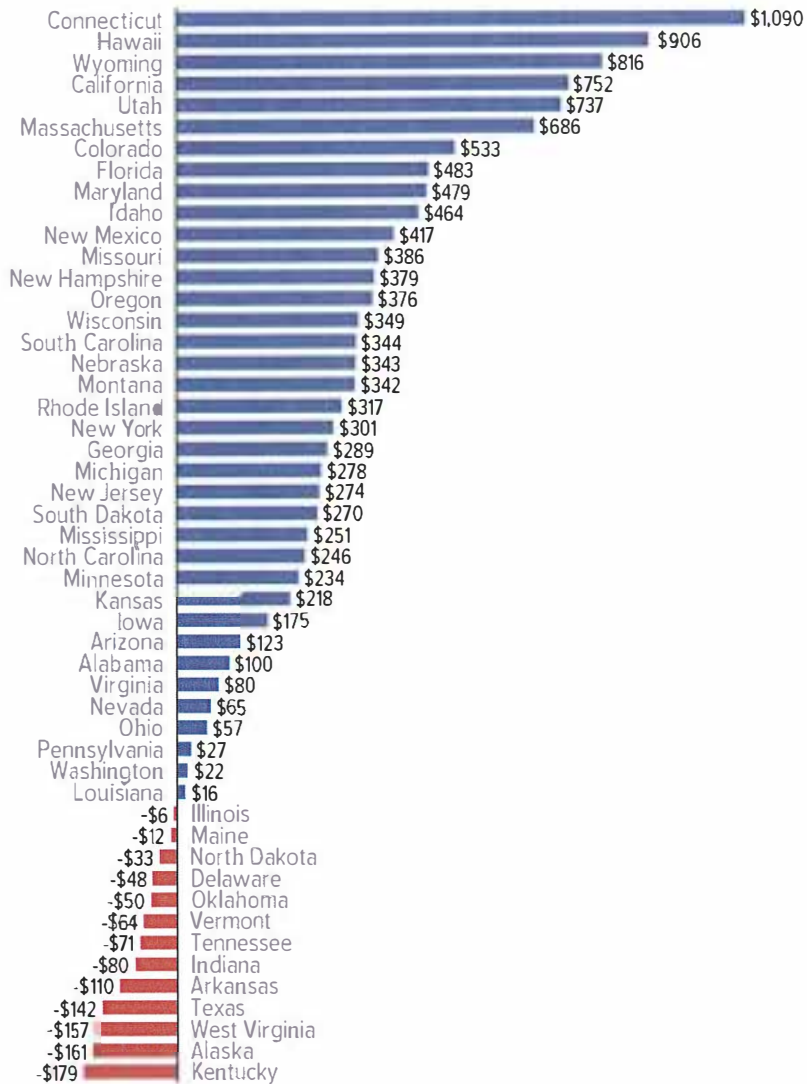


Source: CBPP calculations using data from Illinois State University's annual Grapevine Report and the State Higher Education Executive Officers Association. Illinois funding data is provided by the Fiscal Policy Center at Voices for Illinois Children. Because enrollment data is only available through the 2014 school year, enrollment for the 2014-15 school year is estimated using data from past years. Years are fiscal years.

FIGURE 4

Most States Increased Higher Education Funding Over Last School Year, but Some States Are Still Cutting

Change in state spending per student, inflation adjusted, 2014 - 2015



Source: CBPP calculations using data from Illinois State University's annual Grapevine Report and the State Higher Education Executive Officers Association. Illinois funding data is provided by the Fiscal Policy Center at Voices for Illinois Children. Because enrollment data is only available through the 2014 school year, enrollment for the 2014-15 school year is estimated using data from past years. Years are fiscal years.

Why Did States Cut Higher Education Funding After the Recession Hit?

The cuts resulted from state and federal responses to the deep recession and a slow recovery.

- **State tax revenues fell very sharply and are only now returning to pre-recession levels.** The recession of 2007-09 hit state revenues hard, and the slow recovery continues to affect them. High unemployment and a slow recovery in housing values left people with less income and less purchasing power. As a result, states took in less income and sales tax revenue, the main sources of revenue that they use to fund education and other services. By the fourth quarter of 2014, total state tax revenues were only 2 percent greater than they were at the onset of the recession after adjusting for inflation.¹⁰
- **Limited revenues must support more students.** Public higher education institutions must educate more students, raising costs. In part due to the “baby boom echo” causing a surge in the 18- to 24-year-old population, enrollment in public higher education is up by nearly 900,000 full-time-equivalent students, or 8.6 percent, between the beginning of the recession and the 2013-14 academic year (the latest year for which there is actual data).¹¹

The recession also played a large role in swelling enrollment numbers, particularly at community colleges, reflecting high school graduates choosing college over dim employment prospects and older workers entering classrooms in order to retool and gain new skills.¹²

Other areas of state budgets also are under pressure. For example, an estimated 485,000 more K-12 students are enrolled in the current school year than in 2008.¹³ Long-term growth in state prison populations — with state facilities now housing nearly 1.36 million inmates — also continues to put pressure on state spending.¹⁴

- **Many states chose sizeable budget cuts over a balanced mix of spending reductions and targeted revenue increases.** States relied disproportionately on damaging cuts to close the large budget shortfalls they faced over the course of the recession. Between fiscal years 2008 and 2012, states closed 45 percent of their budget gaps through spending cuts but only 16

¹⁰ CBPP analysis of Census quarterly state and local tax revenue, <http://www.census.gov/govs/qtax/>.

¹¹ State Higher Education Executive Officers Association, April 2015. Note: while full-time-equivalent enrollment at public two- and four-year institutions is up since fiscal year 2008, between fiscal years 2012 and 2013 it fell by approximately 150,000 enrollees — a 1.3 percent decline.

¹² See, for example, “National Postsecondary Enrollment Trends: Before, During and After the Great Recession,” National Student Clearinghouse Research Center, July 2011, page 6, <http://pas.indiana.edu/pdf/National%20Postsecondary%20Enrollment%20Trends.pdf>. A survey conducted by the American Association of Community Colleges indicated that increases in Fall 2009 enrollment at community colleges were, in part, due to workforce training opportunities; see Christopher M. Mullin, “Community College Enrollment Surge: An Analysis of Estimated Fall 2009 Headcount Enrollments at Community Colleges,” AACC, December 2009, <http://files.eric.ed.gov/fulltext/ED511056.pdf>.

¹³ National Center for Education Statistics, Enrollment in public elementary and secondary schools, by level and grade: Selected years, fall 1980 through fall 2023, Table 203.10, http://nces.ed.gov/programs/digest/d13/tables/dt13_203.10.asp?current=yes.

¹⁴ CBPP analysis of data from U.S. Department of Justice, Bureau of Justice Statistics.

percent through taxes and fees (they closed the remainder of their shortfalls with federal aid, reserves, and various other measures). States could have lessened the need for deep cuts to higher education funding if they had been more willing to raise additional revenue.

State Cuts Have Driven Up Tuition

As states have begun to reinvest in public higher education, tuition hikes in 2014-15 have been much smaller than in preceding years.¹⁵ Published tuition — the “sticker price” — at public four-year institutions increased in 34 states over the past year, but only modestly. Average tuition increased \$107, or 1.2 percent, above inflation.¹⁶ Between last year and this year, after adjusting for inflation:

- Louisiana increased average tuition across its four-year institutions more than any other state, hiking it by nearly 9 percent, or roughly \$600.
- Four states — Louisiana, Hawaii, West Virginia, and Tennessee — raised average tuition by more than 4 percent.
- In 16 states, tuition *fell* modestly, with declines ranging from \$6 in Ohio to \$182 in New Hampshire.¹⁷

Tuition remains much higher than it was before the recession in most states. Since the 2007-08 school year, average annual published tuition has risen by \$2,068 nationally, or 29 percent, above the rate of inflation.¹⁸ Steep tuition increases have been widespread, and average tuition at public four-year institutions, adjusted for inflation, has increased by:

- more than 60 percent in six states;
- more than 40 percent in ten states; and
- more than 20 percent in 33 states. (See Figures 5 and 6.)

In Arizona, the state with the greatest tuition increases since the recession hit, tuition has risen 83.6 percent, or \$4,734 per student, after adjusting for inflation. Average tuition at a four-year Arizona public university is now \$10,398 a year.¹⁹

¹⁵ Costs reported above include both published tuition and fees. Average tuition and fee prices are weighted by full-time enrollment.

¹⁶ This paper uses CPI-U-RS inflation adjustments to measure real changes in costs. Over the past year CPI-U-RS increased by 1.47 percent. We use the CPI-U-RS for the calendar year that begins the fiscal/academic year.

¹⁷ CBPP calculation using College Board “Trends in College Pricing 2013,” <http://trends.collegeboard.org/college-pricing>. See appendix for fiscal year 2013-14 change in average tuition at public four-year colleges.

¹⁸ CBPP analysis using College Board “Trends in College Pricing 2014,” <http://trends.collegeboard.org/college-pricing/figures-tables/tuition-fees-room-board-time>. Note: in non-inflation-adjusted terms, average tuition is up \$2,948 over this time period.

¹⁹ *Ibid.*

Public Colleges and Universities Also Have Cut Staff and Eliminated Programs

Recent tuition increases, while substantial in most states, have fallen far short of fully replacing the per-student funding that public colleges and universities have lost due to state funding cuts. Between 2008 and 2014 (the latest year for which data is available), tuition increases offset roughly 85 percent of cuts to state funding for higher education nationally.²⁰

Because tuition increases have not fully compensated for the loss of state funding, and because most public schools do not have significant endowments or other sources of funding, public colleges and universities have simultaneously cut spending to make up for declining state funding.

Data on spending at public institutions of higher learning in recent years are incomplete, but considerable evidence suggests that many public colleges and universities constrained spending to make up for lost state funding, often in ways that reduced the quality and availability of their academic offerings. For example, since the start of the recession, in response to state budget cuts colleges and university systems across the states have eliminated administrative and faculty positions (in some instances replacing them with non-tenure-track staff), cut courses or increased class sizes, and in some cases, consolidated or eliminated whole programs, departments, or schools.²¹

Public colleges and universities have continued to make these types of cuts, even as states have begun to reinvest in higher education, as they have struggled to recover from the financial strain of years of budget cuts and enrollment declines. For example:

- **West Virginia** University has fired 13 employees and has not filled more than 100 positions.²²
- In October 2014, the University of Southern **Maine** cut 50 faculty members and eliminated two academic programs to balance its budget.²³
- The University of **North Carolina** at Greensboro has eliminated 390 class sections, or about 6 percent of its course offerings, to counteract a \$4 million budget cut.²⁴
- The 14 state-owned universities within the **Pennsylvania** State System of Higher Education eliminated 95 academic programs between 2011 and 2014.²⁵

²⁰ CBPP calculations data from State Higher Education Executive Officers.

²¹ See last year's report for a more detailed account of university cuts: Michael Mitchell, Vincent Palacios, and Michael Leachman, "States are Still Funding Higher Education Below Pre-Recession Levels," Center on Budget and Policy Priorities, May 1, 2014, <http://www.cbpp.org/cms/?fa=view&id=4135>.

²² Mackenzie Mays, "W.Va. colleges make cuts to deal with less taxpayer funding," *The Charleston Gazette*, August 31, 2014, <http://www.wvgazette.com/article/20140831/GZ01/140839940>.

²³ Noel K. Gallagher, "USM begins laying off faculty members," *Portland Press Herald*, October 28, 2014, <http://www.pressherald.com/2014/10/28/faculty-layoffs-at-usm-begin/>.

²⁴ John Newsom, "Chancellor's focus on UNCG's future," *News & Record*, April 4, 2014, http://www.news-record.com/news/article_b3d8a6d2-bbef-11e3-a250-0017a43b2370.html

²⁵ Stephen Herzenberg, Mark Price, and Michael Wood, "A Must-Have for Pennsylvania Part Two: Investment in Higher Education for Growth and Opportunity," Keystone Research Center & Pennsylvania Budget and Policy Center, October 2014, https://pennbpc.org/sites/pennbpc.org/files/KRC_PBPC%20Higher%20Ed_0.pdf.

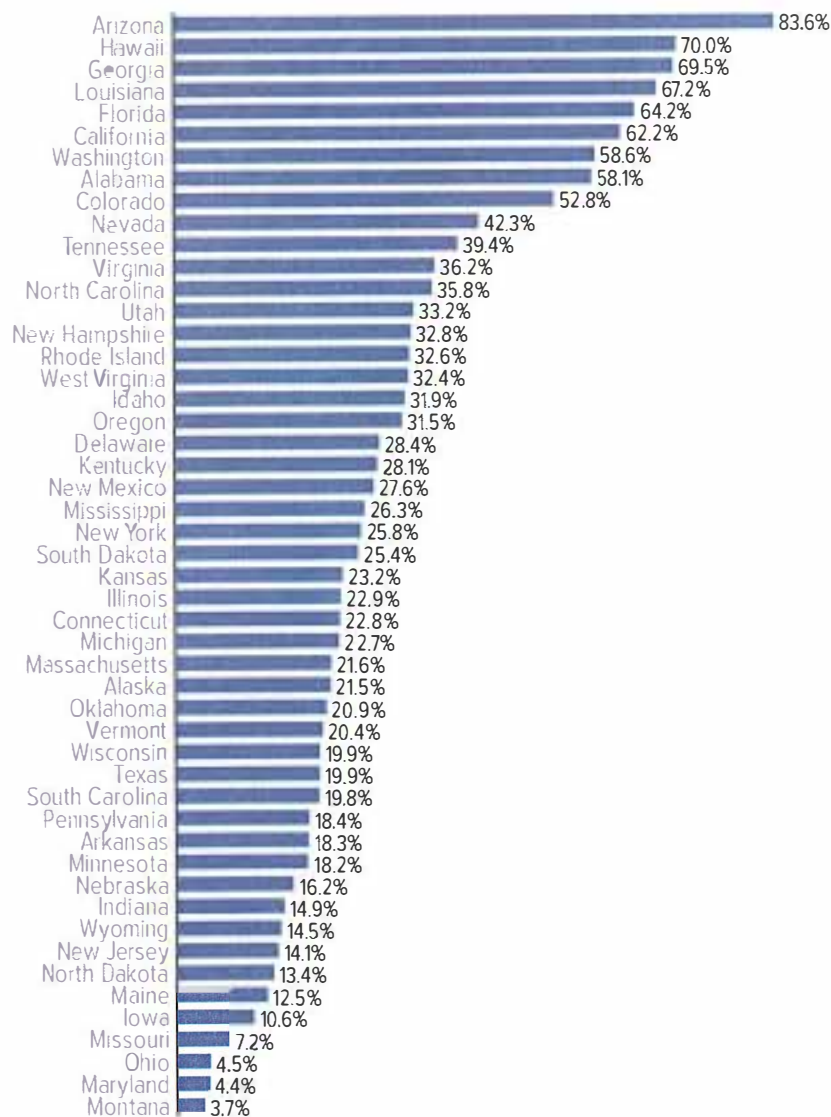
Nationwide, employment at public colleges and universities has grown modestly since the start of the recession, but proportionally less than the growth in the number of students. Between 2008 and 2013, the number of full-time-equivalent instructional staff at public colleges and universities grew by about 7 percent, while the number of students at these institutions grew by 10 percent. In other words, the number of students per faculty rose nationwide.²⁶

²⁶ CBPP analysis of employment data from the National Center for Education Statistics and enrollment data from the State Higher Education Executive Officers Association.

FIGURE 5

Tuition Has Increased Sharply at Public Colleges and Universities

Percent change in average tuition at public, four-year colleges, inflation adjusted, 2008 - 2015

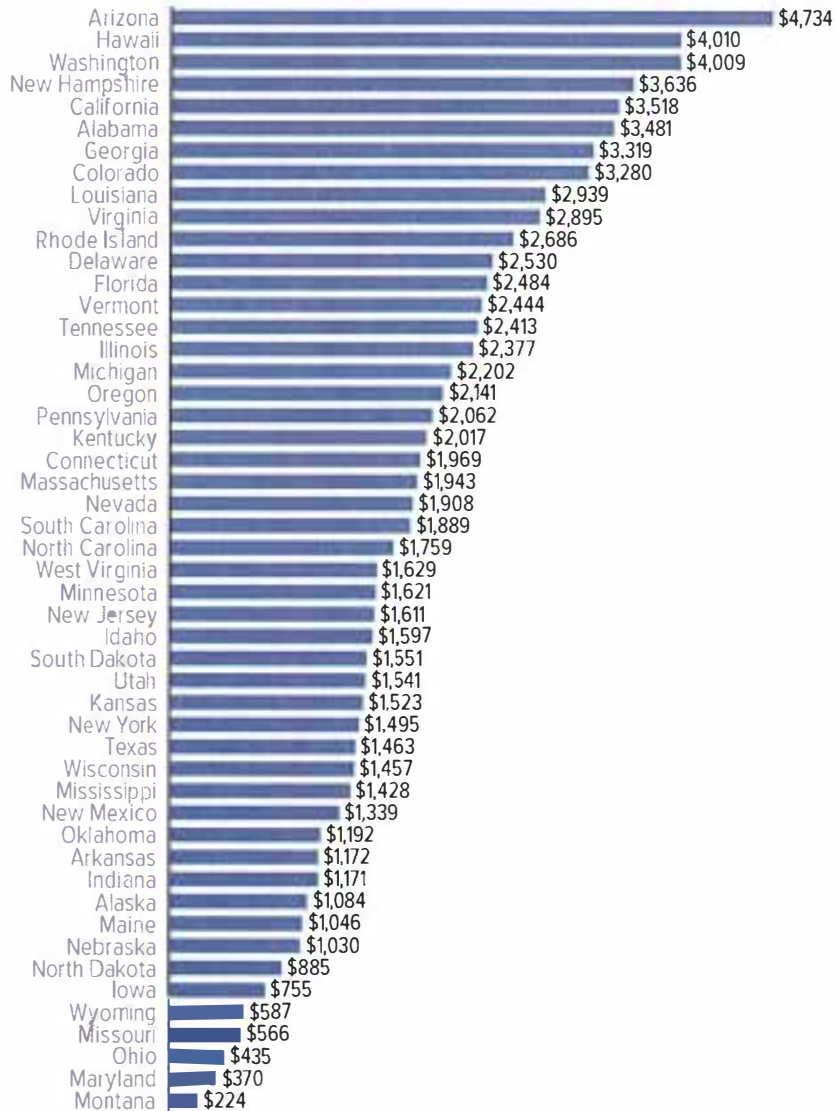


Source: College Board. "Trends in College Pricing," 2014. Years are fiscal years.

FIGURE 6

Tuition Has Increased Sharply at Public Colleges and Universities

Change in average tuition at public, four-year colleges, inflation adjusted, 2008 - 2015



Source: College Board, "Trends in College Pricing," 2014. Years are fiscal years.

Funding Cuts and Tuition Increases Have Shifted Costs From States to Students

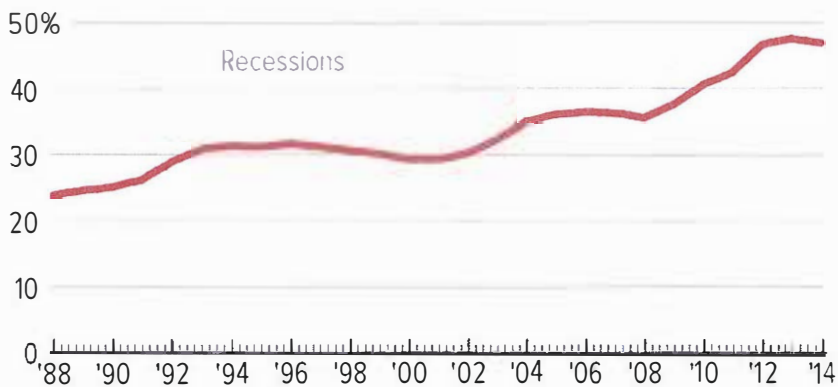
During and immediately following recessions, state and local funding for higher education has tended to plummet, while tuition has tended to spike. During periods of economic growth, funding has tended to recover somewhat while tuition has stabilized at a higher level as a share of total higher educational funding.²⁷ (See Figure 7.)

This trend has meant that over time, students have assumed much greater responsibility for paying for public higher education. In 1988, public colleges and universities received 3.2 times as much in revenue from state and local governments as they did from students. They now receive about 1.1 times as much from states and localities as from students.

FIGURE 7

Students Funding Larger Share of Education Funds After Recessions

Tuition as a percent of “total educational revenue,” 1988 -2014



Source: State Higher Education Financing FY 2013, State Higher Education Executive Officers Association. Total education revenue measures the amount of revenue available to public institutions to support instruction (excluding medical students).

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Nearly every state has shifted costs to students over the last 25 years — with the most drastic shift occurring since the onset of the Great Recession. In 1988, average tuition amounts were larger than per-student state expenditures in only two states, New Hampshire and Vermont. By 2008, that number had grown to ten states. Today, tuition revenue is greater than state and local government funding for higher education in half of the states, with seven — Colorado, Delaware, Michigan, New Hampshire, Pennsylvania, Rhode Island, and Vermont — asking students and families to shoulder higher education costs by a ratio of at least 2-to-1.²⁸

²⁷ State Higher Education Executive Officers Association, “State Higher Education Finance: FY2013,” 2014, p. 22, Figure 4, http://www.sheeo.org/sites/default/files/publications/SHEF_FY13_04252014.pdf.

²⁸ State Higher Education Executive Officers Association, April 2015; government funding includes dollars from both state and local funding sources.

Families Have Been Hard-Pressed to Absorb Rising Tuition Costs

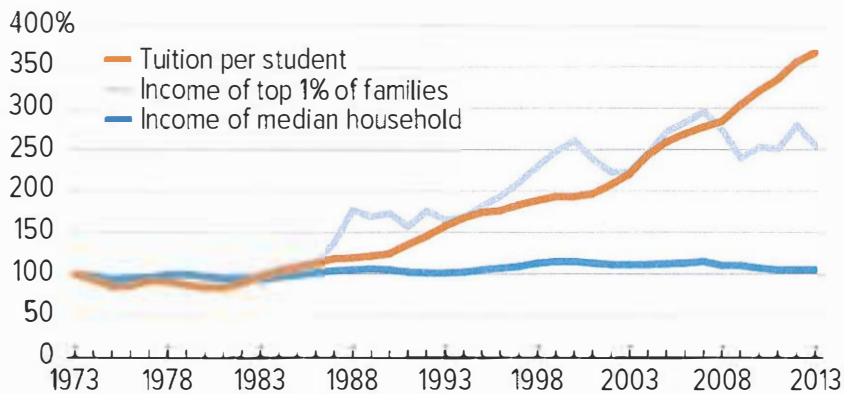
The cost shift from states to students has happened over a period when absorbing additional expenses has been difficult for many families because their incomes have been stagnant or declining. In the 1970s and early- to mid-1980s, tuition and incomes both grew modestly faster than inflation, but by the late 1980s, tuition began to rise much faster than incomes. (See Figure 8.)

- Since 1973, average inflation-adjusted public college tuition has more than tripled — increasing by nearly 270 percent — but median household income has barely changed, up merely 5 percent.
- Over the past 40 years, the incomes of the top 1 percent of families have climbed 155 percent. That is, even for the highest earners, public college tuition has outpaced income growth.
- The sharp tuition increases states have imposed since the recession have exacerbated the longer-term trend. Tuition jumped nearly 28 percent between the 2007-08 and 2013-14 school years, while real median income fell roughly 8 percent over the same time period.

FIGURE 8

Tuition Growth Has Vastly Outpaced Income Gains

Inflation-adjusted average tuition and fees at public four-year institutions and income for select groups (1973 = 100%)



Source: Center on Budget and Policy Priorities based on the College Board and Census Bureau. Tuition per student and income levels, adjusted for inflation, as a percentage of 1973-1974 price levels. Years shown and income data are for the calendar year. Tuition data cover the school year beginning in the calendar year.

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Cost Shift Harms Students and Families, Especially Those With Low Incomes

Rapidly rising tuition at a time of weak or declining income growth has damaging consequences for families, students, and the national economy.

- **Tuition costs are deterring some students from enrolling in college.** While the recession encouraged many students to enroll in higher education, the large tuition increases of the past few years may have prevented further enrollment gains. Rapidly rising tuition makes it less likely that students will attend college. Research has consistently found that college price increases result in declining enrollment.²⁹ While many universities and the federal government provide financial aid to help students bear the price, research suggests that a high sticker price can dissuade students from enrolling even if the net price, including aid, doesn't rise.
- **Tuition increases are likely deterring low-income students, in particular, from enrolling.** Research further suggests that college cost increases have the biggest impact on students from low-income families. For example, a 1995 study by Harvard University researcher Thomas Kane concluded that states that had the largest tuition increases during the 1980s and early 1990s "saw the greatest widening of the gaps in enrollment between high- and low-income youth."³⁰ These damaging effects may be exacerbated by the relative lack of knowledge among low-income families about the admissions and financial aid process. Low-income students tend to overestimate the true cost of higher education more than students from wealthier households in part because they are less aware of financial aid for which they are eligible.³¹

These effects are particularly concerning because gaps in college enrollment between higher- and lower-income youth are *already* pronounced. In 2012 just over half of recent high school graduates from families in the bottom income quintile enrolled in some form of postsecondary education, as opposed to 82 percent of students from the highest income quintile.³² Significant enrollment gaps based on income exist even among prospective students with similar academic records and test scores.³³ Rapidly rising costs at public colleges and universities may widen these gaps further.

- **Tuition increases may be pushing lower-income students toward less-selective institutions, reducing their future earnings.** Perhaps just as important as a student's decision to enroll in higher education is the choice of which college to attend. A 2013 study by the Brookings Institution revealed that a large proportion of high-achieving, low-income

²⁹ See, for example, Steven W. Hemelt and Dave E. Marcotte, "The Impact of Tuition Increases on Enrollment at Public Colleges and Universities," *Educational Evaluation and Policy Analysis*, September 2011; Donald E. Heller, "Student Price Response in Higher Education: An Update to Leslie and Brinkman," *The Journal of Higher Education*, Volume 68, Number 6 (November-December 1997), pp. 624-659.

³⁰ Thomas J. Kane, "Rising Public College Tuition and College Entry: How Well Do Public Subsidies Promote Access to College?" National Bureau of Economic Research, 1995, http://www.nber.org/papers/w5164.pdf?new_window=1.

³¹ Eric P. Bettinger *et al.*, "The Role of Simplification and Information in College Decisions: Results from the H&R Block FAFSA Experiment," National Bureau of Economic Research, 2009, <http://www.nber.org/papers/w15361.pdf>.

³² College Board, "Education Pays: 2013," <http://trends.collegeboard.org/sites/default/files/education-pays-2013-full-report-022714.pdf>.

³³ In a 2008 piece, Georgetown University scholar Anthony Carnavale pointed out that "among the most highly qualified students (the top testing 25 percent), the kids from the top socioeconomic group go to four-year colleges at almost twice the rate of equally qualified kids from the bottom socioeconomic quartile." Anthony P. Carnavale, "A Real Analysis of Real Education," *Liberal Education*, Fall 2008, p. 57.

students fail to apply to any selective colleges or universities.³⁴ Even here, research indicates financial constraints and concerns about cost push lower-income students to narrow their list of potential schools and ultimately enroll in less-selective institutions.³⁵ In a different 2013 study, economists Eleanor Dillon and Jeffrey Smith found evidence that some high-achieving, low-income students are more likely to “undermatch” in their college choice in part due to financial constraints.³⁶

Where a student decides to go to college has broad economic implications, especially for disadvantaged students and students of color. A 2011 study by Stanford University and Mathematica Policy Research found students who had parents with less education, as well as African American and Latino students, experienced higher postgraduate earnings by attending more elite colleges relative to similar students who attended less-selective universities.³⁷

Federal Financial Aid Has Increased Since the Recession but State Aid Has Declined

While tuition has soared since the recession, federal financial aid also has increased. The Federal Pell Grant Program — the nation’s primary student grant aid program — more than doubled the amount of aid it distributed between the 2007-08 and 2013-14 school years, even after adjusting for inflation. This substantial boost enabled the program not only to reach a greater number of students — 3.6 million more students received Pell support last year than in 2008 — but also to provide the average recipient with more funding. The average grant rose by 24 percent — to \$3,677 from \$2,969 — after adjusting for inflation.³⁸

The increase in federal financial aid has helped many students and families pay for recent tuition hikes. The College Board calculates that the annual value of grant aid and higher education tax benefits for students at four-year public colleges nationally has increased by an average of \$1,710 in real terms since the 2007-08 school year, offsetting about 83 percent of the average \$2,068 tuition increase. For community colleges, increases in student aid have more than made up the difference, leading to a decline in the net tuition cost for the average student.³⁹

³⁴ Christopher Avery and Caroline M. Hoxby, “The Missing ‘One Offs’: The Hidden Supply of High-Achieving, Low-Income Students,” National Bureau of Economic Research, Working Paper 18586, 2012, http://www.brookings.edu/~media/projects/bpea/spring-2013/2013a_hoxby.pdf.

³⁵ Patrick T. Terenzini, Alberto F. Cabrera, and Elena M. Bernal, “Swimming Against the Tide,” College Board, 2001, http://www.collegeboard.com/research/pdf/rdreppott200_3918.pdf.

³⁶ Eleanor W. Dillon and Jeffrey A. Smith, “The Determinants of Mismatch Between Students and Colleges,” National Bureau of Economic Research, August 2013, <http://www.nber.org/papers/w19286>. Additionally, other studies have found that undermatching is more likely to occur for students of color. In 2009 Bowen, Chingos, and McPherson found that undermatching was more prevalent for black students — especially black women — relative to comparable white students.

³⁷ Stacey Dale and Alan Krueger, “Estimating the Return to College Selectivity Over the Career Using Administrative Earning Data,” Mathematica Policy Research and Princeton University, February 2011, <http://www.mathematica-mpr.com/publications/PDFs/education/returntocollege.pdf>.

³⁸ College Board, “Trends in Student Aid 2014,” October 2014, Figure 22, <http://trends.collegeboard.org/sites/default/files/2014-trends-student-aid-final-web.pdf>.

³⁹ CBPP calculation using “Trends in College Pricing 2014,” October 2014, Table 7, <http://trends.collegeboard.org/sites/default/files/2014-trends-college-pricing-final-web.pdf>.

Since the sticker-price increases have varied so much from state to state while federal grant and tax-credit amounts are uniform across the country, students in states with large tuition increases — such as Arizona, Hawaii, and Washington — likely experienced substantial increases in their net tuition and fees, while the net cost for students in states with smaller tuition increases may have fallen.

The increase in federal financial aid has played a critical role in partially offsetting higher costs for students and families — and this funding is threatened. The U.S. House of Representatives recently proposed to eliminate a large portion of Pell Grant funding and freeze the maximum Pell Grant for ten years. While the final budget agreement between the House and Senate avoids spelling out specific cuts, its numbers call for substantial reductions to education funding.⁴⁰

In contrast to federal dollars, financial aid provided by states, which was much smaller than federal aid even before the recession, has *declined* on average. In the 2007-2008 school year, state grant dollars equaled \$740 per student. By 2013 — the latest year for which full data is available — that number had fallen to \$710, a decline of roughly 4 percent.⁴¹

Low-Income Students Still Face High Levels of Debt

While rising federal financial aid has lessened the impact of tuition and fee increases on low-income students, the overall average cost of attending college has risen for these students, because room and board costs have increased, too. As a result, the net cost of attendance at four-year public institutions for low-income students increased 12 percent from 2008 to 2012, after adjusting for inflation. For low-income students attending public community colleges, the increase over the same time period was 4 percent.⁴²

Because grants and tax credits rarely cover the full cost of college attendance, most students — and low-income students in particular — borrow money. In 2012, 79 percent of low-income students — from families in the bottom income quartile — graduating with a bachelor's degree had student loans (compared with 55 percent of graduating students from wealthy families).⁴³

Debt levels have risen since the start of the recession for college and university students collectively. By the fourth quarter of 2014, students held \$1.16 trillion in student debt — eclipsing

⁴⁰ For more information see Brandon DeBot and David Reich, “House Budget Committee Plan Cuts Pell Grants Deeply, Reducing Access to Higher Education,” Center on Budget and Policy Priorities, March 24, 2015, <http://www.cbpp.org/cms/index.cfm?fa=view&id=5294>.

⁴¹ College Board, “Trends in Student Aid 2014,” October 2014, Figure 22, <http://trends.collegeboard.org/sites/default/files/2014-trends-student-aid-final-web.pdf>.

⁴² College Board, “Cumulative Debt of 2011-12 Bachelor's Degree Recipients by Dependency Status and Family Income,” October 2014, <http://trends.collegeboard.org/college-pricing/figures-tables/net-prices-income-over-time-public-sector>.

⁴³ College Board, “Trends in Student Aid, 2014: Median Debt Levels of 2007-08 Bachelor's Degree Recipients by Income Level,” October 2014, Figure 2010_9, <http://trends.collegeboard.org/sites/default/files/2014-trends-student-aid-final-web.pdf>. Low-income dependent students are defined as students from families earning less than \$30,000 annually, while high-income students come from families earning more than \$106,000.

both car loans and credit card debt.⁴⁴ Further, the overall share of students graduating with debt has increased since the start of the recession. Between the 2007-08 and 2012-13 school years, the share of students graduating from a public four-year institution with debt increased from 55 to 59 percent. At the same time, between the 2007-08 and 2012-13 school years, the average amount of debt incurred by the average bachelor's degree recipient with loans at a public four-year institution grew from \$22,000 to \$25,600 (in 2013 dollars), an inflation-adjusted increase of \$3,600, or roughly 16 percent. By contrast, the average level of debt incurred had risen only about 3.7 percent in the eight years prior to the recession.⁴⁵ In short, at public four-year institutions, a greater share of students are taking on larger amounts of debt.

Funding Cuts Jeopardize Both Students' and States' Economic Futures

The reduced college access and graduation rates that research suggests are likely to result from budget cuts affect more than just students, because college attainment has grown increasingly important to long-term economic outcomes for states and the nation.

Getting a college degree is increasingly a pre-requisite for professional success and for entry into the middle class or beyond. A young college graduate earns \$12,000 a year more annually than someone who did not attend college.⁴⁶

The benefits of academic attainment extend *beyond* those who receive a degree; research suggests that the whole community benefits when more residents have college degrees. For instance, higher educational attainment has been connected with lower rates of crime, greater levels of civic participation, and better health outcomes.⁴⁷ Areas with highly educated residents tend to attract strong employers who pay their employees competitive wages. Those employees, in turn, buy goods and services from others in the community, broadly benefitting the area's economy. Economist Enrico Moretti of the University of California at Berkeley finds that as a result, the wages of workers at *all* levels of education are higher in metropolitan areas with high concentrations of college-educated residents.⁴⁸ This finding implies that — even though not all good jobs require a college degree — having a highly educated workforce can boost an area's economic success.

The economic importance of higher education will continue to grow. In a 2013 report, researchers from the Georgetown University Center on Education and the Workforce projected that

⁴⁴ Federal Reserve Bank of New York, "Quarterly Report on Household Debt and Credit," February 2015, http://www.newyorkfed.org/householdcredit/2014-q4/data/pdf/HHDC_2014Q4.pdf.

⁴⁵ College Board "Trends in Student Aid," Figure 13A, <http://trends.collegeboard.org/student-aid/figures-tables/average-cumulative-debt-bachelors-recipients-public-four-year-time>.

⁴⁶ Michael Greenstone and Adam Looney, "Regardless of the Cost, College Still Matters," The Hamilton Project, October 5, 2012, <http://www.brookings.edu/blogs/jobs/posts/2012/10/05-jobs-greenstone-looney>.

⁴⁷ See for example Hill *et al.*, "The Value of Higher Education: Individual and Societal Benefits," October 2005, <http://www.asu.edu/president/p3/Reports/EdValue.pdf> and College Board, "Education Pays 2013," October 2013, <http://trends.collegeboard.org/sites/default/files/education-pays-2013-full-report-022714.pdf> for summaries of social benefits of higher levels of educational attainment.

⁴⁸ Enrico Moretti, "Estimating the Social Return to Higher Education: Evidence from Longitudinal and Repeated Cross-Sectional Data," *Journal of Econometrics*, Vol. 121, 2004, pp. 175-212.

by 2020, nearly two-thirds of all jobs will require at least some college education, up from 59 percent in 2007.⁴⁹

The Georgetown Center further projects that, based on current trends — without significant new investment in capacity — the nation’s education system will not keep pace with the rising demand for educated workers. By 2020, the country’s system of higher education will produce 5 million fewer college graduates than the labor market will demand.⁵⁰

The increase in student debt in recent years also has important implications for the broader economy. While debt is a crucial tool for financing higher education, excessive debt can impose considerable costs on both students and society as a whole. Research finds that higher student debt levels are associated with lower rates of homeownership among young adults; can create stresses that reduce the probability of graduation, particularly for students from lower-income families; and reduce the likelihood that graduates with majors in science, technology, engineering, and mathematics will go on to graduate school (which is often needed to obtain advanced positions in those fields).⁵¹

There is also growing concern that rising levels of debt may be preventing some young adults from starting businesses of their own. Many entrepreneurs rely heavily on personal debt to help launch their small businesses, and rising levels of student loan debt may make it more difficult to access loans or other lines of credit necessary for launching a startup. A 2014 study by the Federal Reserve Bank of Philadelphia found that this may be the case. Looking at the period from 2000 to 2010, researchers found that as student loan debt rose, net business formation of the smallest businesses — those employing four or fewer people — fell.⁵²

This research suggests that states should strive to expand college access and increase college graduation rates to help build a strong middle class and develop the entrepreneurs and skilled workers needed to compete in today’s global economy. It suggests further that the severe higher education funding cuts that states have made since the start of the recession will make it more difficult to achieve those goals.

⁴⁹ See Anthony P. Carnevale, Nicole Smith, and Jeff Strohl, “Recovery: Job Growth and Education Requirements through 2020,” Georgetown University Center on Education and the Workforce, June 2013, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

⁵⁰ *Ibid.*

⁵¹ For impacts of debt on homeownership, see Jennifer M. Shand, “The Impact of Early-Life Debt on the Homeownership Rates of Young Households: An Empirical Investigation,” November 2007, http://www.fdic.gov/bank/analytical/cfr/2008/jan/CFR_SS_2008Shand.pdf. For the relationship between debt and graduation, see for example, Rachel E. Dwyer, Laura McCloud, and Randy Hodson, “Debt and Graduation from American Universities,” *Social Forces*, June 15, 2012, <http://sf.oxfordjournals.org/content/90/4/1133>. For information on graduate enrollment, see for example Lindsey E. Malcolm and Alicia C. Dowd, “The Impact of Undergraduate Debt on the Graduate School Enrollment of STEM Baccalaureates,” *The Review of Higher Education*, Volume 35, Number 2, Winter 2012, pp. 265-305.

⁵² Brent W. Ambrose, Larry Cordell, and Shuwei Ma, “The Impact of Student Loan Debt on Small Business Formation,” March 29, 2014, <http://dx.doi.org/10.2139/ssrn.2417676>.

States' Budget Choices Will Determine Whether They Can Successfully Rebuild Their Higher Education Systems

Over the past couple of years, as the economy has improved and state revenues have begun to approach — and in some cases surpass — pre-recession levels, most states have begun to reinvest in higher education. To sustain this trend, states will need to reject calls for costly and ineffective tax cuts, and many will need to raise additional revenue.

Every year, state lawmakers face the challenge of adequately funding a host of important state priorities. Elementary and secondary education, like higher education, has been cut in most states in recent years.⁵³ Health care services require states' continued support, given an aging population and rising health costs. The nation's system of roads and bridges is deteriorating and in need of new public investments, and states have limited ability to cut back on public safety or human services without risking real harm to communities. Those areas of spending account for more than 72 percent of state and local government funding; the rest of state budgets pay for environmental protection, the court system, and other important areas that also are hard to cut without significant negative consequences.⁵⁴

This means that to make significant progress in renewing state investment in higher education, and to prevent investment from sliding even further, states need to reject calls for tax cuts and may need to consider options for new revenues. These revenues could come, for example, from repealing ineffective tax deductions, exemptions, and credits; rolling back past years' tax cuts; or raising certain tax rates.⁵⁵

The need for additional revenue is particularly urgent in states that in recent years enacted tax cuts that are proving to be unaffordable. For example, in the midst of the economic downturn Arizona lawmakers enacted sizeable corporate tax cuts that are just now beginning to phase in; they will cost roughly \$210 million in fiscal year 2016.⁵⁶ At the same time, lawmakers are cutting public support for the state's four-year colleges and universities by nearly \$100 million, and community colleges by \$16 million.⁵⁷ Arizona's higher education funding *already* stands nearly 50 percent below pre-recession levels, and tuition at its public four-year colleges has increased by almost 84 percent since 2008.

Tax cuts are often sold as a recipe for economic growth. But to the extent that tax cuts prevent investments in higher education that would increase access to college, improve graduation rates, and reduce student debt, their net effect could be a drag on the economy. States that have cut higher education funding deeply and yet are considering or have enacted tax cuts this year include Arizona,

⁵³ Michael Leachman and Chris Mai, "Most States Funding Schools Less Than Before the Recession," Center on Budget and Policy Priorities, October 16, 2014, <http://www.cbpp.org/cms/index.cfm?fa=view&id=4213>.

⁵⁴ CBPP calculations, data from the National Association of State Budget Officers.

⁵⁵ Nicholas Johnson and Michael Leachman, "Four Big Threats to State Finances Could Undermine Future U.S. Prosperity," Center on Budget and Policy Priorities, February 14, 2013, <http://www.cbpp.org/research/four-big-threats-to-state-finances-could-undermine-future-us-prosperity>.

⁵⁶ Arizona Joint Legislative Budget Committee, "2014 Tax Handbook," September 2014, <http://www.azleg.gov/jlbc/14taxbook/14taxbk.pdf>.

⁵⁷ Children's Action Alliance, "Highlights and Lowlights of the New State Budget," March 11, 2015, http://azchildren.org/wp-content/uploads/2015/03/Final_AZ_Budget-3-11-15.pdf.

Florida, Maine, Michigan, Montana, Nebraska, New Hampshire, North Carolina, Ohio, Texas, and Wisconsin.

Conclusion

States have cut higher education funding deeply since the start of the recession. These cuts were in part the result of a revenue collapse caused by the economic downturn, but they also resulted from misguided policy choices. State policymakers relied overwhelmingly on spending cuts to make up for lost revenues. They could have lessened the need for higher education funding cuts if they had used a more balanced mix of spending cuts and revenue increases to balance their budgets.

The impact of the funding cuts has been dramatic. Public colleges have both steeply increased tuition and pared back spending, often in ways that may compromise the quality of education and jeopardize student outcomes. Students are paying more through increased tuition and by taking on greater levels of debt. Now is the time to renew investment in higher education to promote college affordability and quality.

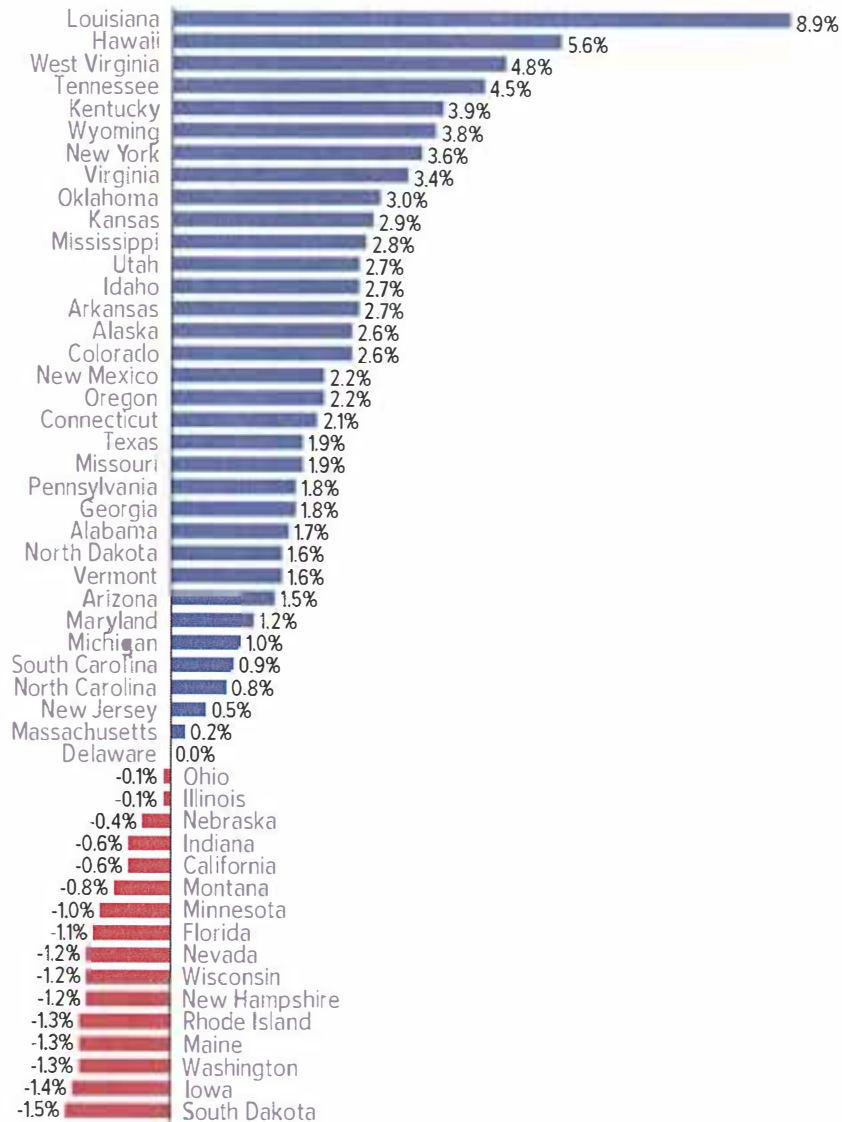
Strengthening state investment in higher education will require state policymakers to make the right tax and budget choices over the coming years. A slow economic recovery and the need to reinvest in other services that also have been cut deeply means that many states will need to raise revenue to rebuild their higher education systems. At the very least, states must avoid shortsighted tax cuts, which would make it much harder for them to invest in higher education, strengthen the skills of their workforce, and compete for — or even create — the jobs of the future.

Appendix:

APPENDIX FIGURE 1

In Most States, Tuition Increases Have Been Moderate, and in Some Cases, Tuition Has Fallen Over Last School Year

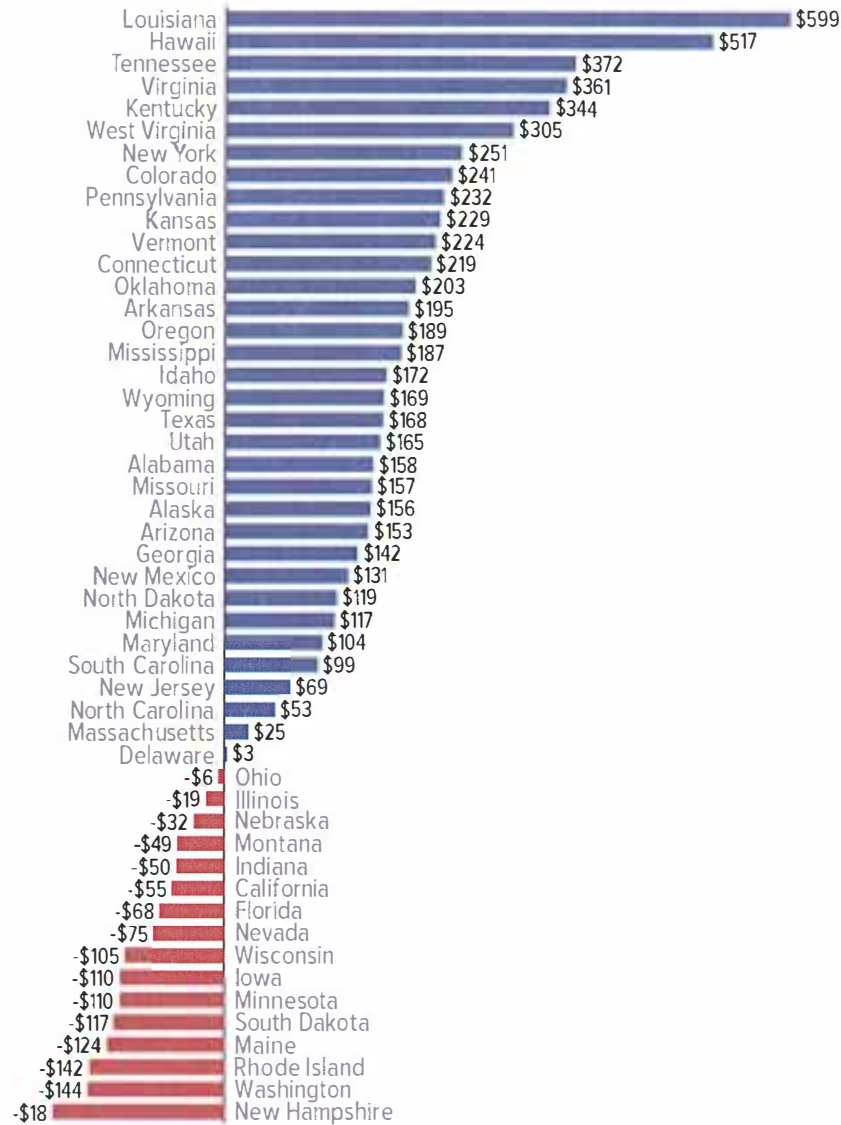
Percent change in average tuition at public, four-year colleges, inflation adjusted, 2014 - 2015



Source: College Board, "Trends in College Pricing," 2014. Years are fiscal years.

In Most States, Tuition Increases Have Been Moderate, and in Some Cases, Tuition Has Fallen Over Last School Year

Change in average tuition at public, four-year colleges, inflation adjusted, 2014 - 2015



Source: College Board. "Trends in College Pricing." 2014. Years are fiscal years.

Appendix Table 1

Change in State Higher Education Appropriations, Enrollment, and Appropriations Per Student, 2007-08 School Year to 2014-15 School Year

	2007 - 2008	2014 - 2015	Change	Percent Change
State Appropriations for Higher Education	\$91,317,022,709	78,021,779,892	-13,295,242,818	-14.60%
Full-Time-Equivalent Enrollment at Public Colleges and Universities	10,254,148	10,988,860	734,713	7.20%
State Appropriations Per Full-Time-Enrolled Student	\$8,905	7,100	-1,805	-20.30%

Sources: Education appropriations data comes from the Grapevine survey conducted by Illinois State University; enrollment data comes from the State Higher Education Executive Officers Association. Since enrollment data is only available through the 2013-2014 school year, enrollment data for 2014-15 is an estimate based on data from past years. Dollar figures adjusted for inflation using the consumer price index.

A chartbook from



THE PEW CHARITABLE TRUSTS

| June 2015



Federal and State Funding of Higher Education

A changing landscape

The Pew Charitable Trusts

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This chartbook benefited tremendously from the insights and expertise of five outside reviewers: Andy Carlson, senior policy analyst, State Higher Education Executive Officers Association; Donna Desrochers, principal researcher, Education Program, American Institutes for Research; Brian Prescott, director of policy research, and David Longanecker, president, Western Interstate Commission for Higher Education; and Jason Delisle, director, Federal Education Budget Project, the New America Foundation. Although they have reviewed the chartbook, neither they nor their organizations necessarily endorse its findings or conclusions.

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Overview

States and the federal government have long provided substantial funding for higher education, but changes in recent years have resulted in their contributions being more equal than at any time in at least the previous two decades.¹ Historically, states have provided a far greater amount of assistance to postsecondary institutions and students; 65 percent more than the federal government on average from 1987 to 2012.² But this difference narrowed dramatically in recent years, particularly since the Great Recession, as state spending declined and federal investments grew sharply, largely driven by increases in the Pell Grant program, a need-based financial aid program that is the biggest component of federal higher education spending.

Although their funding streams for higher education are now comparable in size and have some overlapping policy goals, such as increasing access for students and supporting research, federal and state governments channel resources into the system in different ways. The federal government mainly provides financial assistance to individual students and specific research projects, while state funds primarily pay for the general operations of public institutions.

Policymakers across the nation face difficult decisions about higher education funding. Federal leaders, for example, are debating the future of the Pell Grant program. The Obama administration has proposed increasing the maximum Pell Grant award to keep pace with inflation in the coming years, while members of Congress have recommended freezing it at its current level.³ State policymakers, meanwhile, are deciding whether to restore funding after years of recession-driven cuts.⁴ Their actions on these and other critical issues will help determine whether the shift in spending that resulted in parity is temporary or a lasting reconfiguration.

In a constrained fiscal environment, policymakers also will need to consider whether there are better means of achieving shared goals, including student access and support for research.⁵ Such approaches could entail more coordination, other funding mechanisms, or policy reforms. In addition, it will be necessary to think about the implications of parity and whether funding strategies will require changes in order to reach desired outcomes. This chartbook is intended to provide a starting point for answering such questions by illustrating the existing federal-state relationship in higher education funding, the way that relationship has evolved, and how it differs across states.

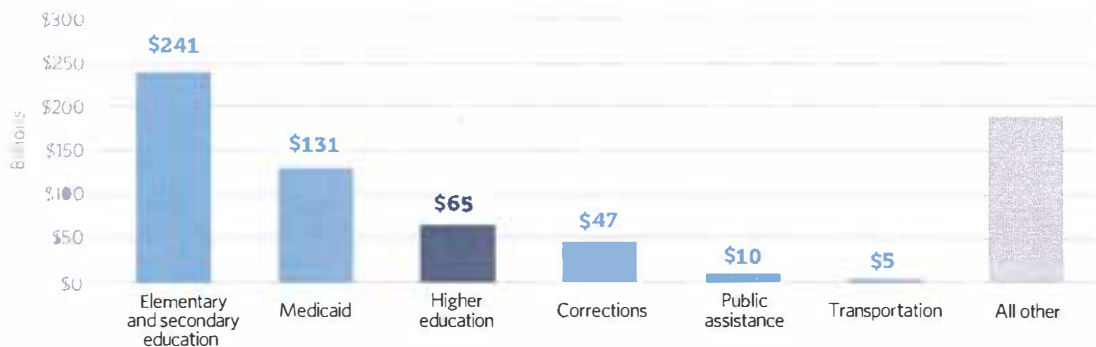
Figure 1

Higher Education Is a Small but Important Part of Federal Spending and the Third-Largest Category in State Budgets

Higher education within the federal budget (\$3.5 trillion), federal fiscal year 2013



Major categories of state general fund spending, state fiscal year 2013



Note: These data include funding that flows to public, nonprofit, and for-profit higher education institutions and their students, excluding federal loans and tax expenditures. See Appendix B for more details.

Sources: Pew's analysis of data from the U.S. Office of Management and Budget, *Historical Tables* (Feb. 2015); U.S. Department of Education National Center for Education Statistics' Integrated Postsecondary Education Data System (accessed Jan. 2015); U.S. Department of Education, *FY 2015 Budget Request* (March 2014) and *State Funding History Tables* (Feb. 2015); National Science Foundation, *Survey of Federal Funds for Research and Development* (June 2015); U.S. Department of Veterans Affairs, *FY 2015 Budget Submission* (March 2014), and National Association of State Budget Officers, *State Expenditure Report* (Nov. 2014).

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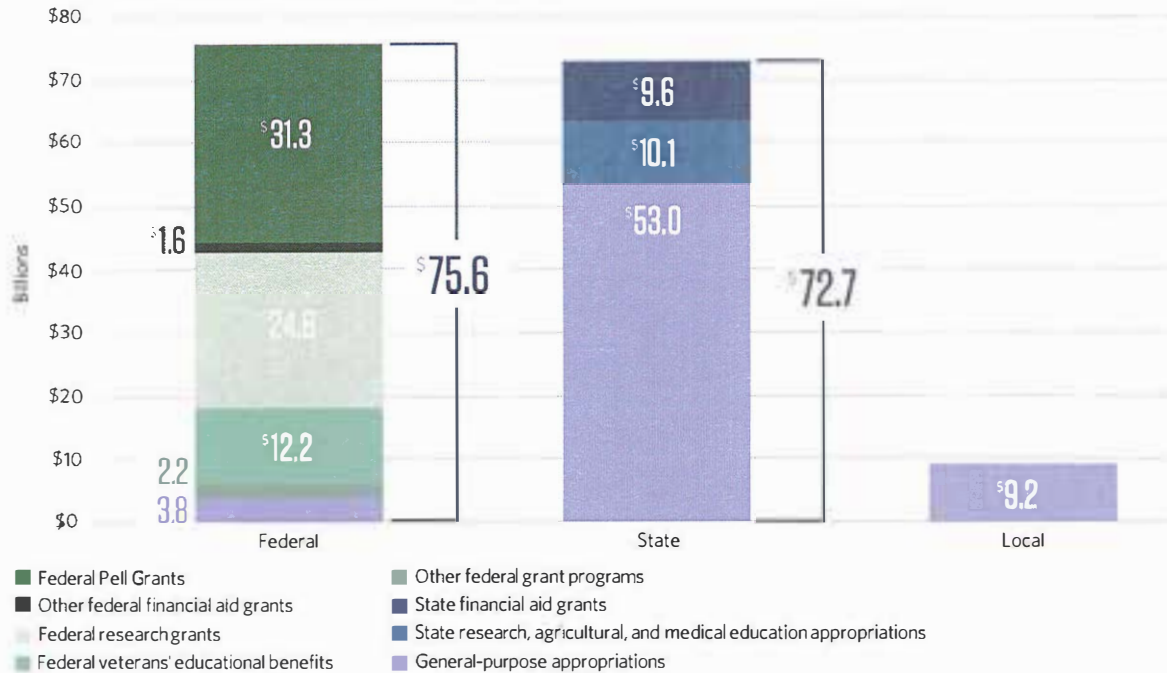
Though only about 2 percent of the total federal budget, higher education programs make up a large share of federal education investments. For example, about half of the U.S. Department of Education's budget is devoted to higher education (excluding loan programs).⁶ Higher education funding also comes from other federal agencies such as the U.S. Departments of Veterans Affairs and Health and Human Services, and the National Science Foundation.

Higher education was the third-largest area of state general fund spending in 2013 behind K-12 education and Medicaid.

Figure 2

Federal and State Investments in Higher Education Are Similar in Size, Different in Nature

Spending categories by level of government, academic year 2013



Note: These data include spending that flows to public, nonprofit, and for-profit higher education institutions and their students, excluding loans and tax expenditures. Numbers may not add up due to rounding. See Appendix B for more details.

Sources: Pew's analysis of data from the U.S. Department of Education, National Center for Education Statistics' Integrated Postsecondary Education Data System (accessed Jan. 2015); U.S. Department of Education, *FY2015 Budget Request* (March 2014) and *State Funding History Tables* (Feb. 2015); U.S. Department of Veterans Affairs, *FY2015 Budget Submission* (March 2014); National Science Foundation, *Survey of Federal Funds for Research and Development* (June 2015); State Higher Education Executive Officers Association, *State Higher Education Finance Report: FY 2014* (April 2015), and National Association of State Student Grant and Aid Programs, *44th Annual Survey Report on State Sponsored Student Financial Aid: 2012-2013 Academic Year* (Sept. 2014).

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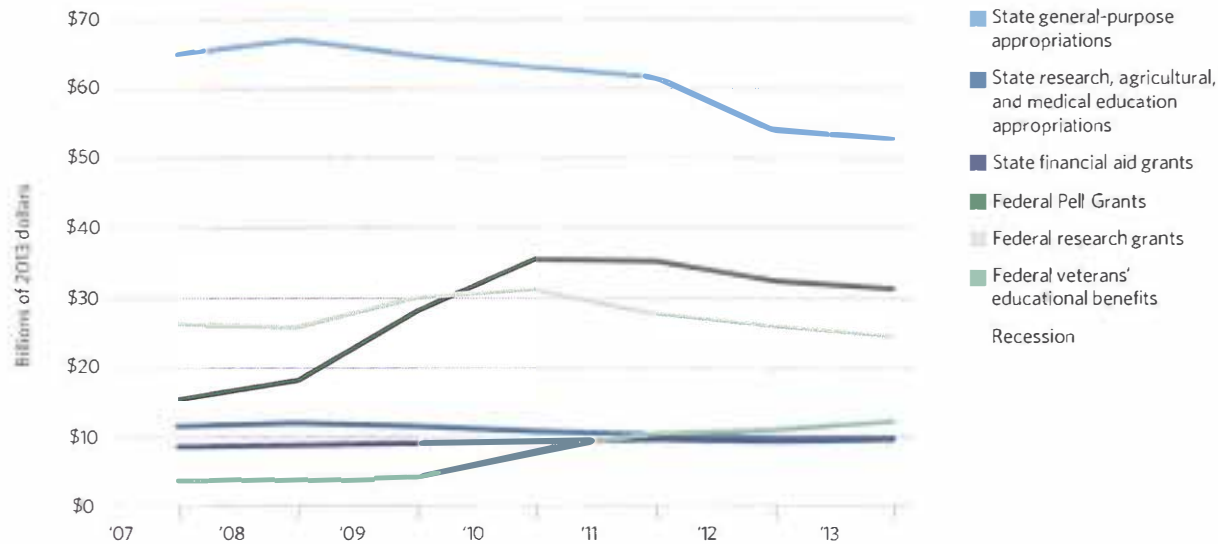
In 2013, federal spending on major higher education programs totaled \$75.6 billion, state spending amounted to \$72.7 billion, and local spending was considerably lower at \$9.2 billion.⁷ These figures exclude student loans and higher education-related tax expenditures.

Although the federal and state funding streams are comparable in size and have overlapping policy goals, such as increasing access for students and fostering research, they support the higher education system in different ways: The federal government mostly provides financial assistance to individual students and funds specific research projects, while states typically fund the general operations of public institutions, with smaller amounts appropriated for research and financial aid. Local funding of \$9.2 billion largely supports the general operating expenses of community colleges. For more information, see Appendix A.

Figure 3

The Balance Between Federal and State Higher Education Spending Shifted Significantly During and After the Great Recession

Trends in major expenditure categories, academic years 2007-13, adjusted for inflation



Funding for major federal higher education programs grew significantly from the onset of the recession, even as state support fell. The federal spending areas that experienced the most significant growth were the Pell Grant program and veterans' educational benefits, which surged by \$13.2 billion (72 percent) and \$8.4 billion (225 percent), respectively, in real terms from 2008 to 2013. The biggest decline at the state level was in general-purpose appropriations for institutions, which fell by \$14.1 billion (21 percent) over the same period. During those years, the number of full-time equivalent (FTE) students grew by 1.2 million (8 percent).⁸ For more information, see Appendix A.

Note: Includes spending that flows to public, nonprofit, and for-profit higher education institutions and their students, excluding loans and tax expenditures. See Appendix B for more details.

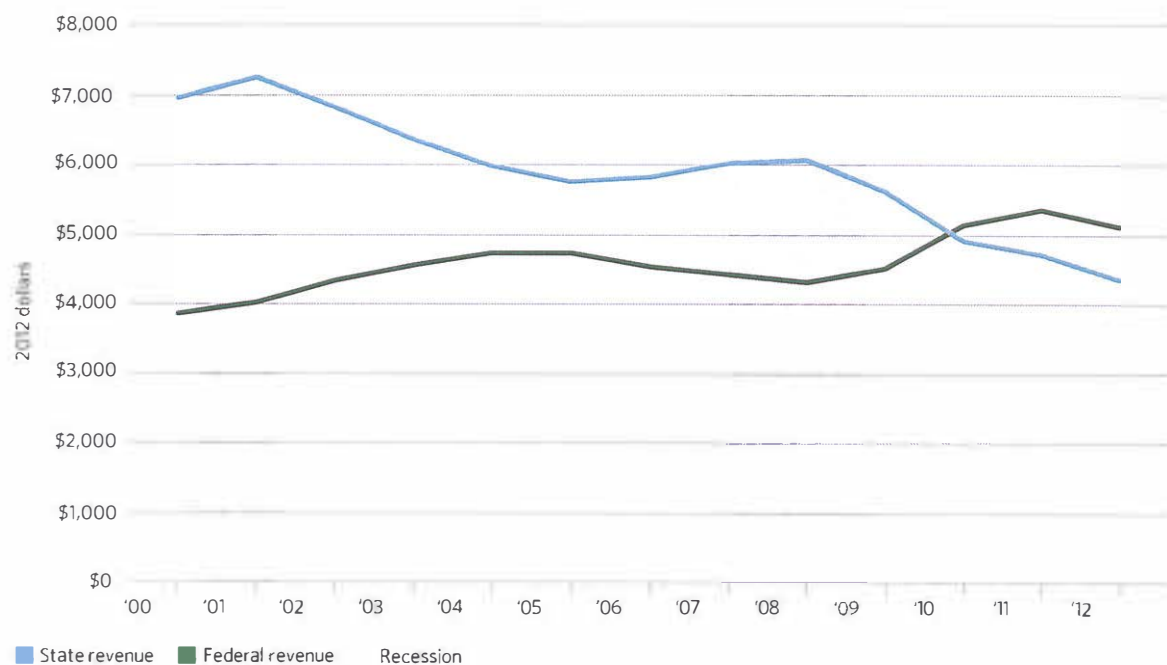
Sources: Pew's analysis of data from the U.S. Department of Education, *State Funding History Tables* (FY2007-13); National Science Foundation, *Survey of Federal Funds for Research and Development* (2007-13); State Higher Education Executive Officers Association, *State Higher Education Finance Report: FY 2014* (April 2015); National Association of State Student Grant and Aid Programs, *Annual Survey Report on State Sponsored Student Financial Aid* (2007-13); and U.S. Department of Veterans Affairs, *Annual Budget Submission* (FY2009-15)

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Figure 4

State Funding for Higher Education Declined in Recent Years While Federal Funding Grew

Federal and state revenue per full-time equivalent student flowing to higher education institutions, fiscal years 2000-12, adjusted for inflation



Note: This figure includes funding that flows to public, nonprofit, and for-profit higher education institutions and their students, excluding loans and tax expenditures. See Appendix B for more details.

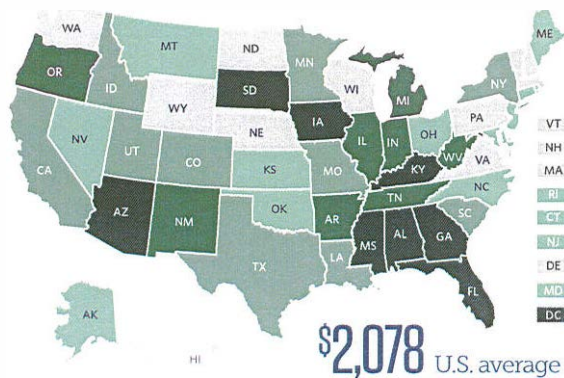
Sources: Pew's analysis of data from the Delta Cost Project Database (May 2015), based on original data from U.S. Department of Education, National Center for Education Statistics' Integrated Postsecondary Education Data System

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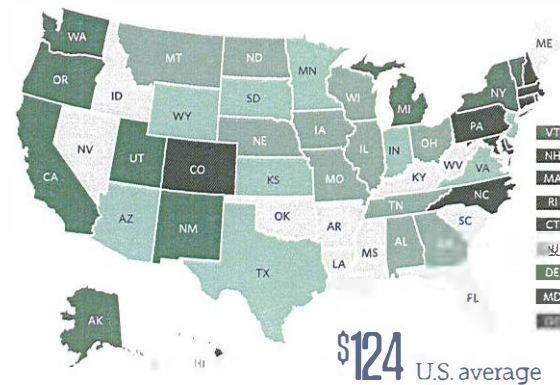
A major shift has occurred in the relative levels of funding provided by states and the federal government in recent years. By 2010, federal revenue per full-time equivalent (FTE) student surpassed that of states for the first time in at least two decades, after adjusting for enrollment and inflation. From 2000 to 2012, revenue per FTE student from federal sources going to public, nonprofit, and for-profit institutions grew by 32 percent in real terms, while state revenue fell by 37 percent. The number of FTE students at the nation's colleges and universities grew by 45 percent during the same period. Without adjusting for enrollment growth, total federal revenue grew by 92 percent from \$43.3 billion to \$83.2 billion in real terms, while state revenue fell by 9 percent from \$77.8 billion to \$70.8 billion after adjusting for inflation.

Figure 5
Major Federal Funding Streams Are Distributed Differently
Across States

Pell Grant dollars per full-time equivalent undergraduate student, by state, federal fiscal year 2013



Federal research grant spending per capita, by state, federal fiscal year 2013



Note: Data are based on location of higher education institution and include funding that flows to public, nonprofit, and for-profit institutions and their students.

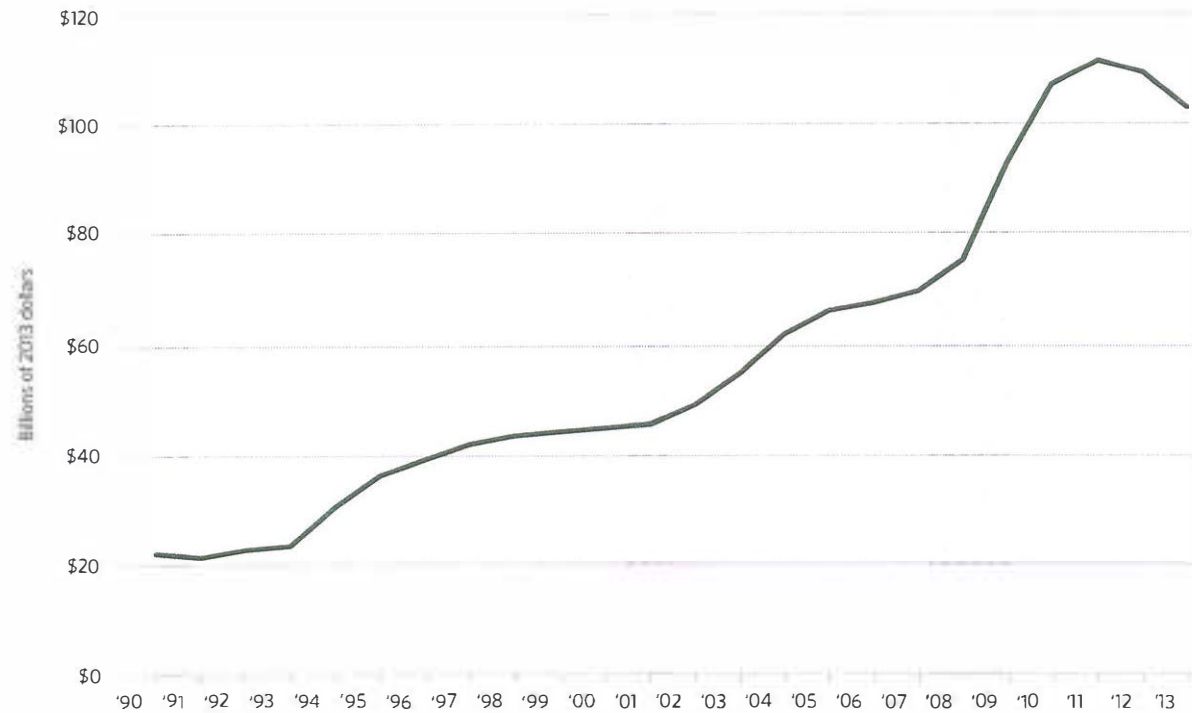
Sources: Pew's analysis of data from the U.S. Department of Education, *State Funding History Tables* (Feb. 2015); U.S. Department of Education, National Center for Education Statistics' Integrated Postsecondary Education Data System (accessed Jan. 2015); National Science Foundation, *Higher Education Research and Development Survey Data Tables* (Feb. 2014); and U.S. Census Bureau, *Annual Population Estimates* (Dec. 2014)

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Total federal higher education funding varies widely across states, and the major types of funding have very different geographic distributions. For example, Pell Grant funding, which is distributed based on a calculation of students' financial need, ranged from \$1,177 in North Dakota per FTE undergraduate to \$3,401 in Arizona, compared with a national average of \$2,078.⁹ High Pell Grant states are concentrated in the Southeast.

Similarly, per-capita federal research funding ranged from \$37 in Maine to \$476 in the District of Columbia, compared with a national average of \$124. States with high levels of research support are concentrated in the Northeast. See Appendix A, Figure 2 for more information about federal funding categories.

Figure 6
Federally Sponsored Lending Grew Sharply in Recent Years
 Trend in federal loan issuances, academic years 1990-2013, adjusted for inflation



The federal government is the nation's largest student lender; it issued \$103 billion in loans in 2013. States, by contrast, provided only \$840 million in loans that year, less than 1 percent of the federal amount.

Although they must be paid back with interest, federal loans allow students to borrow at lower rates than are available in the private market.¹⁰ Federal loans grew 376 percent between 1990 and 2013 in real terms, compared with enrollment growth of 60 percent.¹¹ These figures represent the volume, rather than the cost, of those loans.

Note: Includes loans that flow to students attending public, nonprofit, and for-profit higher education institutions. "Sponsored" includes those loans issued directly to the borrower or guaranteed by the federal government. See Appendix B for more details.

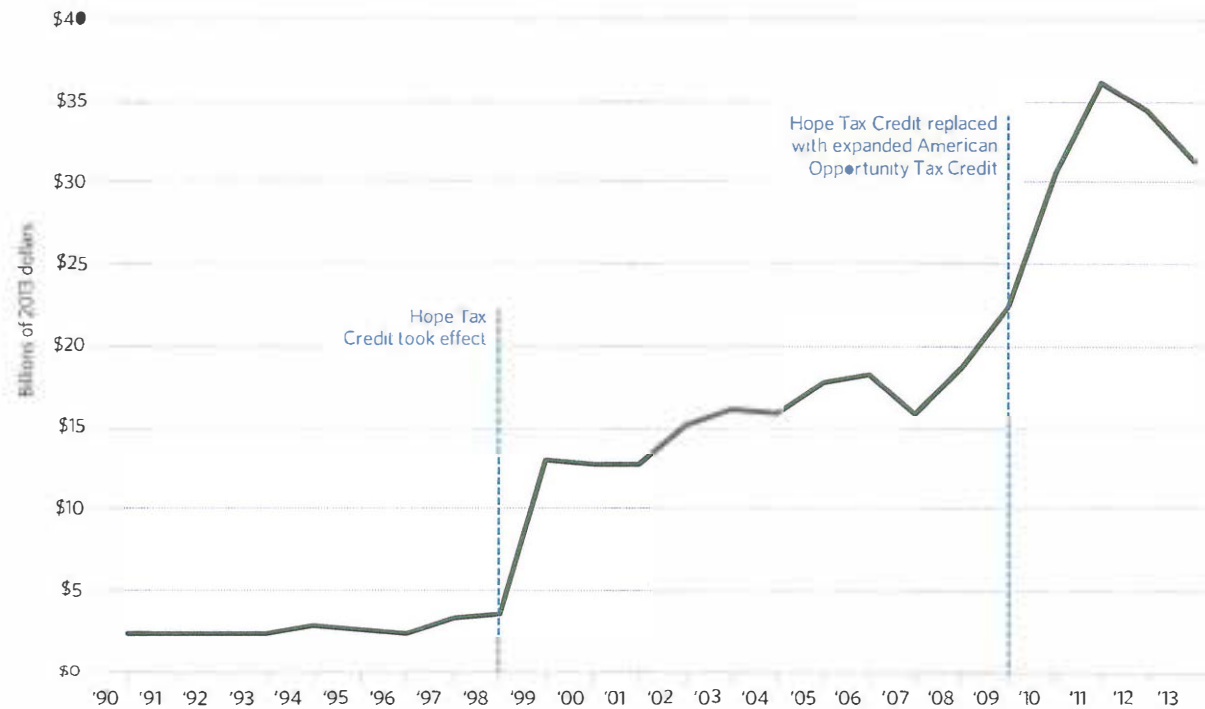
Sources: Pew's analysis of data from the College Board, *Trends in Student Aid* (2014), based on original data from the U.S. Department of Education, Office of Postsecondary Education, National Student Loan Data System.

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Figure 7

Federal Higher Education Tax Expenditures Expanded Substantially in the Late 1990s and in the Years Surrounding the Recession

Trend in value of federal tax expenditures for higher education, federal fiscal years 1990-2013, adjusted for inflation



Note: Includes tax expenditures that flow to students attending public, nonprofit, and for-profit higher education institutions. See Appendix B for more details.

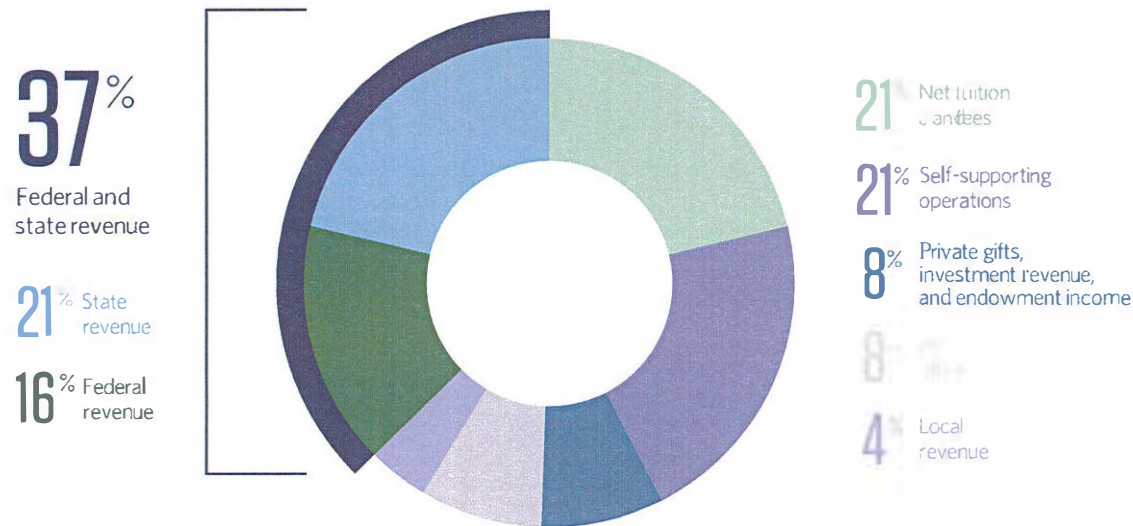
Sources: Pew's analysis of data from the U.S. Department of the Treasury as presented in U.S. Office of Management and Budget, *Analytical Perspectives, Budget of the United States Government (FY 1992-2015)*

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The federal government also supports higher education through the tax code. In 2013, it provided \$31 billion in tax credits, deductions, exemptions, and exclusions to offset costs, essentially equal to the \$31 billion it spent for Pell Grants. Because these expenditures allow taxpayers to reduce their income taxes, they reduce federal revenue and are similar to direct government spending.

The value of federal tax expenditures for higher education is \$29 billion larger than it was in 1990 in real terms. Much of the growth coincided with the creation of the American Opportunity Tax Credit (formerly Hope Tax Credit) in 1997 (effective 1998) and its expansion and renaming in 2009.¹² Between 1990 and 2013, the number of FTE students grew by 60 percent.¹³

Figure 8
Federal and State Funding Makes Up a Significant Share of Public College and University Budgets
 Composition of public higher education institutional revenue, fiscal year 2013



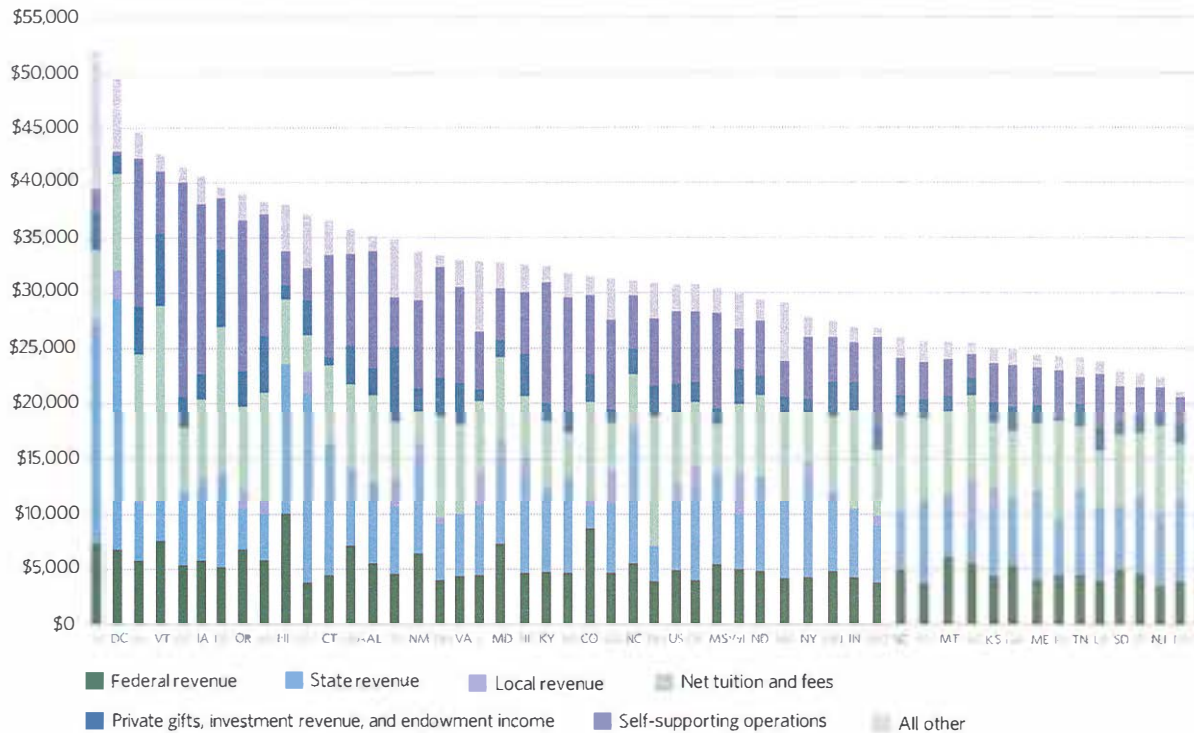
Public colleges and universities educate 68 percent of the nation's postsecondary students. Ninety-eight percent of state and 73 percent of federal higher education funding flows to these institutions.¹⁴ Revenue from federal and state sources made up 37 percent of total revenue at public colleges and universities in 2013.

Note: Numbers may not add up due to rounding. See Appendix B for additional methodological details.

Sources: Pew's analysis of data from the U.S. Department of Education, National Center for Education Statistics' Integrated Postsecondary Education Data System (accessed Jan. 2015)

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Figure 9
Funding Sources for Public Higher Education Institutions Vary Widely Across States
 Composition of revenue per full-time equivalent student, by state, fiscal year 2013



Notes: Because of differing accounting standards, federal revenue in **Pennsylvania** and **Delaware** is understated. **Colorado's** net tuition and fees are overstated and its state revenue is understated due to the way the data is captured in the source.

Sources: Pew's analysis of data from the U.S. Department of Education, National Center for Education Statistics' Integrated Postsecondary Education Data System (accessed Jan. 2015)

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The total amount and mix of revenue used for higher education vary across states. Per-FTE-student revenue flowing to public institutions from federal sources ranges from \$3,465 in New Jersey to \$10,084 in Hawaii, and from state sources spans between \$3,160 in New Hampshire and \$19,575 in Alaska.¹⁵ Other elements, such as the amount of revenue from tuition, also differ.

Federal funding variation stems from differences in students' financial needs and in the types of research conducted in each state, among other factors.

The range in state funding is due, in part, to policy choices regarding higher education. For example, North Carolina's and Wyoming's constitutions stipulate that public institutions should be as close to free as possible, and schools in both states receive above-average state revenue and below-average net tuition revenue.¹⁶

Appendix A: Extended commentary

Figure 2

Federal funding in 2013

Federal spending has two main goals: financial support for individual students and funding of specific research projects. It also includes a very small amount of general operating support for some institutions.

- **Pell Grants and other financial aid grants.** Roughly \$31.3 billion went to support Pell Grants, which provide monetary awards that do not need to be repaid, on the basis of financial need, mostly to students from low-income families.¹⁷ An additional \$1.6 billion supported other mainly need-based financial aid grants.
- **Research grants.** A total of \$24.6 billion in the form of grants supported specific research projects at higher education institutions. The federal government is the largest funder of such research and development in the United States.¹⁸
- **Veterans' educational benefits.** At \$12.2 billion, the third-largest category of federal higher education spending provided financial support to eligible veterans largely to cover the costs of pursuing a degree or job-training courses.¹⁹
- **General-purpose appropriations.** A total of \$3.8 billion paid for operating expenses at selected schools such as military academies, historically black colleges and universities, land grant institutions, and a few other specialized institutions.²⁰
- **Other federal grant programs.** An additional \$2.2 billion in grants supported a range of assistance initiatives. These programs include a number that provide aid to predominantly minority-serving institutions and TRIO, which helps disadvantaged students prepare for and succeed in college.²¹

State funding in 2013

States provide most of their higher education funding in the form of general support for institutions, with smaller amounts appropriated for research and financial aid.

- **General-purpose appropriations.** A total of \$53 billion paid for general operating expenses of public colleges and universities.
- **Research, agricultural, and medical education appropriations.** States spent \$10.1 billion for the operation and

administrative support of research facilities, agricultural experiment stations, cooperative extension services, health care public services, and medical colleges and universities.

- **Financial aid grants.** An additional \$9.6 billion went to support financial aid programs, consisting mostly of grants that do not need to be repaid.²² Like the federal government, most states provide financial aid based on financial need, but many also offer assistance on the basis of academic merit, or some combination of both.²³

Figure 3

Several factors contributed to the dramatic rise in Pell Grant funding from 2008 to 2010, including an increase in award amounts and expanded eligibility for the program owing to legislative changes, shifting financial realities for many families that resulted in more students qualifying for need-based grants, and a greater number of students attending higher education institutions.²⁴ This upward trend has reversed somewhat, with spending falling by about 12 percent since 2010. The decline is due in part to cuts initiated in 2011 that eliminated a short-lived program allowing students to receive grants year-round rather than for just two semesters, reduced from 18 to 12 the number of full-time semesters for which a student could receive Pell Grants, and made other changes.²⁵

Federal spending on veterans' educational benefits also rose substantially during this period, growing by 225 percent in real terms, or from \$3.7 billion to \$12.2 billion from 2008 to 2013. New spending that largely drove this increase was authorized under the Post-9/11 Veterans Educational Assistance Act of 2008, which expanded eligibility for the program and provided enhanced benefits to veterans who served in the military after September 11, 2001.²⁶

Federal research funding spiked after 2008 as a result of a boost from the American Recovery and Reinvestment Act. But that funding was temporary and was largely gone by 2011, and spending has now fallen back to roughly pre-recession levels.²⁷

Faced with diminished revenue in the wake of the recession, and the need to balance their budgets, many states reduced higher education spending. Most affected were state appropriations for public institutions, which peaked at \$67.2 billion in 2008 and then fell by \$14.1 billion, or 21 percent in real terms, from 2008 to 2013. State appropriations for research, agricultural extension, and medical education also dropped during this time, falling by \$2.1 billion, or 17 percent. State financial aid grants grew by \$798 million, or 9 percent, over that five-year period after adjusting for inflation. (See Extended Commentary, Figure 2 for more information on federal and state funding categories.)

Appendix B: Supplemental figure notes

Figure 1

Major federal higher education programs referred to in the top graphic include Pell Grants and other federal financial aid grants, research grants to institutions, veterans' educational benefits, federal institutional appropriations, and other federal grant programs. Federal higher education spending excludes the cost of student loan programs, capital expenditures, and higher education-related tax expenditures. For federal higher education programs that require state or institutional matching funds, the data reflect only the federal share. These data may not account for all federal spending for higher education-related programs because no central accounting system captures such expenditures. Federal appropriations data reflect funding received by higher education institutions during the fiscal year ending before October 1, 2013, and include spending that flows to public, nonprofit, and for-profit higher education institutions and their students. In the bottom graphic, "All other" includes such items as the Children's Health Insurance Program, institutional and community care for the mentally ill and developmentally disabled, employer contributions to pensions and health benefits, environmental projects, and parks and recreation. The data in the bottom graphic include spending that flows to public, nonprofit, and for-profit higher education institutions and their students. All 50 states are included; the District of Columbia is not.

Figure 2

"Other federal financial aid grants" include Federal Work-Study, Federal Supplemental Educational Opportunity Grants, and Iraq and Afghanistan Service Grants. "Other federal grant programs" include the TRIO programs, College Access Challenge Grants (CACG), Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Graduate Assistance in Areas of National Need, Child Care Access Means Parents in School, and other institutional aid programs. For federal programs that require state or institutional matching funds, the data reflect only the federal share. Under CACG and GEAR UP, the U.S. Department of Education may award grants to states to support early outreach and services for low-income students. States, in turn, may award these funds as need-based financial aid grants. Owing to data limitations, however, this figure does not exclude funds used in this manner. Therefore, an unknown portion of the \$133 million in CACG funds and \$290 million in GEAR UP funds may also be included in state financial aid grants. Data have been adjusted to conform to the academic year—the period including July 1, 2012, through June 30, 2013. Federal appropriations data reflect funding received by institutions during the fiscal year ending before October 1, 2013. To the extent possible,

actual expenditures (rather than amounts committed) are used, with the exception of federal research grants for institutions. These data include spending that flows to public, nonprofit, and for-profit institutions and their students. In the case of state general-purpose appropriations, data also include spending that flows to statewide governing boards.

Figure 3

Data are adjusted to conform to the academic year (July-June), adjusted for inflation using the Bureau of Labor Statistics' Consumer Price Index, and presented in constant academic year 2013 dollars. To the extent possible, actual expenditures (rather than amounts committed) are used, with the exception of federal research grants for institutions. These data include spending that flows to public, nonprofit, and for-profit higher education institutions and their students, as well as entities such as central governing boards. State spending in this chart includes federal funding from the State Fiscal Stabilization Fund of the American Recovery and Reinvestment Act, but it is not clear how stabilization fund spending breaks out across state spending categories.

Figure 4

To compare data from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) over time, Pew used data from the Delta Cost Project, which has been adjusted for survey reporting differences over time to allow for multiple-year comparisons. The latest year for which data are available is 2012. Revenue in this chart reflects federal and state government funding received by public, nonprofit, and for-profit institutions. This includes funding categories such as financial aid grants, research grants, and general-purpose appropriations. "State revenue" does not include public institutions' revenue from tuition and fees or operations such as residence halls or college stores. Federal and state revenue may be understated by an unknown amount because it is unclear how institutions classify some federal and state financial aid grants, including Federal Supplemental Educational Opportunity Grants, Federal Work-Study, and Iraq and Afghanistan Service Grants, when reporting to IPEDS. The data have been adjusted so that Pell Grants are included under federal revenue for all public, nonprofit, and for-profit institutions. Owing to data limitations, federal funding provided to states through the State Fiscal Stabilization Fund of the American Recovery and Reinvestment Act is not included in this chart, and local government appropriations, grants, and contracts provided to for-profit institutions are included within state revenue. "Fiscal year" in the Delta Cost Project's data refers to an institutional fiscal year. Each survey year, IPEDS directs institutions to report funding received during their most recent fiscal year ending before October 1. Data are adjusted for inflation using the Bureau of Labor Statistics' Consumer Price Index and

presented in constant federal fiscal year 2012 dollars (the most recent data available).

Figure 6

This chart represents the volume of student loans sponsored—that is, issued directly to the borrower or guaranteed—by the federal government and includes the Direct Loan, Perkins Loan, and various smaller historical loan programs. It is not meant to assess the cost to the federal government of sponsoring those loans. Data are adjusted for inflation using the Bureau of Labor Statistics' Consumer Price Index and presented in constant 2013 dollars. These data include loans that flow to students at public, nonprofit, and for-profit higher education institutions.

Figure 7

Higher education tax expenditures in this analysis mirror those in the Congressional Research Service report *Higher Education Tax Benefits: Brief Overview and Budgetary Effects* (March 2014). They include the exclusion of scholarship and fellowship income (normal tax method); the Hope, Lifetime Learning, and American Opportunity tax credits (including the refundable portion where applicable); Education Individual Retirement Accounts; deductions for student-loan interest and higher education expenses; qualified tuition programs; exclusion of interest on savings bonds redeemed to finance educational expenses; parental personal exemption for students age 19 or older; exclusion of employer-provided educational assistance; and discharge of student loan indebtedness. Data include tax expenditures that benefit students attending public, nonprofit, and for-profit higher education institutions. Annual tax expenditure values are drawn from the most recent U.S. Treasury tables that include the referenced year. Data are adjusted for inflation using the Bureau of Labor Statistics' Consumer Price Index and presented in constant 2013 dollars.

Figure 8

Revenue in this chart represents monies received by public higher education institutions. Public institutions that report using standards of the Federal Accounting Standards Board—about 1 percent of all public higher education institutions—may not include Pell Grants under federal revenue. Federal and state revenue may be understated by an unknown amount because it is unclear how institutions classify some federal and state financial aid grants, including Federal Supplemental Educational Opportunity Grants, Federal Work-Study, and Iraq and Afghanistan Service Grants, when reporting to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). "Fiscal year" in the IPEDS data refers to an institutional fiscal year. These data reflect funding

received by public higher education institutions during their most recent fiscal year ending before October 1, 2013. “Net tuition and fees” include all tuition and educational fees charged to students minus discounts and allowances, defined as the portion of all financial aid grants applied to tuition and fees. Federal, state, and local revenue categories include legislative appropriations and agency grants and contracts, such as research or financial aid grants. “Self-supporting operations” include revenue from the operation of campus services (e.g., residence halls, intercollegiate athletics, and college stores), hospitals, and independent operations. “Private gifts, investment revenue, and endowment income” include revenue received from private and affiliated organizations; realized and unrealized gains and losses on investment returns, dividends, and rental or royalty income; and endowment income, including restricted and unrestricted funds and funds held in trust by others. “All other” includes capital appropriations, grants, gifts, and other miscellaneous revenue.

Figure 9

Revenue in this chart represents monies received by public higher education institutions. Federal revenue in **Pennsylvania** and **Delaware** is understated because 30 percent and 22 percent, respectively, of all Pell Grant funding in those states is reported using accounting standards of the Financial Accounting Standards Board and therefore is not included under federal revenue. Instead, it is included under other revenue categories, but the precise amounts are unknown. In other states, the share of Pell Grants not accounted for under federal revenue does not exceed 0.2 percent of overall Pell Grants received and does not affect the total institutional revenue received by each state. Net tuition and fees are overstated and state revenue is understated by unknown amounts in **Colorado**, because the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) captures the state’s general-purpose appropriations as net tuition and fees instead of state revenue.

Public institutions that report using standards of the Federal Accounting Standards Board—about 1 percent of all public higher education institutions—may not include Pell Grants under federal revenue. Federal and state revenue may be understated by an unknown amount because it is unclear how institutions classify some federal and state financial aid grants, including Federal Supplemental Educational Opportunity Grants, Federal Work-Study, and Iraq and Afghanistan Service Grants, when reporting to IPEDS. “Fiscal year” in the IPEDS data refers to an institutional fiscal year. These data reflect funding received by public higher education institutions during their most recent fiscal year ending before October 1, 2013. “Net tuition and fees” include all tuition and educational fees charged to students minus discounts and allowances, defined as the portion of all financial aid grants applied to tuition and fees. Federal, state, and local revenue categories include legislative appropriations and agency grants and contracts, such as research or financial aid grants. “Self-supporting operations” include revenue from

the operation of campus services (e.g., residence halls, intercollegiate athletics, and college stores), hospitals, and independent operations. “Private gifts, investment revenue, and endowment income” include revenue received from private and affiliated organizations; realized and unrealized gains and losses on investment returns, dividends, and rental or royalty income; and endowment income, including restricted and unrestricted funds and funds held in trust by others. “All other” includes capital appropriations, grants, gifts, and other miscellaneous revenue.

Endnotes

- 1 Pew’s analysis of data from the Delta Cost Project Database (May 2015), based on original data from U.S. Department of Education, National Center for Education Statistics’ Integrated Postsecondary Education Data System. This analysis reflects federal and state revenue reported by higher education institutions, including funding from categories such as financial aid grants, research grants, and general-purpose appropriations and excluding loans and tax expenditures, over time. Available data go back to 1987.
- 2 This data point reflects federal and state revenue reported by higher education institutions, including spending categories such as financial aid grants, research grants, and general-purpose appropriations and excluding loans and tax expenditures, over time. This chartbook uses the terms “postsecondary” and “higher education” interchangeably. These figures come from Pew’s analysis of data from the Delta Cost Project Database (May 2015), based on original data from U.S. Department of Education, National Center for Education Statistics’ Integrated Postsecondary Education Data System.
- 3 U.S. Office of Management and Budget, “Budget of the U.S. Government” (February 2015), <http://www.gpo.gov/fdsys/pkg/BUDGET-2016-BUD/pdf/BUDGET-2016-BUD.pdf>; and U.S. House of Representatives, Committee on the Budget, “A Balanced Budget for a Stronger America” (March 2015), <http://budget.house.gov/uploadedfiles/fy16budget.pdf>.
- 4 State Higher Education Executive Officers Association, “State Higher Education Finance: FY 2014” (April 2015), <http://www.sheeo.org/sites/default/files/project-files/SHEF%20FY%202014-20150410.pdf>; Erik Kelderman, “State Spending on Higher Education Inches Up, but Fiscal Pitfalls Remain,” *The Chronicle of Higher Education*, Jan. 19, 2015, <http://chronicle.com/article/State-Spending-on-Higher/151251/>; Douglas Belkin, “State Funding for Colleges Rebounds,” *The Wall Street Journal*, Jan. 20, 2014, <http://www.wsj.com/articles/SB10001424052702304757004579333001917794012>; Kevin Kiley, “Budgets Half Empty, Glass Half Full,” *Inside Higher Ed*, July 1, 2011, https://www.insidehighered.com/news/2011/07/01/state_budgets_for_public_colleges_could_have_been_worse; and Eric Kelderman, “Senators in Both Parties Agree: States Must Do More for Higher Education,” *The Chronicle of Higher Education*, July 25, 2014, <http://chronicle.com/article/Senators-in-Both-Parties/147911>.
- 5 According to Mindy Levit, “The Budget Control Act of 2011: Legislative Changes to the Law and Their Budgetary Effects,” Congressional Research Service (March 25, 2015), the Budget Control Act of 2011, as amended, established statutory limits on federal discretionary spending from federal fiscal 2012 through 2021. Discretionary spending is provided and controlled through appropriations acts and accounts for roughly one-third of all federal spending. It includes federal activities such as national security and funding of federal agencies but not mandatory spending programs such as the Social Security and Medicare programs. The Pew Charitable Trusts, “Since Recession, Tax Revenue Lags in 30 States” (March 23, 2015), <http://www.pewtrusts.org/en/research-and-analysis/analysis/2015/03/23/since-recession-tax-revenue-lags-in-30-states>.
- 6 Pew’s analysis of data from U.S. Department of Education, *Education Department Budget History Table: FY1980-FY2015 President’s Budget* (Feb. 18, 2015), <http://www2.ed.gov/about/overview/budget/history/index.html>. This study distinguishes between direct spending—

support for higher education that does not need to be repaid—and loans that must be paid back. Although loans and the Teacher Education Assistance for College and Higher Education (TEACH) grant program are included within the federal budget, the methods used to calculate their fiscal impact are complex and subject to debate. This analysis does not attempt to determine the cost of loans and TEACH grants. Loans are featured in a separate discussion on Page 7 and are quantified using total federally sponsored—that is, made directly to the borrower or guaranteed—issuances rather than net cost to the federal government. Note that some major federal programs related to higher education, such as federal research funding and veterans' educational benefits, lie outside of the Department of Education's budget as described by Alexandra Hegji in "The Higher Education Act (HEA): A Primer," Congressional Research Service (Jan. 16, 2015).

- 7 These figures reflect federal, state, and local funding levels in academic year 2013 and exclude capital appropriations and the cost of student aid administration. In 2013, for example, the cost of federal student aid administration was \$1.3 billion, and the cost of state capital appropriations was \$570 million. U.S. Department of Education, FY 2015 Budget Request (March 2014), <http://www2.ed.gov/about/overview/budget/tables.html>; and National Association of State Budget Officers, State Expenditure Report (Nov. 2014), <http://www.nasbo.org/publications-data/state-expenditure-report/archives>.
- 8 Pew's analysis of FY 2013 data from U.S. Department of Education, National Center for Education Statistics' Integrated Postsecondary Education Data System (accessed Jan. 2015), <http://nces.ed.gov/ipeds/datacenter/>. "Full-time equivalent" is a measure used by the U.S. Department of Education to account for students who are enrolled either full time or part time as defined by each institution and make enrollment numbers comparable across institutions. The department's definition can be found here: <http://nces.ed.gov/ipeds/glossary/index.asp?id=854>.
- 9 Arizona had the highest Pell Grant funding per undergraduate FTE student, at \$3,401, largely because of the University of Phoenix, a for-profit institution that primarily delivered its programs online. The university accounted for 45 percent of all Pell Grant funding in the state. Similarly, Ashford University, a for-profit institution located in Iowa that also primarily delivered its programs online, accounted for 42 percent of all Pell Grant funding in that state. Pew's analysis of FY 2013 data from U.S. Department of Education, National Center for Education Statistics' Integrated Postsecondary Education Data System (accessed Jan. 2015), <http://nces.ed.gov/ipeds/datacenter>.
- 10 See, for example, U.S. Department of Education, Office of Federal Student Aid, "Federal Student Loans for College or Career School Are an Investment in Your Future," <https://studentaid.ed.gov/types/loans>.
- 11 At the time of publication, Delta Cost data were available only through 2012, and IPEDS does not provide a fall FTE count going back to 1990. As a result, this value takes the Delta Cost fall FTE count for 1990 and compares it with the IPEDS count for 2013. Starting in July 2010, the vast majority of federal loans were sponsored by the William D. Ford Federal Direct Loan Program, providing loans directly to students and their families. Before that time, the federal government also guaranteed loans issued by other lenders, such as private banks. For more details, see David P. Smole, "Federal Student Loans Made Under the Federal Family Education Loan Program and the William D. Ford Federal Direct Loan Program: Terms and Conditions for Borrowers," Congressional Research Service (Jan. 21, 2015).
- 12 Internal Revenue Service, "Tax Benefits for Education: Information Center," last modified Jan. 15, 2015, <http://www.irs.gov/uac/Tax-Benefits-for-Education-Information-Center>.
- 13 At the time of publication, Delta Cost data were available only through 2012, and IPEDS does not provide a fall FTE count going back to 1990. As a result, this value takes the Delta Cost fall FTE count for 1990 and compares it with the IPEDS count for 2013.
- 14 Pew's analysis of FY 2013 data from U.S. Department of Education, National Center for Education Statistics' Integrated Postsecondary Education Data System (accessed Jan. 2015), <http://nces.ed.gov/ipeds/datacenter/>.
- 15 In this comparison, Pew's analysis using data from the U.S. Department of Education, National Center for Education Statistics' Integrated

Postsecondary Education Data System found that higher education institutions in Colorado reported the lowest amount of state revenue (\$1,932 per FTE student) among all states. This is a result of Colorado's unique higher education funding system, which causes most state dollars to be reported under tuition and fees in IPEDS. Higher education institutions located in the District of Columbia received the highest amount of what IPEDS classifies as state revenue at \$22,644 per FTE student.

- 16 North Carolina Constitution Article IX § 9 and Wyoming Constitution Article 7 § 16.
- 17 U.S. Department of Education, "Federal Pell Grant Program," last modified April 9, 2014, <http://www2.ed.gov/programs/fpg/index.html>.
- 18 Association of American Universities, "University Research: The Role of Federal Funding" (Jan. 2011), <http://www.aau.edu/WorkArea/DownloadAsset.aspx?id=11588>.
- 19 David P. Smole and Shannon S. Loane, "A Brief History of Veterans' Education Benefits and Their Value," Congressional Research Service (June 25, 2008), <https://www.fas.org/sgp/crs/misc/RL34549.pdf>; Cassandra Dortch, "Educational Assistance Programs Administered by the U.S. Department of Veterans Affairs," Congressional Research Service (March 15, 2011), http://assets.opencrs.com/rpts/R40723_20110315.pdf; and Cassandra Dortch, "The Post-9/11 Veterans Educational Assistance Improvements Act of 2010, as Enacted," Congressional Research Service (Jan. 31, 2011), <https://doyle.house.gov/sites/doyle.house.gov/files/documents/Education%20CRS%20report%20R41620%20post911%20vets%20ed%20act.pdf>.
- 20 Hegji, "The Higher Education Act (HEA)"; and Pew's analysis of U.S. Department of Education, National Center for Education Statistics' Integrated Postsecondary Education Data System.
- 21 Cassandra Dortch, "The TRIO Programs: A Primer," Congressional Research Service (Jan. 10, 2014).
- 22 National Association of State Student Grant and Aid Programs, "44th Annual Survey Report on State-Sponsored Student Financial Aid: 2012-2013 Academic Year," <http://www.nassgap.org/viewrepository.aspx?categoryID=3#>.
- 23 Ibid.
- 24 Congressional Budget Office, "The Federal Pell Grant Program: Recent Growth and Policy Options" (Sept. 2013), http://www.cbo.gov/sites/default/files/44448_PellGrants_9-5-13.pdf; and Cassandra Dortch, "Federal Pell Grant Program of the Higher Education Act: How the Program Works and Recent Legislative Changes," Congressional Research Service (Sept. 29, 2014).
- 25 Dortch, "Federal Pell Grant Program."
- 26 Pew's analysis of U.S. Department of Veterans Affairs, Office of Budget, "Annual Budget Submission" (accessed Nov. 6, 2014), fiscal years 2008-14, <http://www.va.gov/budget/products.asp>; and Cassandra Dortch, "The Post-9/11 Veterans Educational Assistance Act of 2008 (Post-9/11 GI Bill): Primer and Issues," Congressional Research Service (July 28, 2014), <http://www.fas.org/sgp/crs/misc/R42755.pdf>.
- 27 Pew's analysis of data from National Science Foundation, National Center for Science and Engineering Statistics, "Survey of Federal Funds for Research and Development," fiscal years 2007-13, <http://www.nsf.gov/statistics/srvyfedfunds/#tabs-3>.

For further information, please visit:

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**2017 Annual Report from Senate Budget and Resources Committee
May 17, 2017**

*Approved by Faculty Senate 5/17/17
Approved by Faculty Senate Executive Board 5/10/17*

*Given the current budgetary conditions at Eastern Michigan University (EMU) we, the Faculty Senate Budget Committee (FSBC), submit the following report based on our discussion and analysis of key financial data provided to us over the past year. We urge EMU implement the following recommendations over the forthcoming fiscal year. **There are few, if any, financial challenges faced by EMU that cannot be resolved by strictly aligning our budget with our motto: "Education First"***

2017 Recommendations

Recommendation 1 (2017): In a fiscal environment where State of Michigan funding still has not returned to 2011 levels (in actual dollars, not adjusted dollars), student credit hours continue to decline, and the academic side of the university has received relatively little increase over the past five years (2.5%), it is difficult to continue cutting costs without further eroding program quality and EMU's identity and reputation. We recommend **significant cuts** to areas that are not specifically related to the academic mission of the University to protect EMU's motto of "Education First" and that any budget cuts made first target these non-academic areas.

Recommendation 2 (2017): The significant increase in financial aid between FY12 and FY16, particularly on FTIACs, has outpaced the increased tuition revenue over the same period. In addition, we have witnessed a decline in transfer and graduate students over the same period of time. While the focus on FTIACs makes some sense given the boost in housing and dining, it also likely has led to a decline in other types of students (see Table 2). We recommend **more financial aid resources** be focused on **transfers and graduate students**, whose credit hours generate more revenue than lower-level undergraduate credits and do not require the same-levels of institutional structures to support retention and completion. We urge EMU to assess the impact of the Financial Aid policies on the retention and completion rates of FTIACs to evaluate whether the substantial discounting is producing a good return on the investment.

Recommendation 3 (2017): As part of the financial aid discussion described in recommendation 2, we recommend that **students receiving Pell Grants**, for whom EMU provides added funding to bring total tuition covered up to 30 hours per year, **be allowed to use part of the EMU funding for summer courses**. This would permit these students to take 12 to 15 credits fall and winter, but if they took only 12 credits one or both semesters they could take 3 to 6 hours in summer. The same number of credit hours would be generated from these students per year, but the option of taking summer courses would increase credit hour production over the summer and since many (if not all) of these students are working throughout the year to cover other expenses, their academic performance might be improved.

Recommendation 4 (2017): The University appears to have no clear and consistent policy that deans are to follow in scheduling summer classes. We recommend that **decisions about whether to run summer courses** be made **based on the variable cost** (the added cost) of running a course. As long as tuition revenue from a course covers the variable cost of the faculty salary plus retirement benefits, 10 percent of base salary plus 18 percent markup on this salary (11.8 percent of base salary). Another option would be to hold summer courses to the same standard of profitability as programs offered through Academic Partnerships. AP students pay \$1,000 per three credit hour course with AP receiving half of the tuition. A course capped at 20 in this model and averaging 18 students would generate about \$9,000 in tuition for the University. Using this \$9,000 net tuition per AP course as a target, a summer course with zero discount on tuition, with 9 undergraduate students or with 5 Masters students, would generate the same net tuition and fee revenue to the university as an AP course.

Recommendation 5 (2017): In December 2016, EMU signed a contract with Academic Partnerships (AP) for AP to provide marketing services for special, on-line programs currently in place or to be developed in the future. In return for marketing services AP would receive a marketing fee of one-half or more of the tuition paid by students in these programs. The decision to enter into this contract appears to have been made without analysis of its budgetary impact and without any input from relevant university bodies including the Faculty Senate and the Faculty Senate Budget and Resource Committee. Based upon subsequent information provided by the Provost's Office, we find that the current RN-BSN program, now offered through AP, generates only about \$9,000 to \$10,000 net tuition for EMU. This amount would typically NOT cover faculty salary and benefits for providing the course, and could result in a net loss for the university of between \$1,000 and \$5,000 per course. To protect the financial stability of EMU, we recommend that **no programs be offered through the AP agreement.**

Recommendation 6 (2017): The focus on the cost side of the budgetary equation has led to some puzzling decisions related to programming and agreements with external companies. For example, the contract with Academic Partners will cost the University half of all revenues generated by AP courses while keeping the costs fixed. In addition, summer courses that would “make money” by bringing in more revenue than the variable cost incurred are not offered or cancelled. We recommend **including revenue** as part of the decision making equation. For example, a revenue/cost per SCH ratio would account for differential tuition paid by students at the various levels of the university and provide a more accurate “efficiency” measure than the currently used cost per SCH.

Recommendation 7 (2017): High-quality faculty are key elements to high-quality academic programs that improve student success. We recommend setting a goal of having **66% of weighted SCH taught by faculty** (currently 53.8% of weighted SCH are taught by faculty). The credit hours should be weighted based on the differential tuition paid by lower-division and upper division undergraduate courses, Masters graduate courses, and doctoral courses.

2017 Report from Senate Budget and Resources Committee
May 17, 2017

The Faculty Senate Budget Committee is about to complete its fourth year. This report provides an overview of the committee's activities; an evaluation of the level of implementation of last year's recommendations; an update and analysis of key budget lines for Fiscal Years 12-16 (FY12-FY16); and recommendations for current budget practices. Our report is modeled after our 2016 (see appendix A) and 2015 reports (see appendix B).

Before we begin it is important to provide a brief overview of the budget process and key numbers for the current fiscal year. A fiscal year begins on July 1st each year and ends on June 30th the subsequent year. Each fiscal year is labeled by the ending year. For example, the current Fiscal Year, FY17, began July 1, 2016 and will close June 30, 2017. The University begins developing a budget a year before implementation. The key elements of the budget are built throughout the year and **Table 1** provides an approximate timeline for building each fiscal year budget. **In consideration of the timeline, we would hope to see the recommendations approved last April to appear in the FY18 budget.** Each budget is built around a projected number of student credit hours (SCH). More recently, additional factors, such as new student enrollment, have been used to calculate the projected SCH (see **Table 2**).

Table 1.
Ideal Timeline to a Budget (from the Provost's office)

Month	Budget Element
July, 2016	<ul style="list-style-type: none"> • FY17 budget rolls out
August, 2016	<ul style="list-style-type: none"> • FY16 Year End Review (Actuals vs. Budget) • Initial discussions about FY18 Financial Aid budget and Net Tuition Revenue • Build FY18 Financial Aid Planning document
September, 2016	<ul style="list-style-type: none"> • Based on Opening of Term, project enrollment and FY17 Financial Aid • Finalize FY18 Financial Aid Planning document
October, 2016	<ul style="list-style-type: none"> • Seek input from Faculty Senate and/or College Councils on any structural changes
November, 2016	<ul style="list-style-type: none"> • BOR approves FY18 Financial Aid Planning document
December, 2016	<ul style="list-style-type: none"> • Discussion of Budget changes w/ Budget Managers in ASA
January, 2017	<ul style="list-style-type: none"> • Mid-year spending reports generated • Evaluate Cost/SCH at mid-year in Colleges • FY18 Budget Meetings with Divisional/Academic Support areas • Review Winter Opening of Term enrollment reports • Winter Opening of Term: forecast SCH and Revenue for FY17 Budget • FY17 Financial Aid projection and adjust FY18 Financial Aid projection • Build FY18 Instruction Budget • Build Cost/SCH for FY18 Budget
February, 2017	<ul style="list-style-type: none"> • Share Cost/SCH with Deans • Finalize FY18 Budget Changes in Divisional/Academic Support areas
March, 2017	<ul style="list-style-type: none"> • Finalize FY18 Budget Changes in the Colleges • Finalize FY18 ASA Budget
April, 2017	<ul style="list-style-type: none"> • Faculty Searches for FY18 conclude
May, 2017	<ul style="list-style-type: none"> • FY17 Budget clean-up (year-end and adjustments)
June, 2017	<ul style="list-style-type: none"> • FY18 Budget approved by BOR
July, 2017	<ul style="list-style-type: none"> • FY18 Begins

Table 2.

Key Elements for Building a Budget (data from Office of Student Enrollment- January, 2017)

Fiscal Year	HS Grad Mich.	ACT Ave.	FTIAC		New Transfers		New Graduate		Total SCH	
			Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual
FY11	112,110	21.02		2,008		2,183		1,243	553,545	546,323
FY12	102,890	21.13		2,118		2,134		1,210	555,875	538,783
FY13	101,800	21.45		2,595		2,094		1,148	544,100	537,757
FY14	98,550	22.03		2,872		1,949		1,126	544,026	532,787
FY15	97,950	22.11		2,553		1,769		1,076	524,880	513,040
FY16	97,830	22.10	2,800	2,855	1,800	1,540	1,100	948	518,571	501,487
FY17	95,600	21.95	2,800	2,774	1,600	1,472	1,000	961	495,225	492,000 ^{est}

Committee Activities

The committee began our bi-weekly meetings in the middle of September by disseminating our 2016 Annual Report (see Appendix A), the Student-Faculty Report on Athletics (from April, 2016, see Appendix C), the new dining contract with Chartwells, opening of term numbers analyzing the final numbers for FY 16 at the end of the month and requesting a **formal response** from the Provost's office regarding the recommendations from our 2016 Annual Report. In October we discussed the **Athletic Transition to an Auxiliary**, including specific budget lines that were moved and how debt service was accounted for and the overhead pro-rate of 10%. Other items, such as athletic scholarships (just over \$10 million) remained in the general fund within the financial aid budget. **Financial Aid** was also discussed (due to the FY18 Financial Aid budget approval by the Board of Regents at their November meeting). The approved Financial Aid budget was \$57.1 million (an increase of 5.3%) with the goal of attracting 2,700 FTIACs. One administrative decision that affected the financial aid budget was the elimination of the out of state tuition differential at the undergraduate level. In the past, financial aid was given to eliminate the tuition differential for promising out of state students (the National Scholars Program) and many out of state students are student athletes. Both of these costs will be eliminated from financial aid one year at a time as a new cohort enter without the tuition differential. FTIACs continue to be a major focus of financial aid, with a higher percentage increase (6.4%) than graduate students (4%). The focus on FTIACs is intentional and is a potential contributor to the declining number of transfer and graduate students (see Table 2 and Recommendation 2). We also discussed the **Provost's office response** to our 2016 recommendations which were disseminated to the group, but no representative from the Provost's office was present for the discussion. Two responses in particular to our recommendations on the percentage of courses taught by faculty and summer courses led the committee to formulate a response to the Provost office which was presented to the Faculty Senate and the Provost office (see appendix D). In December, the Provost's office shared a draft document on revenue using student credit hours that the committee reviewed. The content and structure was a nice model for our request on revenue from the past five years by college.

In January we reviewed the five-year revenue document and made additional changes that became the foundation of the report on the **Summary Analysis of SCH, Revenue, and Expenses** that was presented to the Faculty Senate in February (see appendix E). The key findings were that the declining credit hours (over 36,000) were offset by increased tuition and fees (over \$17 million), but the rising cost of financial aid (over \$20 million over the same period) negated the potential revenue gain. College cost-budgets were held almost constant, with only a \$3 million increase over five years (2.5%), well below the inflationary rate for the same period (6%). The document led to our recommendation that both cost and revenue be considered when making budgetary decisions in the future (see Recommendations 4, 5, & 6). In February and March we also examined the Academic Partners (AP) contract and the numbers used to make the decision to enter into the contract. The University did not do a marketing analysis for the contract, but

used existing data from our RN-BSN program, a presentation from AP, and discussions with colleagues at similar institutions. The fact that the intent is to double the size of the RN-BSN program (from 40 to 80 students) while giving 47% of the tuition generated to AP reaffirmed the recommendation to consider cost AND revenue when making budgetary decisions (see Recommendations 4, 5 & 6). The decision will double the cost of the program for the same revenue. In February and March we also examined the SCH taught by faculty and revenue and expenses for summer courses. The percent of SCHs taught by faculty fell from 54.9% in FY11 to 50.2% in FY16 with low of 49.9% in FY14. We discussed whether the share of SCH or of courses taught by faculty was a better measure. The committee has pushed using revenue per SCH rather than just cost per SCH, or a ratio of the two as a measure of efficiency. Revenue per SCH captures important budget elements, such as the differential tuition at the various levels of the institution (i.e., lower-level UG, upper-level UG, Masters, and Doctoral), that are missed by SCH. Our April meeting focused on course-level summer enrollment as SCH has dropped by half over the past five to six years. We examined specific classes to see this decline in enrollment. For example, enrollment for ECON 201 has dropped from 92 in spring/summer A in 2010 to 36 last summer A. EMU offered four sections of ECON 201 in 2010 with an average of 23 students per section (a 52% fill rate) and one section in summer of 2016 (with 36 students, an 82% fill rate). The loss of summer Pell is the primary explanation typically offered to explain the decline. While we agree the loss of summer Pell explains some of the decline, we'd argue the focus on fill rates over offering sections that cover all the summer instructional "slots" (morning, afternoon, and evening) could also explain the decline as students have no instructional time choice when there is only one section of a core course offered. Next year we'll likely examine whether transferring in our core courses, such as ECON 201, has increased over the years as the summer offerings have dwindled. Finally we examined the "page of rage" (see Appendix F and Recommendation 5) which highlights the financial priorities at EMU. Support for academic and student services has declined almost 2% since FY15 to FY17 in terms of General Fund Operating Budget while other areas have been given significant increases over the same time period. Scholarships (as described above) in terms of financial aid and tuition waivers saw the largest increases (21% and 28% respectively), followed by athletics and transfers (over 19%), communications (15%), and public safety (5.7%). As we prepared this report we realized that an earlier document we created (see Appendix G) in January, 2015 was still a very important consideration that has yet to be implemented by the University.

Evaluation of Implementation of 2016 Recommendations

In our April, 2016 report to the Faculty Senate the Budget Committee made seven recommendations for the budget and budgeting process (see Appendix A). The recommendations and their current implementation status are described in the section below.

Recommendation 1 (2016): Continue to **use previous FY actuals and five-year averages to build each budget**. Alignment between the budget and actuals is strong on the cost side of the equation, but the revenues, generated from credit hour assumptions, have been off over 2% for the last three FYs. This creates a deficit in each budget that is difficult to remedy during the FY. Note: The primary focus on cost (through cost per credit hour comparisons) and not on revenue may explain some of the discrepancy between budget and actuals as potential credit hour generation opportunities are missed due to the focus on cost (see recommendation 5).

Status: This recommendation is being implemented. The FY16 actual student credit hours (501,487), student targets from enrollment management, and enrollment trends were used to build the FY17 budget forecasting 495,000 SCH. While it looks like the actuals will be lower than budget (est. 492,000), it will be the first time the actuals will be less than 2% below the budgets. In fact, from a credit hour production perspective the forecast is only off by .6%.

Recommendation 2 (2016): Recruiting should **target both the number of students AND the financial aid budget** when offering financial packages to potential students. The focus on the goal of 2,800 new FITIACs for FY16 led to an over spending of \$3 M in the financial aid budget. As part of this recommendation it is important to evaluate the overall impact of the aggressive use of financial aid for recruiting FITIACs and create an “optimal discount rate” based on best practices. The fact that discounts have outpaced revenue generation by almost \$1M between FY12-FY15 shows the policy is a net financial loss for the University and likely led to the decision to increase tuition and fees by an unprecedented amount (7.8%) in FY16.

Status: There has been some progress on this recommendation and the explanation for the high overruns in financial aid was due to the unexpectedly high tuition increase in FY16 and the fact that many of EMU’s financial aid packages are tuition sensitive. For example, one program covers the difference between what the Pell Grant will cover and the cost of tuition (to ensure students do not have an added financial burden). The approved budget for financial aid assumed about a 3% tuition increase instead of the 7.8% increase that was approved. That said, financial aid has received a substantial increase over the past five years and has outpaced revenue increases over the same time period (See Recommendation 2, 2017 below).

Recommendation 3: The University should set a goal for the **percentage of courses taught by full-time faculty** and use this goal when planning each FY budget. The University prides itself on the direct faculty involvement with undergraduate and graduate students and over 60% of courses were taught by full-time faculty as recently as FY08. We suggest the University adopt the goal of a former EMU President of having 66% of all courses taught by faculty. Research has shown that high-quality academic programs are rooted in intense student interaction with faculty, research experiences with faculty, and strong faculty mentorship (Ory & Braskamp 1988; Hart Research 2016).

Status: This recommendation has not been implemented and created significant discussion around whether the calculation should be courses taught or SCH taught by faculty. Courses taught is problematic because not all courses are created equal as some are 1 credit hour and others are 5 or more. SCH taught by faculty is problematic as it treats all courses as equal, not accounting for cap or revenue differentials between the lower UG, upper UG, Masters, and Doctoral courses. The committee is working on a revised formula that takes into account SCH and revenues generated (to account for tuition differentials; See Recommendation 6, 2017 below).

Recommendation 4 (2016): The budget committee and faculty hiring committee of the Faculty Senate should work with the Provost’s office to **improve the transparency of the decision making for prioritizing new faculty hires**. The failure of Academic Affairs (Provost’s Office) to clearly explain its rationale for allocation of new lines is incongruent with the expectations of how financial decisions are made at other levels of the institution.

Status: The process for implementing this recommendation was built into the new contract language and the hope is that it will be implemented in forthcoming years.

Recommendation 5 (2016): **Summer budgets** should be more flexible and allow for a more entrepreneurial approach by colleges and departments to make more sections available if they believe the sections would make money. Although such flexibility could possibly increase costs, it would likely result in higher credit hour production which would increase revenue and drive down cost per credit hour calculations for the entire year.

Status: This recommendation has not been implemented and was the impetus for considerable discussion. The response from the Provost’s Office to our recommendation seemed counter to our discussions last year and this recommendation (see appendix D and recommendation 4 below).

Recommendation 6 (2016): As mentioned in recommendations 7 and 8 from 2015, the **large deficit and lack of budget discipline in the Athletics department** is placing a tremendous burden on the overall budget performance of EMU and on the students who subsidize the athletics deficit through the tuition and fees they pay. The increasing Athletic deficits drain valuable resources away from the academic mission of the University. Addressing this burden requires immediate attention.

Status: This recommendation has not been implemented at this point in time. According to the FY 16 budget athletics was subject to a cut of about \$2M, but the continued burden puts considerable strain on the overall university budget. When over 13% of the net revenue and tuition is required to cover the athletic deficit it is very difficult to operate the academic side of the institution.

Recommendation 7 (2016): When **cuts** are necessary to balance the budget they should **focus first on areas that are losing substantial sums of money (e.g., Athletics)** rather than privatizing parts of the University that are not a financial drain on the general fund. For example, the state of Michigan experienced substantial problems (and financial loss) when they outsourced food service in prisons (<http://www.freep.com/story/news/local/michigan/2017/01/20/prison-food-contractor-hit-2m-penalties/96824274/>). We believe it is unsound financial stewardship and reflects poorly on the University when cuts are targeted toward loyal employees with long-standing ties to the University in areas that are breaking even or bringing in a small profit instead of areas of the University that receive substantial subsidy from the general fund.

Status: This recommendation does not appear to have been implemented. The Chartwell's contract went into effect after our recommendation was made and a new agreement with Academic Partners was signed turning over a very lucrative RN to BSN on-line program over to a company that will receive almost half of the tuition (47%) to cover their marketing of the program (and others on campus).

Budget Analysis (FY12-FY16)

The committee did considerable work through the academic year and decided to include some of that work in this analysis section. The first set of findings are from our analysis of revenue and SCH (see appendix E) completed in January/February of this year. The second set of findings, similar to previous years, are based on Table 3 below examining budget and actuals in key categories. We also included Table 4 to account for the shift of athletics into auxiliaries beginning with FY17.

Finding 1 (from appendix E): Student credit hours declined over 36,000 (-6.8%) between FY12 and FY16 while gross revenues increase over \$17.3 million (+10.8%). The gross revenue increase was offset by an increase in financial aid of almost \$20 million (+61.6%) over the same time period.

Finding 2 (from appendix E): College expenses were relatively flat between FY12 and FY16, only increasing by 2.5% (just over \$3 million) This is well below the cost of inflation over the same period of time (6%).

Finding 3 (from Table 3): Budgets for the past five years have consistently been based upon unrealized enrollment assumptions (line 3B). For example, FY16 budget was based upon an assumption of 519,000 credit hours versus actual number of 501,000 leading to a \$4.2M shortfall in revenue (line 3A). The budgeted credit hours and the actuals have been off by over 2% each of the past five years and over 3.4% off for FY16. The current projections for FY17 suggest actuals will be under budget (492,000 compared to 495,000), but the use of previous year actuals will result in the closest actual to budget in the past five years (.6% off).

Finding 4 (from Table 3): The University continues to aggressively use financial aid to attract FTIAC students and this practice has led to a steady increase in the discount rate each year (from 16.0% in FY12 to 22.9% in FY16).

Finding 5 (from Table 3): The shortfall in actual vs. budget revenue from tuition and fees continues to be substantial (\$4.2M) and the increase in the discount rate to 22.9% results in a \$7.8M deficit in net tuition and fees (line 6). The under-budget performance is not made up through other sources of revenue (e.g. \$170,000 for other non-athletic revenue, line 9) as most other revenues perform as budgeted (i.e., state appropriations and investment income) or below (i.e., -\$782,000 in athletics). The effect of difference between expected and actual income is compounded by additional expenses and leads to a substantial budgetary hole to fill (almost \$13M, line 31).

Finding 6 (from Table 3): In addition to its budgeted deficit, athletics ran a very large unapproved operating budget deficit FY16 (line 35). The athletics operating deficit, including athletic scholarships, increased from \$9.8M in FY12 to over \$23M in FY16. Additionally, the discrepancy between budget and actual in athletics continues to increase from about \$600,000 under budget to over \$4.4M over budget in FY16. Over \$2M of the overage was in SSM (\$2.2M) and almost another \$1M was in salaries. In FY12 the athletic deficit equaled 5.75 % of net tuition and fees collected for the entire university and this percentage increased to over 13% in FY16.

2017 Recommendations

Recommendation 1 (2017): In a fiscal environment where State of Michigan funding still has not returned to 2011 levels (in actual dollars, not adjusted dollars), student credit hours continue to decline, and the academic side of the university has received relatively little increase over the past five years (2.5%), it is difficult to continue cutting costs without further eroding program quality and EMU's identity and reputation. We recommend **significant cuts** to areas that are not specifically related to the academic mission of the University to protect EMU's motto of "Education First" and that any budget cuts made first target these non-academic areas.

Recommendation 2 (2017): The significant increase in financial aid between FY12 and FY16, particularly on FTIACs, has outpaced the increased tuition revenue over the same period. In addition, we have witnessed a decline in transfer and graduate students over the same period of time. While the focus on FTIACs makes some sense given the boost in housing and dining, it also likely has led to a decline in other types of students (see Table 2). We recommend **more financial aid resources** be focused on **transfers and graduate students**, whose credit hours generate more revenue than lower-level undergraduate credits and do not require the same-levels of institutional structures to support retention and completion. We urge EMU to assess the impact of the Financial Aid policies on the retention and completion rates of FTIACs to evaluate whether the substantial discounting is producing a good return on the investment.

Recommendation 3 (2017): As part of the financial aid discussion described in recommendation 2, we recommend that **students receiving Pell Grants**, for whom EMU provides added funding to bring total tuition covered up to 30 hours per year, **be allowed to use part of the EMU funding for summer courses**. This would permit these students to take 12 to 15 credits fall and winter, but if they took only 12 credits one or both semesters they could take 3 to 6 hours in summer. The same number of credit hours would be generated from these students per year, but the option of taking summer courses would increase credit hour production over the summer and since many (if not all) of these students are working throughout the year to cover other expenses, their academic performance might be improved.

Recommendation 4 (2017): The University appears to have no clear and consistent policy that deans are to follow in scheduling summer classes. We recommend that **decisions about whether to run summer courses** be made **based on the variable cost** (the added cost) of running a course. As long as tuition revenue from a course covers the variable cost of the faculty salary plus retirement benefits, 10 percent of base salary plus 18 percent markup on this salary (11.8 percent of base salary). Another option would be to hold summer courses to the same standard of profitability as programs offered through Academic Partnerships. AP students pay \$1,000 per three credit hour course with AP receiving half of the tuition. A course capped at 20 in this model and averaging 18 students would generate about \$9,000 in tuition for the University. Using this \$9,000 net tuition per AP course as a target, a summer course with zero discount on tuition, with 9 undergraduate students or with 5 Masters students, would generate the same net tuition and fee revenue to the university as an AP course.

Recommendation 5 (2017): In December 2016, EMU signed a contract with Academic Partnerships (AP) for AP to provide marketing services for special, on-line programs currently in place or to be developed in the future. In return for marketing services AP would receive a marketing fee of one-half or more of the tuition paid by students in these programs. The decision to enter into this contract appears to have been made without analysis of its budgetary impact and without any input from relevant university bodies including the Faculty Senate and the Faculty Senate Budget and Resource Committee. Based upon subsequent information provided by the Provost's Office, we find that the current RN-BSN program, now offered through AP, generates only about \$9,000 to \$10,000 net tuition for EMU. This amount would typically NOT cover faculty salary and benefits for providing the course, and could result in a net loss for the university of between \$1,000 and \$5,000 per course. To protect the financial stability of EMU, we recommend that **no programs be offered through the AP agreement.**

Recommendation 6 (2017): The focus on the cost side of the budgetary equation has led to some puzzling decisions related to programing and agreements with external companies. For example, the contract with Academic Partners will cost the University half of all revenues generated by AP courses while keeping the costs fixed. In addition, summer courses that would “make money” by bringing in more revenue than the variable cost incurred are not offered or cancelled. We recommend **including revenue** as part of the decision making equation. For example, a revenue/cost per SCH ratio would account for differential tuition paid by students at the various levels of the university and provide a more accurate “efficiency” measure than the currently used cost per SCH.

Recommendation 7 (2017): High-quality faculty are key elements to high-quality academic programs that improve student success. We recommend setting a goal of having **66% of weighted SCH taught by faculty** (currently 53.8% of weighted SCH are taught by faculty). The credit hours should be weighted based on the differential tuition paid by lower-division and upper division undergraduate courses, Masters graduate courses, and doctoral courses.

Respectfully submitted by the Faculty Senate Budget Committee, Joseph Badics (LIB), Dave Crary (CAS), Sun Hae Jang (CHHS), Patrick Koehn (CAS), Giri Jogaratnam (COT), Stephanie Newell (COB), Robert Carpenter (COE) chair

Note: The committee requests that this report, once accepted, be distributed by the President of the Faculty Senate to other leadership groups in the university including Student Government, University Budget Council, Executive Council, and Board of Regents.

Table 3: Key Elements of the Budget for the Past Five Fiscal Years (dollars are rounded to thousands)

FY2012-2016 General Fund Budget Analysis	Revenue & Expense FY2012			Revenue & Expense FY2013			Revenue & Expense FY2014			Revenue & Expense FY2015			Revenue & Expense FY2016		
	Adopted Budget	Actual	better/ (worse)	Adopted Budget	Actual	better/ (worse)	Adopted Budget	Actual	better/ (worse)	Adopted Budget	Actual	better/ (worse)	Adopted Budget	Actual	better/ (worse)
TOTAL GF Revenue (2+10+11+12)	218,353	277,733	(5,174)	290,040	285,119	(4,921)	295,884	292,025	(3,859)	302,251	292,818	(9,433)	314,287	309,505	(4,782)
Operating Revenue (3A+7)	215,089	210,151	(4,938)	220,321	215,985	(4,335)	225,311	219,176	(6,135)	226,825	219,908	(6,917)	240,056	235,274	(4,782)
Total Tuition + Fees	209,796	203,849	(5,947)	214,654	209,424	(5,229)	220,850	213,903	(6,946)	222,187	214,609	(7,577)	231,719	227,547	(4,172)
Student Credit Hours (see note below)	555	539	(16)	551	538	(13)	550	533	(17)	525	513	(12)	519	501	(18)
Less Institutional Scholarships (discount rate % of T&F)	(33,097)	(32,533)	564	(35,024)	(37,975)	(2,951)	(39,102)	(41,413)	(2,310)	(43,756)	(44,255)	(499)	(48,500)	(52,144)	(3,644)
Note: Net Tuition + Fees (3A4)	176,699	171,316	(5,383)	179,630	171,449	(8,181)	181,747	172,491	(9,256)	178,431	170,355	(8,076)	183,219	175,403	(7,816)
Other Operating Revenue	5,293	6,302	1,010	5,667	6,561	894	4,462	5,273	812	4,638	5,298	660	8,337	7,727	(610)
Athletic	1,448	2,017	569	1,867	1,754	(113)	1,682	1,434	(248)	2,086	1,826	(259)	5,267	4,485	(782)
Non-Athletic	3,845	4,285	441	3,800	4,807	1,007	2,780	3,839	1,060	2,552	3,472	920	3,070	3,242	172
State Appropriation	64,619	64,619	0	66,519	66,519	0	67,573	67,595	23	72,427	72,427	0	72,731	72,731	0
Investment Income	3,200	2,963	(237)	3,200	2,614	(586)	3,000	4,156	1,156	3,000	484	(2,516)	1,500	1,500	0
Cooper Building Sale	0	0	0	0	0	0	0	1,097	1,097	0	0	0	0	0	0
TOTAL GF Expenses (14+22+25)	292,712	279,932	12,780	289,988	287,080	2,907	297,183	294,422	2,761	302,825	290,757	12,068	312,937	322,479	(9,542)
Operating Expenses (15+16+17)	278,345	270,109	8,236	275,874	272,038	3,836	281,849	277,629	4,219	286,323	273,825	12,499	295,742	304,531	(8,789)
Institutional Scholarships	33,097	32,533	564	35,024	37,975	(2,951)	39,102	41,413	(2,310)	43,756	44,255	(499)	48,500	52,144	(3,644)
Athletics (excluding scholarships in 15)	10,685	11,639	(953)	10,703	11,177	(474)	10,736	12,073	(1,337)	13,309	14,068	(760)	15,034	18,354	(3,320)
Non-Athletics (18+19+20+21)	234,563	225,937	8,626	230,147	222,886	7,261	232,010	224,144	7,866	229,259	215,501	13,758	232,208	234,033	(1,825)
Salaries	139,059	137,535	1,524	139,287	137,788	1,499	137,785	138,134	(348)	137,398	138,566	(1,168)	137,350	141,173	(3,823)
Benefits	49,734	51,551	(1,817)	51,739	48,823	2,917	51,973	48,611	3,361	51,142	51,420	(278)	51,594	52,529	(935)
Central Expenses	12,427	9,965	2,462	8,250	9,405	(1,155)	14,478	11,330	3,149	14,175	11,171	14,164	15,621	13,448	2,173
SSM	33,343	26,886	6,457	30,870	26,870	4,000	27,774	26,069	1,705	26,544	25,505	1,040	27,643	26,883	760
Mandatory Transfers (23+24)	6,701	7,058	(357)	6,459	6,853	(394)	6,322	6,325	(3)	6,546	6,636	(90)	6,618	6,796	(178)
Debt Service (account 8A)	6,701	6,701	0	6,459	6,459	0	5,946	5,946	0	6,170	6,184	(14)	6,242	5,880	362
Matching Funds-Research	0	357	(357)	0	394	(394)	376	379	(3)	376	452	(76)	376	916	(540)
Other Transfers (26+27+28+29+30)	7,666	2,765	4,901	7,654	8,189	(534)	9,012	10,467	(1,455)	9,955	10,296	(340)	10,577	11,152	(575)
Asset Preservation (account 8F)	11,292	5,695	5,597	5,693	10,486	(4,793)	11,183	12,890	(1,707)	8,335	7,194	1,141	8,649	9,537	(888)
Interfund Transfers (account 8C)	0	10	(10)	0	(10)	10	0	4	(4)		18	(18)	0	0	0
General Fee (account 8H)	445	1,630	(1,185)	5,855	1,606	4,249	1,987	1,731	256	6,748	6,748	0	6,817	6,793	24
Auxiliary (account 8L)	(4,072)	(5,501)	1,429	(4,944)	(4,944)	0	(5,128)	(5,128)	0	(5,128)	(4,738)	(390)	(4,889)	(5,178)	289
Convocation Center (account 8M)	0	930	(930)	1,050	1,050	0	971	971	0	1,073	1,073	(1,073)	0	0	0
Inc./ (Dec.) in Net Assets (1-13)	(74,359)	(2,199)		52	(1,962)		(1,299)	(2,397)		(573)	2,061		1,350	(12,974)	
Addendum: Athletics General Fund Revenue and Expenditures from above															
GF Revenue (8)	1,448	2,017	569	1,867	1,754	(113)	1,682	1,434	(248)	2,086	1,826	(260)	5,267	4,485	(782)
LESS: GF Expenditures (16)	10,685	11,639	(954)	10,703	11,177	(474)	10,736	12,073	(1,337)	13,309	14,068	(759)	15,034	18,354	(3,320)
LESS: Athletic Scholarships (Part of 15 above)	6,941	6,257	684	7,231	6,816	415	7,097	7,399	(302)	7,395	7,751	(356)	8,885	9,235	(350)
Net Athletic Revenue (32-33-34)	(16,178)	(15,879)	299	(16,067)	(16,239)	(172)	(16,151)	(18,038)	(1,887)	(18,618)	(19,993)	(1,375)	(18,652)	(23,104)	(4,452)
Subsidy: % of Net Tuition & Fees (35/6)	9.16%	9.27%	0.11%	8.94%	9.47%	0.53%	8.89%	10.46%	1.57%	10.43%	11.74%	1.30%	10.18%	13.17%	2.99%

Note 1: For item 3B: "Student Credit Hours", Budgeted amounts were calculated using ratio of credit hours to Total Tuition + Fees from actual columns.

Note 2: For items 32 & 33 for 2016 the number includes game guarantee and athletic camp revenues not included in prior years and these roughly break even. These are shown as separate lines in table 4.

Table 4: Auxiliary Budget Numbers for the Past Five Fiscal Years

Auxiliary Fund Budget Summary with Athletics Included (FY2014-FY2016 Actuals and FY2017 Budget)

Auxiliary Fund		FY14 Year End Actual			FY 15 Year End Actual			FY 16 Year End Actual			FY17 Budget		
		Revenue	Expenses	Net	Revenue	Expenses	Net	Revenue	Expenses	Net	Revenue	Expenses	Net
Student Services		42,387,320	(42,077,053)	310,267	42,133,961	(41,312,647)	821,314	44,288,739	(42,892,071)	1,396,668	47,834,960	(42,878,108)	4,956,852
A00025	Dining	18,115,559	(17,102,021)	1,013,538	17,987,974	(17,153,940)	834,034	18,692,702	(16,524,392)	2,168,310	20,900,000	(15,590,182)	5,309,818
A00055/10	Housing/Apts	17,993,389	(16,388,202)	1,605,187	17,687,646	(15,414,489)	2,273,157	18,658,340	(16,632,677)	2,025,663	19,554,141	(16,357,574)	3,196,567
A00250	Parking	3,513,578	(2,498,750)	1,014,828	3,459,957	(2,236,269)	1,223,688	3,803,724	(2,792,437)	1,011,287	4,645,300	(2,708,539)	1,936,761
A01650	Rec/IM	586,433	(1,965,475)	(1,379,042)	642,994	(2,215,852)	(1,572,858)	714,040	(2,390,215)	(1,676,175)	675,000	(2,282,164)	(1,607,164)
A05770	Student Center	1,147,829	(2,017,798)	(869,969)	1,198,492	(2,190,128)	(991,636)	1,170,447	(2,329,601)	(1,159,154)	960,519	(4,036,847)	(3,076,328)
A01850	Univ Health Services	1,030,532	(2,104,807)	(1,074,275)	1,156,898	(2,101,969)	(945,071)	1,249,486	(2,222,749)	(973,263)	1,100,000	(1,902,802)	(802,802)
Service/Training		1,134,238	(2,353,757)	(1,219,519)	1,632,766	(2,586,419)	(953,653)	1,372,880	(2,597,000)	(1,224,120)	2,118,000	(2,993,879)	(875,879)
A05780	Autism Center	361,475	(562,964)	(201,489)	853,982	(1,150,015)	(296,033)	674,944	(1,203,122)	(528,178)	1,410,000	(1,394,764)	15,236
A02250	Children's Institute	608,330	(1,081,143)	(472,813)	606,131	(1,029,031)	(422,900)	650,977	(1,075,169)	(424,192)	618,000	(1,381,597)	(763,597)
A01050	Echo	164,433	(709,650)	(545,217)	172,653	(407,373)	(234,720)	46,959	(318,709)	(271,750)	90,000	(217,518)	(127,518)
Community Facilities		2,896,790	(3,768,206)	(871,416)	2,689,874	(3,604,787)	(914,913)	3,052,948	(3,770,781)	(717,833)	3,122,640	(4,081,795)	(959,155)
A05755	Convo/Pease	697,167	(1,688,205)	(991,038)	589,556	(1,618,130)	(1,028,574)	717,843	(1,616,363)	(898,520)	768,747	(1,988,955)	(1,220,208)
A05925	Eagle Crest	1,848,895	(1,778,674)	70,221	1,788,177	(1,683,581)	104,596	2,024,007	(1,888,533)	135,474	1,870,853	(1,766,219)	104,634
A05760	Practice Facility	350,728	(301,327)	49,401	312,141	(303,076)	9,065	311,098	(265,885)	45,213	483,040	(326,621)	156,419
Athletics #		3,806,094	(14,340,591)	(10,534,497)	4,965,085	(15,488,368)	(10,523,283)	4,728,851	(19,128,652)	(14,399,801)	5,440,943	(18,366,857)	(12,925,914)
A60000	General Fund #	1,506,352	(12,166,780)	(10,660,428)	1,826,501	(12,739,066)	(10,912,565)	2,100,068	(15,944,872)	(13,844,804)	na	na	na
A60000	Game Guarantee #	2,153,490	(2,117,143)	36,347	2,944,900	(2,532,590)	412,310	2,443,994	(2,859,253)	(415,259)	na	na	na
A61000	Athletics Camps #	146,252	(56,668)	89,584	193,684	(216,712)	(23,028)	184,789	(324,527)	(139,738)	na	na	na
Grand Total		49,839,825	(62,539,607)	(12,315,165)	51,421,686	(62,992,221)	(11,570,535)	53,443,418	(68,388,504)	(14,945,086)	58,516,543	(68,320,639)	(9,804,096)
Excluding Athletics		46,033,731	(48,199,016)	(1,780,668)	46,456,601	(47,503,853)	(1,047,252)	48,714,567	(49,259,852)	(545,285)	53,075,600	(49,953,782)	3,121,818
A05655	Aux Utilities flow through (Not included above)	(384,617)	392,013	7,396	(465,097)	498,461	33,364	(597,263)	588,172	(9,091)	na	na	na

Notes: # Athletics was moved from the general fund to auxiliaries starting with the FY17 Budget and the FY16 Audited Financial Report made this switch for FY16 to be consistent. Game Guarantee and Athletics Camps were Designated Funds for FY14 & FY15 but moved to A fund for FY16

* Between FY16 and FY17 the following changes were made in debt service: Housing \$2,089,927 to \$1,694,633; Parking \$68,000 to \$98,116; Student Center \$3,190 to \$1,766,098; Univ. Health Service \$10,634 to \$14,717; and Convo Center \$54,030 to \$503,335

** For FY17, Athletics expenses were increased to include A) 10% of revenues which is the standard "pro-rate" used for all auxiliaries to cover indirect costs, and B) \$1,212,374 to cover debt service which was not charged when athletics was included in the general fund

Appendix List

A: 2016 Annual Report

B: 2015 Annual Report

C: 2016 Student and Faculty Report on Athletic Spending

D: Response to the Provost Office's Comments on 2016 FSBC Recommendations

E: Summary Analysis of SCH, Revenue, and Expenses

F: General Fund Operating Budget 3-Year Trends

G: Recommendation Regarding Allocation of Instructional Budgets to Colleges

Appendix A: 2016 Annual Report

Report from Senate Budget and Resources Committee
Accepted by Faculty Senate Executive Board
May 11, 2016

The Faculty Senate Budget Committee is about to complete its third year. This report provides an overview of the committee’s activities; an evaluation of the level of implementation of last year’s recommendations; an update and analysis of key budget lines for Fiscal Years 12-15 (FY12-FY15); and recommendations for changes to current budget practices.

Before we begin it is important to provide a brief overview of the budget process and key numbers for the current fiscal year. A fiscal year begins on July 1st each year and ends on June 30th the subsequent year. Each fiscal year is labeled by the ending year. For example, the current Fiscal Year, FY16, began July 1, 2015 and will close June 30, 2016. The University begins developing a budget a year before implementation. The key elements of the budget are built throughout the year and **Table 1** provides an approximate timeline for building each fiscal year budget. In consideration of the timeline, we would expect recommendations approved last April (and January) to appear in the FY17 budget. Each budget is built around a projected number of student credit hours (SCH). More recently, additional factors, such as new student enrollment, have been used to calculate the projected SCH (see **Table 2**).

Table 1.
Ideal Timeline to a Budget (from Provost’s office June, 2015)

Month	Budget Element
July, 2015	<ul style="list-style-type: none"> • FY16 budget rolls out
August, 2015	<ul style="list-style-type: none"> • FY15 Year End Review (Actuals vs. Budget) • Initial discussions about FY17 Financial Aid budget and Net Tuition Revenue • Build FY17 Financial Aid Planning document
September, 2015	<ul style="list-style-type: none"> • Based on Opening of Term, project enrollment and FY16 Financial Aid • Finalize FY17 Financial Aid Planning document
October, 2015	<ul style="list-style-type: none"> • BOR approves FY17 Financial Aid Planning document • Seek input from Faculty Senate and/or College Councils on any structural changes
November, 2015	
December, 2015	<ul style="list-style-type: none"> • Discussion of Budget changes w/ Budget Managers in ASA
January, 2016	<ul style="list-style-type: none"> • Mid-year spending reports generated • Evaluate Cost/SCH at mid-year in Colleges • FY17 Budget Meetings with Divisional/Academic Support areas • Review Winter Opening of Term enrollment reports • Winter Opening of Term: forecast SCH and Revenue for FY17 Budget • FY16 Financial Aid projection and adjust FY17 Financial Aid projection • Build FY17 Instruction Budget • Build Cost/SCH for FY17 Budget
February, 2016	<ul style="list-style-type: none"> • Share Cost/SCH with Deans • Finalize FY17 Budget Changes in Divisional/Academic Support areas
March, 2016	<ul style="list-style-type: none"> • Finalize FY17 Budget Changes in the Colleges • Finalize FY17 ASA Budget
April, 2016	
May, 2016	<ul style="list-style-type: none"> • FY16 Budget clean-up (year-end and adjustments)
June, 2016	<ul style="list-style-type: none"> • FY17 Budget approved by BOR

Table 2.

Key Elements for Building a Budget (data from Office of Student Enrollment- January, 2016)

Fiscal Year	HS Grad Mich.	ACT Ave.	FTIAC		New Transfers		New Graduate		Total SCH	
			Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual
FY11	112,110	21.02		2,008		2,183		1,243	553,545	546,323
FY12	102,890	21.13		2,130		2,134		1,210	555,875	538,783
FY13	101,800	21.45		2,595		2,094		1,136	544,100	537,757
FY14	98,550	22.03		2,872		1,949		1,105	544,026	532,787
FY15	97,950	22.11		2,555		1,769		1,074	524,880	513,040
FY16	97,830	22.10	2,800	2,822	1,800	1,535	1,100	948	518,571	506,606e
FY17	95,600		2,800		1,600		1,000		496,227	

Committee Activities

The committee began our bi-weekly meetings in the middle of September with opening of term numbers analyzing the final numbers for FY 15 at the end of the month. **Financial Aid** was a substantial focus for the month of October (due to the FY17 Financial Aid budget approval by the Board of Regents at their November meeting). The discussions revealed the intentional targeting of aid to bring in the goal of 2,800 FTIACs, but was accompanied by a decline in transfers and graduate students as well as overspending the FY16 financial aid budget by almost \$3 M (see 2016 recommendation 2 below). The FY17 request for financial aid was \$54.2 million, a 12.9% increase over the FY16 budget. In November and December we concentrated on **faculty hiring practices** and found the number of faculty has declined (from 701 in FY12 to 674 in FY15) and there has been an intentional shift of faculty away from the Colleges of Education (from 90 in FY11 to 75 in FY15) and Arts and Sciences (from 360 in FY11 to 347 in FY15) to the College of Health and Human Services (from 83 in FY11 to 99 in FY15). The Colleges of Business (73 in FY11 and 73 in FY15) and Technology (54 in FY11 to 55 in FY15) remained stable over the same period of time. The decline in overall faculty numbers has led to a situation where only about half of all credit hours at EMU are taught by regular faculty (51.2% in FY15, see 2016 recommendation 3 below). The committee discussed the process of how new hires are prioritized by the Provost's office and it was apparent the shift from one college to the other was intentional. Elements such as SCH, retirements, accreditation, and new programs are considered, but they serve as guidelines rather than a strict formula (see 2016 recommendation 4 below).

In January and February the committee discussed the **summer course scheduling policies** and found FY15's summer courses brought in \$18 million dollars; however \$9 million was needed to make up a budget shortfall due to SCH falling below projections in Fall/Winter, and the other \$9 million covered the cost of running summer classes. It appears that part of the reduction in the summer course offerings has occurred because "hard caps" were implemented at the college level a few years ago, even though the Provost's office asserted that it had not established university wide "hard caps. The Provost's office asserts that they provide an annual budget to the Deans to spend as they see fit and it is up to the Deans to determine how the summer budget will be utilized. One consequence of these new "hard caps" at the college level has been the limiting of the number of courses offered over the summer, sending summer credit hour production downward (from 72,223 in FY11 to 49,397 in FY15). Changes in the use of Pell Grants by the Federal Government (now they can only be used for Fall and Winter semester classes is one likely factor) contributing to the decline, but it also coincides with the implementation of new limits on summer sections regardless of whether the courses would make additional money for the college. This situation highlights one of the **dangers of primarily focusing on cost** when budgeting at the University and college level **instead of considering revenue as well** (see 2016 recommendation 5 below).

In March the committee began exploring the University's transfer credit policies to see if changes in the policies, such as allowing more credits to transfer in than most comparable institutions, led to a decreased number of credit hours students take at EMU before obtaining their degree. We are in our initial analysis on the topic and will further delve into the issue next academic year.

Finally, throughout the year the committee developed a **budget glossary** with key terms and descriptions to facilitate budgetary discussions across the campus community. The glossary was approved by the Faculty Senate at their March 16, 2016 meeting.

Evaluation of Implementation of 2015 Recommendations

In our April 15, 2015 report to the Faculty Senate the Budget committee made eight recommendations for the budgeting process. The recommendations and their currently implementation status are described in the section below.

2015 Recommendation 1: Budgets should be formulated based upon SCHs for the prior year together with specifically identified reasons for any changes from this level, such as projected high school graduates and other indicators.

Status: *The initial budget model for FY17 used the actual number of SCH from FY15/16. While the result is to a lower budgeted number of credit hours (495,000), we believe this response to our first recommendation is a step in the right direction and will provide a more accurate budget for FY17. Recent budgets have been 2% or more above actual SCH for the past three FYs.*

2015 Recommendation 2: Effort needs to be devoted to better incorporate additional information in predicting number of returning students, and graduation and retention rates.

Status: *The current budgetary model does include projected graduation as well as the number of students eligible to return, along with the new students. More effort should be made to analyze our retention and graduation rates to determine if our numbers align with best practice and whether additional resources are needed to improve student retention and time to graduation.*

2015 Recommendation 3: Given the dramatic increase in discount rate from 15.96% to 19.36% over this period, careful analysis is needed on the long-term budgetary implications of the current policy.

Status: *The discount rate increased even further in FY15 (to 20.6% overall and almost 40% for FTIACs). We urge more work in this area to evaluate the effect of the current policies on enrollment and revenues.*

2015 Recommendation 4: April and September meetings of the Senate Budget and Resource Committee should review and make recommendations regarding the financial aid budget to be recommended to the BOR's October meeting. (FTIAC, Transfers, Graduate, athletics)

Status: *The committee did spend time in September and October discussing financial aid, but we need to determine how our voices can be most effectively heard by those building the initial financial aid budget and the Board of Regents. An analysis of the impact of the current policies might be the best course of action to affect future change.*

2015 Recommendation 5: To reward fiscal efficiency and areas of enhanced enrollments, provision needs to be made for year-to-year carry-over of college budget surpluses.

Status: *There does not appear to be any movement on this recommendation in the FY17 budget. The Provost's office supports the recommendation and would urge implementation.*

2015 Recommendation 6: These budgetary savings should remain within colleges to finance new initiatives, promote new programs, and support faculty research and grant writing.

Status: *Again, no movement on this recommendation. All surpluses are currently "swept" back into the general fund at the end of each FY. The Provost's office supports the recommendation and would urge implementation.*

2015 Recommendation 7: Budgetary discipline needs to be enforced on athletics as it is with other areas of the university.

Status: *The Athletic Department is under the office of the President and not within the Provost's office. The response to this recommendation has come more from the campus community as there are many more discussions on the topic of the athletic budget, with the Faculty Senate reporting on the issue to the Board of Regents at their February meeting and the current work between the Faculty and Students on a joint statement regarding the athletic budget. In addition, the Board of Regents requested an athletic budget analysis from the office of Business and finance in March, 2016. While there appears to be building momentum to implement the recommendation, there appears to be no movement regarding budgetary discipline in athletics in the FY17 budget.*

2015 Recommendation 8: Students are being asked to devote too much of the tuition they pay to subsidize the budget deficit in the athletic program. Resources currently expended to subsidize athletics should be redirected to support instructional quality and improvements in academic success of all students.

Status: *According to USA Today, 83% of the athletic budget was subsidized from the general fund FY14 (which include tuition and fees paid by students) while the average for other MAC schools was 70%. The cost per student for athletics has risen from \$1,076 (FY14) to \$1,227 (FY15). The data suggest this recommendation has not been implemented in the current budgeting cycle.*

Budget Analysis (FY12-FY15)

Based upon the detailed budget versus actual General Fund accounts for FY12 through FY15 as provided in **Table 3**, the following findings are identified:

Finding 1: Budgets for the past four years have consistently been based upon unrealized enrollment assumptions (line 3B). For example, FY15 budget was based upon an assumption of 524,880 credit hours versus actual number of 513,040 leading to a \$7.6 M shortfall in revenue (line 3A). The budgeted credit hours and the actuals have been off by over 2% the past two years and projections show the same for FY16.

Finding 2: The University continues to aggressively use financial aid to attract FTIAC students and this practice has led to a steady increase in the discount rate each year (from 16.0% in FY12 to 20.6% in FY15). One consequence of this practice is that the rise in tuition and fee revenues (\$10.8 M from FY12 to FY15, line 3A) is eclipsed by the rising cost of financial aid (\$11.6 M from FY12 to FY15, line 4).

Finding 3: The shortfall in actual vs. budget revenue from tuition and fees is no longer offset by above-budget receipts in other areas (lines 7, 10, & 11). The \$8 M deficit from net tuition and fees (line 6) is compounded by a substantial decline in investment income, which averaged \$3.2 M for FY12-FY14 to under \$.5 M in FY15, line 11, leaving a \$10.5 M hole on the revenue side of the budget. This is partially made up in \$2.5 M savings in salaries and benefits on the non-athletic portion of budget (line 17), but the miss-targeting of credit hours and poor investment performance creates a very difficult budgetary deficit to overcome.

Finding 4: In addition to its budgeted deficit, athletics ran a very large unapproved operating budget deficit FY15 (line 35). The athletics operating deficit, including athletic scholarships, increased from \$15.9 M in FY12 to almost \$20 M in FY15. The athletics deficit was \$0.3 M less than budget in FY12 but \$1.3 M over budget in FY15. In FY12 the athletic deficit equaled 9.24 % of net tuition and fees collected from all students. It increased to 11.77% in FY15.

Recommendations (2016)

Recommendation 1 (2016): Continue to **use previous FY actuals and five-year averages to build each budget**. Alignment between the budget and actuals is strong on the cost side of the equation, but the revenues, generated from credit hour assumptions, have been off over 2% for the last three FYs. This creates a deficit in each budget that is difficult to remedy during the FY. Note: The primary focus on cost (through cost per credit hour comparisons) and not on revenue may explain some of the discrepancy between budget and actuals as potential credit hour generation opportunities are missed due to the focus on cost (see recommendation 5).

Recommendation 2 (2016): Recruiting should **target both the number of students AND the financial aid budget** when offering financial packages to potential students. The focus on the goal of 2,800 new FITIACs for FY16 led to an over spending of \$3 M in the financial aid budget. As part of this recommendation it is important to evaluate the overall impact of the aggressive use of financial aid for recruiting FITIACs and create an “optimal discount rate” based on best practices. The fact that discounts have outpaced revenue generation by almost \$1 M between FY12-FY15 shows the policy is a net financial loss for the University and likely led to the decision to increase tuition and fees by an unprecedented amount (7.8%) in FY16.

Recommendation 3: The University should set a goal for the **percentage of courses taught by full-time faculty** and use this goal when planning each FY budget. The University prides itself on the direct faculty involvement with undergraduate and graduate students and over 60% of courses were taught by full-time faculty as recently as FY08. We suggest the University adopt the goal of a current/former EMU President of having 66% of all courses taught by faculty. Research has shown that high-quality academic programs are rooted in intense student interaction with faculty, research experiences with faculty, and strong faculty mentorship (Ory & Braskamp 1988; Hart Research 2016).

Recommendation 4: The budget committee and faculty hiring committee of the Faculty Senate should work with the Provost's office to **improve the transparency of the decision making for prioritizing new faculty hires**. The failure of Academic Affairs (Provost's Office) to clearly explain its rationale for allocation of new lines is incongruent with the expectations of how financial decisions are made at other levels of the institution.

Recommendation 5: Summer budgets should be more flexible and allow for a more entrepreneurial approach by colleges and departments to make more sections available if they believe the sections would make money. Although such flexibility could possibly increase costs, it would likely result in higher credit hour production which would increase revenue and drive down cost per credit hour calculations for the entire year.

Recommendation 6: As mentioned in recommendations 7 and 8 from 2015, the **large deficit and lack of budget discipline in the Athletics department** is placing a tremendous burden on the overall budget performance of EMU and on the students who subsidize the athletics deficit through the tuition and fees they pay. The increasing Athletic deficits drain valuable resources away from the academic mission of the University. Addressing this burden requires immediate attention.

Recommendation 7: When cuts are necessary to balance the budget they should **focus first on areas that are losing substantial sums of money (e.g., Athletics)** rather than privatizing parts of the University that are not a financial drain on the general fund. For example, the state of Michigan experienced substantial problems (and financial loss) when they outsourced food service in prisons (https://www.google.com/?gws_rd=ssl#q=michigan+prison+food+service). We believe it is unsound financial stewardship and reflects poorly on the University when cuts are targeted toward loyal employees with long-standing ties to the University in areas that are breaking even or bringing in a small profit instead of areas of the University that receive substantial subsidy from the general fund.

Respectfully submitted by the Faculty Senate Budget Committee, Joseph Badics (LIB), Dave Crary (CAS), Sun Hae Jang (CHHS), Patrick Koehn (CAS), Vijay Mannari (COT), Stephanie Newell (COB), Robert Carpenter (COE) chair

Note: The committee requests that this report, once accepted, be distributed by the President of the Faculty Senate to other leadership groups in the university including Student Government, University Budget Council, Executive Council, and Board of Regents.
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Table 3

Key Elements of the Budget for the Past Four Fiscal Years (dollars are rounded to thousands)

FY2012-2014 General Fund Budget Analysis	Revenue & Expense FY2012			Revenue & Expense FY2013			Revenue & Expense FY2014			Revenue & Expense FY2015		
	Adopted Budget	Actual	better/ (worse)	Adopted Budget	Actual	better/ (worse)	Adopted Budget	Actual	better/ (worse)	Adopted Budget	Actual	better/ (worse)
1 TOTAL GF Revenue (2+10+11+12)	282,908	277,733	(5,174)	290,040	285,119	(4,921)	295,884	292,025	(3,859)	302,251	293,012	(9,239)
2 Operating Revenue (3A+7)	215,089	210,151	(4,938)	220,321	215,985	(4,335)	225,311	219,176	(6,135)	226,825	219,908	(6,917)
3A Total Tuition + Fees	209,796	203,849	(5,947)	214,654	209,424	(5,229)	220,850	213,903	(6,946)	222,187	214,609	(7,577)
3B Student Credit Hours (see note below)	555	539	(16)	551	538	(13)	550	533	(17)	525	513	(12)
4 Less Institutional Scholarships (discount rate % of T&F)	(33,097) (15.78)	(32,533) (15.96)	564 (0.18)	(35,024) (16.32)	(37,975) (18.13)	(2,951) (1.82)	(39,102) (17.71)	(41,413) (19.36)	(2,310) (1.66)	(43,756) (19.69)	(44,255) (20.62)	(499) (0.93)
6 Note: Net Tuition + Fees (3A-4)	176,699	171,316	(5,384)	179,630	171,449	(8,180)	181,747	172,491	(9,257)	178,431	170,355	(8,077)
7 Other Operating Revenue	5,293	6,302	1,010	5,667	6,561	894	4,462	5,273	812	4,638	5,298	660
8 Athletic	1,448	2,017	569	1,867	1,754	(113)	1,682	1,434	(248)	2,086	1,826	(259)
9 Non-Athletic	3,845	4,285	441	3,800	4,807	1,007	2,780	3,839	1,060	2,552	3,472	920
10 State Appropriation	64,619	64,619	0	66,519	66,519	0	67,573	67,595	23	72,427	72,621	194
11 Investment Income	3,200	2,963	(237)	3,200	2,614	(586)	3,000	4,156	1,156	3,000	484	(2,516)
12 Cooper Building Sale	0	0	0	0	0	0	0	1,097	1,097	0	0	0
13 TOTAL GF Expenses (14+22+25)	292,712	279,932	12,780	289,988	287,080	2,907	297,183	294,422	2,761	302,825	301,928	897
14 Operating Expenses (15+16+17)	278,345	270,109	8,236	275,874	272,038	3,836	281,849	277,629	4,219	286,323	284,996	1,328
15 Institutional Scholarships	33,097	32,533	564	35,024	37,975	(2,951)	39,102	41,413	(2,310)	43,756	44,255	(499)
16 Athletics (excluding scholarships in 15)	10,685	11,639	(953)	10,703	11,177	(474)	10,736	12,073	(1,337)	13,309	14,068	(760)
17 Non-Athletics (18+19+20+21)	234,563	225,937	8,626	230,147	222,886	7,261	232,010	224,144	7,866	229,259	226,672	2,587
18 Salaries	139,059	137,535	1,524	139,287	137,788	1,499	137,785	138,134	(348)	137,398	138,566	(1,168)
19 Benefits	49,734	51,551	(1,817)	51,739	48,823	2,917	51,973	48,611	3,361	51,142	51,420	(278)
20 Central Expenses	12,427	9,965	2,462	8,250	9,405	(1,155)	14,478	11,330	3,149	14,175	11,182	2,993
21 SSM	33,343	26,886	6,457	30,870	26,870	4,000	27,774	26,069	1,705	26,544	25,505	1,040
22 Mandatory Transfers (23+24)	6,701	7,058	(357)	6,459	6,853	(394)	6,322	6,325	(3)	6,546	6,636	(90)
23 Debt Service (account 8A)	6,701	6,701	0	6,459	6,459	0	5,946	5,946	0	6,170	6,184	(14)
24 Matching Funds-Research	0	357	(357)	0	394	(394)	376	379	(3)	376	452	(76)
25 Other Transfers (26+27+28+29+30)	7,666	2,765	4,901	7,654	8,189	(534)	9,012	10,467	(1,455)	9,955	10,296	(340)
26 Asset Preservation (account 8F)	11,292	5,695	5,597	5,693	10,486	(4,793)	11,183	12,890	(1,707)	8,335	7,194	1,141
27 Interfund Transfers (account 8C)	0	10	(10)	0	(10)	10	0	4	(4)	0	18	(18)
28 General Fee (account 8H)	445	1,630	(1,185)	5,855	1,606	4,249	1,987	1,731	256	6,748	6,748	0
29 Auxiliary (account 8L)	(4,072)	(5,501)	1,429	(4,944)	(4,944)	0	(5,128)	(5,128)	0	(5,128)	(4,738)	(390)
30 Convocation Center (account 8M)	0	930	(930)	1,050	1,050	0	971	971	0	0	1,073	(1,073)
31 Inc./(Dec.) in Net Assets (1-13)	(9,804)	(2,199)		52	(1,962)		(1,299)	(2,397)		(573)	(8,915)	
Adendum: Athletics General Fund Revenue and Expenditures from above												
32 GF Revenue (8)	1,448	2,017	569	1,867	1,754	(113)	1,682	1,434	(248)	2,086	1,826	(259)
33 LESS: GF Expenditures (16)	10,685	11,639	(953)	10,703	11,177	(474)	10,736	12,073	(1,337)	13,309	14,068	(760)
34 LESS: Athletic Scholarships (Part of 15 above)	6,941	6,257	684	7,231	6,816	415	7,097	7,399	(302)	7,395	7,751	(356)
35 Net Athletic Revenue (32-33-34)	(16,178)	(15,879)	299	(16,067)	(16,240)	(173)	(16,151)	(18,038)	(1,887)	(18,618)	(19,993)	(1,376)
36 Subsidy: % of Net Tuition & Fees (35/6)	9.16%	9.27%	0.11%	8.94%	9.47%	0.53%	8.89%	10.46%	1.57%	10.43%	11.74%	1.30%

Note: For item 3B: "Student Credit Hours", Budgeted amounts were calculated using ratio of credit hours to Total Tuition + Fees from actual columns.

Appendix B: 2015 Annual Report

Report from Senate Budget and Resource Committee
 April 15, 2015
 Approved by Faculty Senate May 20, 2015

The Senate Resource and Budget Committee was initiated at the request of the Provost in fiscal year 2014 to provide input on resource and budgetary issues related to the university's academic mission. The committee is completing its second year of operation. Efforts this year focused first on recommendations, endorsed by the Faculty Senate in January, to use a broad set of metrics related to enrollments and measures of academic performance in making budget allocations to colleges. The second major effort and the focus of this report is a broad-based look at the university's general fund budgeted and actual revenues and expenditures for fiscal years 2012, 2013, and 2014. The goal of this analysis is to identify budgetary challenges faced by the university. Data presented in this report were provided primarily by the university's Division of Business and Finance from operational accounts maintained on the Banner system. Due to minor differences in accounting procedures, numbers reflected in data provided to the committee do not exactly match numbers reflected in Board of Regents approved budgets or the university's audited financial reports, but track those alternate data sources closely over time.

This report summarizes key findings from data for the past three fiscal years. Based upon these findings, the committee includes recommendations for action to improve the academic and financial performance of Eastern Michigan University. The committee anticipates providing an update to this report during fall term that will cover FY2015 for which data are not currently available.

Before discussing budget numbers, the challenge of attracting and retaining students in a very competitive environment needs to be addressed. Due to population trends, the number of high school graduates has declined significantly since 2009 and is projected to continue declining through at least 2020. EMU has embarked upon an aggressive program of enhanced marketing and aggressive use of financial aid in an attempt to maintain enrollments while also increasing the academic quality of incoming students. These trends are reflected in the table below which shows actual and predicted high school graduates by year, new fall first time in any college (FTIAC) students, their average ACT scores, and new fall transfers and graduate students (shaded years are covered in the budget data that follow):

Year	Mich. HSG	FTIAC*	Ave. ACT	New Trans.*	New Gr*	Total SCH
2010-FY11	112,110	2,008	21.02	2,183	1,243	546,323
2011-FY12	102,890	2,130	21.13	2,134	1,210	538,783
2012-FY13	101,800	2,595	21.45	2,094	1,136	537,757
2013-FY14	98,550	2,872	22.03	1,949	1,105	532,787
2014-FY15	97,950	2,555	22.22	1,769	1,074	520,000est.
2015p	97,830					
2018p	95,600					
2020p	90,100					

Source: Office of Student Enrollment. *Incoming fall class head-count.

Despite a 13% decline in Michigan high school graduates between 2010 and 2014, the incoming FTIAC class increased by 28% over that time accompanied by a 1.20 point increase in average ACT scores. Reflecting the increase in student quality, the number of students enrolled in the Honors College increased from 858 in fall 2010 to 1450 in fall 2014 for a 69% increase. However, declines in incoming transfers and graduate students have more than offset the increase in incoming FTIACs. Combined with other considerations this has reduced credit hours by about 5% over this period. An unusually large number of graduations in W14 and F14 also contributed to the estimated decline in the current year to an estimated 520,000 student credit hours.

The remainder of this report reflects analysis of the budget report shown on page four which reports budgeted and actual expenditures by broad category for EMU's General Fund. This analysis does not look directly at the separate accounts for auxiliaries and the capital account, but the committee hopes to analyze these next year. Key finds from and recommendations based upon this analysis are:

1. **Finding:** Budgets for the past three years have consistently been based upon unrealized enrollment assumptions (line 3B). For example, FY2014 budget was based upon an assumption of 550,000 credit hours versus the 532,787 that were realized. This contributed to an over projection of total tuition and fee revenue of nearly \$7 million (line 3A).

Recommendation: Budgets should be formulated based upon SCHs for the prior year together with specifically identified reasons for any changes from this level, such as projected high school graduates and other indicators.

Recommendation: Effort needs to be devoted to better incorporate additional information in predicting number of returning students, and graduation and retention rates.

2. **Finding:** The aggressive use of financial aid to attract an increasing share of a declining cohort of graduating high school students has offset much of the increase in total tuition and fees over this period. Based upon actual SCH, total tuition and fees (line 3A) increased from \$203.8 M in FY2012 to \$213.9 M in FY2014 but this \$10.1 M increase was largely offset by an increase in scholarships (line 4) from \$32.5 M to \$41.4 for an increase of \$8.9 M. Net tuition and fees (line 6) increased only by \$1.2 M over this period. The % of total tuition and fees returned in the form of scholarships (line 5) increased from 15.96% in FY12 to 19.36% in FY14. Scholarships ran considerably above budgeted amounts for FY13 and FY14.

Recommendation: Given the dramatic increase in discount rate from 15.96% to 19.36% over this period, careful analysis is needed on the long-term budgetary implications of the current policy.

Recommendation: April and September meetings of the Senate Budget and Resource Committee should review and make recommendations regarding the

financial aid budget to be recommended to the BOR's October meeting. (FTIAC, Transfers, Graduate, athletics)

3. **Finding:** The shortfall in actual vs. budget revenue from tuition and fees has been partially offset by above-budget receipts in other areas (lines 7, 10, 11, 12) of about \$3 M in FY14 including better than budgeted performance in investment income and sale of the Cooper Building, and below-budget expenditures in many areas accounting to \$2.7 M in FY14 for total expenses (line 13).

Recommendation: To reward fiscal efficiency and areas of enhanced enrollments, provision needs to be made for year-to-year carry-over of college budget surpluses.

4. **Finding:** Expenditures on benefits (line 19) were above budget for FY12, but have averaged \$3.2 M below budget for FY13 and FY14.

Recommendation: These budgetary savings should remain within colleges to finance new initiatives, promote new programs, and support faculty research and grant writing.

5. **Finding:** In addition to its budgeted deficit, athletics ran a very large unapproved operating budget deficit FY14 (line 35). The athletics operating deficit including athletic scholarships increased from \$15.9 M in FY12 to \$18 M in FY14. The athletics deficit was \$0.3 M below budget in FY12 but \$1.9 M over budget in FY14. In FY12 the athletic deficit equaled 9.24 % of net tuition and fees collected from all students and this increased to 10.43% in FY14. In FY2014, about 79% of the general fund deficit of \$2.4 M resulted from an un-approved increase in the athletics deficit of \$1.9 M.

Recommendation: Budgetary discipline needs to be enforced on athletics as it is with other areas of the university.

Recommendation: Students are being asked to devote too much of the tuition they pay to subsidize the budget deficit in the athletic program. Resources currently expended to subsidize athletics should be redirected to support instructional quality and improvements in academic success of all students.

Respectfully submitted by the Senate Budget and Resource Committee,

Dave Crary (CAS), chair, Joseph Badics (LIB), Michael Bretting (CHHS), Robert Carpenter (COE), Giri Jogaratnam (COT), Stephanie Newell (COB), Claudia Petrescu (CAS)

Note: The committee requests that this report be distributed by the President of the Faculty Senate to other leadership groups in the university including Student Government, University Budget Council, Executive Council, and Board of Regents.

FY2012-2014 General Fund Budget Analysis		Revenue & Expense FY2012			Revenue & Expense FY2013			Revenue & Expense FY2014		
		Adopted Budget	Actual	better/ (worse)	Adopted Budget	Actual	better/ (worse)	Adopted Budget	Actual	better/ (worse)
1	TOTAL GF Revenue (2+10+11+12)	282,907,686	277,733,369	(5,174,317)	290,039,605	285,118,554	(4,921,051)	295,883,650	292,024,817	(3,858,833)
2	Operating Revenue (3A+7)	215,088,586	210,151,032	(4,937,554)	220,320,505	215,985,161	(4,335,344)	225,311,050	219,176,369	(6,134,681)
3A	Total Tuition + Fees	209,796,086	203,848,781	(5,947,305)	214,653,805	209,424,377	(5,229,428)	220,849,550	213,903,358	(6,946,192)
3B	<i>Student Credit Hours (see note below)</i>	554,502	538,783	(15,719)	551,185	537,757	(13,428)	550,088	532,787	(17,301)
4	Less Institutional Scholarships	(33,096,929)	(32,533,252)	563,677	(35,023,887)	(37,974,917)	(2,951,030)	(39,102,298)	(41,412,608)	(2,310,310)
5	<i>(discount rate % of T&F)</i>	<i>(15.78)</i>	<i>(15.96)</i>	<i>(0.18)</i>	<i>(16.32)</i>	<i>(18.13)</i>	<i>(1.82)</i>	<i>(17.71)</i>	<i>(19.36)</i>	<i>(1.66)</i>
6	Note: Net Tuition + Fees (3A-4)	177,253,659	171,854,312	(5,399,347)	180,181,103	171,987,217	(8,193,886)	182,297,340	173,023,537	(9,273,803)
7	Other Operating Revenue	5,292,500	6,302,251	1,009,751	5,666,700	6,560,784	894,084	4,461,500	5,273,011	811,511
8	Athletic	1,448,000	2,017,158	569,158	1,867,000	1,753,862	(113,138)	1,682,000	1,433,613	(248,387)
9	Non-Athletic	3,844,500	4,285,092	440,592	3,799,700	4,806,922	1,007,222	2,779,500	3,839,398	1,059,898
10	Sate Appropriation	64,619,100	64,619,100	-	66,519,100	66,519,100	-	67,572,600	67,595,296	22,696
11	Investment Income	3,200,000	2,963,237	(236,763)	3,200,000	2,614,293	(585,707)	3,000,000	4,156,342	1,156,342
12	Cooper Building Sale	-	-	-	-	-	-	-	1,096,810	1,096,810
13	TOTAL GF Expenses (14+22+25)	292,711,959	279,932,215	12,779,744	289,987,672	287,080,377	2,907,295	297,182,666	294,421,657	2,761,009
14	Operating Expenses (15+16+17)	278,344,979	270,109,250	8,235,729	275,873,772	272,038,078	3,835,694	281,848,704	277,629,383	4,219,321
15	Institutional Scholarships	33,096,929	32,533,252	563,677	35,023,887	37,974,917	(2,951,030)	39,102,298	41,412,608	(2,310,310)
16	Athletics (excluding scholarships in 15)	10,685,033	11,638,506	(953,472)	10,703,279	11,177,455	(474,177)	10,736,150	12,072,948	(1,336,798)
17	Non-Athletics (18+19+20+21)	234,563,017	225,937,493	8,625,524	230,146,607	222,885,706	7,260,901	232,010,256	224,143,827	7,866,429
18	Salaries	139,058,949	137,535,345	1,523,604	139,287,153	137,788,029	1,499,124	137,785,356	138,133,797	(348,442)
19	Benefits	49,734,099	51,551,285	(1,817,187)	51,739,356	48,822,697	2,916,659	51,972,541	48,611,067	3,361,474
20	Central Expenses	12,427,273	9,965,051	2,462,221	8,250,088	9,405,312	(1,155,224)	14,478,490	11,329,756	3,148,733
21	SSM	33,342,697	26,885,811	6,456,886	30,870,010	26,869,669	4,000,341	27,773,870	26,069,207	1,704,663
22	Mandatory Transfers (23+24)	6,701,247	7,058,339	(357,092)	6,459,431	6,853,451	(394,020)	6,321,619	6,324,899	(3,280)
23	Debt Service (account 8A)	6,701,247	6,701,247	-	6,459,431	6,459,431	-	5,945,619	5,945,619	-
24	Matching Funds-Research	-	357,092	(357,092)	-	394,020	(394,020)	376,000	379,280	(3,280)
25	Other Transfers (26+27+28+29+30)	7,665,733	2,764,626	4,901,107	7,654,469	8,188,848	(534,379)	9,012,343	10,467,375	(1,455,032)
26	Asset Preservation (account 8F)	11,292,283	5,694,875	5,597,408	5,692,959	10,486,238	(4,793,279)	11,182,742	12,889,735	(1,706,993)
27	Interfund Transfers (account 8C)	-	10,000	(10,000)	-	(10,000)	10,000	-	3,680	(3,680)
28	General Fee (account 8H)	445,000	1,630,100	(1,185,100)	5,855,000	1,606,100	4,248,900	1,986,641	1,731,000	255,641
29	Auxiliary (account 8L)	(4,071,550)	(5,500,550)	1,429,000	(4,943,692)	(4,943,692)	-	(5,127,600)	(5,127,600)	-
30	Convocation Center (account 8M)	-	930,200	(930,200)	1,050,202	1,050,202	-	970,560	970,560	-
31	Inc./ (Dec.) in Net Assets (1-13)	(9,804,273)	(2,198,846)		51,933	(1,961,823)		(1,299,016)	(2,396,840)	
Adendum: Athletics General Fund Revenue and Expenditures from above										
32	GF Revenue (8)	1,448,000	2,017,158	569,158	1,867,000	1,753,862	(113,138)	1,682,000	1,433,613	(248,387)
33	LESS: GF Expenditures (16)	10,685,033	11,638,506	(953,472)	10,703,279	11,177,455	(474,177)	10,736,150	12,072,948	(1,336,798)
34	LESS: Athletic Scholarships (Part of 15 above)	6,941,000	6,257,212	683,788	7,231,000	6,816,226	414,774	7,097,000	7,398,678	(301,678)
35	Net Athletic Revenue (32-33-34)	(16,178,033)	(15,878,560)	299,474	(16,067,279)	(16,239,820)	(172,541)	(16,151,150)	(18,038,014)	(1,886,864)
36	Subsidy: % of Net Tuition & Fees (35/6)	9.13%	9.24%	0.11%	8.92%	9.44%	0.53%	8.86%	10.43%	1.57%

Note: For item 3B: "Student Credit Hours", Budgeted amounts were calculated using ratio of credit hours to Total Tuition + Fees from actual columns.

Appendix C: 2016 Student and Faculty Report on Athletic Spending

2016

Moving toward Financial Sustainability

Student & Faculty Report on the University
Budget

Robert Carpenter, Chair, Faculty Senate Budget
and Resources Committee
Howard Bunsis, Treasurer, EMU-AAUP
Judith Kullberg, President, Faculty Senate
Steven Cole, Student Body President

Eastern Michigan University
4/22/2016



The sharp decline in state government budgetary support for higher education over the last fifteen years has profoundly affected American universities, their students, and faculty. With states now providing only 21% of the funding for public higher education,¹ universities have raised tuition sharply. For example, from 2005-06 to 2015-16, in-state (Michigan) undergraduate tuition and fees increased an average of 73%.² Thus, students now pay for a much larger share of the cost of higher education, and they do so by taking on debt and/or working while enrolled. It is estimated that 80% of students now work an average of 19 hours per week while earning a degree,³ leaving much less time for study.⁴ Approximately 70% of students graduate with student loan debt, the average amount of which was \$28,950 in 2014.⁵ Given the pressures faced by students, it is not surprising that in a recent poll 80% of students reported feeling overwhelmed by stress, largely due to financial pressures, and 30% reported that such stress is negatively affecting their academic performance.⁶ In essence, students are paying more for college, but are benefitting less.

Faculty have also been negatively affected by decreasing state support. In Michigan, spending on instruction declined from 42% of total higher education expenses in 2002 to 37% in 2015.⁷ Most public colleges and universities have cut costs in a number of ways

¹ Per audited financial statements, this was exactly the percentage EMU received from the State of Michigan in 2015.

² IPEDES for 2005-06. *US News and World Report* for 2015-16.

³ Amy Langfield, "80 percent of college students chipping in for education." *CNBC*, Aug. 9, 2013. <http://www.cnbc.com/id/100952906>

⁴ Alexander C. McCormick, "It's about Time: What to Make of Reported Declines in How Much College Students Study," *Liberal Education* (Association of American Colleges and University), Vol 97:1 (2011).

⁵ "Project on Student Debt," Institute for College and Student Success. <http://ticas.org/posd/map-state-data-2015>

⁶ Megan Reed, "Stress in college: experts provide tips to cope." *USA Today College*, October 29, 2015. <http://college.usatoday.com/2015/10/29/college-student-stress/>

⁷ Higher Education Institutional Data Inventory for the Michigan Legislature.

that directly affect faculty: reducing the proportion of regular (tenured and tenure-track) faculty; increasing the share of courses taught by part-time and non-tenure track faculty; reducing the number, but increasing the size of classes; and cutting funding for academic programs and research (see Figures 1 & 2). With workloads increasing and institutional support for academic programs and research decreasing, professors are also experiencing stress and are much less satisfied with their jobs.⁸

Eastern Michigan University has not been immune from these trends. The university has experienced a significant decline in state funding, from over \$81 million in 2000 to \$72 million in 2015. On a nominal basis, the decline was 11%; on an inflation-adjusted basis, the decline is 37%⁹: state funding now comprises just 21% of total revenues, down from 37% in 2000. This drop has led to tuition increases, with a 7.8% jump in 2015 alone, as well as cuts to academic departments and programs, which are called on to do more with less.

Given the profound effects of the constrained fiscal environment on student and faculty lives and careers noted above, we – representatives of Student Government, EMU-AAUP, Faculty Senate, and the Faculty Senate Committee on Budget and Finances -- believe that students and faculty should be aware of, and involved in, decisions about the university budget. We have a shared goal in achieving a university budget that provides a high quality education at an affordable cost. To facilitate awareness and participation in the budgeting process, we are issuing this inaugural annual report.

⁸ David Kroll, "Top 10 reasons being a university professor is a stressful job," *Forbes*, January 5, 2013. <http://www.forbes.com/sites/davidkroll/2013/01/05/top-10-reasons-being-a-university-professor-is-a-stressful-job/#d15a84b563eb>

⁹ CPI-U Detroit from the Bureau of Labor Statistics.

This 2016 report focuses on what we believe to be one the most pressing issues facing Eastern Michigan University: athletic spending. Strict budget constraints have been placed on academic programs over the past five years, but it is apparent that the same fiscal discipline has not been applied to athletics. This disjunction between academic and athletic budgeting practices is cause for deep concern. As we will show below, spending on athletics is contributing to budget deficits, thus threatening the university's financial stability, as well as significantly diminishing the administration's commitment to the core academic mission.

The report first reviews the trend in athletic spending at EMU over the past decade. It then examines several aspects of current spending on athletics and considers the implications for students and faculty. The report concludes with general observations and recommendations for how the university can move toward financial sustainability of both athletic and academic programs, even in this period of near zero growth in the U.S. economy.

Trends in Athletic Spending at EMU

Athletic spending at EMU has increased over the past ten years from around \$20,000,000 in 2005 to over \$33,000,000 in 2015, an increase of over 65%. During the same time period, athletic revenues (through NCAA distribution, very small ticket sales, licensing, etc.) have declined from around \$10,000,000 to almost \$7,000,000. The combination of increased spending with declining revenues has led to an ever-increasing athletic budget deficit, which has grown from \$10,000,000 in 1995 to over \$27,000,000 in 2015 (see Figure 3).

One reason for the increased spending on athletics is the growing size of the athletic department staff. As the number of faculty declined from 688 to 678, the overall number of full time equivalent (FTE) athletic personnel climbed from 64 to 85.68 (between 2006-2007 and 2015-2016). There were ten more coaching positions and more than 11 “athletic personnel” added over the time period. The increase in number of coaches and personnel was thirty-four times greater than the increase in personnel in the entire university over the same time period (an increase of 15.78 FTEs or .9%, see Table 1 & Figure 4). The trend explains much of the rising cost of athletics, which experienced a 27% increase in spending while the instructional budget increased by only 5% (see Figure 5).

Over the past ten years the proportion of the athletic budget that is subsidized by the general fund (generated from tuition, fees, state of Michigan funding, etc.) has averaged over 84% (see Figures 6, 7, & 8). In a time when academic programs and student support services are being pushed to be “cost neutral” (i.e., the revenue they bring in is equal to the costs), there is no area on the academic side of the University with a remotely similar subsidy rate.

Current State of Spending on Athletics at EMU

From the most recent data available through USA Today’s database on athletic spending (<http://sports.usatoday.com/ncaa/finances/>) we see that 80% of EMU’s athletic budget in 2015 was subsidized by the core academic mission, which places it at 42nd out of the 231 Public Universities in the database. It should be noted that most of the Colleges and Universities above EMU in the rankings are smaller (e.g., New Jersey Tech, Delaware State, etc.) with athletic budgets that average less than half of EMU’s \$33,956,234. When

we look at the amount of subsidy in terms of dollars (\$27,309,988) EMU is 6th highest in the country. Comparing EMU with other Mid-American Conference (MAC) schools, EMU is 1st in the percent and amount of subsidy, well above the conference average of 69% (see Figure 7), and second in overall athletic spending (see Table 2). The recent trend is also alarming: from 2014 to 2015, total spending rose from \$30 million to \$34 million, and the subsidy increased from \$25 million to \$27 million (see Table 3). The total direct expenses (e.g., coaches and administrative salaries, team travel, uniforms, etc.) increased over \$2.6 million between 2014 and 2015 and indirect costs (e.g., scholarships, facilities, etc.) rose another \$1.2 million (see Table 4).

After examining the overall subsidy of athletics we decided to examine the university financial support by the cost per student over the past two academic years. In 2014, the amount of subsidy to the athletic program was over \$1,076 per student after accounting for direct and indirect athletic expenses and increased to \$1,227 for 2015 (see Table 5). If we break down the cost per student into what students paid out of pocket, through tuition and fees, and state of Michigan support, we find each student paid \$917 out of pocket to support athletics at EMU.¹⁰

Thus, the total cost of the athletics program to each student who completes a degree in four years is \$3668; for those who take five years to complete the degree, the cost is \$4585. Given that most students fund their college education through loans, and that the average student loan repayment period is 21 years, our students will be paying for athletics long after they graduate, and with interest, thus substantially raising the true cost to each

¹⁰ The State of Michigan chipped in an additional \$310 per student to support EMU athletics (almost 10% of EMU's total budget).

of them.¹¹ Thus, whether EMU can afford to subsidize athletics is not primarily a financial question, but an ethical or moral question. Should the university be saddling students with unnecessary debt for athletics programs that added little to no value to their education?

What Should We Do at EMU?

First, it is very important to contextualize this report within the overall University budget and declining support from the State of Michigan (again only 21% of costs in 2015) that has led to budgetary constraints on academic programs and student support services at our University. We believe athletics has a place at EMU, but believe subsidizing 80% of the cost of athletics is not aligned with budgetary expectations on the academic side of the institution. We need to find long-term solutions to ensure the financial viability of athletics and the university as a whole. What follows are key considerations that we believe would assist in “right-sizing” the athletic budget to be more aligned with practices used for the rest of the University.

1. The athletic department and ***ALL*** of its direct and indirect costs should be pulled out of the University’s general budget and be made a stand-alone auxiliary to facilitate budgetary transparency.
2. At this juncture there are a range of options that should be considered:
 - A. Keep things as they are and continue to increase athletic spending, siphoning resources from the core academic mission of our University to support athletics.
 - B. Athletic department spending should move toward the “average” (in terms of subsidy rate) of MAC Universities. If EMU were at the current average, the

¹¹ Allie Bidwell, “Student Loan Expectations: Myth vs. Reality,” *U.S. News*, October 7, 2014. <http://www.usnews.com/news/blogs/data-mine/2014/10/07/student-loan-expectations-myth-vs-reality>

University would save \$3.8 million. These funds could be used to strengthen the quality of academic programs and student support services. In conjunction with this option, EMU should convince the other MAC institutions to reduce the number of football scholarships from 85 to 50. If every institution in the conference went in this direction, it would greatly reduce the significant financial subsidies that all MAC institutions give to athletics. Trying to compete financially with the Big Ten is not feasible (see Figure 9)

- C. Eastern Michigan should drop Division I football, and join the Horizon League, where football is not required. EMU is comparable in size in terms of undergraduate enrollment, 4th out of 11 (see Table 6) instead of 10th of 12 in the MAC (see Table 7), and would remain at the bottom of either league in average basketball attendance (see Table 8). Eastern Michigan can play Division I-AA football, which would lead to a significant reduction in scholarships (from 85 to 55), and a significant reduction in coaches' salaries and travel costs (e.g., no longer would EMU pay for football players staying in hotels the night before home games, see Table 9). Alternatively, EMU can still play football, but at the Division II or Division III (non-scholarship) level within the Horizon League, which would save even more resources. The advantage of joining the Horizon League is EMU athletes could still compete at the Division I level in Olympic and other non-revenue sports, but spend much less (see Table 10). The only two issues of fit for EMU in the Horizon League would be women's gymnastics and men's wrestling. EMU would have to find affiliates to compete against as we currently do with swimming (due to the small number of MAC universities with

swim teams). Those sports do not cost much in terms of resources, and many of the athletes in those sports are paying (or partially paying) their own tuition. If those sports were eliminated, there would be a reduction in tuition revenue. In addition, by keeping these sports, EMU still supports the positive aspects of athletics, such as teamwork, discipline, and bringing the campus together.

- D. Eastern Michigan should join the Horizon League, but totally drop football. Even at the Divisions I-AA, II, or III levels, football is very expensive. Dropping football would save EMU \$2,891,818 in direct costs and approximately \$1,808,715 in scholarship costs (using average athletic awards, would save at least \$4.7 million, see Table 11). There are almost 100 Division I Universities without football programs that have very successful athletic programs. For example, just this year alone 13 of these Universities were represented in the field of 64 in the men's basketball tournament (Arkansas-Little Rock, Cal State Bakersfield, Florida Gulf Coast, Gonzaga, Green Bay, Iona, Providence, Saint Joseph's, Seton Hall, UNC-Asheville, UNC-Wilmington, VCU, Wichita State, Xavier,) and nine qualified for the women's basketball tournament (Belmont, DePaul, George Washington, Green Bay, Iona, San Francisco, Seton Hall, St. Bonaventure, UNC-Asheville). Four of these universities qualified for both the men's and women's basketball championship tournaments.

The option of EMU dropping sports completely is not one that we support. Though athletics is a significant drain on resources, and increases tuition for students and their families, the loss of tuition revenue from students in the non-revenue sports could hurt EMU financially, and moves us away from important values of teamwork, discipline, and community. A broader discussion should take place on campus on the role of athletics at EMU and whether it would be beneficial to consider moving EMU out of the MAC and into another league, such as the Horizon League (with Oakland University, etc.), that do not require fielding the most expensive team sports to be members of the league. In terms of sports being the “front porch” or the “window” to the university, that is just not the case at EMU. Our students and the academic programs these students participate in should always be the window to the core of Eastern Michigan University.

Appendix of Figures and Tables

All data sourced from USA Today and

Eastern Michigan Federal filing on athletics unless noted

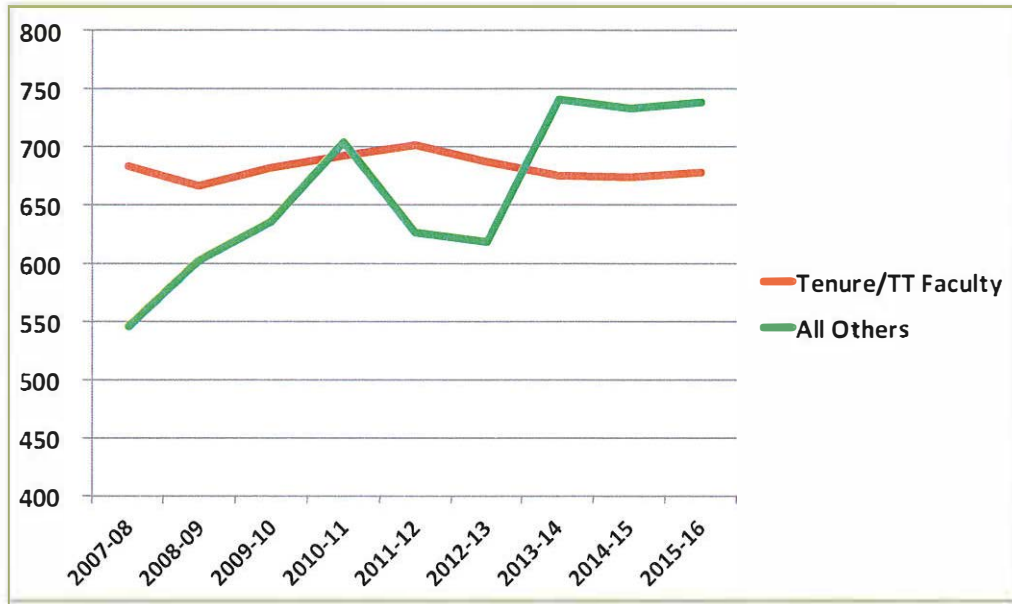


Figure 1. Nine year trend instructional mix at Eastern Michigan University (from Faculty Profiles).

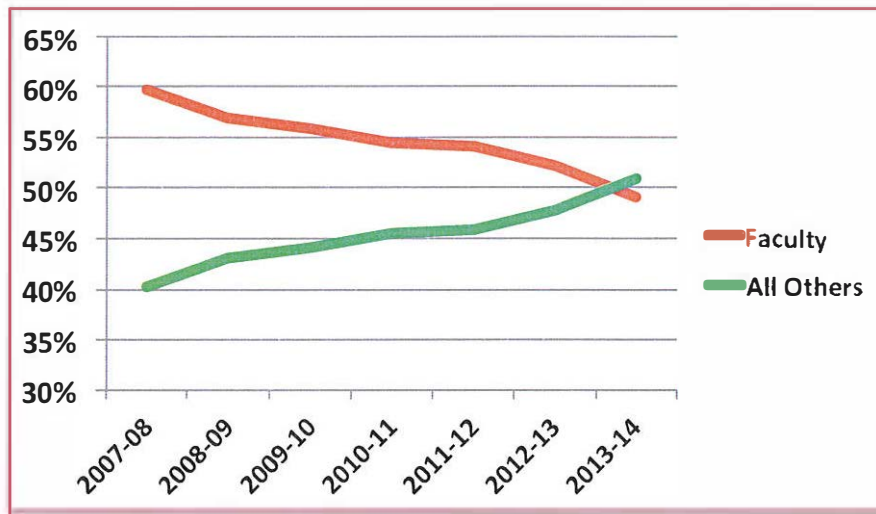


Figure 2. Percent of credit hours taught by faculty and others at EMU (source: Faculty Course assignments)

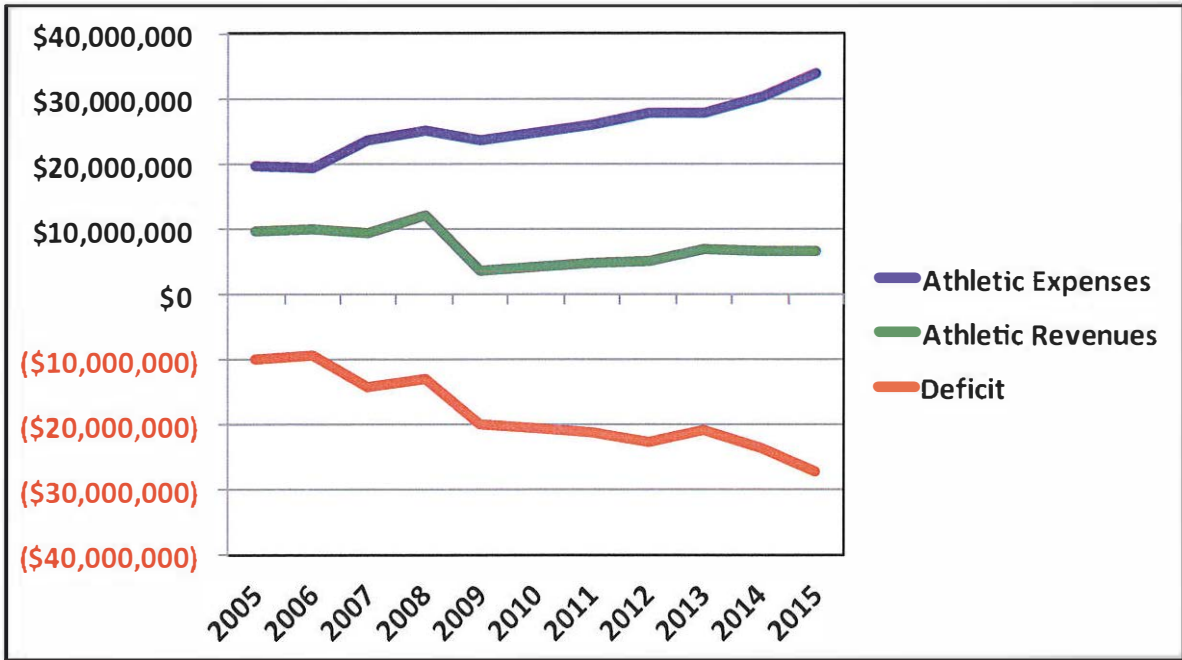


Figure 3. Ten-year trend in athletic expenses, revenues, and deficits at Eastern Michigan University.

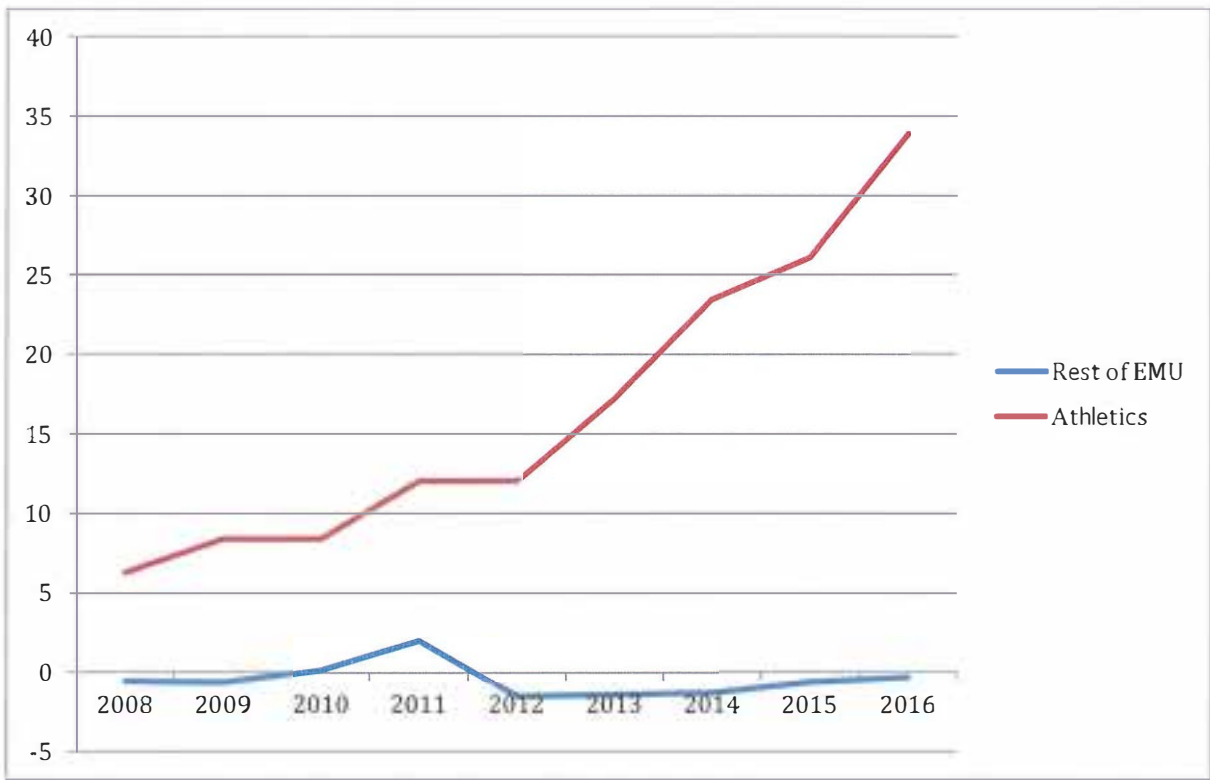


Figure 4. Percent change (from FY2007) in FTEs for athletics compared to the rest of EMU.

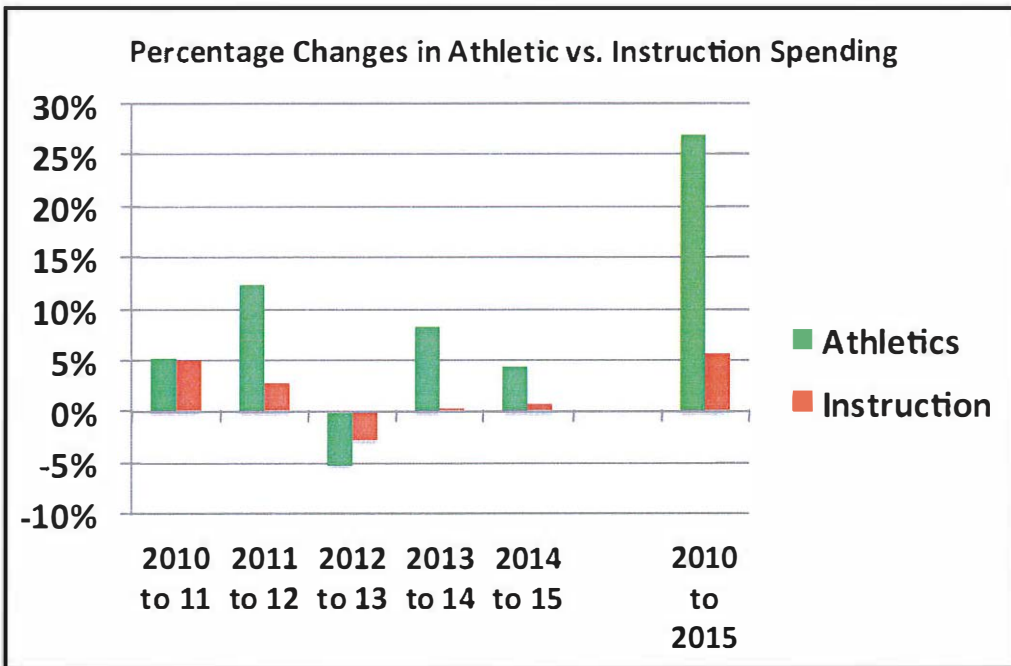


Figure 5. Percent changes in athletic vs. instructional spending.

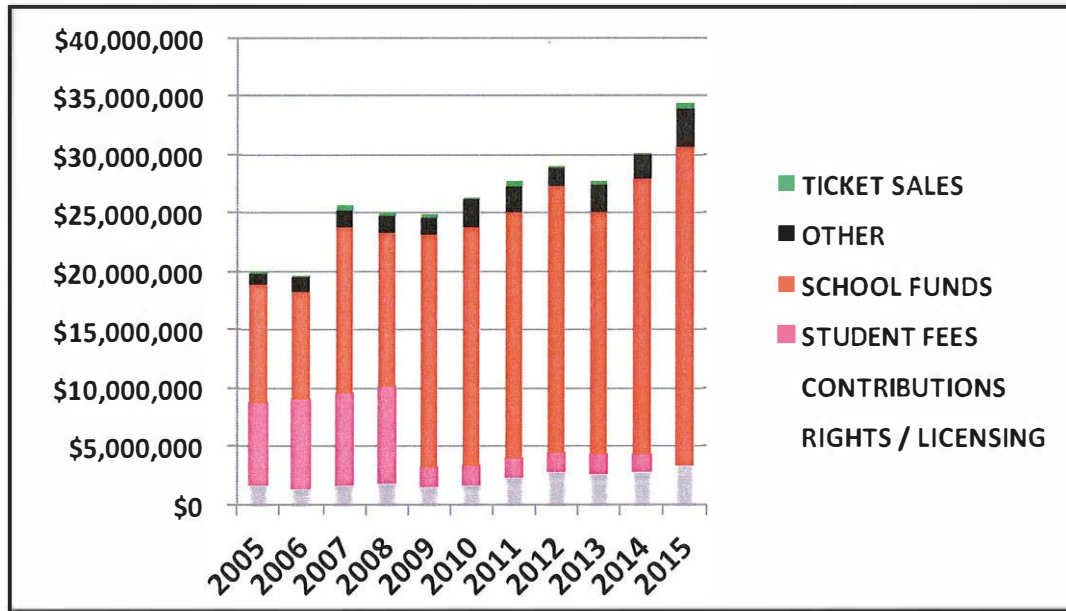


Figure 6. The revenue distribution of athletics over the last 11 years is reported below (Source: USA Today and NCAA Athletic Report submitted by Eastern Michigan University).*

* Note: The large red and pink bars in this table are the school funds, or the direct subsidy of athletics from the core academic mission. Why is the red bar so large? Because ticket sales and contribution revenues are very small. The little green blip at the top of each graph are ticket sales, and they are not nearly sufficient to prevent a large subsidy from the core academic mission to athletics.

Table 1

FTEs in General Fund Budgeted Personnel over the Past Ten Years

Fiscal Year	Total Personnel (All General Fund)		Athletic Coaches		Athletic Personnel		Total Athletic Staff	
	FTE	Salaries	FTE	Salaries	FTE	Salaries	FTE	Salaries
2015-2016	1,844.53	\$132,742,620	55.00	\$4,311,874	30.68	\$2,106,419	85.68	\$6,418,293
2014-2015	1,834.17	\$128,756,524	54.00	\$4,171,506	26.68	\$1,815,218	80.68	\$5,986,724
2013-2014	1,820.57	\$124,761,231	54.00	\$3,694,307	25.00	\$1,599,007	79.00	\$5,293,314
2012-2013	1,814.76	\$121,651,667	52.00	\$3,367,974	23.00	\$1,313,996	75.00	\$4,681,970
2011-2012	1,809.49	\$120,272,711	49.00	\$3,279,808	22.67	\$1,306,290	71.67	\$4,586,098
2010-2011	1,871.60	\$118,906,320	48.00	\$3,046,439	23.67	\$1,318,701	71.67	\$4,365,140
2009-2010	1,836.71	\$113,597,748	46.00	\$2,802,469	23.34	\$1,271,480	69.34	\$4,073,949
2008-2009	1,822.76	\$107,938,634	46.00	\$2,546,580	23.34	\$1,223,200	69.34	\$3,769,780
2007-2008	1,822.78	\$104,299,326	46.00	\$2,421,977	22.00	\$1,107,458	68.00	\$3,529,435
2006-2007	1,828.75	\$101,654,817	45.00	\$2,308,631	19.00	\$899,519	64.00	\$3,208,150

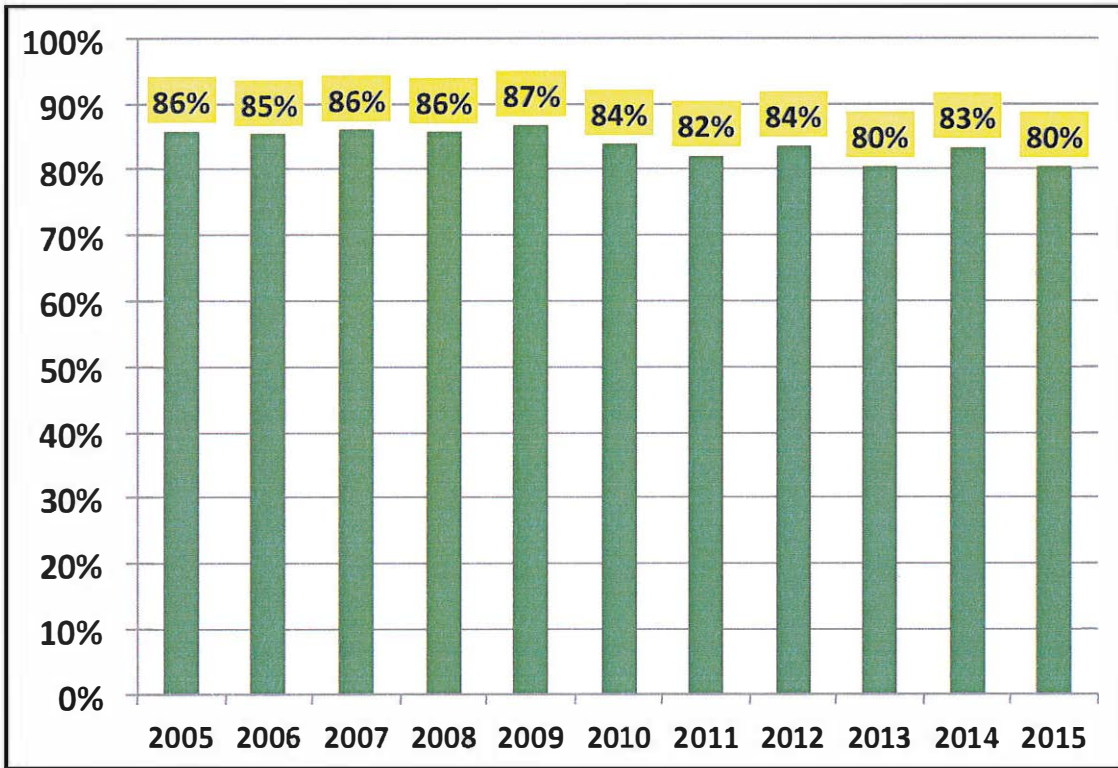


Figure 7. Percent of EMU athletic budget paid for (or subsidized) by the rest of the university.

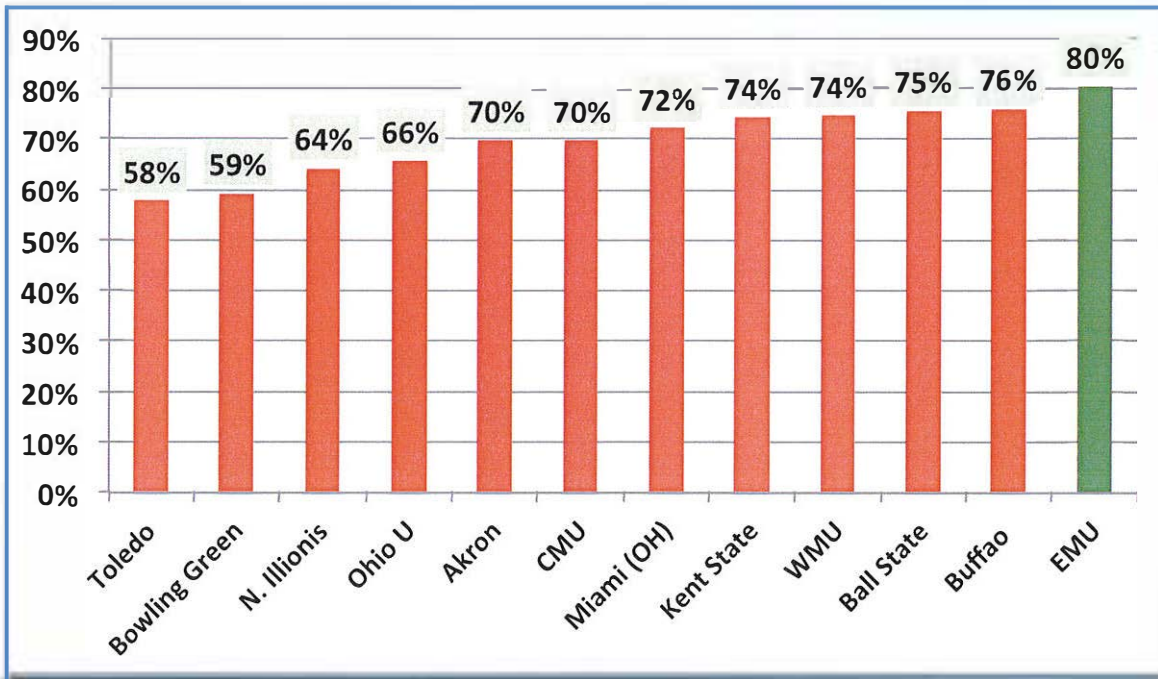


Figure 8. The proportion of subsidization of the athletic budget at EMU compares to other Mid-American Conference (MAC) universities (source: USA Today for 2015).

Table 2

Spending and Subsidy Comparison for the MAC in 2015

University	Athletic Spending	Subsidy in Dollars	Subsidy Percent
Western Michigan	\$34,698,711	\$25,839,878	74%
Eastern Michigan	\$33,956,233	\$27,309,988	80%
Miami (Ohio)	\$33,119,460	\$23,857,893	72%
Buffalo	\$32,181,552	\$24,353,178	76%
Akron	\$31,771,467	\$22,118,580	70%
Ohio University	\$28,709,413	\$18,810,082	66%
Central Michigan	\$27,862,443	\$19,408,633	70%
Northern Illinois	\$27,634,930	\$17,721,433	64%
Toledo	\$26,503,340	\$15,267,544	58%
Kent State	\$25,908,848	\$19,204,708	74%
Ball State	\$22,800,600	\$17,177,535	75%
Bowling Green	\$21,824,966	\$12,907,708	59%
Average w/o EMU	28,455,975	19,697,016	69%

Table 3

The Break Down of Athletic Revenue and Support from the Academic Side of the University

	2014	2015
Football	\$79,920	\$414,544
Men's Basketball	\$51,889	\$53,197
Women's Basketball	\$12,003	\$6,981
All other sports	\$4,926	\$13,985
Total Ticket Sale Revenue for All Sports	\$148,738	\$488,707*
Ticket Sales	\$148,738	\$488,707
Game guarantees	\$1,663,750	\$2,070,170
Contributions	\$523,811	\$431,502
Media Rights	\$0	\$142,500
NCAA and Conference distributions	\$2,250,161	\$2,766,577
Program sales, concessions, parking	\$1,155	\$1,585
Royalties and licensing	\$3,363	\$3,928
Sport camp revenues	\$203,793	\$193,981
Investment income	\$50,601	\$19,109
Other revenues	\$152,443	\$528,186
Total Direct Revenues	\$4,997,815	\$6,646,245
<i>Support from the Academic Side</i>		
Student Fees	\$1,572,843	\$0
Direct institutional support **	\$17,136,124	\$18,110,906
Indirect institution support	\$6,374,741	\$9,199,082
Total Academic Side Support	\$25,083,708	\$27,309,988
Total Revenues and Support	\$30,081,523	\$33,956,233

*Note. This amount includes funds paid by Pepsi for "seats" at athletic events in return for their vending contract throughout campus.

**Note. This amount includes tuition and direct support from the state of Michigan

Table 4

The Breakdown of Athletic Expenses

	2014	2015
<i>Direct Cash Expenses</i>		
Guarantees (paid to non-Division 1 schools)	\$566,500	\$397,000
Coach's Salaries and Benefits	\$4,335,236	\$5,630,342
Athletic Administrative Salaries and Benefits	\$2,938,176	\$3,218,159
Severance Payments	\$251,129	\$0
Recruiting Expenses	\$190,010	\$565,997
Team Travel	\$1,388,023	\$2,073,095
Team Uniforms and Supplies	\$1,097,950	\$1,255,874
Game Expenses	\$464,955	\$641,883
Marketing and Fundraising Expenses	\$1,138,477	\$867,647
Sports Camp Expenses	\$105,214	\$215,939
Direct Facilities Costs	\$766,197	\$1,300,997
Spirit Group	\$24,566	\$49,150
Direct Overhead	\$0	\$684,460
Medical Expenses	\$711,587	\$589,407
Membership Dues	\$428,628	\$281,464
Other Expenses	\$1,289,904	\$595,634
Total Direct Expenses:	\$15,696,552	\$18,367,048
<i>Indirect Expenses</i>		
Student Athlete Aid	\$8,010,230	\$7,898,085
Indirect Institution Support*	\$6,374,741	\$7,898,085
Total Indirect Expenses	\$14,384,971	\$15,589,186
Total Revenues and Support	\$30,081,523	\$33,956,233

*Note. "Indirect institutional Support" includes: 1) allocation for institutional administrative cost; 2) facilities and maintenance; 3) grounds and field maintenance; 4) security; 5) risk management; 6) utilities; 7) depreciation; and 8) debt service.

Table 5

Cost of the Athletic Deficit per Student

	2014	2015
<i>Direct Revenues and Expenses</i>		
Total Direct Revenues	\$4,997,815	\$6,646,245
Total Direct Expenses	\$15,696,552	\$18,367,048
Direct Deficit	<u>(\$10,698,737)</u>	<u>(\$11,720,803)</u>
<i>Indirect Revenues and Expenses</i>		
Indirect Revenues	\$0	\$0
Indirect Expenses	\$14,384,971	\$15,589,186
Indirect Deficit	<u>(\$14,384,971)</u>	<u>(\$15,589,186)</u>
Number of Students (Fall Headcount)	23,317	22,261
Direct Deficit per Student	(\$459)	(\$527)
Indirect Deficit per Student	(\$617)	(\$700)
Total Cost of Athletics <u>per</u> Student	<u>(\$1,076)</u>	<u>(\$1,227)</u>

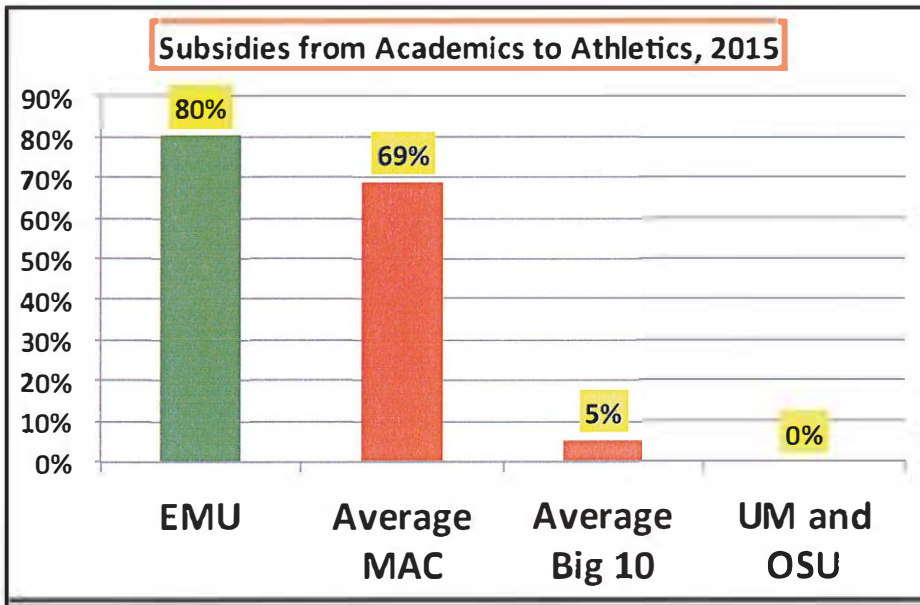


Figure 9. Comparing EMU and the MAC to the average for the Big 10 overall and the University of Michigan and Ohio State University specifically (source: USA Today for 2015).

Table 6

*Comparing EMU to Horizon League Universities in Undergraduate Enrollment for 2015
(source: EADA -Equity in Athletics Data Analytics, from the US Dept. of Education)*

University	Undergrad Enrollment (FTE)
University of Wisconsin - Milwaukee	18,448
University of Illinois Chicago	15,397
Northern Kentucky	12,809
Oakland University	12,407
Wright State	10,653
Youngstown State	8,693
Cleveland State	8,578
University of Wisconsin - Green Bay	4,197
Valparaiso	3,128
University of Detroit Mercy	2,100
Current Horizon League Average	9,641
Eastern Michigan	12,938

Table 7

Comparing EMU to MAC Universities in Undergraduate Enrollment (source: EADA)

University	Undergrad Enrollment (FTE)
Kent State	18,539
Buffalo	17,991
Central Michigan	17,860
Ohio University	16,986
Western Michigan	15,581
Akron	15,078
Miami (Ohio)	15,029
Ball State	14,913
Norther Illinois	13,467
EMU	12,938
Bowling Green	12,901
Toledo	12,699

Table 8

Comparing EMU to MAC and Horizon League Universities in Average Attendance at College Basketball in 2014

University	2014 Average	Conference
<i>Regular Season Games</i>	6,124	MAC
Ohio University	6,124	MAC
Toledo	5,002	MAC
Wright State	4,117	Horizon
University of Wisconsin - Green Bay	3,979	Horizon
Akron	3,609	MAC
Buffalo	3,486	MAC
Ball State	3,066	MAC
University of Illinois Chicago	3,010	Horizon
Kent State	2,934	MAC
University of Wisconsin - Milwaukee	2,847	Horizon
Valparaiso	2,833	Horizon
Western Michigan	2,675	MAC
University of Detroit Mercy	2,472	Horizon
Youngstown State	2,326	Horizon
Cleveland State	2,236	Horizon
Oakland University	2,142	Horizon
Northern Kentucky	1,845	Horizon
Bowling Green	1,759	MAC
Central Michigan	1,694	MAC
Miami (Ohio)	1,201	MAC
Northern Illinois	1,012	MAC
Eastern Michigan	901	MAC
<i>Conference Tournament Games</i>		
Horizon	3,542	
MAC	3,026	

Table 9

*Comparing EMU to Horizon League Universities in Athletic Spending in 2015**

University	Athletic Spending	Subsidy in Dollars	Subsidy Percent
University of Illinois-Chicago	\$16,217,206	\$12,450,059	76%
Youngstown State	\$14,946,755	\$10,734,826	72%
Oakland	\$14,138,441	\$11,441,310	81%
University of Wisconsin-Milwaukee	\$12,916,898	\$11,015,201	80%
Cleveland State	\$11,827,556	\$9,656,532	82%
Wright State	\$11,663,355	\$8,388,880	79%
University of Wisconsin-Green Bay	\$8,516,931	\$5,207,211	60%
Public Horizon League Averages	\$12,889,592	\$9,842,003	76%
Eastern Michigan	\$33,956,234	\$27,309,988	80%

* *Note:* Not all Horizon League members are public Universities and only the public Universities are included in the USA Today data.

Table 10

Comparing the Sports Played by Horizon League Members (10 institutions) to Sports Currently Played at EMU

Sport	Currently Played at EMU?			
	Women	Men	Women	Men
Softball/Baseball	9	7	yes	yes
Basketball	10	10	yes	yes
Track	10	9	yes	yes
Golf	8	8	yes	yes
Soccer	10	9	yes	
Swimming	8	7	yes	yes
Tennis	10	8	yes	
Volleyball	9	0	yes	
Fencing	2	2		
Football*	0	2		yes
Gymnastics	1	0	yes	
Wrestling	0	1		yes
Skiing (co-ed)	1	1		
Bowling	2	0		
Lacrosse	2	0		

*Note: Valparaiso and Youngstown State play FCS football (one level below MAC)

Table 11

EMU Undergraduate Scholarships by Category

Scholarship	2015 Students	Total EMU Funds	Average Award
Education First	1,192	\$7,131,211	\$5,983
Emerald	4,861	\$18,723,100	\$3,851
National Scholars	370	\$5,675,111	\$15,339
Athletic	417	\$8,881,210	\$21,279

Appendix D: Response to the Provost Office's Comments on 2016 FSBC Recommendations

Faculty Senate Budget Committee's Response to the Provost's Office written response to our Recommendations within our 2015-2016 Annual Report

In April, 2016 we, the Faculty Senate Budget Committee (FSBC) produced a report to the Faculty Senate that detailed our perception of the current state of the academic affairs budget at Eastern Michigan University (EMU). At the beginning of this academic year we requested a written response from the Provost's Office on our budget recommendations outlined in the report. What follows are our recommendations from the report (in bold), the Provost's Office response to each of the recommendations, and our response. Our general impression of the responses was there was too much attention focused on costs with little consideration for the revenue side of the budgetary equation.

Recommendation 1: Continue to use previous FY actuals and five-year averages to build each budget. Alignment between the budget and actuals is strong on the cost side of the equation, but the revenues, generated from credit hour assumptions, have been off over 2% for the last three FYs. This creates a deficit in each budget that is difficult to remedy during the FY. Note: The primary focus on cost (though cost per credit hour comparisons) and not on revenue may explain some of the discrepancy between budget and actuals as potential credit hour generation opportunities are missed due to the cost (see recommendation 5).

Provost's Office: This recommendation continues to be enacted. The FY16 actual student credit hours (SCH) was 505,000. The FY17 forecast model used targets for new student enrollments from Enrollment Management, prior-year averages for retention and credit hours per student, and actual prior-year summer credit hours. The FY17 credit hour forecast is 495,000 SCH. The budget was built at 495,000 SCH.

FSBC Response: *We are pleased to hear of the change in budgeting and the use of actuals instead of previous year budgets. We would like to use this practice as a basis for creating multi-year budget projections in the coming years.*

Recommendation 2: Recruiting should target both the number of students AND the financial aid budget when offering financial packages to potential students. The focus on the goal of 2,800 new FITIACs for FY16 led to an over spending of \$3 M in the financial aid budget. As part of this recommendation it is important to evaluate the overall impact of the aggressive use of financial aid for recruiting FITIACs and create an "optimal discount rate" based on best practices. The fact that discounts have outpaced revenue generation by almost \$1 M between FY12-FY15 shows the policy is a net financial loss for the University and likely led to the unprecedented increase in tuition and fees (7.8%) in FY16.

Provost's Office: This recommendation continues to be enacted. The new student enrollments from Enrollment Management are used in a model to forecast the financial aid budget. This model uses actual retention and yield rates from the previous year and average aid per student to forecast the financial aid budget.

FSBC Response: *The recommendation was specific to FTIACs and the Provost's Office response doesn't appear to address this. We hope to continue working on this in the future.*

Recommendation 3: The University should set a goal for the percentage of courses taught by full-time faculty and use this goal when planning each FY budget. The University prides itself on the direct faculty involvement with undergraduate and graduate students and over 60% of courses were taught by full-time faculty as recently as FY08. We suggest the University adopt the goal of a current/former EMU President of having 66% of all courses taught by faculty.

Provost's Office:

Official response from 10/17/16: The Provost's office believes more discussion needs to occur before considering such a goal.

Setting a goal for the percentage of courses taught by full-time faculty also involves defining a "course", setting goals for course/section enrollment caps and the number of sections offered.

Consider the following calculation:

Assume: A "course" is defined as a three-credit-hour section with 25 students. The "course" generates 75 SCH.

In FY16, EMU generated 505,000 SCH. Based on the assumption, there were 6,733 "courses" taught in FY16. It is suggested in the report that faculty should teach 66% of the courses, thus there were 4,489 "courses" taught by faculty.

A "full-time faculty" member by contract teaches 4 "courses" in the Fall, 4 "courses" in the Winter, and 2 "courses" in the summer. A total of 10 "courses" per fiscal year.

Based on this calculation, the number of "full-time faculty" should be 450.

Follow up response sent this morning (11/16/16):

(We) did NOT in any way indicate that the result of this simple mathematics was a statement for determining the number of faculty at EMU.

FSBC Response: We agree more discussion is needed given the Provost's Office response to recommendation 3. The Provost's Office overly-simplistic "consideration" appears more provocation than communication and frames the argument more in terms of a community college environment (where all credits are assumed to be lower-level undergraduate courses) than a comprehensive university such as EMU. Adjusting the basic assumption that all courses are undergraduate and acknowledging the 18% of our students who are in graduate programs (courses that typically have lower caps than undergraduate courses) would lead to a larger number of courses. Let's assume the graduate course caps are 20 per class (note, this does not reflect lower caps for doctoral courses). This shift would lead to an increase in the number of "courses" taught by faculty to 4,647. It should be emphasized that this number is the MINIMUM number of courses necessary to serve 505,000 SCH and thus assumes ALL courses are completely filled. If we apply a very conservative "fill-rate" of 90% to the equation the number of courses increase to 5,163. The final assumption, that faculty teach 10 courses a fiscal year (4 fall, 4 winter, and 2 summer) by contract, does not account for course equivalencies and the significant cuts in summer course offerings. Once these factors are included in model a more realistic number of courses taught by faculty is 7 over a fiscal year (3 fall, 3, winter, and 1 summer). Using 7 courses instead of 10 leads to a calculation that we need 738 faculty to reach the 66% goal (again, assuming all courses are 90% full).

In closing, we agree much more discussion is required on this issue and we look forward to working with the Provost's Office to resolve this in the near future. We strongly believe that those discussions need to include the revenue side of the equation and reflect EMU as a comprehensive Research 3 University. Upper division and graduate courses at comprehensive universities are by nature smaller and more intensely focused on faculty mentorship of students and the added cost is offset by the higher tuition charged to students.

Recommendation 4: The budget committee and faculty hiring committee of the Faculty Senate should work with the Provost's office to improve the transparency of the decision making for prioritizing new faculty hires. The use of "feel" to evaluate how many requested lines a college should be given is incongruent with the expectations of how financial decisions are made at other levels of the institution.

Provost's Office: As the current process is relatively new, it is useful to outline the current decision-making process:

The department priorities submitted by the Department Heads are expected to be determined by the Department Heads with input from the appropriate departmental/school input bodies.

The college priorities submitted by the Deans are expected to be determined by the Deans with input from the appropriate college input bodies.

At the Provost's level, the process begins with the submission of the college priorities for new faculty lines to the Provost's Office during the week before Winter Break. After Winter Break, the college priorities are given to the faculty hiring committee with input expected at the beginning of April. The Provost's Office announces its recommendation later in April.

It has been the practice of the Provost's Office to follow the prioritized rankings of new faculty lines as provided by the Deans, with few exceptions.

FSBC Response: Our understanding is that the process described by the Provost's Office has not been implemented up to this point. Considerably more work and discussion is needed to make the process transparent and operational. It should be noted that this is contractual based on the last AAUP-EMU agreement.

Recommendation 5: Summer budgets should be more flexible and allow for a more entrepreneurial approach by colleges and departments to make more sections available if they believe the sections would make money. The result, while increasing costs perhaps above budget, is likely higher credit hour projection which would increase revenue and drive down cost per credit hour calculations.

Provost's Office: As federal financial aid now limits students to courses in the Fall and Winter semesters, the number of students taking Summer courses has greatly declined. Many EMU students cannot afford to take Summer courses.

Colleges and Departments should be examining in detail their course offerings so that students are not expected to take courses in the summer in order to complete their programs, unless the program is clearly described as a "full-year program". Few, if any, undergraduate programs would be "full-year programs". Colleges and departments should be creating course-offering schedules that are 3-5 years in length in order for students to map their path to completion based on the offerings.

FSBC Response: The Provost's Office response seemed at odds with conversations we engaged in last year (see minutes from the January 20th and February 3rd FSBC meetings). The response also seems to conflict with the response to recommendation 3 (with faculty teaching two courses each summer by contract). The FSBC vehemently disagrees with the implication embedded in the Provost's Office response to this recommendation which suggests doing away with summer courses. While we agree some summer

decline can be attributable to the change in Pell grants (with 44% of our undergraduate students Pell eligible) we'd be remiss if we didn't include other factors that we believe figure more prominently; in particular the decline in the number of summer courses offered that affect the 56% of our undergraduates who are not eligible for Pell and 100% of are graduate students (who, by program definition, are not eligible). The shift toward budget decisions only focusing on cost with no consideration for the revenue generated by the course (e.g., tuition differentials between for upper division and graduate courses) frame summer semesters as cost to cut rather than a revenue opportunity. That said, the costs incurred by offering a summer course are much lower than courses over the traditional academic and the marginal rate of return is much higher. We recommend the Provost's Office re-examine our recommendations from January 2015 and adopt budgeting practices that considers BOTH cost and revenue when making budget decisions.

The enrollment model embedded in the Provost's Office response does not reflect the reality that our average undergraduate student takes 12 credit hours per semester fall and winter and need to take summer courses to graduate in a timely manner. Elimination of summer courses would significantly delay their graduation and likely lead students to choose other institutions that do offer summer courses. The response also does not acknowledge the fact that EMU is not a community college, but rather a comprehensive university that includes graduate programs. Graduate students are not eligible for Pell grants and thus are unaffected the change in federal policy. Many of our graduate students MUST take courses over the summer either to complete their program in a timely manner or because of their work schedules (e.g., teachers).

Recommendation 6: As mentioned in recommendations 7 and 8 from 2015, the large deficit and lack of budget discipline in the Athletics department is placing a tremendous burden on the overall budget performance of EMU and on the students who subsidize the athletics deficit through the tuition and fees they pay. Addressing these burdens requires immediate attention.

Provost's Office: This recommendation should be made to the University Budget Council.

FSBC Response: While we understand Athletics and other auxiliaries are outside of the purview of the Provost's Office, budgetary decisions made regarding these areas do significantly affect academic programs at EMU. We urge the Provost's Office to be a strong advocate for the academic mission of our institution when engaged in budgetary negotiations that include these auxiliaries.

Recommendation 7: When cuts are necessary to balance the budget they should focus first on areas that are losing substantial sums of money (e.g., Athletics) rather than privatizing parts of the University that are not a financial drain on the general fund. For example, the state of Michigan experienced substantial problems (and financial loss) when they outsourced food service in prisons (https://www.google.com/?gws_rd=ssl#q=michigan+prison+food+service). We believe it is unsound financial stewardship and reflects poorly on the University when cuts are targeted toward loyal employees with long-standing ties to the University in areas that are breaking even or bringing in a small profit instead of areas of the University that receive substantial subsidy from the general fund.

Provost's Office: This recommendation should be made to the University Budget Council.

FSBC Response: Again, we understand Athletics and other auxiliaries are outside of the purview of the Provost's Office, but budgetary decisions made regarding these areas do significantly affect academic programs at EMU. We urge the Provost's Office to be a strong advocate for the academic mission of our institution when engaged in budgetary negotiations that include these auxiliaries.

Appendix E: Summary Analysis of SCH, Revenue, and Expenses

Summary Analysis of Five Years of Student Credit Hours, Revenue, and Expenses

By the Faculty Senate Budget Committee

Analysis

- While student credit hours declined over 36,000 (-6.8%, see table 1, page 4) between FY12 and FY16 gross revenues increase over \$17.3 million (+10.8%, see table 2, page 4).
- College expenses were relatively flat over the same time period only increasing by 2.5% (just over \$3 million, see table 3, page 4).
- Financial aid increased almost \$20 million over the same time period (+61.6%, see table 4, page 4).
- Part of the reason financial aid was increased over 61% was to increase the size of the FTIAC classes starting in FY13 to fill the dorms and increase dining contracts leading to additional \$10 million in revenues for both of these areas.
- A revenue/cost per SCH ratio shows the effect of increased revenue and constrained costs simultaneously with an 8.2% increase in the ratio over the past five fiscal years (see table 3, page 5).

Conclusions

- Tuition increases have offset the credit hour decline in terms of gross revenue.
- College expenses have been held tight (contrary to other areas of the university) with increases that don't cover inflationary costs over the same five-year period (+2.5% in cost, while the inflation rate over the same period was approximately 6%).
- Both cost and revenue should be considered when making budgetary decisions in the future and the revenue/cost ratio in table 3 (page 5) could serve as a model for how to capture both simultaneously.
- The use of financial aid to increase the number of FTIACs has benefited, in terms of gross revenue, both the academic and auxiliary areas of the university, but the cost of financial aid is borne solely by the academic side of the equation. The result is the appearance that the academic side of the University has declined in net revenue in the past five years (-87.4%, see table 5, page 4) because the additional \$10 million in housing and dining is not included in the equation. If the University chooses to use financial aid incentives to bring in larger FTIAC classes to increase housing and dining revenues then the University also should provide additional calculations to account for the revenue and/or expenses to ensure more accurately reflect the financial benefit to the University.

Analysis of College Revenue FY12-FY16

Purpose: The Faculty Senate Budget Committee has requested the amount of revenue generated by the colleges over the previous 5 years.

Method: EMU's rate schedule for courses is "ala carte" - the amount charged depends on the course. Since EMU does not track the actual revenue generated by individual courses, the revenue generated by each college must be calculated based on student credit hours (SCH).

Official SCH by level and college are found on the IRIM website. EMU's rate schedule is approved by the BOR in June each year.

Financial Aid is centrally tracked - UG aid in Financial Aid and Grad/Doc aid in the Graduate School. Financial Aid is not tracked by course and thus cannot be tracked by college without looking at individual students and the courses they completed.

Assumptions: SCH recorded in a college's course offerings are charged at the published BOR rates.

SCH generated outside the colleges are not included in the college calculations. The expenses for these courses are also not recorded in the colleges. In FY16, there were 3,620 SCH (less than 1%) generated outside the colleges.

Revenue generated by the colleges only includes in-state tuition and program fees. Program fees vary by course level. As well, program fees at the Undergraduate level also vary by college and programs within colleges. These variations are included in the calculation. Program fees at the Graduate level were rolled into tuition in FY16 and a differential tuition for graduate programs was created. Differential tuition is not included in the calculation and revenue generated by differential tuition is placed in college designated accounts outside the General Fund.

The out-of-state tuition differential is not included in the revenue calculation. Note beginning in FY15, all Graduate Assistants and Doctoral Fellows were charged in-state tuition rates. Looking ahead, in FY17 the out-of-state differential is removed for all domestic students.

Mandatory fees are not included in revenue calculation. In FY16, mandatory fees were \$47.50 per SCH and generated about \$23.8M in revenue on 501,487 SCH. Other fees are not included in the revenue calculation.

Figure 1: SCH, Revenue and Expenses of the colleges over the 5 year period between FY12 and FY16. Financial Aid (discount) is also shown. In FY16 the colleges generated \$177.0M in revenue from tuition and program fees on 501,487 SCH. EMU discounted the price of those SCH by \$52.0M. Total college expenses were \$127.6M, resulting in a net position of -2.6M.

The need for the 7.8% tuition increase in FY16 is seen when noting the decrease in FY15 of Gross Revenue despite a 3.95% tuition increase due to the large drop in SCH (over 20,000 SCH). When coupled with increasing expenses, the net position of the colleges becomes negative in FY15, meaning the colleges are being subsidized by other revenue sources outside of tuition and program fees.

The impact of the 7.8% tuition increase in FY16 on Financial Aid is substantial, and while the tuition and fee increase generated an additional \$10M in gross revenue the increase in financial aid (discounting) of almost \$8M resulting in only small gains in net revenue as SCH continued to erode.

Figure 2: Calculations from Figure 1 were used to examine gross revenue per SCH for each college, cost per SCH, and a ratio of revenue per SCH to cost per SCH was created.

Figure 3-7: Details of the calculation in Figure 1 are shown for FY12-16 by college. SCH are recorded at the Lower UG (000-299), Upper UG (300-499), Grad (500-699) and Doc (700-999) levels. Note the Physician's Assistant program in CHHS began in FY14 and its courses span two levels: the 600 level (Grad) and 700 level (Doc). Using the BOR approved rates for tuition and program fees, the revenue for each college is calculated. In CAS and CHHS there were 2 different program fee rates in FY12-14 so the UG Upper and Grad revenue is calculated using the different rates and department level SCH. There are no program fees at the graduate level beginning in FY15.

Comments: Over the last 5 years, the colleges have seen a decrease of 36,363 SCH (-6.8%). The largest percent decrease has been at the Grad (-11.3%) and the Doc (-26.2%) levels.

However, during this same period, tuition and program fee revenue increased by \$17.3M (+10.8%). The increase is due to tuition and program fee increases, primarily the 7.8% tuition and fee increase in FY16.

State appropriations to the University were cut by \$11 million in FY12 (compared to FY11) and the University is still not (even in FY17) at the FY11 level of funding from the state.

Over the same period, college expenses increased by \$3.1M (+2.5%).

Financial Aid (discounting) has increased by \$19.8M during this same time period (+61.6%). In FY13 EMU began an aggressive enrollment plan targeting FTIAC enrollment via discounting. In the 5 years before FY13, the average FTIAC class was 2,208 students. In the 5 years since, the average FTIAC class increased to 2,729 students - an increase of 521 students (23.6%). These additional 521 students each year over a six-year period are estimated to add over 42,000 SCH to a given year, thus in FY16 would generate \$15M in tuition and program fee revenue plus \$2M in mandatory fees. Likewise, as FTIACS tend to live on-campus, 521 additional students would generate at least an additional \$10M in housing and dining revenue per year depending on how many of the FTIAC cohorts since FY13 (freshman, sophomores, juniors, and seniors) live on campus. When all revenue sources are included, the increase in Financial Aid has resulted in net revenue for EMU. In addition, the University has intentionally used Financial Aid to target stronger academically prepared students, with HS GPAs increasing .20 between FY12 and FY16 to 3.27 and average ACT scores increasing .93 to 22.1 over the same time period.

Figure 1: Summary Sheet

Table 1. Student Credit Hours (SCH)

College	FY12	FY13	FY14	FY15	FY16	5-year	Percent
CAS	323,994	323,624	319,010	300,678	294,285	-29,709	-9.2%
COB	62,028	59,641	60,132	60,740	61,185	-843	-1.4%
COE	53,681	48,796	45,564	42,137	38,133	-15,548	-29.0%
CHHS	64,348	69,241	71,201	71,716	74,912	10,564	16.4%
COT	33,799	34,203	33,879	33,906	32,972	-827	-2.4%
Total	537,850	535,505	529,786	509,177	501,487	-36,363	-6.8%

Table 2. Gross Revenue (Tuition and Program Fees)- calculated

College	FY12	FY13	FY14	FY15	FY16	5-year	Percent
CAS	\$88,201,496	\$90,765,803	\$92,568,740	\$90,403,002	\$95,241,572	\$7,040,077	8.0%
COB	\$20,290,214	\$20,039,526	\$21,000,228	\$21,942,701	\$23,746,304	\$3,456,090	17.0%
COE	\$19,941,629	\$18,734,389	\$18,157,774	\$17,233,820	\$16,756,393	-\$3,185,236	-16.0%
CHHS	\$20,553,899	\$22,765,846	\$24,185,478	\$25,472,053	\$29,030,661	\$8,476,762	41.2%
COT	\$10,706,393	\$11,140,748	\$11,286,719	\$11,637,707	\$12,245,352	\$1,538,959	14.4%
Total	\$159,693,630	\$163,446,311	\$167,198,940	\$166,689,283	\$177,020,282	\$17,326,652	10.8%

Table 3. Expenses

College	FY12	FY13	FY14	FY15	FY16	5-year	Percent
CAS	63,321,300	61,935,988	61,016,944	61,574,984	62,612,120	-\$709,180	-1.1%
COB	17,271,188	17,209,858	17,841,133	19,049,760	19,534,466	\$2,263,278	13.1%
COE	16,455,471	15,486,740	14,928,034	13,373,468	12,772,316	-\$3,683,155	-22.4%
CHHS	16,791,746	17,582,666	18,700,600	20,456,657	22,249,929	\$5,458,183	32.5%
COT	10,716,087	10,700,584	10,183,253	10,957,707	10,458,453	-\$257,634	-2.4%
Total	124,555,792	122,915,836	122,669,964	125,412,576	127,627,284	\$3,071,492	2.5%

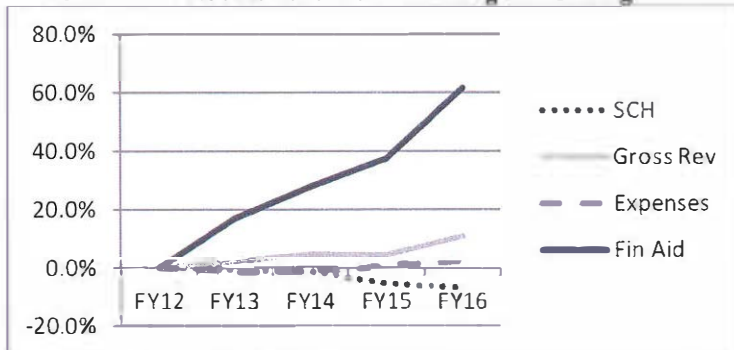
Table 4. Total Financial Aid*

FY12	FY13	FY14	FY15	FY16	5-year	Percent
\$32,169,827	\$37,597,436	\$41,124,404	\$44,205,791	\$51,986,484	19,816,657	61.6%

Table 5. Net Academic Revenue: Table 2 Total – (Table 3 + Table 4)

FY12	FY13	FY14	FY15	FY16	5-year	Percent
\$2,968,011	\$2,933,039	\$3,404,572	-\$2,929,084	-\$2,593,486	-5,561,497	-87.4%

*See Financial Aid comments on prior page (in the box) explaining the intentional use of financial aid to attract FTIACs to increase revenue in Housing and Dining.



Graph 1. 5-year trend by Category

Figure 2: Revenue and Cost per Credit Hour

Table 1. Revenue per SCH

College	FY12	FY13	FY14	FY15	FY16	5-year change
CAS	\$ 272	\$ 280	\$ 290	\$ 301	\$ 324	18.9%
COB	\$ 327	\$ 336	\$ 349	\$ 361	\$ 388	18.6%
COE	\$ 371	\$ 384	\$ 399	\$ 409	\$ 439	18.3%
CHHS	\$ 319	\$ 329	\$ 340	\$ 355	\$ 388	21.3%
COT	\$ 317	\$ 326	\$ 333	\$ 343	\$ 371	17.2%
Total	\$ 297	\$ 305	\$ 316	\$ 327	\$ 353	18.9%

Table 2. Cost per SCH

College	FY12	FY13	FY14	FY15	FY16	5-year change
CAS	\$ 195	\$ 191	\$ 191	\$ 205	\$ 213	8.9%
COB	\$ 278	\$ 289	\$ 297	\$ 314	\$ 319	14.7%
COE	\$ 307	\$ 317	\$ 328	\$ 317	\$ 335	9.3%
CHHS	\$ 261	\$ 254	\$ 263	\$ 285	\$ 297	13.8%
COT	\$ 317	\$ 313	\$ 301	\$ 323	\$ 317	0.0%
Total	\$ 232	\$ 230	\$ 232	\$ 246	\$ 254	9.9%

Table 3. Ratio Revenue/Cost per SCH

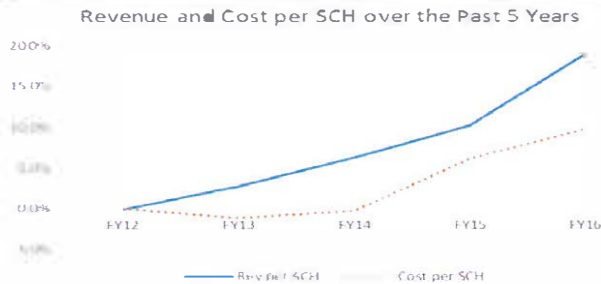
College	FY12	FY13	FY14	FY15	FY16	5-year change
CAS	1.39	1.47	1.52	1.47	1.52	9.2%
COB	1.17	1.16	1.18	1.15	1.22	3.5%
COE	1.21	1.21	1.22	1.29	1.31	8.3%
CHHS	1.22	1.29	1.29	1.25	1.30	6.6%
COT	1.00	1.04	1.11	1.06	1.17	17.2%
Total	1.28	1.33	1.36	1.33	1.39	8.2%

Table 4. Financial Aid per SCH

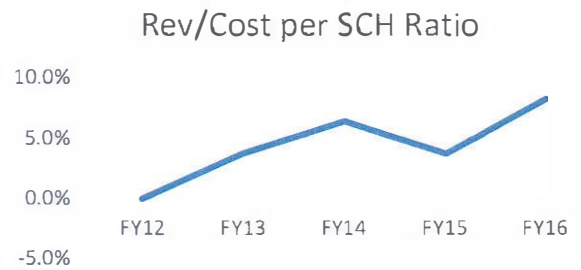
	FY12	FY13	FY14	FY15	FY16	5-year change
Total	\$60	\$70	\$78	\$87	\$104	73.3%
Net Rev.	\$237	\$235	\$238	\$241	\$249	5.2%

Table 5. Discount Rate- Financial Aid as a % of Revenue

	FY12	FY13	FY14	FY15	FY16	5-year change
Total	20.1%	23.0%	24.6%	26.5%	29.4%	9.2%



Graph 1. Revenue and Cost per SCH 5-year trend



Graph 2. Revenue/Cost per SCH Ratio 5-year trend

Figure 3: FY12 Tuition and Program Fee Revenue (calculated)

Table 1. FY12 Official SCH

College	Lower UG (000-299)	Upper UG (300-499)	Grad (500-699)	Doc {700-999}	Total	FY12 Total	Percent Change
CAS	230,183	78,306	14,486	1,019	323,994	327,777	-1.2%
COB	20,626	28,860	12,542	0	62,028	62,612	-0.9%
COE	4,436	30,349	17,312	1,584	53,681	56,326	-4.7%
CHHS	22,571	29,920	11,803	54	64,348	61,039	5.4%
COT	13,767	14,488	4,974	570	33,799	35,551	-4.9%
Total	291,583	181,923	61,117	3,227	537,850	543,305	-1.0%
	54.2%	33.8%	11.4%	0.6%			

Table 2. FY12 Tuition and Program Fee (additional amount shown under Upper UG) Rates

College	Lower UG	Upper UG	Grad	Doc
CAS*	\$246.95	\$50.75	\$513.31	\$599.05
COB	\$246.95	\$56.00	\$514.55	\$599.05
COE	\$246.95	\$49.25	\$514.55	\$599.05
CHHS**	\$246.95	\$49.25	\$515.58	\$599.05
COT	\$246.95	\$56.00	\$517.90	\$599.05

*CAS program fee is weighed avg of Science and other CAS program fees

**CHHS program fee is weighed avg of Nursing and other CHHS program fees

Table 3. FY12 Tuition and Program Fee Revenue (Gross)

College	Lower UG	Upper UG	Grad	Doc	Total
CAS	\$56,843,692	\$23,311,554	\$7,435,817	\$610,432	\$88,201,496
COB	\$5,093,591	\$8,743,137	\$6,453,486	\$0	\$20,290,214
COE	\$1,095,470	\$8,989,374	\$8,907,890	\$948,895	\$19,941,629
CHHS	\$5,573,908	\$8,862,304	\$6,085,338	\$32,349	\$20,553,899
COT	\$3,399,761	\$4,389,140	\$2,576,035	\$341,459	\$10,706,393
Total	\$72,006,422	\$54,295,509	\$31,458,565	\$1,933,134	\$159,693,630

Table 4. FY12 Net Cost

College	Gross Revenue	Expenses	Balance
CAS	\$88,201,496	63,321,300	\$24,880,196
COB	\$20,290,214	17,271,188	\$3,019,026
COE	\$19,941,629	16,455,471	\$3,486,158
CHHS	\$20,553,899	16,791,746	\$3,762,153
COT	\$10,706,393	10,716,087	-\$9,694
Total	159,693,630	124,555,792	\$35,137,838

FY12 Financial Aid(total) \$32,169,827

Figure 4: FY13 Tuition and Program Fee Revenue (calculated)

Table 1. FY13 Official SCH

College	Lower UG (000-299)	Upper UG (300-499)	Grad (500-699}	Doc (700-999)	Total	FY12 Total
CAS	233,119	76,812	12,848	845	323,624	323,994
COB	20,639	26,840	12,162	0	59,641	62,028
COE	3,871	26,872	16,518	1,535	48,796	53,681
CHHS	24,723	32,379	12,077	62	69,241	64,348
COT	14,038	14,586	5,097	482	34,203	33,799
Total	296,390	177,489	58,702	2,924	535,505	537,850
	55.3%	33.1%	11.0%	0.5%		

Table 2. FY13 Tuition and Program Fee (additional amount shown under Upper UG) Rates

College	Lower UG	Upper UG	Grad	Doc
CAS*	\$256.70	\$52.88	\$516.49	\$602.30
COB	\$256.70	\$58.20	\$517.15	\$602.30
COE	\$256.70	\$51.20	\$517.15	\$602.30
CHHS**	\$256.70	\$56.01	\$518.08	\$602.30
COT	\$256.70	\$58.20	\$520.65	\$602.30

*CAS program fee is weighed avg of Science and other CAS program fees

**CHHS program fee is weighed avg of Nursing and other CHHS program fees

Table 3. FY13 Tuition and Program Fee Revenue (Gross)

College	Lower UG	Upper UG	Grad	Doc	Total
CAS	\$59,841,647	\$23,779,366	\$6,635,846	\$508,944	\$90,765,803
COB	\$5,298,031	\$8,451,916	\$6,289,578	\$0	\$20,039,526
COE	\$993,686	\$8,273,889	\$8,542,284	\$924,531	\$18,734,389
CHHS	\$6,346,394	\$10,125,276	\$6,256,834	\$37,343	\$22,765,846
COT	\$3,603,555	\$4,593,131	\$2,653,753	\$290,309	\$11,140,748
Total	\$76,083,313	\$55,223,578	\$30,378,295	\$1,761,125	\$163,446,311

Table 4. FY13 Net Cost

College	Gross Revenue	Expenses	Balance
CAS	\$90,765,803	61,935,988	\$28,829,815
COB	\$20,039,526	17,209,858	\$2,829,668
COE	\$18,734,389	15,486,740	\$3,247,649
CHHS	\$22,765,846	17,582,666	\$5,183,180
COT	\$11,140,748	10,700,584	\$440,164
Total	163,446,311	122,915,836	\$40,530,475

FY13 FinancialAid(total) \$37,597,436

Figure 5: FY14 Tuition and Program Fee Revenue (calculated)

Table 1. FY14 Official SCH

College	Lower UG {000-299}	Upper UG {300-499}	Grad (500-699)	Doc (700-999)	Total	FY13 Total	Percent Change
CAS	230,303	76,250	11,639	818	319,010	323,624	-1.4%
COB	20,146	27,730	12,256	0	60,132	59,641	0.8%
COE	3,626	25,151	15,067	1,720	45,564	48,796	-6.6%
CHHS	25,965	33,111	12,077	48	71,201	69,241	2.8%
COT	14,295	14,709	4,390	485	33,879	34,203	-0.9%
Total	294,335	176,951	55,429	3,071	529,786	535,505	-1.1%
	55.6%	33.4%	10.5%	0.6%			

Table 2. FY14 Tuition and Program Fee (additional amount shown under Upper UG) Rates

College	Lower UG	Upper UG	Grad	Doc
CAS*	\$266.30	\$54.89	\$535.86	\$624.85
COB	\$266.30	\$60.40	\$536.55	\$624.85
COE	\$266.30	\$53.10	\$536.55	\$624.85
CHHS**	\$266.30	\$58.26	\$537.75	\$624.85
COT	\$266.30	\$60.40	\$540.20	\$624.85

*CAS program fee is weighed avg of Science and other CAS program fees

**CHHS program fee is weighed avg of Nursing and other CHHS program fees

Table 3. FY14 Tuition and Program Fee Revenue (Gross)

College	Lower UG	Upper UG	Grad	Doc	Total
CAS	\$61,329,689	\$24,491,094	\$6,236,830	\$511,127	\$92,568,740
COB	\$5,364,880	\$9,059,391	\$6,575,957	\$0	\$21,000,228
COE	\$965,604	\$8,033,229	\$8,084,199	\$1,074,742	\$18,157,774
CHHS	\$6,914,480	\$10,746,627	\$6,494,379	\$29,993	\$24,185,478
COT	\$3,806,759	\$4,805,430	\$2,371,478	\$303,052	\$11,286,719
Total	\$78,381,411	\$57,135,772	\$29,762,843	\$1,918,914	\$167,198,940

Table 4. FY14 Net Cost

College	Gross Revenue	Expenses	Balance
CAS	\$92,568,740	61,016,944	\$31,551,796
COB	\$21,000,228	17,841,133	\$3,159,095
COE	\$18,157,774	14,928,034	\$3,229,740
CHHS	\$24,185,478	18,700,600	\$5,484,878
COT	\$11,286,719	10,183,253	\$1,103,466
Total	167,198,940	122,669,964	\$44,528,976

FY14 Financial Aid (total) \$41,124,404

Figure 6: FY15 Tuition and Program Fee Revenue

Table 1. FY15 Official SCH

College	Lower UG (000-299)	Upper UG (300-499)	Grad (500-699)	Doc (700-999)	Total	FY14 Total
CAS	214,825	73,255	11,615	983	300,678	319,010
COB	19,607	28,729	12,404	0	60,740	60,132
COE	4,501	22,162	14,117	1,357	42,137	45,564
CHHS	26,396	32,383	12,754	183	71,716	71,201
COT	14,459	14,573	4,302	572	33,906	33,879
Total	279,788	171,102	55,192	3,095	509,177	529,786
	54.9%	33.6%	10.8%	0.6%		

Table 2. FY15 Tuition and Program Fee (additional amount shown under Upper UG) Rates

College	Lower UG	Upper UG	Grad	Doc
CAS*	\$274.80	\$56.96	\$553.75	\$644.85
COB	\$274.80	\$62.35	\$553.75	\$644.85
COE	\$274.80	\$54.80	\$553.75	\$644.85
CHHS**	\$274.80	\$66.05	\$553.75	\$644.85
COT	\$274.80	\$62.35	\$553.75	\$644.85

*CAS program fee is weighed avg of Science and other CAS program fees

**CHHS program fee is weighed avg of Nursing and other CHHS program fees

Table 3. FY15 Tuition and Program Fee Revenue (Gross)

College	Lower UG	Upper UG	Grad	Doc	Total
CAS	\$59,033,910	\$24,303,398	\$6,431,806	\$633,888	\$90,403,002
COB	\$5,388,004	\$9,685,982	\$6,868,715	\$0	\$21,942,701
COE	\$1,236,875	\$7,304,595	\$7,817,289	\$875,061	\$17,233,820
CHHS	\$7,253,621	\$11,037,897	\$7,062,528	\$118,008	\$25,472,053
COT	\$3,973,333	\$4,913,287	\$2,382,233	\$368,854	\$11,637,707
Total	\$76,885,742	\$57,245,159	\$30,562,570	\$1,995,811	\$166,689,283

Table 4. FY15 Net Cost

College	Gross Revenue	Expenses	Balance
CAS	\$90,403,002	61,574,984	\$28,828,018
COB	\$21,942,701	19,049,760	\$2,892,941
COE	\$17,233,820	13,373,468	\$3,860,352
CHHS	\$25,472,053	20,456,657	\$5,015,396
COT	\$11,637,707	10,957,707	\$680,000
Total	166,689,283	125,412,576	\$41,276,707

FY15 Financial Aid(total) \$44,205,791

Figure 7: FY16 Tuition and Program Fee Revenue

Table 1. FY16 Official SCH

College	Lower UG (000-299)	Upper UG (300-499)	Grad (500-699)	Doc (700-999)	Total	FY16 Total
CAS	211,632	70,515	11,311	827	294,285	300,678
COB	19,212	29,992	11,981	0	61,185	60,740
COE	4,288	19,983	12,726	1,136	38,133	42,137
CHHS	26,280	34,246	13,584	802	74,912	71,716
COT	13,696	14,420	4,375	481	32,972	33,906
Total	275,108	169,156	53,977	3,246	501,487	509,177
	54.9%	33.7%	10.8%	0.6%		

Table 2. FY16 Tuition and Program Fee (additional amount shown under Upper UG) Rates

College	Lower UG	Upper UG	Grad	Doc
CAS*	\$296.25	\$61.38	\$597.00	\$695.15
COB	\$296.25	\$67.25	\$597.00	\$695.15
COE	\$296.25	\$59.00	\$597.00	\$695.15
CHHS**	\$296.25	\$71.04	\$597.00	\$695.15
COT	\$296.25	\$67.25	\$597.00	\$695.15

*CAS program fee is weighed avg of Science fee (\$67.25) and other CAS fee (\$59.00)

**CHHS program fee is weighed avg of Nursing fee (\$85.15) and other CHHS fee (\$67.25) New Differential Tuition on Grad and Doc courses not included in calculation.

Table 3. FY16 Tuition and Program Fee Revenue (Gross)

College	Lower UG	Upper UG	Grad	Doc	Total
CAS	\$62,695,980	\$25,218,036	\$6,752,667	\$574,889	\$95,241,572
COB	\$5,691,555	\$10,902,092	\$7,152,657	\$0	\$23,746,304
COE	\$1,270,320	\$7,098,961	\$7,597,422	\$789,690	\$16,756,393
CHHS	\$7,785,450	\$12,578,053	\$8,109,648	\$557,510	\$29,030,661
COT	\$4,057,440	\$5,241,670	\$2,611,875	\$334,367	\$12,245,352
Total	\$81,500,745	\$61,038,812	\$32,224,269	\$2,256,457	\$177,020,282

Table 4. FY16 Net Cost

College	Gross Revenue	Expenses	Balance
CAS	\$95,241,572	62,612,120	\$32,629,452
COB	\$23,746,304	19,534,466	\$4,211,838
COE	\$16,756,393	12,772,316	\$3,984,077
CHHS	\$29,030,661	22,249,929	\$6,780,732
COT	\$12,245,352	10,458,453	\$1,786,899
Total	177,020,282	127,627,284	\$49,392,998

FY16 Financial Aid (total) \$51,986,484

Appendix F: General Fund Operating Budget 3-Year Trends

General Fund Operating Budget

Area	FY15	FY16	FY17	Comparing FY15 to FY16		Comparing FY16 to FY17		Comparing FY15 to FY17	
				Change	Percent	Change	Percent	Change	Percent
Academic Affairs	\$150,604,880	\$153,014,639	\$150,809,257	\$2,409,759	1.6%	-\$2,205,382	-1.4%	\$204,377	0.1%
IT	\$12,609,597	\$12,797,149	\$12,086,081	\$187,552	1.5%	-\$711,068	-5.6%	-\$523,516	-4.2%
EM	\$5,643,243	\$5,669,430	\$5,611,367	\$26,187	0.5%	-\$58,063	-1.0%	-\$31,876	-0.6%
EPEO	\$9,729,598	\$8,487,406	\$7,001,977	-\$1,242,192	-12.8%	-\$1,485,429	-17.5%	-\$2,727,621	-28.0%
Student Life	\$4,508,863	\$4,802,113	\$4,133,830	\$293,250	6.5%	-\$668,283	-13.9%	-\$375,033	-8.3%
Total ASA	\$183,096,181	\$184,770,737	\$179,642,512	\$1,674,556	0.9%	-\$5,128,225	-2.8%	-\$3,453,669	-1.9%
President	\$8,298,995	\$7,657,086	\$7,858,568	-\$641,909	-7.7%	\$201,482	2.6%	-\$440,427	-5.3%
Public Safety	\$5,236,318	\$5,352,963	\$5,532,601	\$116,645	2.2%	\$179,638	3.4%	\$296,283	5.7%
Foundation	\$1,901,858	\$2,337,272	\$1,796,858	\$435,414	22.9%	-\$540,414	-23.1%	-\$105,000	-5.5%
B&F	\$16,220,296	\$16,289,557	\$15,014,021	\$69,261	0.4%	-\$1,275,536	-7.8%	-\$1,206,275	-7.4%
Communication	\$3,648,656	\$3,655,517	\$4,197,083	\$6,861	0.2%	\$541,566	14.8%	\$548,427	15.0%
Physical Plant	\$17,427,294	\$17,528,846	\$17,312,791	\$101,552	0.6%	-\$216,055	-1.2%	-\$114,503	-0.7%
Scholarships	\$39,168,583	\$43,825,000	\$47,500,000	\$4,656,417	11.9%	\$3,675,000	8.4%	\$8,331,417	21.3%
Grad Asst Waivers	\$4,350,000	\$4,675,000	\$5,560,900	\$325,000	7.5%	\$885,900	18.9%	\$1,210,900	27.8%
Athletics + Transfers*	\$23,343,257	\$25,641,475	\$27,868,525	\$2,298,218	9.8%	\$2,227,050	8.7%	\$4,525,268	19.4%
Total	\$302,691,438	\$311,733,453	\$312,283,859	\$9,042,015	3.0%	\$550,406	0.2%	\$9,592,421	3.2%

* Athletic was moved to the Auxiliary Fund in FY17. Revenue to support the Athletics budget is via a Transfer from the General Fund

Area	FY15	FY16	FY17	Comparing FY15 to FY16		Comparing FY16 to FY17		Comparing FY15 to FY17	
				Change	Percent	Change	Percent	Change	Percent
Athletics	\$10,793,222	\$12,832,632		\$2,039,410	18.9%				
Transfers	\$12,550,035	\$12,808,843	\$27,868,525	\$258,808	2.1%	\$15,059,682	117.6%	\$15,318,490	122.1%
Financial Aid	\$43,518,583	\$48,500,000	\$53,060,900	\$4,981,417	11.4%	\$4,560,900	9.4%	\$9,542,317	21.9%
rest of University	\$235,829,598	\$237,591,978	\$231,354,434	\$1,762,380	0.7%	-\$6,237,544	-2.6%	-\$4,475,164	-1.9%
Total	\$302,691,438	\$311,733,453	\$312,283,859	\$9,042,015	3.0%	\$550,406	0.2%	\$9,592,421	3.2%

Appendix G: Recommendation Regarding Allocation of Instructional Budgets to Colleges

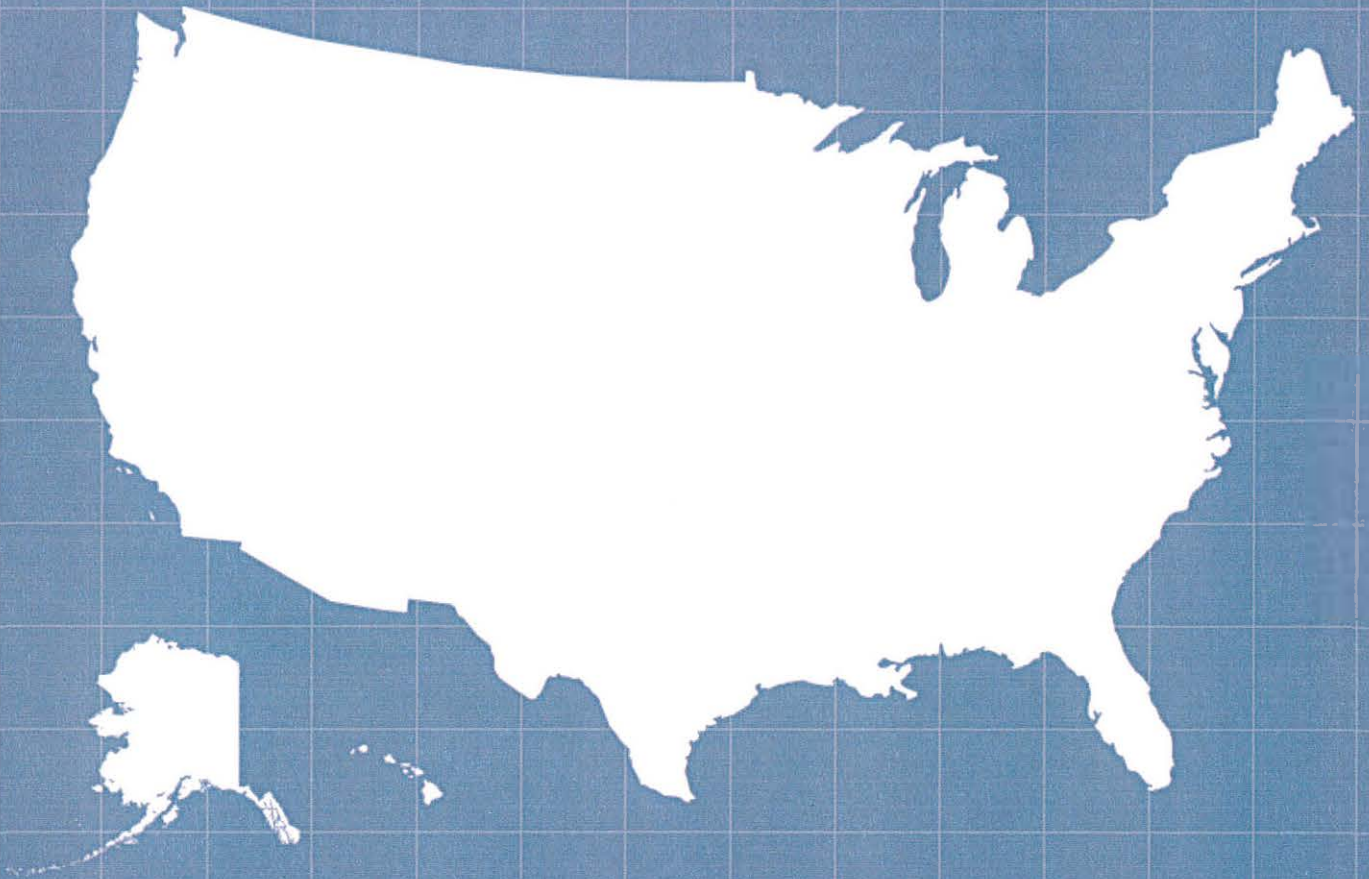
FACULTY SENATE BUDGET AND RESOURCE COMMITTEE
Recommendation Regarding Allocation of Instructional Budgets to Colleges

Based upon information provided by the Provost's Office to our committee, it appears that allocation of instructional budgets to colleges is based primarily upon a cost-per-student-credit-hour approach together with projected changes in enrollment. While a systematic approach is needed to allocate instructional resources to maximize educational outcomes and quality, the single-metric approach currently being used needs to be expanded to include other important metrics to promote success of Eastern Michigan University as a comprehensive, regional university. To achieve this goal, we recommend the following:

- 1) To clarify the current total cost calculation, calculations should also be broken into instructional/advising costs and administrative/support costs per credit hour. This will allow comparison of how effectively resources are being allocated to classroom instruction and advising rather than administrative expenditures.
- 2) The current metric of cost-per-credit-hour rewards most directly high-enrollment, low-cost introductory courses. This is the only activity in which we directly compete with community colleges. However, offering the range of courses needed to produce four year degrees and graduate degrees typical of a comprehensive university requires a much broader range of metrics. A first step to more effectively allocating resources should recognize differential tuition paid for 100/200 versus 300/400 and graduate level courses so that cost can be balanced against revenue generated from credits at the different course levels.
- 3) Tuition discount calculations need to accurately reflect financial aid benefits to produce estimates of **net** revenue per credit hour at the different class levels. Based upon data provided by the Provost's office, financial aid as a % of tuition cost is considerably higher at EMU for FTIAC (first time in any college) students than transfer students. Since FTIAC students comprise a large share of 100/200 level enrollments but a smaller share of 300/400 level enrollments with considerably more transfer students in 300/400 level classes, a higher discount rate is appropriate for 100/200 level courses than for 300/400 level courses. For graduate students, only tuition reimbursement and fellowships should be included in the discount rate since cash stipends for graduate assistants are included in the costs used to calculate the cost per credit hour in academic budgets.
- 4) At comprehensive universities, it is typical for highly-enrolled, low-cost introductory courses to help finance lower-enrolled, higher-cost advanced courses where students develop specialized skills essential to attaining their degrees. Thus, allocations should be based in part on the mix of upper-division and graduate courses versus 100/200 level courses offered by colleges. Revenue per credit hour differentials based upon tuition charged for the different course levels probably do NOT adequately reflect necessary differences in cost per credit hour. This cross-subsidization is likely to be a model followed across different universities so charging still higher tuition for higher than lower level courses could harm EMU's competitiveness among its peers.
- 5) In addition to the considerations above, emphasis should also be placed upon activities that promote effective advising, retention, timely completion of degrees, student learning beyond the classroom, and career placement.

The committee recommends rapid incorporation of this broader range of metrics for allocation of instructional resources across colleges. The Provost's office should provide a written plan for implementation of this policy and seek faculty input on the implementation process. These metrics should be reviewed regularly with the Faculty Senate Budget and Resource Committee with the goal of continuous improvement in the range of metrics considered and the most effective way to measure and weight each one to better achieve the goal of enhancing instructional effectiveness at Eastern Michigan University as a comprehensive, regional university.

{Note: Approved unanimously by FSRBC (J. Badics, M. Bretting, R. Carpenter, D. Crary-chair, G. Jogaratnam, S. Newell, C. Petrescu) on January 8, 2015. Referred to Faculty Senate for endorsement.}



STUDENT DEBT AND THE CLASS OF 2015

11TH ANNUAL REPORT | OCTOBER 2016

the institute for
college
access & success

ACKNOWLEDGEMENTS

The Institute for College Access & Success (TICAS) is an independent, nonprofit, nonpartisan organization working to make higher education more available and affordable for people of all backgrounds. Our Project on Student Debt increases public understanding of rising student debt and the implications for our families, economy, and society. To learn more about TICAS, see ticas.org and follow us on Twitter at [@TICAS_org](https://twitter.com/TICAS_org).

Student Debt and the Class of 2015, our eleventh annual report on debt at graduation, was researched and written by TICAS' Debbie Cochrane and Diane Cheng. The college- and state-level debt data used in the report are available online at ticas.org/posd/map-state-data. Special thanks to the entire TICAS staff, virtually all of whom contributed to the report's development and/or release.

We are grateful to our foundation partners and individual donors whose support makes TICAS' work possible. Current foundation funding for our Project on Student Debt and other national research and policy work comes from the Ford Foundation, Bill & Melinda Gates Foundation, Rosalinde and Arthur Gilbert Foundation, Kresge Foundation, and Lumina Foundation. The views expressed in this paper are solely those of TICAS and do not necessarily reflect the views of our funders.

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OVERVIEW AND KEY FINDINGS

Student Debt and the Class of 2015 is our eleventh annual report on the student loan debt of recent graduates from four-year colleges, documenting the rise in student loan debt and variation among states as well as colleges. Unless otherwise noted, the figures in this report are only for public and nonprofit colleges, because virtually no for-profit colleges report what their graduates owe.

Nationally, about seven in 10 (68%) college seniors who graduated from public and private nonprofit colleges in 2015 had student loan debt, a similar share as in 2014. These borrowers owed an average of \$30,100, up four percent from the 2014 average of \$28,950. At the college level, average debt at graduation ranged from \$3,000 to \$53,000.

State averages for debt at graduation ranged from a low of \$18,850 to a high of \$36,100, and new graduates' likelihood of having debt varied from 41 percent to 76 percent. In 12 states, average debt was more than \$30,000. High-debt states remain concentrated in the Northeast and Midwest, and low-debt states are mainly in the West. See page 5 for a complete state-by-state table.

Almost one-fifth (19%) of the Class of 2015's debt nationally was comprised of nonfederal loans, which provide fewer consumer protections and repayment options and are typically more costly than federal loans. While most nonfederal loans are offered by banks, some states also have loan programs designed for college students. For more on state loan programs, see page 9.

Nationally, seven in 10 graduating seniors had student loans. Their average debt was \$30,100: up 4% compared to the Class of 2014.

ABOUT THIS REPORT AND THE DATA WE USED

Colleges are not required to report debt levels for their graduates, and available federal data do not provide the typical debt for bachelor's degrees or include private loans. To estimate national and state averages, we used the most recent available figures, which were provided voluntarily by more than half of all public and nonprofit bachelor's degree-granting four-year colleges. The limitations of relying on voluntarily reported data underscore the need for federal collection of cumulative student debt data for all schools. For more about types of currently available debt data, see page 7. For more about for-profit colleges, for which there are almost no similar data, see page 2.

This report includes policy recommendations to address rising student debt and reduce debt burdens, including collecting more comprehensive college-level data. Other recommendations focus on reducing the need to borrow, keeping loan payments manageable, improving consumer information, strengthening college accountability, and protecting private loan borrowers. For more about these recommendations, see page 11.

A companion interactive map with details for all 50 states, the District of Columbia, and more than 1,000 public and nonprofit four-year colleges is available at ticas.org/posd/map-state-data.

A NOTE ON STUDENT DEBT AT FOR-PROFIT COLLEGES

For-profit colleges are not included in the national or state averages, because so few of these colleges report the relevant debt data. Only 13 of 612 for-profit, four-year, bachelor's degree-granting colleges (2% of colleges in this sector, 4% of bachelor's degrees awarded) chose to report both the percentage of graduating students in the Class of 2015 with loans and the average debt of those students. For-profit colleges do not generally respond at all to the survey used to collect the data in this report or to other similar surveys. (For more about this survey, see page 15.) About seven percent of bachelor's degree recipients in 2014-15 were from for-profit colleges.*

However, for-profit colleges are where debt levels are most troubling. The most recent nationally representative data are for 2012 graduates, and they show that the vast majority from for-profit four-year colleges (88%) took out student loans. These students graduated with an average of \$39,950 in debt—43 percent more than 2012 graduates from other types of four-year colleges.**

* Calculations by TICAS on 2014-15 completions from U.S. Department of Education, Integrated Postsecondary Education Data System (IPEDS), using the latest data available as of September 30, 2016. These figures refer to all for-profit four-year colleges that reported granting bachelor's degrees in 2014-15.

** Calculations by TICAS on data from U.S. Department of Education, National Postsecondary Student Aid Study 2011-12.

STUDENT DEBT AT COLLEGES

Of the 2,010 public and nonprofit four-year colleges in the U.S. that granted bachelor's degrees during the 2014-15 year, 1,116 - just 56 percent - reported figures for both average debt and percent with debt for the Class of 2015.

There is great variation in debt across reporting colleges, with average debt figures from \$3,000 to \$53,000 among the 1,055 colleges that had both usable data and at least 100 graduates in the Class of 2015.¹ Because not all colleges report debt data, the actual ranges could be even wider. At the high end, 200 colleges reported average debt of more than \$35,000. The share of students with loans also varies widely. The percent of graduates with debt ranges from seven percent to 100 percent. Forty-three colleges reported that more than 90 percent of their 2015 graduates had debt.

At colleges that provided data, average debt at graduation ranged from \$3,000 to \$53,000.

Student debt varies considerably among colleges due to a number of factors, such as differences in tuition and fees, the availability of need-based aid from colleges and states, colleges' financial aid policies and practices, living expenses in the local area, the demographic makeup of the graduating class, the degree to which parents use Parent PLUS loans, and, at public colleges, the extent of out-of-state enrollment.

Students and families often look at the published tuition and fees for a college as an indicator of affordability. However, students attending college need to cover the full cost of attendance, which also includes the cost of books and supplies, living expenses (room and board), transportation, and miscellaneous personal expenses. Colleges' cost-of-attendance estimates are often referred to as the sticker price. Many students receive grants and scholarships that offset some of these costs, and colleges that appear financially out of reach based on sticker price may actually be affordable because they offer significant grant aid.

What students have to pay is called the net price, which is the full cost of attendance minus expected grants and scholarships. Students' net price can be much lower than the sticker price, yet many are unaware of this distinction when comparing their options. At some of the most expensive schools in the country, the net price for low- and moderate-income students can be lower than at many public colleges, because of financial aid packaging policies and considerable resources for need-based aid from endowments and fundraising. This in turn can contribute to relatively low average debt at graduation. Some schools enroll relatively few students with low and moderate incomes, which may also contribute to low student debt levels if their higher income students can afford to attend without borrowing much or at all.

STUDENT DEBT BY STATE

Statewide average debt levels for the Class of 2015 range from \$18,850 to \$36,100, and many of the same states appear at the high and low ends of the spectrum as in previous years.² The share of graduates with debt ranges from 41 percent to 76 percent. We base state averages on the best available college-level data, which were reported voluntarily to college guide publisher Peterson's by 1,116 public and nonprofit four-year colleges for the Class of 2015. The data reported by colleges are not audited or confirmed by any outside entity. For more about the data and our methodology, please see the Methodology section on page 15.

The following tables show the states with the highest and lowest average debt levels for the Class of 2015. Similar to past years, high-debt states are located mainly in the Northeast and Midwest, with low-debt states primarily in the West.³

TABLE 1

HIGH-DEBT STATES:	
New Hampshire	\$36,101
Pennsylvania	\$34,798
Connecticut	\$34,773
Delaware	\$33,849
Rhode Island	\$32,920
Minnesota	\$31,526
Massachusetts	\$31,466
District of Columbia	\$31,452
South Carolina	\$30,564
Ohio	\$30,239

TABLE 2

LOW-DEBT STATES	
Utah	\$18,873
New Mexico	\$20,193
California	\$22,191
Wyoming	\$22,683
Florida	\$23,379
Hawaii	\$23,456
Nevada	\$23,462
Arizona	\$23,780
Washington	\$24,600
Oklahoma	\$24,849

The table on the following page shows each state's average debt and proportion of students with loans in the Class of 2015, along with information about the amount of usable data actually available for each state.⁴

TABLE 3

PERCENTAGE OF GRADUATES WITH DEBT AND AVERAGE DEBT OF THOSE WITH LOANS, BY STATE							
State	Class of 2015			Institutions (BA-granting)		Graduates	
	Average Debt	Rank	% with Debt	Rank	Total	Usable	% Represented in Usable Data
Alabama	\$29,153	20	52%	44	33	15	66%
Alaska	\$26,171	36	55%	40	5	3	93%
Arizona	\$23,780	43	56%	36	18	7	91%
Arkansas	\$26,082	38	57%	34	23	11	65%
California	\$22,191	48	54%	42	131	77	92%
Colorado	\$25,840	39	56%	36	26	16	89%
Connecticut	\$34,773	3	64%	14	23	14	62%
Delaware	\$33,849	4	65%	13	6	2	66%
District of Columbia	\$31,452	8	55%	40	8	5	74%
Florida	\$23,379	46	53%	43	93	32	82%
Georgia	\$27,754	24	61%	23	58	29	72%
Hawaii	\$23,456	45	50%	47	9	2	58%
Idaho	\$27,639	29	71%	3	11	6	65%
Illinois	\$29,305	19	66%	8	75	43	80%
Indiana	\$29,022	21	61%	23	49	36	94%
Iowa	\$29,547	15	66%	8	35	25	95%
Kansas	\$28,008	23	63%	17	30	14	87%
Kentucky	\$27,225	32	64%	14	31	19	75%
Louisiana	\$26,865	33	51%	46	26	11	58%
Maine	\$29,644	14	63%	17	18	10	55%
Maryland	\$27,672	28	56%	36	31	16	70%
Massachusetts	\$31,466	7	66%	8	84	51	79%
Michigan	\$30,045	12	63%	17	50	29	85%
Minnesota	\$31,526	6	70%	5	39	24	84%
Mississippi	\$29,942	13	62%	21	15	10	89%
Missouri	\$27,480	30	61%	23	53	32	87%
Montana	\$26,280	34	60%	27	11	8	96%
Nebraska	\$26,235	35	60%	27	25	9	48%
Nevada	\$23,462	44	47%	48	9	2	90%
New Hampshire	\$36,101	1	76%	1	15	11	90%
New Jersey	\$30,104	11	66%	8	39	21	84%
New Mexico	\$20,193	49	58%	33	11	5	45%
New York	\$29,320	18	59%	31	184	89	72%
North Carolina	\$25,645	40	61%	23	62	43	91%
North Dakota	*	*	*	*	14	5	23%
Ohio	\$30,239	10	66%	8	91	43	88%
Oklahoma	\$24,849	41	52%	44	29	17	89%
Oregon	\$27,697	27	63%	17	29	17	91%

PERCENTAGE OF GRADUATES WITH DEBT AND AVERAGE DEBT OF THOSE WITH LOANS, BY STATE

State	Class of 2015				Institutions (BA-granting)		Graduates
	Average Debt	Rank	% with Debt	Rank	Total	Usable	% Represented in Usable Data
Pennsylvania	\$34,798	2	71%	3	129	89	84%
Rhode Island	\$32,920	5	64%	14	11	8	81%
South Carolina	\$30,564	9	60%	27	34	18	84%
South Dakota	\$29,364	17	73%	2	13	6	59%
Tennessee	\$26,083	37	60%	27	49	28	90%
Texas	\$27,324	31	56%	36	96	48	73%
Utah	\$18,873	50	41%	50	17	8	73%
Vermont	\$28,283	22	62%	21	18	9	72%
Virginia	\$27,717	25	59%	31	47	35	95%
Washington	\$24,600	42	57%	34	37	19	97%
West Virginia	\$27,713	26	68%	7	20	12	84%
Wisconsin	\$29,460	16	70%	5	38	26	88%
Wyoming	\$22,683	47	46%	49	2	1	100%

* We did not calculate state averages when the usable data covered less than 30% of bachelor's degree recipients in a given state for the Class of 2015, or when the underlying data for that state showed a state-level change of 30% or more in average debt from the previous year. For more details, see the Methodology section on page 15.

DATA ON DEBT AT GRADUATION

This report uses the only type of data currently available to gauge cumulative student debt for bachelor's degree recipients each year at the college, state, and national levels. However, as we note elsewhere in this report, these data have significant limitations. There are several reasons why the voluntarily reported, college-level debt data provide an incomplete picture of the debt carried by graduating seniors. While schools awarding 82 percent of public and nonprofit college bachelor's degrees in academic year 2014-15 reported debt figures, hundreds declined to report enough data to be included in this analysis. And as noted earlier, almost no for-profit colleges provide debt figures voluntarily. For more information on data limitations, see the Methodology section on page 15. For more information on for-profit colleges, see page 2.

While the voluntarily reported data used in this report remain the best available for showing the variations in student debt across states and colleges, they also illustrate why more comprehensive and comparable data remain sorely needed.

Beginning in 2015, in conjunction with the College Scorecard consumer tool, the U.S. Department of Education began publishing the median federal student loan debt of graduates by school. These figures, calculated by the Department using data available through the National Student Loan Data System (NSLDS), are a significant step in the right direction. Cumulative debt figures for all institutions receiving federal financial aid are included. This provides some data for schools that choose not to report them voluntarily, and the data come from administrative records rather than being self-reported by colleges. However, these federal data also have several limitations. They exclude private loans, because private loans are not included in NSLDS. They combine debt at graduation for all types of undergraduate credentials, from certificates to bachelor's degrees, making comparisons between colleges with different mixes of credential types misleading. According to the Department, some schools are not yet accurately distinguishing between students who withdraw and those who graduate, when reporting to NSLDS.⁵ And in some cases, the debt figures represent a group of campuses rather than disaggregated data for each campus, which can be misleading for students looking for information about their particular campus.

While the voluntarily reported data used in this report remain the best available for showing the variations in student debt across states and colleges, they also illustrate why more comprehensive and comparable data remain sorely needed. Students and families need better information about costs and student outcomes when making college choices. The Department's data release and updated Scorecard are notable and important steps forward, but further improvements in the collection and availability of student debt data remain both necessary and long overdue. (See our recommendations for better data on page 12).

TABLE 4

COMPARISON OF AVAILABLE ANNUAL DATA ON DEBT AT GRADUATION		
	This Report's Data	Federal College Scorecard Data
Type of Debt Included	All student loan debt	Federal student loan debt only
Type of Graduates	Bachelor's degree recipients	All undergraduate completers
How the Data Are Reported	Voluntarily self-reported	Calculated by the U.S. Department of Education
What Data Are Reported	Average debt for borrowers; Percent with debt; Number with debt	Median debt for borrowers; Number with debt
Coverage of Reporting Colleges	Most public and nonprofit four-year colleges; few others	All colleges offering federal aid
Multi-campus colleges	Reported as individual campuses	Campuses may be grouped together

PRIVATE (NONFEDERAL) LOANS

Carrying nonfederal loans can significantly affect borrowers' ability to repay what they owe because such loans typically have higher costs than federal loans and provide little, if any, relief for struggling borrowers.⁶ Debt figures reported by colleges suggest that almost one-fifth (19%) of 2015 graduates' debt is comprised of nonfederal education loans, similar to recent years.⁷

The terms "private" and "nonfederal" are often used interchangeably to describe student loans outside of federal student loans. The majority of nonfederal loans are made by private banks and lenders, though some states and colleges have their own private, nonfederal loan programs for students. Specific costs and terms of nonfederal loans vary, though none provide the same consumer protections and repayment options that come with federal loans. Experts agree that students should exhaust federal loan eligibility before turning to nonfederal loans. Colleges that recommend specific nonfederal lenders must provide a "preferred lender list" that helps students who must look beyond federal loans compare options. These lists must include more than one lender, disclose the borrower benefits that contributed to the lenders' inclusion on the list, and make clear that students are not required to use one of the recommended lenders.

Because of changes to how the debt data used in this report are collected from individual colleges, it is possible to begin exploring the extent to which bachelor's degree recipients hold each type of nonfederal loan. Collecting these data is an important step towards better and more comprehensive information about graduates' loan debt. However, in this first year of their collection, the data are incomplete. Of the 1,116 colleges included in this report's state averages, only 615 (55%) reported complete information about graduates' nonfederal debt. Further, for some of these 615 schools, the data reported by type of debt are inconsistent, such as when the reported *share* of graduates with private loan debt differs substantially from the share calculated using the reported *number* of graduates with private loan debt.

Until these data are more complete and consistent, nationally representative data for 2012 graduates remain the best source of information about the extent of nonfederal debt among college graduates. Thirty percent of bachelor's degree recipients that year graduated with nonfederal loans, with average nonfederal loan debt of \$13,600.⁸ Nonfederal loans are most prevalent at for-profit colleges, with 41 percent of their seniors graduating with private loans in 2012.⁹

LOANS FROM PRIVATE BANKS AND LENDERS

Private education loans from banks and lenders are no more a form of financial aid than a credit card. These loans typically have interest rates that, regardless of whether they are fixed or variable, are highest for those who can least afford them. In October 2016, interest rates for private education loans for undergraduates were as high as 13.74%, compared to a federal student loan interest rate of 3.76%.¹⁰

There is broad consensus that students should exhaust federal loan eligibility before turning to other types of loans. Yet 47 percent of undergraduates who took out private loans in 2011-12 did not use the maximum available in federal student loans.¹¹ College financial aid offices can play an important role in reducing their students' reliance on private loans, but college practices vary widely.¹² Some colleges take care to inform students about their federal loan eligibility before certifying private loans, whereas others encourage private loan financing by including private loans in students' award packages.

Today, private lenders typically look to schools to help certify students' eligibility for loans, but they are not required to do so.¹³ Instead, lender practices on school certification are based on

Specific costs and terms of nonfederal loans vary, though none provide the same consumer protections and repayment options that come with federal loans.

market conditions. An analysis by the Consumer Financial Protection Bureau (CFPB) and U.S. Department of Education found that at the height of the private loan market in 2007, almost a third (31%) of private loans were made without college involvement.¹⁴ When colleges are unaware that their students are seeking or receiving private loans, they are unable to counsel students appropriately or report private loan usage accurately. (See our recommendation about private loan certification on page 14.)

STATE LOANS

Several states offer their own education loans, which have terms that vary widely. Although some may expect state loans to have better terms than those from private banks and lenders, their terms frequently have more in common with other private loans than with federal loans.

The newly reported data indicate that state loan borrowing is concentrated in particular states. Two-thirds of the 2015 graduates with state loan debt went to college in just three states – Texas, New Jersey, and Minnesota – which collectively represent just 11% of college graduates. None of the three states' loan programs offer protections similar to federal loans, and the fixed interest rates available in these programs all exceed the 3.76% interest rate for federal student loans. While experts agree that students should exhaust federal loan eligibility before turning to nonfederal loans, the extent to which these programs urge borrowers to tap federal student loans first varies.

Two-thirds of the 2015 graduates with state loan debt went to college in just three states – Texas, New Jersey, and Minnesota – which collectively represent just 11% of college graduates.

- **New Jersey:** New Jersey's state student loan program, NJCLASS, is the largest in the country, with high costs, little flexibility when borrowers fall on hard times, and aggressive collection tactics. The administering agency recommends borrowers take out life insurance since the loans are not discharged at death.¹⁵ Called "predatory" by consumer experts, the harsh terms of NJCLASS loans have recently attracted national media attention as well as the interest of state lawmakers who are considering changes.¹⁶ Loans have a 3% administration fee and come with fixed interest rates of up to 7.9%.¹⁷
- **Texas:** For most of the last decade, Texas has had two state loan programs. The B-on-Time loan program, created to provide an incentive for students to graduate in four years, was criticized for high rates of default and low rates of forgiveness, and is being phased out.¹⁸ The remaining College Access Loan program requires a cosigner and charges origination fees up to 5% and interest rates of 4.5%.¹⁹
- **Minnesota:** Minnesota offers SELF loans to students with cosigners at a fixed interest rate of 6% and no origination fee. State lawmakers recently expanded the program to allow borrowers with good credit and acceptable debt-to-income ratios to refinance their loans, including federal loans, into state SELF loans. The Minnesota Office of Higher Education urges borrowers to consider federal loans before SELF loans, and urges those seeking to refinance federal loans to consider carefully a long list of federal loan benefits that they forfeit by refinancing, including flexible repayment plans and the possibility of forgiveness.²⁰

STATE POLICY IDEAS FOR REDUCING DEBT BURDENS

The best way for states to reduce students' reliance on debt is to invest more in higher education, including providing need-based grants to help students cover costs without loans. There are also several other options that state policymakers concerned about college affordability and student debt can consider rather than creating their own state loan programs or developing programs for borrowers to refinance federal loans into state loans. Low- or no-cost options include:

- **Allocating available state grant aid based on need, not merit.** In 2014-15, 24 percent of state grant aid dollars were allocated to undergraduate students without regard to their financial circumstances.²¹ Students with greater financial need are more likely to need loans to cover college costs, and need-based state grant aid can help reduce students' need to borrow.
- **Improving transparency about college costs, aid, and debt by requiring colleges to clearly provide key information to students.** California colleges are required to disclose information about graduates' debt loads, and to tell students about any untapped federal aid eligibility before certifying private loan requests, a model other states could follow.²² State policymakers can also require that colleges use the federal Shopping Sheet, developed by the U.S. Department of Education and Consumer Financial Protection Bureau, to make it easy to compare colleges' aid offers.
- **Annually notifying students about their loan balance to help inform future borrowing choices.** Illinois and Nebraska currently require this of colleges. While care must be taken to ensure that letters do not serve to deter students from re-enrolling or from borrowing what they need, research suggests that reminding students of their loan balances encourages borrowers to seek more information or assistance from the college financial aid office, and may influence some students' borrowing decisions.²³
- **Promoting awareness of income-driven repayment plans.** Most student loan debt is federal loan debt, and can be repaid based on the borrower's income, rather than the amount of debt they owe, which can help struggling borrowers stay on track and avoid default. Income-driven repayment plans also provide a light at the end of the tunnel by forgiving remaining debt, if there is any, after 20 or 25 years of payments. State policymakers can help get the word out about these income-driven plans through local outreach efforts and other channels of communication.
- **Exempting forgiven amounts of federal student loans from state income tax.** When student loan debt is forgiven after 20 or 25 years of payments in an income-driven repayment plan, the amount forgiven is currently treated as income by the IRS, and can turn a would-be source of financial relief into a significant financial liability. Federal legislation has been introduced to prevent this by excluding forgiven amounts from federal income tax liability. State lawmakers can do their part by excluding it from calculations of state tax liability, as Pennsylvania does.²⁴

Importantly, the debt figures reported by colleges and used in this report are for all graduates, but debt burdens are not borne evenly across students. For example, the University of California consistently reports that lower income students are far more likely than those with higher incomes to graduate with debt.²⁵ Similarly, states may find certain groups of borrowers, including students who do not graduate or those attending particular colleges or programs, struggle to repay their debt more than others. Uncovering these trends will help state policymakers develop and target appropriate solutions.

FEDERAL POLICY RECOMMENDATIONS TO REDUCE THE BURDEN OF STUDENT DEBT

For students who need to borrow to enroll in and complete college, federal student loans are the safest and most affordable option. Yet rising borrowing levels raise serious concerns, both for individuals and the broader economy. A record high 8.1 million federal student loan borrowers are mired in default, which carries long-lasting, devastating financial consequences. For students not in default, high student loan debt, risky private loans, and even low debt, when paired with low earnings, can hold borrowers back from starting a family, buying a home, saving for retirement, starting a business, or saving for their own children's education.

Below are federal policy recommendations to reduce the burden of student debt by making borrowing less necessary; keeping payments manageable for those with loans; helping students and families make informed choices about college and borrowing; holding colleges more accountable for student outcomes; and reducing reliance on risky private loans. These and other recommendations are detailed in our national student debt policy agenda, available online at ticas.org/initiative/student-debt-policy-agenda.

Rising borrowing levels raise serious concerns, both for individuals and the broader economy.

REDUCE THE NEED TO BORROW

The most effective way to reduce student debt is to reduce college costs, so that students and their families can more easily cover them with available savings, earnings, and grants.

- **Increase Pell Grants.** We recommend doubling the maximum federal Pell Grant to restore its purchasing power, and indexing it to inflation to maintain its value going forward. Need-based grants reduce low- and moderate-income students' need for loans, yet the Pell Grant currently covers the lowest share of the cost of college in more than 40 years.²⁶
- **Promote State Investment.** We recommend making a significant new federal investment contingent on states' investing in public higher education. About three-quarters (76%) of undergraduates attend public colleges,²⁷ where, even after significant recovery, average state funding per student remains 18 percent lower than before the recession.²⁸ Congress should create a new federal/state partnership aimed at maintaining or lowering the net price of public college for low- and moderate-income students. By including a strong maintenance of effort provision, Congress can ensure that new federal dollars sent to states do not supplant state and other forms of higher education funding and financial aid. A number of recent proposals for "debt-free" or "free" college provide models for such a partnership.²⁹

HELP KEEP LOAN PAYMENTS MANAGEABLE

There are now several income-driven repayment plans for federal student loans.³⁰ These plans cap monthly payments based on the borrower's income and family size, and provide a light at the end of the tunnel by discharging remaining debt—if any—after 20 or 25 years of payments, depending on the plan. Streamlining and improving these repayment plans will help borrowers keep their loan payments manageable and avoid delinquency and default.

- **Simplify and Improve Income-Driven Repayment.** We recommend streamlining multiple income-driven plans into a single, improved plan. It would let any borrower choose the assurance of payments capped at 10 percent of income and forgiveness after 20 years of payments, while better targeting benefits to those who need them most.³¹

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- **Make it Easier for Borrowers to Keep Making Payments Based on Income.** Rather than having to proactively submit new income information every year or get bumped to a non-income-based payment, borrowers should be able to give permission for the Department of Education (the Department) to automatically access their required tax information. There is bipartisan support for this approach, which was available to borrowers until a few years ago.³²
 - **Improve Student Loan Servicing.** Many struggling federal student loan borrowers who would benefit from income-driven plans are not yet enrolled, and the Department's own data show that the majority of enrolled borrowers missed their annual income recertification deadline.³³ This raises serious questions about the effectiveness of communications from federal loan servicers. Experimental pilots conducted by the Department have helped identify ways that servicer communications can be improved.³⁴ We urge the adoption of consistent, enforceable servicing standards for all student loans, as jointly recommended by the Consumer Financial Protection Bureau and Departments of Education and Treasury.³⁵ We also strongly support prompt implementation of the Education Department's July 2016 policy direction on the servicing of all federal student loans to create a more transparent and accountable system that provides high-quality servicing and promotes continuous improvement.³⁶

HELP STUDENTS AND FAMILIES MAKE INFORMED CHOICES

To make wise decisions about where to go to college and how to pay for it, students and families need clear, timely, accurate, and comparable information about costs, financial aid, and typical outcomes. This year's move to simplify the aid application process by using the tax data available when students typically apply to college is a big step forward.³⁷ This change, which we have long called for, now enables students to complete the FAFSA earlier and more easily, and to find out how much federal aid they are eligible for *before* they have to decide where to apply. The Department's College Scorecard also highlights new data on individual colleges' costs and student outcomes.³⁸ However, key data on student debt are still not available, and it is still too difficult for students and parents to get comparable estimates of how much colleges may cost them or compare aid offers from different colleges.

- **Better Data.** Better data on student loan debt are still urgently needed. For example, the total debt at graduation – including both federal and private loans – is still not available for every college, nor is the debt for each type of credential offered by a given school. We recommend that the Department immediately collect these data from colleges via the Integrated Postsecondary Education Data System (IPEDS).
- **Consumer Information.** With easy-to-understand, comparable information, students and families could better identify colleges that provide the best value and fit. We recommend further improvements to and promotion of these consumer tools:
 - *College Scorecard:* The College Scorecard is an interactive online tool intended to help consumers quickly and easily understand the chances of completing, borrowing, or ending up with high debt at any particular school. However, some of the Scorecard's information about student debt, while improved, remains insufficient. Cumulative debt figures should be disaggregated by type of credential completed, and allow for state-level figures to be calculated and compared. Cumulative debt figures should also include *both* federal and private loan debt as soon as they are collected and available.

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- *Net Price Calculators:* Nearly all colleges are required to have a net price calculator on their website to provide an individualized estimate of how much the college would cost a particular student well before he or she has to decide where to apply. Our research has found that many of these calculators are hard to find, use, and compare.³⁹ Bipartisan legislation has been introduced to address these issues, including authorizing the creation of a central portal that would let students quickly and easily get comparable net price estimates for multiple colleges at once.⁴⁰
 - *Shopping Sheet:* The Shopping Sheet is a voluntary standard format for college financial aid offers, designed to make it easy for students to understand and compare the real cost of attending the colleges where they have been accepted. More than 3,000 colleges now use the Shopping Sheet, but most schools still do not use it at all or use it only for some students.⁴¹ Students should be able to count on clear and comparable financial aid offers no matter where they apply. Bipartisan legislation has been introduced to require all colleges receiving federal aid to use a similar standardized award letter format.⁴²
 - *Loan Counseling:* By law, all federal student loan borrowers are required to receive entrance and exit counseling. The Department's current online counseling, used by thousands of colleges, should more effectively deliver information to help students make well-informed borrowing decisions, complete college, and repay their loans. We support the Department's commitment to rigorously test annual loan counseling through the experimental sites program. We also encourage the Department to continue to evaluate and improve its online tools, including better integrating income-driven repayment plan options in exit counseling.

STRENGTHEN COLLEGE ACCOUNTABILITY

While students are held accountable for studying and making progress toward a credential, there are few consequences for schools that fail to graduate large shares of students or consistently leave students with debts they cannot repay. We support more closely tying a college's eligibility for federal funding to the risk students take by enrolling and the risk taxpayers take by subsidizing it, and rewarding schools that serve students well.⁴³

- **Risk Sharing and Rewards.** Replace today's all-or-nothing school eligibility for federal aid with a graduated system that provides schools with greater incentive to improve student outcomes and rewards schools that serve low-income students well.
- **Enforce Policies that Complement Risk Sharing.** A risk-sharing system should be seen as one component of college accountability, supplementing other federal accountability measures that serve different purposes, such as the gainful employment regulation.⁴⁴
- **End Eligibility for the Worst Performers.** Establish a threshold below which performance is unacceptable and results in the school losing eligibility for federal aid (as is done currently using cohort default rates).

REDUCE RISKY PRIVATE LOAN BORROWING

Private education loans are one of the worst ways to pay for college. They are riskier than federal student loans because they typically have variable interest rates and lack the important borrower protections and repayment options that come with federal loans. Private loans for students are also generally more costly than federal loans, and lower income students usually receive the worst private loan rates and terms.⁴⁵ Yet almost half of undergraduates who borrow private loans could have borrowed more in safer federal loans.⁴⁶

- **Protect private student loan borrowers.** We recommend a number of changes to reduce unnecessary reliance on private loans and enhance protections for private loan borrowers, including requiring school certification of private loans, restoring fair bankruptcy treatment for private loan borrowers, and encouraging community colleges to participate in the federal loan program. For example, California now requires colleges to clearly indicate if they do not offer federal loans, disclose the average federal and private loan debt of their graduates, and inform students of any untapped federal aid eligibility before certifying any private loan.⁴⁷ Recently introduced federal legislation would require school certification of private loans and other consumer protections.⁴⁸

METHODOLOGY: WHERE THE NUMBERS COME FROM AND HOW WE USE THEM

Several organizations conduct annual surveys of colleges that include questions about student loan debt, including *U.S. News & World Report*, Peterson's (publisher of its own college guides), and the College Board. To make the process easier for colleges, these organizations use questions from a shared survey instrument, called the Common Data Set. Despite the name "Common Data Set," there is no actual repository or "set" of data. Each surveyor conducts, follows up, and reviews the results of its own survey independently. For this analysis, we licensed and used the data from Peterson's.⁴⁹ The college-level student debt data in this report include all revisions submitted to Peterson's through September 26, 2016.

This section of the Common Data Set 2015-2016 was used to collect student debt data for the Class of 2015:

Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4 and H5.

Include:

- * 2015 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2014 and June 30, 2015.
- * only loans made to students who borrowed while enrolled at your institution.
- * co-signed loans.

Exclude:

- * students who transferred in.
- * money borrowed at other institutions.
- * parent loans.
- * students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree).

H4. Provide the number of students in the 2015 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2014 and June 30, 2015. Exclude students who transferred into your institution. _____

H5. Number and percent of students in class (defined in H4 above) borrowing from federal, nonfederal, and any loan sources, and the average (or mean) amount borrowed.

	Number in the class (defined in H4 above) who borrowed	Percent of the class (defined above) who borrowed (nearest 1%)	Average per-undergradu- ate-borrower cumulative principal borrowed, of those in the first column (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.		%	\$
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.		%	\$
c) Institutional loan programs.		%	\$
d) State loan programs.		%	\$
e) Private alternative loans made by a bank or lender.		%	\$

We calculated per capita overall debt — the average debt across all graduates whether they borrowed or not — by multiplying the percent with debt by the average debt; per capita federal debt by multiplying the percent with federal debt by the average federal debt; and per capita nonfederal debt by subtracting per capita federal debt from per capita debt. The proportion of debt that is nonfederal is calculated as the per capita nonfederal debt divided by the per capita debt.

Except where otherwise noted, in this report the term “colleges” refers to public four-year and nonprofit four-year institutions of higher education that granted bachelor’s degrees during the 2014-15 year and are located in the 50 states plus the District of Columbia.

ESTIMATING NATIONAL AVERAGES

The most comprehensive and reliable source of financial aid data at the national level, the National Postsecondary Student Aid Study (NPSAS), consistently shows higher student debt than national estimates derived from data that some colleges voluntarily report to Peterson’s. For example, the most recent NPSAS showed average debt for the Class of 2012 that exceeded the average based on Peterson’s data for the same year by about \$1,950.⁵⁰ NPSAS is only conducted by the U.S. Department of Education every four years, does not provide representative data for all states, and provides no data for individual colleges. Therefore, in years when NPSAS is not conducted, we estimate the national average student debt upon graduation by using the change in the national average from Peterson’s to update the most recent NPSAS figure.

The college-level data from Peterson’s show an increase in average debt of eight percent between borrowers in the Class of 2012 and the Class of 2015, from \$25,900 to \$27,950. NPSAS data show that bachelor’s degree recipients at public and nonprofit four-year colleges who graduated with loans in the Class of 2012 had an average of \$27,850 in debt. Applying an eight percent increase to \$27,850, we estimate that the actual student debt for the Class of 2015 is \$30,100.

NPSAS data also show that about two-thirds (68%) of bachelor’s degree recipients at public and nonprofit four-year colleges graduated with loans in the Class of 2012. The college-level data from Peterson’s show the percentage of bachelor’s degree recipients graduating with loans to be the same in the Class of 2012 and the Class of 2015 (60%). Therefore, we estimate that almost seven in ten graduates (68%) of the Class of 2015 graduated with loans.

NPSAS data show that 21 percent of student debt at graduation for the Class of 2012 consisted of nonfederal loans. The college-level data from Peterson’s show the share of student debt from nonfederal loans decreased by two percentage points between Class of 2012 and Class of 2015, from 18 percent to 16 percent (or 11%). Applying this 11 percent decrease in the share of debt from nonfederal loans to 21 percent, we estimate that 19 percent of the student debt at graduation for Class of 2015 consisted of nonfederal loans.

DATA LIMITATIONS

There are several reasons why CDS data (such as the college-level data from Peterson's) provide an incomplete picture of the debt levels of graduating seniors. Although the CDS questions ask colleges to report cumulative debt from both federal and private loans, colleges may not be aware of all the private loans their students carry. The CDS questions also instruct colleges to exclude transfer students and the debt those students carried in. In addition, because the survey is voluntary and not audited, colleges may actually have a disincentive for honest and full reporting. Colleges that accurately calculate and report each year's debt figures rightfully complain that other colleges may have students with higher average debt but fail to update their figures, under-report actual debt levels, or never report figures at all. Additionally, very few for-profit colleges report debt data through CDS, and national data show that borrowing levels at for-profit colleges are, on average, much higher than borrowing levels at other types of colleges. See page 2 for more about for-profit colleges.

Despite the limitations of the CDS data, they are the only data available that show average cumulative student debt levels for bachelor's degree recipients, including both federal and private loans, every year and at the college level. While far from perfect, CDS data are still useful for illustrating the variations in student debt across states and colleges.

WHAT DATA ARE INCLUDED IN THE STATE AVERAGES?

Our state-level figures are based on the 1,116 colleges that reported both the percentage of graduating students with loans and their average debt for the Class of 2015, and reported that they awarded bachelor's degrees for the Class of 2015 in the Integrated Postsecondary Education Data System (IPEDS), a set of federal surveys on higher education.⁵¹ These colleges represent 56 percent of all public and nonprofit four-year colleges that granted bachelor's degrees and 82 percent of all bachelor's degree recipients in these sectors in 2014-15.⁵² Nonprofit colleges compose 61 percent of the colleges with usable data, similar to the share they make up of public and nonprofit four-year bachelor's degree-granting colleges combined (67%).

The college-level debt figures used to calculate state averages are estimates, which, as noted above, are reported voluntarily by college officials and are not audited. For their data to be considered usable for calculating state averages, colleges had to report both the percentage of graduating students with loans and their average debt, and report that they awarded bachelor's degrees during the 2014-15 year. We did not calculate state averages when the usable cases with student debt data covered less than 30 percent of bachelor's degree recipients in the Class of 2015 or when the underlying data for that state showed a change of 30 percent or more in average debt from the previous year. Such large year-to-year swings likely reflect different institutions reporting each year, reporting errors, or changes in methodology by institutions reporting the data, rather than actual changes in debt levels. We weight the state averages according to the size of the graduating class (number of bachelor's degree recipients during the 2014-15 year) and the proportion of graduating seniors with debt.

The state averages and rankings in this report are not directly comparable to averages in previous years' reports due to changes in which colleges in each state report data each year, revisions to the underlying data submitted by colleges, and changes in methodology.

ENDNOTES

¹ Unless otherwise noted, only colleges that reported both average debt and percent with debt for the Class of 2015 and had at least 100 bachelor's degree recipients in 2014-15 are included in the data about student debt at colleges in this report. Among the 1,537 colleges with at least 100 bachelor's degree recipients in 2014-15, 1,055 (or 69%) reported both average debt and percent with debt for the Class of 2015. Revisions to the student debt data reported by colleges to Peterson's and received by TICAS by September 26, 2016 are reflected in these data.

² The state averages and rankings in this report are not directly comparable to those in previous years' reports due to changes in which colleges in each state report data each year, revisions to the underlying data submitted by colleges, and changes in methodology.

³ These regions are as defined in: U.S. Census Bureau. *Census regions and divisions with State FIPS Codes*. http://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf. Accessed October 11, 2016.

⁴ See *What Data are Included in the State Averages?* on page 17.

⁵ U.S. Department of Education. 2016. *Data Documentation for College Scorecard (Version: September 2016)*. <https://collegescorecard.ed.gov/assets/FullDataDocumentation.pdf>. Accessed October 7, 2016.

⁶ For more on the difficulties borrowers face in repaying private loans, see: Consumer Financial Protection Bureau. 2015. *Annual Report of the CFPB Student Loan Ombudsman*. <http://bit.ly/1joybQI>.

⁷ Note that the data used here and throughout this report include only student loans and do not include federal Parent PLUS loans, which parents of dependent undergraduates can use to cover any college costs not already covered by other aid.

⁸ Calculations by TICAS on data from the U.S. Department of Education, National Postsecondary Student Aid Study (NPSAS) 2012. These are the most recent data available that show the share of graduates with private loans and the average private loan debt of those who have such debt.

⁹ Ibid.

¹⁰ For example, Wells Fargo advertised fixed rates up to 13.74% for the Wells Fargo Student Loan for Career and Community Colleges: <https://wffs.wellsfargo.com/terms/TodaysRates>. Accessed October 12, 2016.

¹¹ Calculations by TICAS on data from the U.S. Department of Education, NPSAS 2012. The term "private loans" is defined here to mean bank and lender-originated loans only.

¹² TICAS. 2011. *Critical Choices: How Colleges Can Help Students and Families Make Better Decisions about Private Loans*. <http://ticas.org/content/pub/critical-choices>.

¹³ Measure One. 2016. *Private Student Loan Report 2016*. <http://measureone.com/reports>.

¹⁴ Consumer Financial Protection Bureau and U.S. Department of Education. 2012. *Private Student Loans*. http://files.consumerfinance.gov/f/201207_cfpb-Reports_Private-Student-Loans.pdf. "Private loans" refer here to nonfederal

loans from banks and lenders made to undergraduates only.

¹⁵ New Jersey Higher Education Student Assistance Authority. 2015. *Are You Prepared for the Unthinkable?* <https://www.documentcloud.org/documents/2858333-lifeInsurance-WVIP-1.html>.

¹⁶ See: O'Dea, Colleen. August 9, 2016. "Senators Unload on State Student Loan Agency, Outraged by Its Policies." *NJ Spotlight*. <http://bit.ly/2b3iNsO>. Waldman, Annie. August 8, 2016. "Legislators Take Aim at New Jersey Student Loan Program's Tough Tactics." *The New York Times*. <http://nyti.ms/2byCnL5>.

¹⁷ New Jersey Higher Education Student Assistance Authority. 2016. *Fall 2016/Spring 2017 New Lower Rates Arrive June 1st 2016*. <http://www.hesaa.org/Documents/NJCLASSInterestRates.pdf>.

¹⁸ Stutz, Terrence. March 10, 2012. "Report: Texas student loan program plagued by defaults and unused funding." *Dallas News*. <http://bit.ly/2dl0xsl>.

¹⁹ Texas Higher Education Coordinating Board. *College Access Loan (CAL) Program*. <http://www.hhloans.com/index.cfm?objectid=21A41908-C7D3-A868-66FB91774CF078CB>. Accessed October 12, 2016.

²⁰ Minnesota Office of Higher Education. *Federal Benefits You Could Lose by Refinancing*. http://www.selfrefi.state.mn.us/refi_fed_benefit_implications.pdf. Accessed October 12, 2016.

²¹ National Association of State Student Grant and Aid Programs (NASSGAP). 2016. *46th Annual Survey Report on State-Sponsored Student Financial Aid: 2014-15 Academic Year*. http://www.nassgap.org/survey/NASSGAP_Report_14-15_final.pdf.

²² California Assembly Bill No. 721 (2015-16 reg. session). https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB721.

²³ Darolia, Rajeev. 2016. *An Experiment on Information Use in College Student Loan Decisions*. Federal Reserve Bank of Philadelphia Working Paper No. 16-18. <http://bit.ly/2dWY15N>.

²⁴ Pennsylvania Department of Revenue. 2014. *Pennsylvania Personal Income Tax Guide*. <http://bit.ly/2eaP3bu>.

²⁵ University of California. 2016. *Annual Accountability Report 2016*. Indicator 2.5.3: Student loan debt burden of graduating seniors by parent income, Universitywide, 1999-2000 to 2014-15. <http://accountability.universityofcalifornia.edu/2016/chapters/chapter-2.html#2.5.3>.

²⁶ College costs are defined here as average total in-state tuition, fees, room, and board costs at public four-year colleges. Calculations by TICAS on data from the College Board, 2015, Trends in College Pricing 2015, Table 2, <http://trends.collegeboard.org/sites/default/files/trends-college-pricing-web-final-508-2.pdf> and U.S. Department of Education data on the maximum Pell Grant.

²⁷ Calculations by TICAS on 12-month enrollment data for 2013-14 from U.S. Department of Education, Integrated Postsecondary Education System.

²⁸ Center on Budget and Policy Priorities. 2016. *Funding Down, Tuition Up: State Cuts to Higher Education Threaten Quality and Affordability at Public College*.

<http://www.cbpp.org/research/state-budget-and-tax/funding-down-tuition-up>. Accessed September 20, 2016.

²⁹ For example, see TICAS. 2015. *New Federal Legislation Tackles State Disinvestment in Public Colleges*. <http://ticas.org/blog/new-federal-legislation-tackles-state-disinvestment-public-colleges>.

³⁰ See: TICAS. 2015. *Summary of Income-Driven Repayment Plans* at <http://bit.ly/2cwFkOg>.

³¹ See: TICAS. 2013. *Helping Students Make Wise Borrowing Choices and Repay Federal Student Loans*. <http://bit.ly/1FL7yrr>.

³² On October 1, 2015, a bipartisan group of 32 lawmakers urged the Departments of Education and Treasury to automate the annual income recertification process for income-driven plans. See: <http://bit.ly/2cU8z5F>. And in September 2016 a bipartisan bill was introduced that would require the two agencies to automate the process. US Representatives Suzanne Bonamici and Ryan Costello. September 8, 2016. Press release. *Bonomici, Costello Introduce Bill to Reduce Student Loan Defaults*. <https://bonamici.house.gov/press-release/bonomici-costello-introduce-bill-reduce-student-loan-defaults>.

³³ U.S. Department of Education. *Sample Data on IDR Recertification Rates for ED-Held Loans*. Shared at a negotiated rulemaking session on April 1, 2015. <http://www2.ed.gov/policy/highered/reg/hearulemaking/2015/payee2-recertification.xls>.

³⁴ For more information, see The White House. September 15, 2016. *Social and Behavioral Sciences Team 2016 Annual Report*. <http://bit.ly/2cU2M86>.

³⁵ U.S. Department of the Treasury, U.S. Department of Education, Consumer Financial Protection Bureau. September 29, 2015. *Joint Statement of Principles on Student Loan Servicing*. <http://bit.ly/1QJXUwz>.

³⁶ U.S. Department of Education. July 20, 2016. *Policy Direction on Federal Student Loan Servicing*. <http://www2.ed.gov/documents/press-releases/loan-servicing-policy-memo.pdf>.

³⁷ For more information, see the U.S. Department of Education. 2016. *Making College More Affordable for More Americans & Improving College Choice*. <http://bit.ly/2deW7Fp>. Accessed October 7, 2016.

³⁸ For more information, see: U.S. Department of Education. 2016. *College Scorecard*. <https://collegescorecard.ed.gov/>. Accessed September 14, 2016.

³⁹ TICAS. 2012. *Adding It All Up 2012: Are College Net Price Calculators Easy to Find, Use, and Compare?* http://www.ticas.org/pub_view.php?id=859.

⁴⁰ Senators Chuck Grassley and Al Franken. October 7, 2015. Press release. *Grassley, Franken Re-introduce Bipartisan Bills to Help Students Understand Cost of College, Make Cost Comparisons Easier*. <http://bit.ly/1R9zW6v>.

⁴¹ For more information, see U.S. Department of Education. *Financial Aid Shopping Sheet*. <http://www2.ed.gov/policy/highered/guid/aid-offer/index.html>. As of August 24, 2016, 3,244 schools were using the Shopping Sheet, 44% of which used it only for students who are veterans. See *Institutions that have adopted the Shopping Sheet*. <http://bit.ly/2cwEFf9>, accessed September 21, 2016. Just 25% of all active Title IV institutions in 2015-2016 used the shopping sheet

for all their students.

⁴² Senators Al Franken and Chuck Grassley. October 7, 2015. Press release. *Bills Would Improve College Cost Calculation Tools, Make Financial Aid Information Standardized*. <http://bit.ly/2cUcOGt>.

⁴³ For more information, see TICAS' Risk Sharing and Rewards Publications and Resources page: <http://ticas.org/risk-sharing-and-rewards-publications-and-resources>.

⁴⁴ For more information on the gainful employment regulation, see <http://bit.ly/2cuMkIM>, and on proposals to strengthen oversight of career education programs through stronger enforcement and rules, see <http://ProtectStudentsandTaxpayers.org>.

⁴⁵ See: TICAS. *Private Student Loans Publications and Resources*. <http://ticas.org/content/posd/private-loan-publications-and-resources>.

⁴⁶ TICAS. 2016. *Private Loans: Facts and Trends*. http://www.ticas.org/files/pub/private_loan_facts_trends.pdf.

⁴⁷ California Assembly Bill No. 721 (2015-16 reg. session). Chaptered October 8, 2015. http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB721.

⁴⁸ US Senators Dick Durbin, Jack Reed and Al Franken. September 16, 2016. Press release. *As Student Loan Debt Tops \$1 Trillion, Senators Pushes For Improved Protections For Student Borrowers*. <http://bit.ly/2cQQ3D9>.

⁴⁹ Peterson's Undergraduate Financial Aid and Undergraduate Databases, copyright 2016 Peterson's, a Nelnet company. All rights reserved.

⁵⁰ Calculations by TICAS on data from Peterson's and from U.S. Department of Education, National Postsecondary Student Aid Study (NPSAS), <http://nces.ed.gov/surveys/npsas/>, accessed October 17, 2014. NPSAS uses multiple sources (student-level data obtained by colleges, the National Student Loan Data System, and student surveys), allowing it to better account for all types of loans and avoid errors. The survey is also based on a representative sample of all college students and includes transfer students. NPSAS 2012 did not provide representative samples for any states. In previous years, NPSAS provided representative samples for a handful of states.

⁵¹ See: U.S. Department of Education. Integrated Postsecondary Education System (IPEDS). <http://nces.ed.gov/ipeds/>. Reflects latest available data as of September 30, 2016.

⁵² Out of the 2,381 public four-year and nonprofit four-year colleges in the federal Integrated Postsecondary Education Data System (IPEDS) for 2014-15, 2,010 granted bachelor's degrees during the 2014-15 year, with 1,763,943 bachelor's degree recipients in the Class of 2015. Of these 2,010 colleges, 1,116 colleges are included in our state averages, with a total of 1,442,018 bachelor's degree recipients in the Class of 2015. The remaining 894 colleges could not be matched to a specific entry in the Peterson's dataset, did not respond to the most recent Peterson's Undergraduate Financial Aid survey, or responded to the survey, but did not report figures for both the percentage of graduating students with loans and their average debt for the Class of 2015.

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**THE PROJECT ON
STUDENT DEBT**



The Debt Divide



The Racial and Class Bias Behind the
“New Normal” of Student Borrowing

MARK HUELSMAN

About Demos

Demos is a public policy organization working for an America where we all have an equal say in our democracy and an equal chance in our economy.

Our name means “the people.” It is the root word of democracy, and it reminds us that in America, the true source of our greatness is the diversity of our people. Our nation’s highest challenge is to create a democracy that truly empowers people of all backgrounds, so that we all have a say in setting the policies that shape opportunity and provide for our common future. To help America meet that challenge, Demos is working to reduce both political and economic inequality, deploying original research, advocacy, litigation, and strategic communications to create the America the people deserve.

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KEY FINDINGS

Today, taking out loans is the primary way individuals pay for college—a major shift in how our nation provides access to higher education. While concerns about the growth in college costs and student debt are nearly universal, much of this concern focuses on how college debt is impacting the economic well-being of college graduates and our overall economy. What has been less understood, or examined, is how this shift to a debt-based system impacts our nation’s historical commitment to ensuring everyone—regardless of race or class—can afford to go to college. We need to understand whether or not the “new normal” of debt-financed college is having an impact on our ability to make good on that fundamental promise.

This report, *The Debt Divide*, provides a comprehensive look at how the “new normal” of debt-financed college impacts the whole pipeline of decision-making related to college. This includes, whether to attend college at all, what type college to attend and whether to complete a degree, all the way to a host of choices about what to do for a living, and whether to save for retirement or buy a home. In an America where Black and Latino households have just a fraction of the wealth of white households, where communities of color have for decades been shut out of traditional ladders of economic opportunity, a system based entirely on acquiring debt to get ahead may have very different impacts on some communities over others.

Our analysis, using data from three U.S. Department of Education surveys, the Federal Reserve’s 2013 Survey of Consumer Finances, and existing academic literature, reveals a system that is deeply biased along class and racial lines. Our debt-financed system not only results in higher loan balances for low-income, Black and Latino students, but also results in high numbers of low-income students and students of color dropping out without receiving a credential. In addition, our debt-based system may be fundamentally impacting the post-college lives of those who are forced to take on debt to attend and complete college. Our findings include:

- **Black and low-income students borrow more, and more often, to receive a bachelor's degree, even at public institutions.** A full 84 percent of graduates who received Pell Grants graduate with debt, compared to less than half (46%) of non-Pell recipients. While less than two-thirds (63%) of white graduates from public schools borrow, four-in-five (81%) of Black graduates do so. Latino graduates borrow at similar rates and slightly lower amounts than white students.
- **Associate's degree borrowing has spiked particularly among Black students over the past decade.** At public institutions, well over half (57%) of Black associate's degree recipients borrow (compared to 43% of white students), and borrow nearly \$2,000 more than white students. A decade ago, 38% of Black associate's degree recipients borrowed (compared to 32% of white students). In other words, a six-point gap in borrowing between white and Black associate's degree holders has turned into a 14-point gap.
- **Students at for-profit institutions face the highest debt burdens.** Associate's degree recipients at for-profit schools borrow almost the same amount (only \$956 less) than bachelor's degree recipients at public colleges.
- **Black and Latino students are dropping out with debt at higher rates than white students.** At all schools, nearly 4-in-10 (39%) of Black borrowers drop out of college, compared to 29% of white borrowers. Around the same number (38%) of low-income borrowers¹ drop out compared to less than a quarter of their higher-income peers. Nearly two-thirds of Black and Latino student borrowers at for-profit four-year schools drop out (65% and 67% respectively). Nearly half (47%) of Black student borrowers drop out with debt at for-profit 2-, and less-than-2-, year institutions.
- **Graduates with student loan debt report lower levels of job satisfaction when initially entering the workforce.** High debt borrowers report levels of satisfaction around 11 percentage points lower than those who graduated from college debt-free.

- **Average debt levels are beyond borrowing thresholds that are deemed by research to be “positive.”** Studies suggest that small amounts of debt—\$10,000 or below—have a positive impact on college persistence and graduation, but amounts above that may have a negative impact. Unfortunately, average debt levels for both associate’s and bachelor’s recipients are now well beyond the “beneficial” threshold.
- **While those with a college degree are more likely to save or buy a home, student debt could be acting as a barrier.** At every level of education, households without student debt are more likely to own homes, have slightly lower interest rates on mortgages, and have retirement and liquid assets that are considerably larger than those households with student debt.

INTRODUCTION

In a gymnasium at Southwest Texas State Teachers College in 1965, President Lyndon Johnson remarked upon signing the Higher Education Act that “a high school senior anywhere in this great land of ours can apply to any college or any university in any of the 50 States and not be turned away because his family is poor.”² The HEA, as it is known, created a system of grants for needy students, work opportunities for students, and interest-free loans as a backstop for students with unmet financial need. Rather than being seen as a partisan accomplishment of the Great Society, it was largely defended as a seminal piece of the American social contract. Rather than dismantling Johnson’s proud achievement, five years later, in 1970, Johnson’s successor Richard Nixon argued in a special address to Congress that “No qualified student who wants to go to college should be barred by lack of money. That has long been a great American goal; I propose that we achieve it now.”³

And so it went for a generation for aspiring college students, who could generally finance college from a combination of scholarships, part-time employment during the school year or summer, or family income. Student loans, while always nominally available, were reserved for middle-class families who used them as a cash-flow mechanism.

As more students entered college, however, our public officials began to renege on their promise to invest in the higher education system. States started cutting per-student funding at public institutions, and modest increases in grant aid were dwarfed by rising tuition. Meanwhile, working-class and middle-class incomes began to stagnate, leaving students with little recourse but to take on debt to reach their college dreams. With each successive reauthorization or rewrite of HEA, policymakers have done less to fulfill the public dreams of those who wrote it.

We have now entered a new phase where student borrowing is now the primary way young people pay for college. The heavy reliance on student loans has made the college-going process fundamentally different for some groups, notably Black and Latino students and students of modest means. And despite a growing body of research showing that need-based grant aid is the

most effective mechanism to induce enrollment and completion, our public policy has led students to rely far more on loans—the effectiveness of which is mixed at best and actually harmful at worst.

This shift places an unequal burden on communities that have historically been denied an opportunity to gain and leverage wealth. While higher-income, predominately white, households can hope to minimize borrowing by using tax-advantaged savings and investment accounts, home equity, and other mechanisms, low-income households by and large cannot use these tools. For our entire history, public policies—from redlining, to inequitable state and local tax formulas that fund K-12 education, to the decline of defined-benefit pensions—have denied communities of color the same opportunities to build wealth and gain the same foothold in the middle class that whites have enjoyed. And despite the death of de jure Jim Crow-era segregation, gaps in wealth between white and Black, and white and Latino, households have actually increased. Two decades ago, white households had median net worth seven times higher than Black households, and six times higher than Latino households. In the aftermath of the recession, whites held 13 times more wealth than Black households and ten times more wealth than Latino households.⁴ These households are far less likely to have accumulated the wealth necessary to save for college and avoid borrowing to pay for rising costs of attendance.

The result is a burden of debt that is fundamentally unequal; low-income, Black and Latino students almost universally must borrow to attain a degree, while white, middle- and upper-class students are far less likely to need to borrow. This can distort choices about whether and where to go to school, and contributes to persistent gaps in attainment.

Reliance on loan debt also makes the consequences of dropping out of college far direr. A generation ago, the only consequence a college dropout faced was the loss of future earnings that could have come with the degree. Now, dropouts face loss of earnings as well as a debt burden that must be paid off in short order. The link between student loan defaults and dropping out is strong. In fact, a recent analysis by the New America Foundation shows that nearly two-thirds of those who default on student loans have no degree.⁵

Finally, student loan debt does not stop at the water's edge—there is plenty of evidence that it can reduce lifetime wealth, affect important life decisions, and resonate long after a borrower is out of school. Analyses over the past few years from Demos⁶ and the New York Federal Reserve Bank⁷ have raised fresh concerns about the

broad economic impacts of our debt-for-diploma system.

This report, *The Debt Divide*, outlines what we know about undergraduate student debt, using data from three U.S. Department of Education surveys as well as the Federal Reserve's 2013 Survey of Consumer Finances, in addition to existing research on the topic. Where possible, we try to shine a light on students at public colleges and universities; after all, these institutions educate the vast majority of U.S. college students, and have a mission to remain affordable and maintain a student body that is representative of their state. What we find, unfortunately, is a system that not only overburdens low-income, Black and Latino students, but also may be fundamentally impacting the post-college lives of all students who are forced to take on debt to attend and complete college.

THE INEQUALITY OF STUDENT DEBT, BY RACE AND CLASS⁸

It is no secret that college costs have far outpaced inflation and growth in family income in recent decades, particularly (though not exclusively) at public institutions. Need-based grant aid, which is designed to defray costs for low-income students, has also dwindled as a percentage of college costs. It is disheartening but not surprising, then, that students who already have trouble financing school—namely, Black and Latino low-income students—have seen borrowing levels and amounts spike.

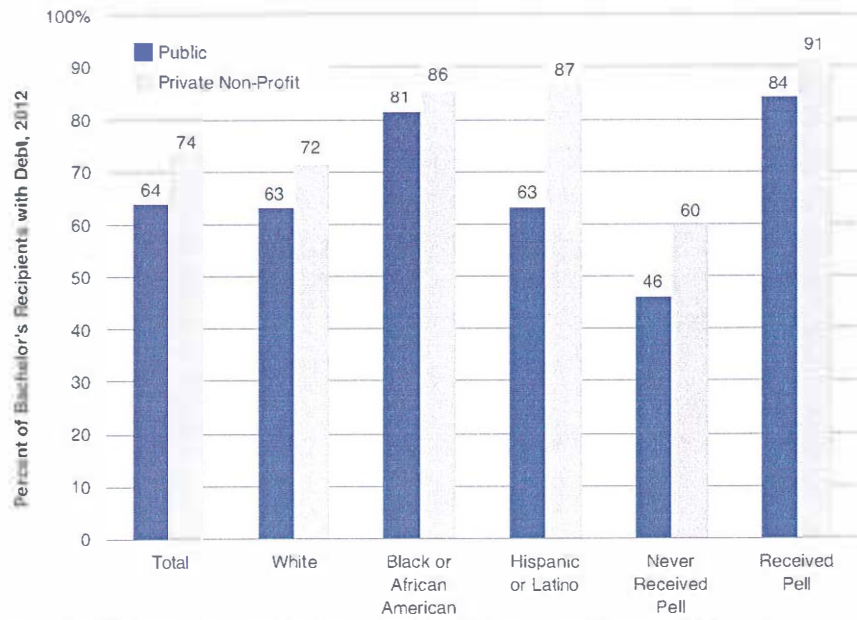
Indeed, low-income graduates (those who received a Pell Grant while in school) borrow at far higher rates—and in higher amounts—than their middle- and upper-income counterparts at both two- and four-year institutions, regardless of the type of institution attended, and despite receiving thousands of dollars in grant aid. Black students also borrow at much higher rates, and in higher amounts, to receive the same degrees as their white counterparts. Latino students borrow at higher percentages and in higher amounts than white students at private non-profit and for-profit institutions, but graduate with less debt on average than white and Black students at public institutions.

Borrowing for a Bachelor's

Perhaps surprisingly, the gap in borrowing between Pell and non-Pell recipients, and white and Black students, is most pronounced at public institutions. A full 84 percent of graduates who received Pell Grants graduate with debt, compared to less than half (46%) of non-Pell recipients. Overall, borrowing rates are higher among bachelor's recipients at private non-profit schools for every group, even though the gap may be smaller than one would think (see Figure 1).

In addition, Black bachelor's degree recipients are more likely to borrow than white students at any type of institution (including for-profit schools, discussed below). While less than two-thirds (63%) of white graduates from public schools borrow, four-fifths (81%) of Black graduates borrow. While private non-profit schools command more frequent borrowing among Black students, the gap in the percentage of Black and white students who borrow is higher at public institutions.

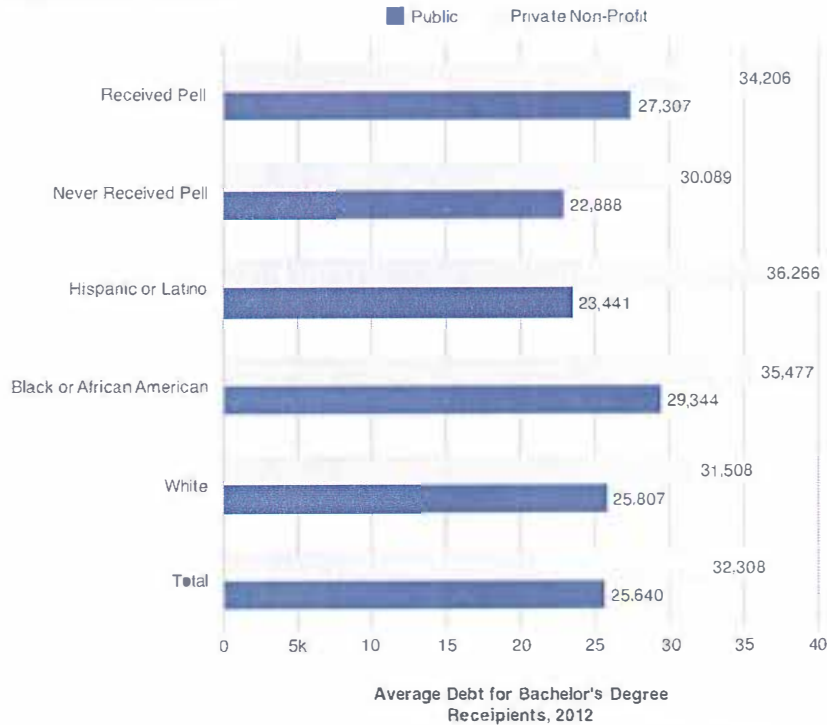
Figure 1. Black and Low-Income Students Are More Likely to Borrow for a Bachelor's



Source: Author's Calculations from the U.S. Department of Education, 2011-12 National Postsecondary Student Aid Study (NPSAS-12).

Latino students, on the other hand, borrow at the exact same rate as white students (63%), and actually borrow an average of \$2,400 less than whites to receive degrees from public colleges and universities (see Figure 2). This could be attributable to many factors, including whites attending slightly more expensive public institutions, or cultural attitudes towards debt and risk. However, borrowing rates are far higher for Latino students at private non-profit schools, where 87% borrow. Average debt at private non-profits is actually higher for Latino students than for Black and white students.

Figure 2. Black and Low-Income Students Borrow More for a Bachelor's

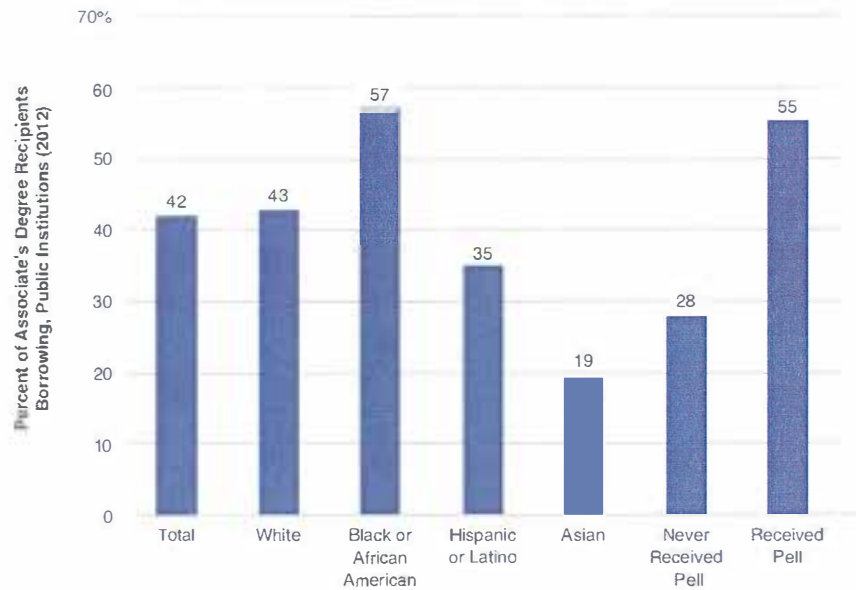


Source: Author's Calculations from the U.S. Department of Education's 2011-12 National Postsecondary Student Aid Study (NPSAS 12).

Debt Is Rising for Two-Year Degrees

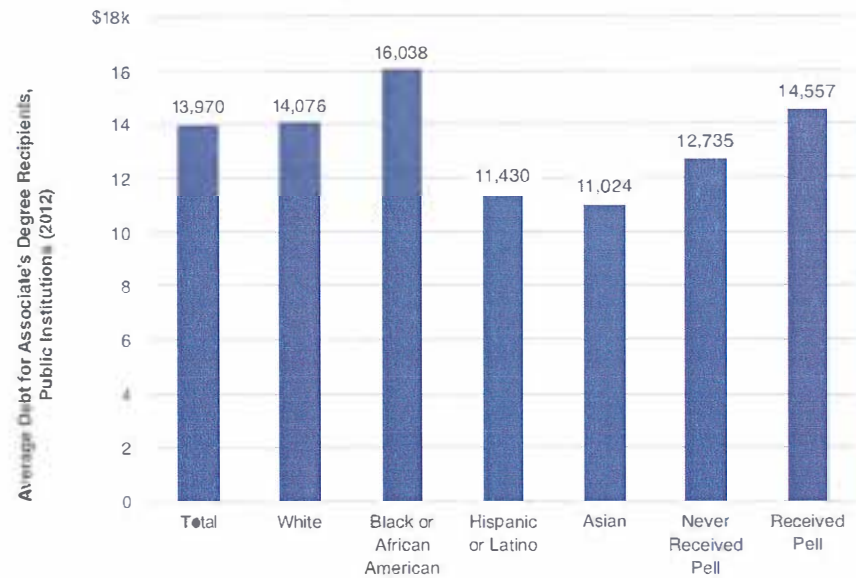
Many students consider an associate's degree as a low-cost, low-debt college option, either as a springboard for a bachelor's degree program or return to the workforce. Indeed, borrowing levels of *all* students at public 2-year schools are low (around 17%). But for those who are pursuing an associate's degree, borrowing rates are far higher. In fact, 4-in-10 associate's degree recipients at public institutions⁹ now must borrow in order to earn the credential (see Figure 3).¹⁰ Debt levels, while lower than those at four-year schools, average \$13,970 at public institutions (see Figure 4).¹¹

Figure 3. Black and Low-Income Students Are More Likely to Borrow for An Associate's Degree



Source: Authors' Calculations from the U.S. Department of Education's 2011-12 National Postsecondary Student Aid Study (NPSAS 12)

Figure 4. Black and Low-Income Students Take on Higher Debt for an Associate's Degree

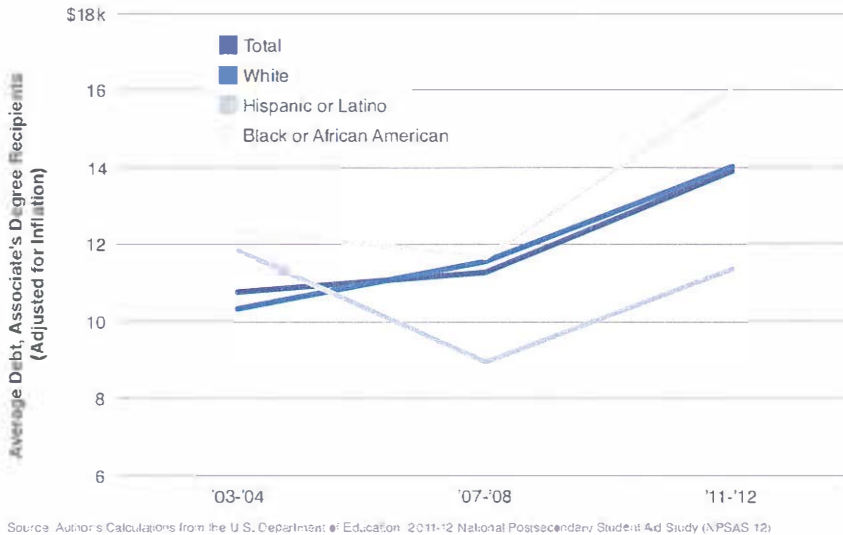


Source: Authors' Calculations from the U.S. Department of Education's 2011-12 National Postsecondary Student Aid Study (NPSAS 12)

These numbers have jumped over the past decade. The mid-2000s saw substantial increases in the percentage of students who borrowed for associate's degrees, which has held through today. In the midst of the recession, between 2008 and 2012, the percentage of borrowers increased slightly, but the average amount borrowed for an associate's degree ballooned. Adjusted for inflation, today's

associate's degree holders from public schools graduate with \$3,000 more in debt than they did in 2004, and over \$2,500 more than they did in 2008 (see Figure 5).

Figure 5. During the Great Recession, Average Debt Spiked for Associate's Degree Recipients



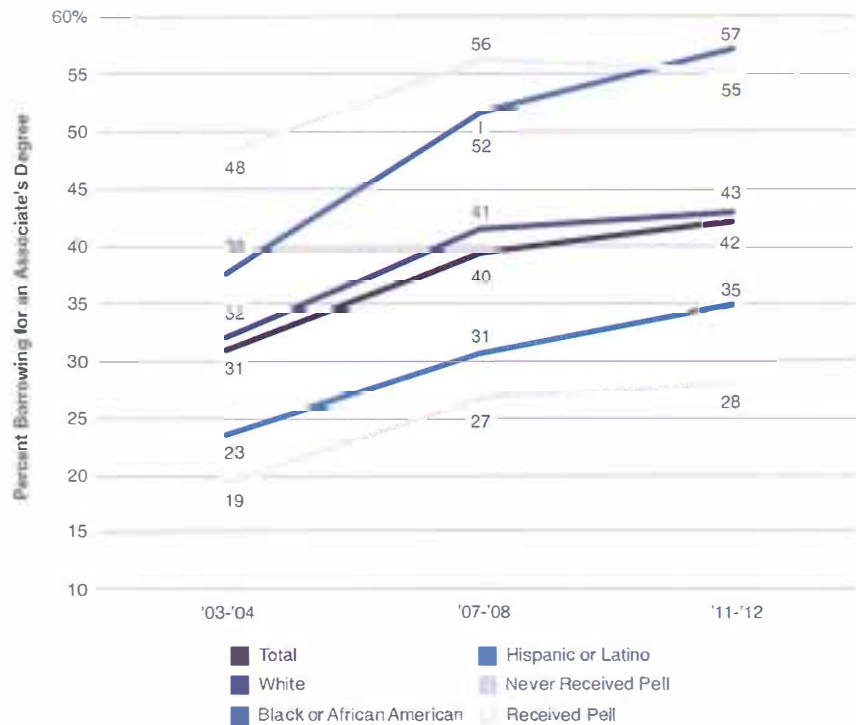
But, as with bachelor's recipients, these figures mask substantial differences by race and income.

In fact, 57 percent of Black associate's degree recipients borrow (compared to 43% of white students), and borrow nearly \$2,000 more than white students. Black students also saw the largest spike in borrowing between the 2003-04 and the 2011-12 school years. A decade ago, 38 percent of Black associate's degree recipients at public schools borrowed (compared to 32% of white students). In other words, a six-point gap in borrowing between white and Black associate's degree holders has turned into a 14-point gap. On the other hand, only a third (35%) of Latino associate's degree holders borrow to earn an associate's, though that number is up from less than a quarter (23%) in 2003-04 (see Figure 6).

Additionally, despite the fact that the maximum Pell Grant often covers tuition and fees for associate's degree programs at public schools, well over half (55%) of associate's degree recipients who received Pell Grants graduated with debt. Pell recipients took on an average of over \$14,500, nearly \$2,000 more than those who never received the grant.

Perhaps more concerning, it seems that the fundamental transfer

Figure 6. Associate's Degree Borrowing Continues to Rise at Public Colleges



Source: Author's Calculations from the U.S. Department of Education, 2011-12 National Postsecondary Student Aid Study (NPSAS:12).

mission of community colleges is being undercut. A 2012 study from TG indicates that bachelor's recipients who transferred from community colleges actually borrowed the same amount or more than students who started at public and private 4-year schools.¹² In other words, contrary to intuition, transferring from a community college did not lower the cost of a degree.

Near-Universal Borrowing at For-Profit Schools

While three-in-four students attend public colleges and universities, for-profit institutions educate less than ten percent of all undergraduates.¹³ And yet, for-profit schools command media and policy attention precisely because of the outsized impact they have on overall student borrowing. For-profit institutions also enroll disproportionate numbers of Black and Latino students. In fact, Black and Latino students make up fewer than one-third (29%) of all college students, but nearly half (45%) of all private for-profit students.¹⁴

While for-profit schools graduate the lowest percentage of their students than any sector, those who do graduate almost certainly take on debt. Eighty-six percent of white students, 89% of Latino students, and 90% of Black students borrow to receive a bachelor's degree at for-profit institutions, with debt averaging around \$40,000 for each group. Ninety-six percent of Pell Grant recipients who graduate from for-profits incur debt (see Table 1).

Borrowing numbers are nearly identical at the associate's degree level. As with bachelor's degree programs, nearly all (94%) of associate's degree holders at for-profit schools who received Pell Grants graduate with debt, averaging over \$25,000. Nearly all students of color borrow as well, including 93% of Black students and 92% of Latino students (compared to 85% of white students). Although Black students at for-profit schools borrow around the same amount as white students, Latino degree holders actually borrow over \$3,500 less than white students at for-profit schools.

To put for-profit borrowing in perspective—associate's degree recipients at for-profit schools only borrow \$956 less than bachelor's degree recipients at public schools. The high debt that degree recipients must endure at these schools is one reason that for-profit institutions have come under extra scrutiny from both the federal government and state attorneys general. Another reason for scrutiny is the share of students at these schools that do not make it to the finish line, as mentioned below.

Table 1. To Graduate at a For-Profit, Nearly Everyone Must Borrow, 2012

	Percent Borrowing for Bachelor's	Cumulative Debt, Bachelor's	Percent Borrowing for Associate's	Cumulative Debt, Associate's
Total	87%	\$40,038	88%	\$24,684
White	86%	\$40,265	85%	\$25,580
Black or African American	90%	\$39,695	93%	\$25,941
Hispanic or Latino	89%	\$39,583	92%	\$21,970
Never Received Pell	63%	\$37,797	67%	\$21,389
Received Pell	96%	\$40,576	94%	\$25,339

Source: Author's Calculations from the U.S. Department of Education, 2011-12 National Postsecondary Student Aid Study (NPSAS 12).

HIGH DEBT, NO DIPLOMA¹⁵

In some ways, the student borrowers described above may be in the best shape of all. After all, despite rising debt burdens, borrowers with degrees at least have a credential that remains valuable in the labor market. Unemployment rates remain lower and earnings remain higher for college graduates relative to their less-educated peers, even if the rise in overall debt threatens to consume more and more of their income and savings over time.

For dropouts, however, the story is different. In fact, dropping out of college is consistently the biggest predictor of whether or not someone will default on a student loan, and financial obligations (either the cost or the need to work to financially support oneself while in school) is the largest reason cited for dropping out.^{16, 17} And Black and Latino students are substantially more likely to cite financial reasons for dropping out. Around 7-in-10 Blacks dropouts cite student debt as a primary reason for not completing school, compared to fewer than half of white students.¹⁸ Essentially, as borrowing has increased in tandem with the importance of a degree, the consequences of dropping out have never been higher, and the burden of student debt may be making Black and Latino students less likely to complete their degree.

In a way, student debt would be a less worrisome issue if all students who entered college were essentially guaranteed to receive that credential, and that their degree always provided a labor market boost. Unfortunately, neither of those are the case. In fact, only 56 percent of degree-seeking students complete college within six years.¹⁹ Numbers are far worse for students who dip below full-time enrollment; less than half (43.2%) of students who enroll part-time at any point end up graduating within six years.²⁰

In fact, evidence is mixed on whether student loans provide any positive impact on the ability to complete a degree. The research on the topic is complicated, since some consider student loans as financial aid while others do not. It's also difficult to separate the reasons for a student dropping out. After all, while many students cite financial difficulties as a reason for leaving school, it's unclear how much that interplays with academic preparation or other life obligations. Also, student loans could negatively impact graduation even when students do not rely on them. Among students with

substantial unmet financial need, those that choose not to take out student loans are far more likely to simply enroll part-time.²¹ In other words, students are stuck with a Catch-22: take on loans, or engage in behavior—part-time enrollment or full-time work—that decreases the likelihood that they will complete a degree.

The picture is also complicated by the fact that extremely modest amounts of loans could be useful in helping students make ends meet. Two different studies suggest that small amounts of debt—\$10,000 or below—have a positive impact on college persistence and graduation, but that amounts above that may actually have a negative impact on the ability to graduate.^{22, 23} This makes sense intuitively; loans may be useful to fill small gaps in need, but could become a burden when used as the primary financing tool. This is troubling, needless to say, when average debt levels for both associate's and bachelor's recipients are now well beyond the \$10,000 threshold suggested by the research. Other studies also find that loans may have a negative impact only on students of color or students with few family resources to buffer against the risk of borrowing.²⁴

It is telling, however, that the impact of grant aid on college persistence and completion is quite clear, while the impact of loans is far less so. Several studies suggest that grant aid positively impacts persistence²⁵ and completion²⁶ particularly for low-income students—the students who are forced to borrow far more today and graduate at much lower rates.

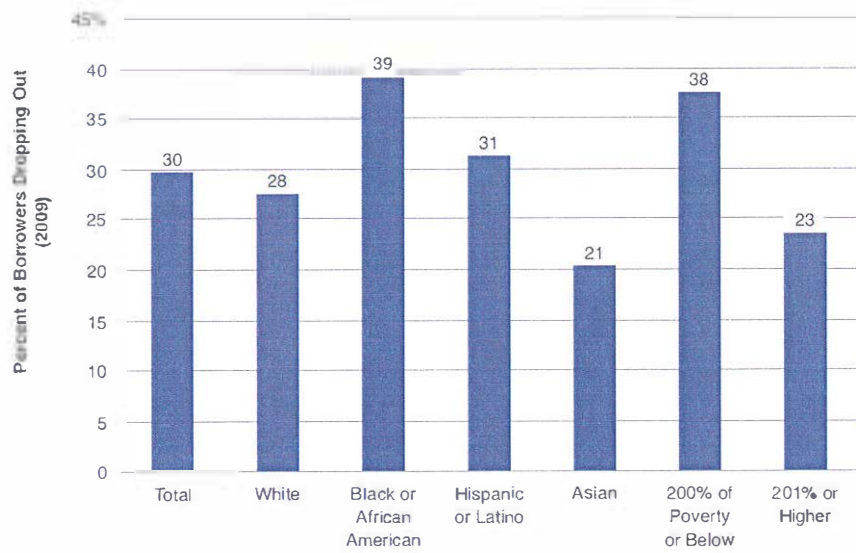
Indebted Dropouts Are More Likely to Be Low-Income, Black and Latino Students

The impact of student loan debt is more concerning when we examine the number of people who take on debt but do not graduate. Unfortunately, the ranks of indebted dropouts have grown in recent years. A recent Education Sector study indicates that nearly a third of borrowers are dropping out, up from about one-in-five in 2001. Student borrowers at for-profit 4-year schools are also far more likely to drop out than students at public and private non-profit 4-year schools.²⁷

But understanding, and potentially remedying, this problem requires an understanding of exactly who is dropping out with debt. As with overall borrowing, nearly 4-in-10 (39%) of Black borrowers drop out, compared to 29% of white borrowers. A similar percentage (38%) of low-income borrowers²⁸ drop out (see Figure 7). But these numbers are just the tip of the iceberg. In fact, nearly two-thirds of

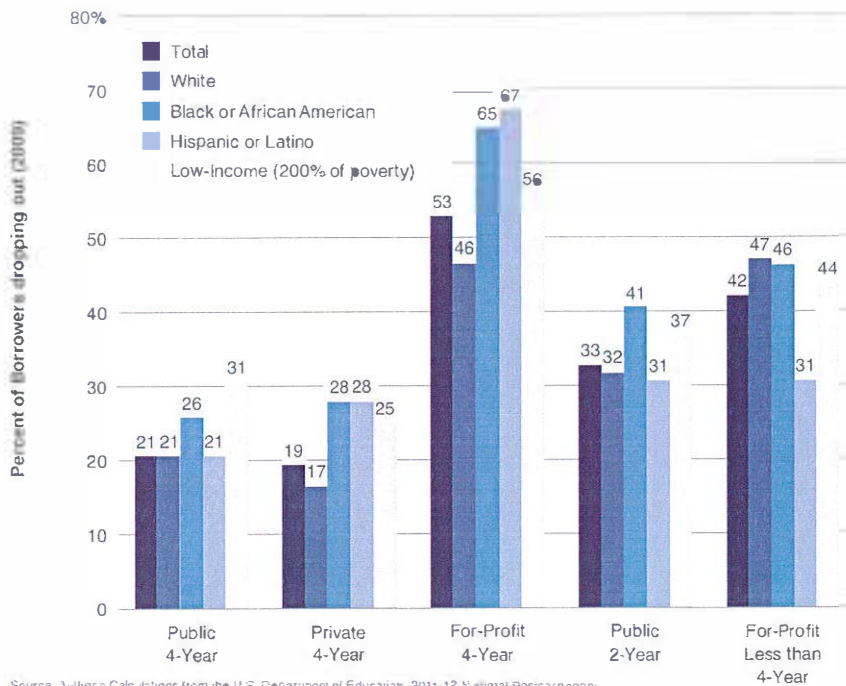
Black and Latino student borrowers at for-profit four-year schools drop out (65% and 67%, respectively) (see Figure 8). Over half of low-income borrowers drop out at these institutions as well. Nearly half (47%) of Black student borrowers drop out with debt at for-profit 2-, and less-than-2-, year institutions. Rates are worrisome at public institutions, if less so. Nearly a third of low-income student borrowers at public 4-year schools drop out, a rate 10% higher than student borrowers at those schools on the whole.

Figure 7. Black and Low-Income Borrowers Are More Likely to Drop Out




Source: Author's Calculations from the U.S. Department of Education 2003-04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS 0409).

Figure 8. Borrowers of Color, Low-Income Borrowers More Likely to Drop Out



The link between dropping out and struggling to repay loans is strong, and helps explain why the average balance of a defaulted student loan is relatively low (around \$15,000²⁹). Students who borrow but drop out, by definition, do not have additional years to accumulate debt, but fall into trouble making monthly payments without the benefits of a degree. This explains how a law school student with six-figure debt can be in better financial shape than a dropout from an associate's degree or certificate program, and speaks to the need for targeted policy solutions aimed at those most likely to struggle to repay.

STUDENT LOANS CAST A POST-COLLEGE SHADOW

 Obviously, student loans stick with borrowers well beyond the time they leave school. In fact, one-third of all student debt is owed by borrowers over 40 years old. The average student loan balance for an indebted 60 year old is right around \$20,000, likely due to accumulated interest (or borrowing for graduate school).³⁰ The specter of debt, naturally, can last well into the age when workers could be saving for retirement or even a child's education.

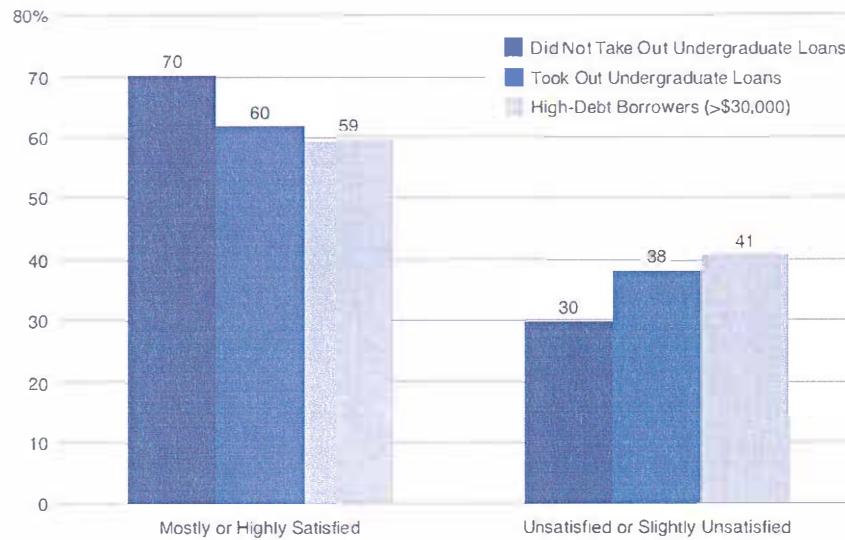
In 2013, Demos released *At What Cost? How Student Debt Reduces Lifetime Wealth*, which showed that relative to a college-educated household without debt, an indebted household stands to lose \$208,000 over a lifetime, primarily from lost retirement savings.³¹ This figure stands to rise as debt levels, and thus the time it takes to offload student debt, extends into a borrower's prime earning years. Even a 2014 Brookings Institution report that received wide attention for arguing that student debt is manageable for the average borrower noted that borrowers are now taking twice as long (13.4 years) to pay off their loans as they were nearly 20 years ago (7.5 years).³²

Beyond potential lost savings, a recent poll from Gallup and the University of Purdue notes that indebted graduates—particularly those with high debt levels—report lower levels of financial worth as well as physical well-being.³³

Student debt may also be impacting the decisions students make about future employment. Graduates with student loan debt also show less initial job satisfaction than those who did not borrow for undergraduate education (see Figure 9).

A 2008 study also found causal evidence—from a natural experiment at a highly-selective institution—that student debt causes graduates to choose highly-paid occupations and shy away from public-interest professions.³⁴ And a recent study from researchers from the Federal Reserve Bank of Philadelphia and Penn State also recently noted that student debt has a significant negative impact on small business formation.³⁵ Again, this makes sense; small businesses are more likely to be financed at least partially from personal debt.

Figure 9. Graduates with Student Debt Show Less Initial Job Satisfaction



Source: Authors' Calculations from U.S. Department of Education, National Center for Education Statistics, 2009-12 Baccalaureate and Beyond Longitudinal Study (B3B 08/12).

A debate has also sprung up around the impact of student debt on this generation's ability to purchase a home. According to the Federal Reserve, student borrowers continue to stay away from home purchases relative to their non-indebted peers. Whereas having student loan debt once made someone more likely to purchase a home, the opposite is now true: 27- to 30-year-olds with student debt have lower rates of homeownership.³⁶ The same is broadly true of car ownership as well.

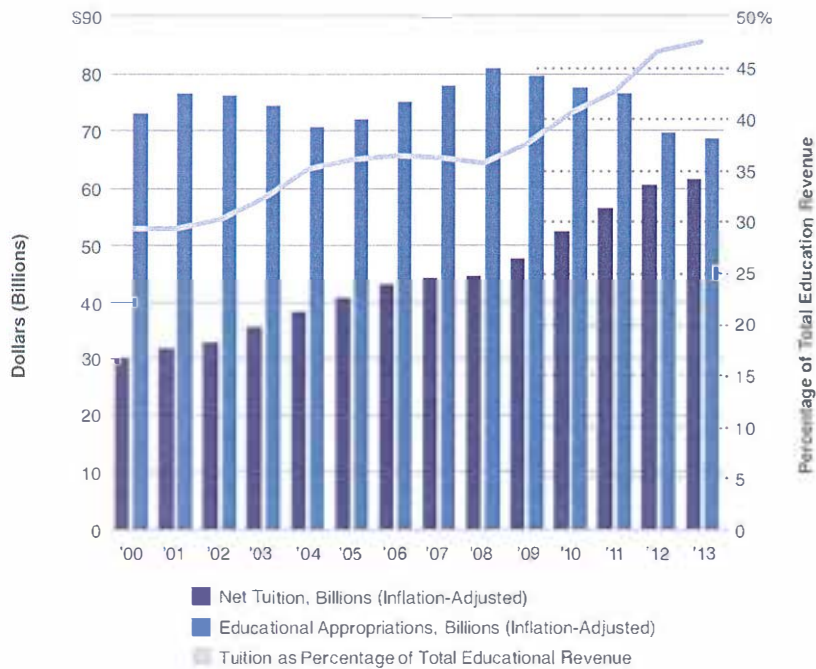
This may have something to do with the impact of student loans on credit scores. A 2014 Brookings paper notes that credit scores for young households without student debt are higher than indebted households—a relatively new phenomenon over the past decade.³⁷ And a 2012 study from Young Invincibles estimated that the typical single student borrower now has a debt-to-income ratio that would prohibit him or her from qualifying for a garden-variety home mortgage.³⁸

WHY HAS THIS HAPPENED? THE DRIVING FACTORS BEHIND RISING UNDERGRADUATE LOAN DEBT

The overall dollar amount of student loans in the economy can also be attributed to increasing numbers of students attending college. This is most likely a positive phenomenon; enrollment in degree-granting institutions has grown from 25% of all 18- to 24-year-olds in 1979 to 41% today.³⁹ Indeed, enrollment is up for all income groups—even half of all low-income high school graduates enroll in college the following fall, up from one-third in 1980. Despite a projected decline in the number of 18- to 24-year-olds, the U.S. Department of Education still projects college enrollment to grow by nearly 14% between now and 2022.⁴⁰ Still, enrollment gaps persist, and the gap in college attendance between wealthy and low-income students has stayed basically the same over the past 30 years.⁴¹

But, as Demos has documented previously, in 2012's *The Great Cost Shift* and 2014's *The Great Cost Shift Continues*, a primary driver of student debt continues to be reduced state expenditures on higher education. In the past decade alone, state higher education funding per student dropped by 22%, and 2012 saw the lowest per-student expenditure on higher education in three decades.⁴² Even as the economy has rebounded from a bitter recession, state spending for higher education ticked upward by a negligible 1.4% and even then, 20 states still cut per-student funding.⁴³ Gaps in funding have been made up primarily via tuition, shifting the cost away from the state and onto the student. Unsurprisingly, tuition makes up a far higher percentage of the cost of educating students. In 2000, tuition dollars covered 29%, with public support making up the rest. By 2013, tuition covered nearly half (see Figure 10).

Figure 10. As Appropriations Stagnate, Tuition and the Student Burden Increase



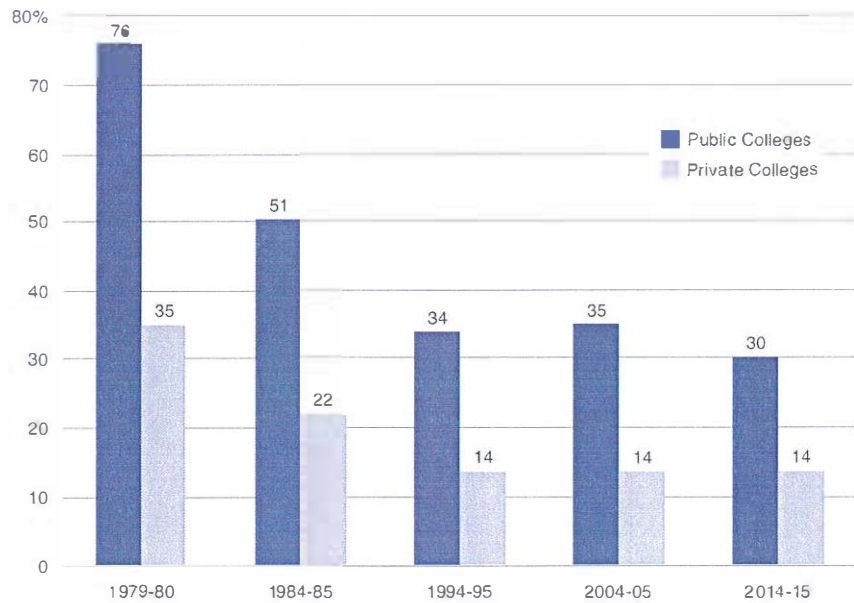
Source: State Higher Education Executive Officers (SHEEO) (2014); State Higher Education Finance 2013.

As tuition has risen, grant aid has also failed to keep pace. The Pell Grant, the federal government’s cornerstone need-based aid program, covered over three-fourths of the total cost of attendance at public colleges and universities in the late 1970s and nearly 40% of the costs of attending a private non-profit. By 2014, it covered less than one-third, and less than 15% at private non-profit schools (see Figure 11). State grant aid programs have also failed to fill the gap while also moving toward rewarding a higher percentage of grants based on merit, rather than need. Meanwhile, many institutions of higher education are using grant aid on higher-income students, while low-income students face net prices that approach their entire family income.¹¹

Meanwhile, family incomes for everyone but the wealthiest have remained relatively stagnant for the better part of three decades (see Figure 12).¹⁵

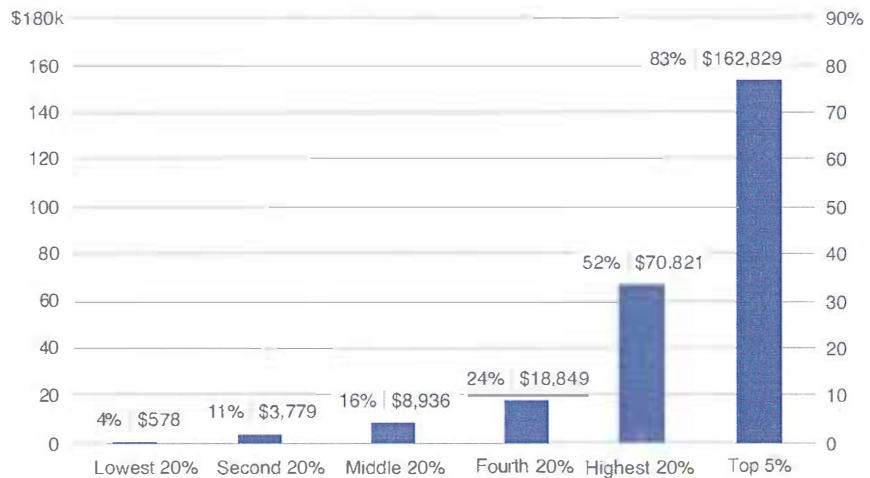
The crippling combination of stagnant incomes, state disinvestment, and insufficient and inefficient grant aid has led us to the point where student borrowing has become the norm even at public institutions, and the rise in average debt levels shows no signs of abating. Just two decades ago, fewer than half of bachelor’s recipients needed to borrow to finance a degree (see Figure 13).

Figure 11. Maximum Pell Grant as a Percentage of College Costs



Source: Author's Calculations from College Board (2014)

Figure 12. Change in Family Income, 1983-2013 (Inflation Adjusted)

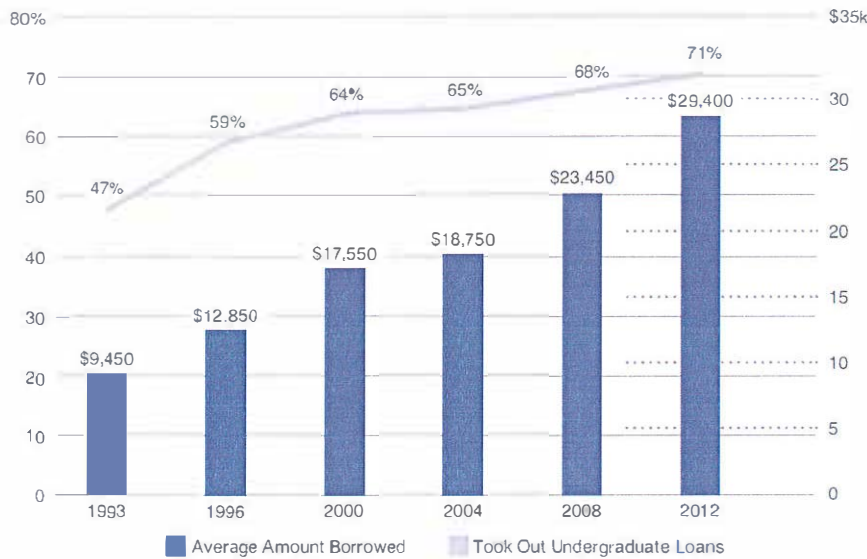


Sources: College Board (2014); U.S. Census Bureau, Current Population Survey, 2014 Annual Social and Economic

Proponents of our current debt-based system often point out that borrowing provides students with funding for college when they are least likely to afford the cost of college, thereby providing access. And of course, very few borrowers could have paid the sticker price of college without loans.

But this presents a false choice; after all, loans are not an inevitable way to fund college. The alternative to loans could simply be

Figure 13. Percent of Bachelor's Recipients with Loan Debt, and Average Amount Borrowed (1993-2012)



Source: TICAS. Author's Calculations from the U.S. Department of Education 2011-12 National Postsecondary Student Aid Study (NPSAS '12).

increases in state appropriations that lower student costs, or increases in grant aid targeted at students who need it the most. Indeed, there is strong evidence that need-based grant aid contributes positively to college access,^{46, 47, 48} particularly for non-traditional students.⁴⁹ On the other hand, evidence is mixed on whether or not student loans increase levels of college participation. To be sure, isolating the impact of student loans on the ability to attend college is difficult—it becomes quickly tangled in other questions, like family income, overall cost, the timing of when a student receives financial aid, not to mention academic or other non-financial factors. But while some find evidence that eligibility for loans drives up college attendance,⁵⁰ others find that the prospect of borrowing⁵¹ or the prospect of excessive loan burdens can discourage college attendance.⁵² Cultural factors may come into play, as Latino students may be more averse to borrowing than other students.⁵³ Rather than taking on loans, students may enroll in lower-cost institutions, which is only acceptable if those institutions have the resources to provide sufficient quality and support to help a student graduate.

THE LIFELONG ADVANTAGE OF ATTENDING COLLEGE DEBT-FREE

As mentioned, Demos' 2013 report *At What Cost* utilized the 2010 Survey of Consumer Finances (SCF) to determine the loss of lifetime wealth attributable to student loan debt. Others, including Richard Fry at the Pew Research Center, have also used the 2010 SCF to examine the economic well-being of households with and without student debt.⁵⁴ Pew's research found that college-educated households without student debt had a net worth seven times greater than those with student debt, and non-college educated households without debt had net worth nine times greater than those with student debt. In fact, net worth for non-college educated households without student debt was actually *higher* than college-educated households with student debt.

Thanks to new Federal Reserve data from the 2013 Survey of Consumer Finances, we can now take a post-recession snapshot of the debt and assets picture for households⁵⁵ with and without student debt. Given the aforementioned impact of college completion on the ability to repay loans, we also compare those households with "some college" to those with college degrees (including dual-headed households). The full results⁵⁶ are shown in Table 2 below.

We find, unsurprisingly, that at every level of education, non-indebted households are more likely to own homes, have slightly lower interest rates on mortgages, and have retirement and liquid assets that are considerably larger than those households weighed down by debt. The differences in retirement assets in particular are stark: Households with some college and no education debt have an average of over \$10,000 more in retirement savings than indebted households; households with a college degree have over \$20,000 more in retirement savings; and dual-headed households with college degrees have nearly \$30,000 more in retirement savings.

Naturally, we also see the value of a college degree, as both homeownership rates and overall savings (both retirement and liquid) rise by education level, and spike in households in which both heads are college-educated. But it seems clear from the data that the burden of paying off student debt is taking away a sizeable

portion of the ability to accumulate meaningful assets as workers enter their prime earning years. In other words, while a college degree provides many financial advantages, there is evidence that the debt needed to gain it is leaving some households behind.

Table 2. A College Degree is Valuable, but Debt May Be Undermining Wealth Debt and Assets for Households Age 24-40 with and without Student Loan Debt, by Education Level

Education Level	Some College		College Degree		College Degree (Dual Headed)	
	Has Education Debt	No Education Debt	Has Education Debt	No Education Debt	Has Education Debt	No Education Debt
Percent who own a Home	32.60%	37.30%	53.00%	64.00%	67.60%	78.20%
Mortgage Interest Rate	5.30%	4.90%	4.30%	4.10%	4.30%	4.00%
Percent with Retirement Assets	35.90%	39.40%	67.9%*	68.8%*	75.60%	78.40%
Average Retirement Assets	\$25,510	\$35,685	\$42,751	\$98,687	\$57,192	\$123,463
Average Liquid Assets	\$4,549	\$6,049	\$17,788	\$38,097	\$26,268	\$55,965

Source: 2013 Survey of Consumer Finances. Calculations by Robert Hillensmith, Senior Policy Analyst at Demos.
 *Differences between Debtors and Non-Debtors Not Statistically Significant at the p<.05 level. All other figures are statistically significant.

CONCLUSION AND POLICY RECOMMENDATIONS

The debate around student debt often assumes that we have reached a “new normal” in requiring students to borrow substantial amounts of money for a degree. In fact, the broad assumption seems to be that student debt is a positive form of debt, one that allows students access to a system that will increase their earning power, thereby recouping the debt they initially face.

But these assumptions are difficult to reconcile with the impact that this system has wrought. Despite research strongly linking need-based grant aid to access, we have instead allowed a system to flourish in which need-based aid covers less and less of the cost of college. Despite ambiguity in whether or not loans provide more benefit than harm to college access and completion, we have forced more students to borrow. Despite the fact that we have not moved the needle on degree-completion rates in a generation, we have accepted a system in which a substantial portion of borrowers drop out. And despite bipartisan rhetoric around closing attainment gaps among students of color and low-income students, we have created a system in which more underrepresented students take on debt and drop out with debt, thereby saddling communities of color and those with modest means with substantial disadvantages as they enter the workforce.

In addition to the inequitable distribution of debt, we also see worrying signs around the impact of student debt on the ability to build wealth and assets, find a satisfying or civic-minded job, or start a business. It’s difficult to know how large the impact of this is on the broader economy, precisely because we have no historical comparison to this moment.

But that does not mean that this is irreversible. Demos has published several ideas on how to re-invigorate state investment in higher education, as well as how to simplify our system of federal financial aid that provides more benefits to students who need it.

In 2014’s *The Affordable College Compact*, we lay out a plan for a federal-state partnership that would allow the federal government to use its leverage to encourage states to increase state spending, and develop policies and plans to ensure the majority of poor-, working-

and middle class-students can attend college without incurring debt or financial hardship. In our plan, states would be required to affirm that higher education is a public good—in other words, that tuition revenue does not exceed revenue from state appropriations. This is historically consistent with public higher education in the U.S., and will prevent state institutions from excessively increasing tuition in tandem with federal help. States would also be eligible for two match tiers, depending on their level of commitment to providing debt-free college for low-income students in the state.

Figure 14. The Affordable College Compact, Summary

Initial Eligibility: Public Good Promise States must commit that revenue from tuition does not exceed revenue from state appropriations	
20% Match Requirements	60% Match Requirements
Maintain minimum funding levels per full-time equivalent students at the average of the previous two fiscal years.	Commit to Debt-Free Higher Education for Low- and Middle-Income Students (those at 300% poverty or below)
Ensure that unmet financial need will be no higher for low-income students than for high-income students.	Required public institutions to publish better data on student outcomes, disaggregated by income and transfer status.
	Maintain enrollment Levels for Pell-eligible students at four-year Institutions.
	Create New Mechanisms, including refinancing, or incremental debt forgiveness tied to public or community service, to offload existing debt.
Reinvestment promise: 40% Match on each dollar per FTE student that exceeds previous year support	
Funds must be spent on higher education, with 75% at minimum committed either to education and related expenses or grant and scholarship aid.	

In 2012, Demos also developed the *Contract for College*, which would align federal student aid programs into one cohesive, guaranteed package for students. It would also simplify federal financial aid by providing low-income students with grants and work-study to cover the vast majority of college costs, and middle-income families with a guaranteed aid package of grants, work-study, and subsidized loans. Reforming financial aid could work in tandem with increased state investment—in fact, states that commit to debt-free college would have an easy guideline by which they could distribute their own support as well as federal subsidies.

Table 3. The Contract for College Based on the Average Annual Coast of Attendance at 4 Year Public Colleges (Approximately \$16,000/yr)

Household income below \$25,000	
Grant to cover 75% of costs	\$12,000
Work-study	1,500
Subsidized loan	2,500
Household income \$25,000-\$49,999	
Grant to cover 65% of costs	\$10,400
Work-study	1,500
Subsidized loan	4,100
Household income \$50,000-\$74,999	
Grant to cover 55% of costs	\$8,800
Work-study	1,500
Subsidized loan	5,700
Household income \$75,000-\$99,999	
Grant to cover 40% of costs	\$6,400
Work-study	1,500
Subsidized loan	4,050
Unsubsidized loan	4,050
Household income above \$100,000	
Unsubsidized loan	\$10,000

These policies are developed on a principle of shared responsibility—by states, the federal government, and students—and are based in the historical promises by states and the federal government to provide an affordable, valuable degree to students regardless of race or class. As we have seen, from high borrowing to substantial numbers of indebted dropouts, we have yet to live up to that commitment.

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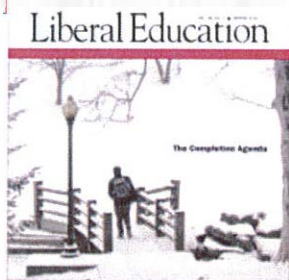
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Liberal Education

What's Wrong with the Completion Agenda—And What We Can Do About It

By: [Debra Humphreys](#)

This article addresses the broad-based reform movement led by state and federal policy makers and designed to increase dramatically the number of students graduating from our nation's colleges and universities. This movement—known as “the completion agenda”—aims to collect more and better data about students' educational progress toward degrees, to enact new policies that incentivize increased graduation rates and improve the efficiency of degree production, and to tie funding to increased completion rates.

Rooted in the increasingly tight linkage between educational attainment and success in the global economy, external pressure on higher education to increase the numbers of college graduates has been building for decades. As part of this pressure, President Obama (2009) set an ambitious goal in his very first State of the Union address: “By 2020, America will once again have the highest proportion of college graduates in the world.” The president noted that, “in a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity—it is a prerequisite” and that “every American will need to get more than a high school diploma.”

The Department of Education, many leading foundations, and many policy organizations have taken up President Obama's challenge. Unfortunately, the ensuing completion reform movement was launched in the midst of a severe economic downturn and after years of demographic shifts and educational shortfalls at both the K-12 and higher education levels. College access and completion have been stunningly stratified by income and by community of origin for many years. At least three out of four students who make it to campus are underprepared to succeed there (ACT 2011), and many need serious remediation to bring their skills and knowledge up to college levels. A significant number of these students are working, often carrying the kind of workload that studies show is correlated with high levels of failure to complete. And due to weaknesses in data tracking, far too little is known about transfer students; graduation rates, therefore, are only approximations. Turning this ship around will be challenging indeed.

The enormity of the challenge posed by these obstacles would seem to call for greater investment in both K-12 schooling and, especially, public higher education in order to increase the numbers of students prepared for and graduating from college. Yet funding for higher education has been trending in just the opposite direction for many years, and the recent economic contraction has only accelerated the plummeting of public

subsidies. As a result, the actual costs of college are rising inexorably for students. The cost shifting—from the public to individual students and their families—has made cost, rather than either completion or the quality of learning, the dominant public concern. Elected officials at the state level also are faced with increasingly tough budget choices, and thus the completion agenda has morphed into a more-completion-at-less-cost agenda. This movement is poised to have a profound effect on how colleges and universities throughout the country operate. Unfortunately, it has become too narrowly focused; whereas society and the economy need “more and *better*,” policy leaders are trying to deliver “more and *cheaper*.”

Completion initiatives

All the current completion initiatives are responding to a larger environment characterized by the globalization of the knowledge economy. Members of the public understand the broad trends and are flocking to colleges and universities in order to increase their chances of succeeding in a rapidly changing economy. Too few of them, however, are completing college and, unfortunately, the United States is currently projected to be, by 2018, at least three million college-educated workers short to meet projected demand (Carnevale, Smith, Strohl 2010). While the challenge of educating an additional three million students well is complex, most completion reform efforts are focused simplistically on only one issue based on one data set that demonstrates that many students—especially those attending two-year institutions, for-profit institutions, and some state colleges and universities—do not “cross the finish line” in a reasonable amount of time (i.e., six years). This is actually true both for students who enter college clearly underprepared for its rigors and for those who have the appropriate levels of preparation but, for a variety of reasons, never complete their degrees. In response, an enormous part of the completion agenda has been directed exclusively at increasing “on-time” completion rates.

For example, the Complete to Compete initiative launched by the National Governors Association (NGA) Center for Best Practices in 2010 focuses primarily on promoting better data collection to track student progress through state higher education systems. One of the theories of change underlying this initiative holds that if institutions and states better understood how students are making their way through public systems, educational and policy leaders could and would improve the efficiency of those systems. Accordingly, the NGA is urging states to implement new performance funding systems that tie institutional funding to completion rates rather than initial enrollment figures alone. This approach, which has been tried with limited success in some states, is intended to incentivize institutions to graduate more of the students they admit (Lederman 2011). Better data are indeed important, but we need an even fuller set of data on both graduation rates and student achievement in order to meet the needs of the twenty-first-century economy.

Complete College America (CCA), an independent initiative currently involving twenty-nine states, is providing new models for data collection—and, thereby, informing the NGA effort. Yet, thus far, these models still focus only on “time to degree” rather than on completion with assurance of demonstrated achievement. In the CCA, participating states are required to commit to a comprehensive set of reforms that include streamlining curricular offerings and implementing strict

performance funding strategies tied to completion rates.

Several large foundations—most notably the Bill and Melinda Gates Foundation and the Lumina Foundation for Education—are also funding dozens of initiatives designed to increase productivity and completion rates through projects to improve data collection, streamline requirements, increase the effectiveness of remedial or developmental education programs, expand the use of various student success strategies, increase the use of online learning, and test strategies to increase the rates by which students in two-year institutions transfer successfully to four-year institutions. Of course, all these initiatives depend on other efforts to increase the number of high school graduates who are prepared to succeed in college. Yet, many of them rest on the simplistic assumption that the *causes* of low graduation rates are primarily a matter of neglect, lack of awareness, misplaced priorities, or incompetent leadership. The assumption that underlies specifically the proposed performance funding policies is that, if money isn't explicitly tied to graduation, educators and leaders won't focus on the issue because they just won't pay attention or they just don't care whether their students actually graduate. The problem is more complex than these assumptions suggest.

It *should* be a national priority to pursue productive approaches that help different groups of students stay in college and graduate on time, and we absolutely should make policy changes and devote more resources to support them. We should not, however, underestimate the challenges to reaching these ambitious goals. Data and leadership matter, but so do resources—both financial and human. At present, private foundations are the only source of additional resources for these efforts. Funding for higher education is being reduced in most states. It is safe to assume that funding levels will remain low, at least in the short term, and probably will continue to decline, especially at public colleges and universities (AASCU 2011). Under these circumstances, we do indeed have to tackle these issues with the same or fewer resources. But we also must attend simultaneously to the serious quality of learning shortfall that threatens to get even worse if we maintain an *exclusive* focus on completion and efficiency.

The quality shortfall

Many policy makers are missing the fact that the projected shortfall in college-educated workers is a result of today's workplace requiring a broader set of skills and higher levels of learning than ever before. The Board of Directors of the Association of American Colleges and Universities (AAC&U) recognized this broad trend in its 2010 statement, *The Quality Imperative*, noting that "the quality shortfall is just as urgent as the attainment shortfall" (1). There are, in fact, two dimensions to the quality shortfall. First, too many students are making little or no progress on important learning outcomes while in college; second, the increasing complexity of our world is adding to what a well-educated person must know and be able to do. Drawing on the findings from recent research commissioned by AAC&U, Carol Geary Schneider (2010) has noted that "success in today's workplace requires achievement in at least six new areas of knowledge and skill development, which have been added to the already ambitious learning portfolio required in earlier eras." Employers themselves are, for instance, asking for greater emphasis on such traditional outcomes as "communications, analytic reasoning, quantitative literacy, broad knowledge of science and society, and field-specific knowledge and skills."

They are also asking for graduates with high levels of “global knowledge and competence; intercultural knowledge and skills; creativity and innovation; teamwork and problem-solving skills in diverse settings; information literacy and fluency; and ethical reasoning and decision making.”

Even as the list of expected areas of knowledge and skill development expands, evidence is mounting that many college students are graduating without appropriate levels of achievement in these essential areas of learning. Only between 5 and 10 percent of college graduates have experienced even minimal global learning (Adelman 2004), for example, and more than 35 percent of college students are making minimal or no gains in their critical thinking and writing skills over their four years in college (Arum, Roksa, and Cho 2011). Employers’ overall assessment of higher education reflects these data: only about a quarter believe that colleges and universities are effectively preparing students for the challenges of today’s global economy (Hart Research Associates 2010). Ignoring these realities of the new knowledge economy has caused a dangerous distortion of priorities in education policy making. Many policy makers, for instance, are focused so exclusively on increasing the numbers of degrees or certificates that they are shifting resources to existing short-term training programs that lead to narrowly focused certificates. This focus misses the fact that although these narrow training programs may be cheaper to provide initially, they actually depreciate in value to the student and the economy.

While the economy may need more workers with the sort of technical skills that are potentially provided by well-crafted two-year programs, evidence suggests that even these workers need a fuller set of skills and abilities than traditional vocational training programs provide. A recent study by the National Bureau of Economic Research, for instance, documents that, “while the skills students learn from a vocational education may ease their transition into the labor market . . . those initial labor-market advantages fade as workers age. The study found that individuals with a general education are more likely to be employed at age 50 than are those with a vocational education. A general education was particularly helpful in countries that experienced faster economic growth and larger technological change” (*Inside Higher Ed* 2011). At all levels, then, the economy may be demanding more workers with higher education degrees or certificates, but it is also demanding that all workers have broader knowledge and skills as well.

On its own, remedying this quality shortfall is a significant challenge. Getting the large number of students who are at risk of dropping out of college to increase their achievement levels and graduate on time presents a still greater challenge. Rather than addressing both of these challenges, however, policy makers seem to assume that all students who cross some “finish line” have actually learned what they need to compete successfully in the global economy and contribute to rebuilding our democratic society. Abundant data suggest that this assumption is simply false (Arum and Roksa 2011; Pascarella et al. 2011; AAC&U 2005; Hart Research Associates 2010). The truth is that colleges and universities are struggling to educate a larger population of students, many of whom are underprepared for and unmotivated to work hard at college-level learning at exactly the moment when society and the global economy are demanding even higher levels of learning from everyone.

The dangers of a completion-only approach

Why shouldn't we focus our efforts on creating incentives to increase the number of students prepared for college *and* the number who ultimately "cross the finish line"? Clearly, we *should* do this. But it is not the only thing we should do.

As an illustration of the dangers of a completion-only agenda, consider the so-called STEM fields (science, technology, engineering, and mathematics), which represent one area of the economy where the shortages of well-educated college graduates are most acute. President Obama focused specifically on these fields in his 2011 State of the Union address, noting that "the first step in winning the future is encouraging American innovation." As he put it, "we need to out-innovate, out-educate, and out-build the rest of the world." Comparing the United States to other nations, the president focused on how "nations like China and India [have] started educating their children earlier and longer, with greater emphasis on math and science," and he then called for "100,000 new teachers in the fields of science and technology and engineering and math."

In a blog posting published on the website of the *Atlantic Monthly* a week after Obama's speech, Lane Wallace (2011) made the important point that, as he put it, "Innovation Isn't About Math." We could respond to the STEM shortfall *just* by pushing more and more students into math and science fields—creating, for instance, incentives that encourage them to major in those fields. We could even streamline the requirements in those fields and reduce the requirement that STEM majors take general education courses in other areas, such as history, art, literature, and global studies. Yet, these approaches miss an essential piece of the puzzle. As Wallace pointed out, "innovation experts and consultants stress repeatedly that innovation isn't a matter of subject knowledge. It's about thinking in flexible, integrative, and multidisciplinary ways, across many fields and types of knowledge. It's about being able to synthesize and integrate different perspectives and models; of understanding and taking into account different human, cultural and economic needs, desires, values, and factors, and, from all that, glimpsing a new way forward that nobody else managed to see." We need to go beyond just helping more students make their way through the same old STEM curricula, or through more streamlined curricula. Instead, we need radically to change how STEM fields are taught, and we need to connect learning in those fields with a wider array of subjects taught through more integrated general education and major programs.

Employers are calling on colleges and universities to focus on educational practices that require students to do research projects and apply what they are learning in real world settings. Eighty-four percent of employers believe that expecting students to complete a significant project that demonstrates their depth of knowledge in their major and their acquisition of analytical, problem-solving, and communication skills would help prepare them for success in the global economy. Eighty-one percent of employers believe that expecting students to complete an internship or community-based field project to connect classroom learning with real-world experiences would also help (Hart Research Associates 2010). These kinds of practices have the potential to increase students' achievement of essential learning outcomes, but they are not necessarily consistent with calls to reduce requirements or streamline curricula. And to focus exclusively on the number of courses or credits required or

available to students is likely to miss completely the need for more students to experience more integrative and engaged forms of college learning.

Instead of exploring ways to increase students' exposure to deep learning, research, and real-world applications of learning, colleges and universities are facing strong pressure to move in the opposite direction. Instead of reinventing their general education programs to make them more integrated and inclusive of real-world and applied learning, institutions are seeking to increase graduation rates by "outsourcing" general education to high schools or are encouraging their students to "get general education out of the way" by picking up a course here or there on the Internet. Individual institutions and state systems are reverting back to Cold War-era general education curricula focused on broad but shallow exposure to different disciplines.

Two further examples illustrate this troubling potential downside to a completion-only agenda. As anyone who has followed the various institutional ranking systems based on limited data can attest, any system that uses simplistic data (e.g., completion rates or alumni giving rates) and attaches high stakes to the publication of those data invites manipulation of the data. A recent case illustrates this danger. An internal investigation at Edison State College in Florida recently found that about 75 percent of students in three programs were allowed to substitute elective credits for required courses in order to ensure that these students graduated on time and were able to transfer into bachelor's degree programs. The *Inside Higher Ed* article reporting on this investigation notes, rightly, that "with policy makers in Washington and foundation officials placing so much emphasis on improving college completion and graduation rates, observers worry that what happened at Edison State College could become more common in the future if quality controls aren't enacted" (Kiley 2011).

Scott Jaschik recently reported on a set of presentations made by community college faculty members at the 2011 meeting of the Modern Language Association. In the session, "English professors talked about their concerns that . . . standards may be eroded in the push under the national 'completion agenda' to get more students through." Jaschik reported the particular concerns of Steven Canaday of Anne Arundel Community College in Maryland, who noted that, like many community colleges, Anne Arundel "recently announced a commitment to double by 2020 the number of degrees and certificates it awards. English instruction is viewed as key because everyone must pass first-year composition to earn an associate degree." One idea being discussed in Canaday's English department is "that the composition course end its requirement of a research paper." Canaday acknowledged that "ending the requirement would probably result in more people passing" (Jaschik 2011). Given what employers have said about how useful it is for students to do research projects in order to prepare for success in the workplace, this potential shift in teaching practice and classroom assignments could significantly reduce students' skills and abilities while simultaneously increasing their likelihood of graduating.

Obviously, no one involved in advancing the completion agenda is deliberately seeking to improve completion rates by lowering student achievement. Yet this is the likely outcome of many of the completion-only proposals, which raises the question: Is it really possible simultaneously to improve college completion

rates and student achievement of essential learning outcomes? The contours of a promising new “completion-plus” agenda suggest that it is.

What does a completion-plus-quality approach require?

The completion agenda is driving states and institutions toward more comprehensive and nuanced frameworks for collecting data—college readiness and remediation rates, transfer rates, graduation rates, and so forth. Policy makers are devising systems to hold institutions accountable for reaching new targets on the basis of these metrics. Rather than hastily implementing untested high-stakes accountability systems based on limited data, however, we should couple these more comprehensive data-collection frameworks with more comprehensive frameworks for defining—and collecting data on—the quality of student learning. Only then, using both sets of data together, will it truly be productive to hold institutions accountable for needed improvements. Funding should only be shifted in order to invest in proven strategies that increase both student achievement and rates of completion. How can this be done?

Start with clarity about learning outcomes. Many colleges and universities now have a common set of expected learning outcomes for all students (Hart Research Associates 2009). Colleges and universities must continue to calibrate these learning outcomes to their missions and to twenty-first-century needs, clarify what specifically is required of every student in order to earn a degree, and communicate clearly to students what is expected of them. Many institutions and state systems are using a set of “essential learning outcomes” developed as part of AAC&U’s Liberal Education and America’s Promise (LEAP) initiative to advance this work much more systemically than ever before (Carey 2011). The recently released Degree Qualifications Profile developed by the Lumina Foundation for Education (2011) will also help institutions refine their definitions of required learning outcomes and specify demonstrated accomplishments at different levels of learning. With greater clarity about outcomes and levels of learning, institutions can more confidently and efficiently facilitate student mobility and progress both within and across institutions.

Without inappropriately prescribing outcomes or requirements, policy makers should insist that institutions operating in a given state or receiving state or federal funding actually have clearly defined learning outcomes that are well calibrated to institutional missions and twenty-first-century demands.

Ensure that all students experience “high-impact” educational practices. Defining outcomes is only the first step toward increasing achievement. Policy change ought to be guided by new knowledge about how people learn and which specific practices really work. Several “high-impact” educational practices have been proven to increase levels of student achievement and to increase the chances that students will graduate on time. This emerging body of research, moreover, demonstrates that these practices produce positive results for students from a wide array of backgrounds, including first-generation and underrepresented minority students. High-impact practices such as first-year seminars, learning communities, undergraduate research, service learning, and capstone courses appear to increase retention rates, graduation rates, and the achievement of important learning outcomes (Kuh 2008; Brownell and Swaner 2009). Unfortunately, only a

fraction of students actually participate in one or more of these practices as part of their undergraduate programs of study (Kuh 2008).

Institutions should be encouraged not only to collect and disaggregate data on the progress students are making in accumulating credits, but also to collect data on how many and which students have access to these kinds of practices. Institutions with high levels of participation in high-impact educational practices should be rewarded with additional funding. A portion of this funding could be allocated to expand the use of these kinds of practices or to provide faculty development opportunities through which faculty members can learn how to implement these practices effectively within the required curricula for all students.

Develop and require the use of meaningful and authentic assessments. Beyond simply calculating grade point averages, colleges and universities are making significant progress in refining how they assess the achievement of common learning outcomes across students' educational careers. Many are now using sophisticated and nationally tested rubrics to assess the achievement of outcomes that everyone deems essential for success in the twenty-first century (Rhodes 2010). Others are refining their use of multiple assessment tools to gather data on student achievement levels (Sternberg et al. 2011). Policy makers could incentivize implementation of meaningful assessment programs by providing additional funding to institutions with particularly robust assessment systems or by conditioning funding on the presence of assessment systems with a set of quality criteria (e.g., clearly defined outcomes, use of multiple assessment measures, disaggregation of assessment data, and use of both qualitative and quantitative data). The New Leadership Alliance for Student Learning and Accountability is currently developing an "Excellent Practices in Student Learning Assessment" institutional certification program that will provide important new frameworks through which new accountability and funding systems could be developed.

The accrediting community is also moving in productive directions with regard to quality assurance and assessment of student learning outcomes. For example, several regional accrediting agencies are beginning to work with their institutional members to test the use of the Degree Qualifications Profile developed by the Lumina Foundation. The federal government could assist in this effort by shifting the standards that authorize accrediting organizations to serve as gatekeepers for federal funding. The government could reduce certain requirements in order to allow accreditors to devote more resources to evaluating assessment approaches and results. Doing so would help ensure that institutions are collecting data that can be used to improve the quality of learning.

How can policy help (or at least not hurt)?

Policy at the national and state levels can certainly help advance important educational goals. Policy makers, however, must be vigilant in avoiding policies that create

Steps to Increase Completion and Quality in Higher Education

1. Clearly articulate learning outcomes calibrated to today's challenges in work, life, and citizenship.
2. Map curricular options and

perverse incentives (e.g., incentives that increase selectivity or lower standards). And before any policy is implemented, its likely effect on the quality of learning should be considered carefully.

The most recent report from the NGA's Complete to Compete initiative takes a small but important step in this direction by recommending that governors "require public colleges and universities to provide evidence that improvements in completion and attainment are not occurring at the expense of learning" (Reindl and Reyna 2011, 9). The report

encourages states to work with higher education institutions to gather and make publicly available the findings from various student learning assessments. Unfortunately, however, the NGA report recommends a very narrow set of assessment approaches, few of which measure the complex and integrative skills students need. The Department of Education's work on completion is moving in a promising direction as well. In a recent presentation at the department's offices in Washington, DC, Under Secretary Martha Kanter noted that the department's strategic objectives are to increase access to college and workforce training, *foster institutional quality with accountability and transparency*, and increase degree and certificate completion rates.

While these steps are laudable, it is up to educators and college and university leaders themselves to push back against the completion-only agenda and to take the lead in recommending and implementing policies that put the quality of learning first. (For a list of specific steps the higher education community can take to increase both completion and quality, see the sidebar.) Most importantly, the higher education community must resist implementing policies that would incentivize curricular designs that will lead to declining levels of learning and, instead, chart a course to develop and support designs that lead to excellence for all. We need the kinds of educational practices and policies that lead to a significant increase in the number of students who graduate on time and well prepared for the challenges they will face. Only by doing this will we increase the intellectual capital so desperately needed to rebuild our economy and strengthen our democratic society.

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requirements to those outcomes.

3. Collect disaggregated data on students' access to and achievement in high-impact educational practices.
4. Incentivize through funding the expansion of access to and use of high-impact practice in classrooms, programs, institutions, and systems.
5. Collect data on students' progress through programs and their levels of successful remediation, transfer, and degree completion.
6. Collect and report on both qualitative and quantitative assessments of student learning—focusing on assessments of students' ability to apply their learning to complex real-world problems.

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RECOMMENDATION

EDUCATIONAL POLICIES COMMITTEE: APPROVAL OF AGENDA AND MINUTES

ACTION REQUESTED

It is requested that the Educational Policies Committee Agenda for October 20, 2017, and the Minutes of the June 26, 2017, meeting be received and placed on file.

SUMMARY

The primary items for the October 20, 2017, Educational Policies Committee meeting include:


Agenda and Minutes; Emeritus Faculty; Honorary Emeritus Faculty, Academic Affairs Administrative Professional Appointments/Transfers; Faculty Appointments; Lecturer Appointments; Academic Retirements/Separations; Appointment of Charter Schools Board Member; Commencement Speaker and Honorary Degree; New Academic Program: Electrical and Computer Engineering Major, Bachelor of Science; and Update to 2018-19 Academic Calendar.

FISCAL IMPLICATIONS

The fiscal impact of the actions taken is listed in the appropriate sections and in the Board minutes.

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

10/20/17
Date

EASTERN MICHIGAN UNIVERSITY

Board of Regents

Educational Policies Committee

October 20, 2017

8:45 – 9:30 a.m.

205 Welch Hall

AGENDA

- 8:45** **Section 15:** Agenda and Minutes (*Regent Beagen, Chair*)
- Section 5:** Emeritus Faculty (*Rhonda Longworth*)
- Section 6:** Honorary Emeritus Faculty (*Rhonda Longworth*)
- Section 7:** Academic Affairs Administrative Professional Appointments/Transfers
(*Jim Carroll*)
- Section 8:** Faculty Appointments (*Jim Carroll*)
- Section 9:** Lecturer Appointments (*Jim Carroll*)
- Section 10:** Academic Retirements/Separations (*Jim Carroll*)
- Section 16:** Appointment of Charter Schools Board Member (*Malverne Winborne*)
- Section 17:** Commencement Speaker and Honorary Degree (*Rhonda Longworth*)
- Section 18:** New Academic Program: Electrical and Computer Engineering Major,
Bachelor of Science (*Mohamad Qatu*)
- Section 19:** Update to 2018-19 Academic Calendar (*Rhonda Longworth*)

Discussion Items:

- 9:10** Academic Affairs Reorganization
(*Rhonda Longworth and Michael Tew*)
- 9:20** Academic Affairs Projects – President’s Commission on Diversity and Inclusion
(*Rhonda Longworth and Michael Tew*)

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

EDUCATIONAL POLICIES COMMITTEE MINUTES

October 20, 2017
8:45 a.m. – 9:30 a.m.
205 Welch Hall

Attendees: (seated at tables) Regent Beagen (Chair), J. Carroll, D. Clearwater, A. Ducher, Regent Jeffries (Vice Chair), R. Longworth, M. Tew, W. Tornquist, and M. Winborne.

Guests: (as signed in)

Regent Beagen convened the meeting at 8:45 a.m.

Report and Minutes (Section 15)

Regent Beagen requested that the Educational Policies Committee Agenda for October 20, 2017 and Minutes of the June 26, 2017 meeting be received and placed on file.

Emeritus Faculty (Section 5)

Dr. Rhonda Longworth, Provost and Executive Vice President Academic and Student Affairs, recommended that the Board of Regents grant Emeritus Faculty Status to seven (7) former faculty members: Ronald Cere, Department of World Languages from 1985 to 2017, who retired August 2017 after 32 years; Chris Wood Foreman, School of Communication, Media and Theatre Arts from 1994 to 2016, who retired December 2016 after 22 years; Flora Hoodin, Department of Psychology from 1998 to 2017, who retired August 2017 after 19 years; Linda Polter, Department of Special Education from 2002 to 2017, who retired August 2017 after 15 years; Gretchen Dahl Reeves, School of Health Sciences from 2001 to 2017, who retired August 2017 after 16 years; Thomas Vosteen, Department of World Languages from 1991 to 2017, who retired August 2017 after 25 years; Patricia Williams-Boyd, Department of Teacher Education from 1996 to 2017, who retired after 21 years.

STAFF SUMMARY

The Collective Bargaining Agreement between Eastern Michigan University and the Eastern Michigan University Chapter of the American Association of University Professors (AAUP) provides that a faculty member who has served the University for at least fifteen (15) years may be nominated for Emeritus Faculty Status upon retirement.

The nomination for this individual has received the support of the department head or school director, the dean of the college, and the Provost and Executive Vice President.

Honorary Emeritus Status for Meritorious Service (Section 6)

Dr. Rhonda Longworth recommended that the Board of Regents grant Honorary Emeritus Status for Meritorious Service to Ms. Nancy Harbour, J.D., who provided exceptional leadership in her role as faculty member and Program Coordinator for the Paralegal Program. Ms. Harbour joined Eastern in 2004 as a lecturer, was promoted to assistant professor in 2005, promoted again to associate professor in 2009, and promoted again to full professor in 2014. During her time at the University, she provided outstanding leadership on a number of initiatives including establishing the Washtenaw County-EMU Legal Resource Center, successfully renewing EMU's Paralegal Program's accreditation with the

American Bar Association, serving as the president of the American Association for Paralegal Education, and establishing the Alice Callum endowed scholarship for students in the Paralegal program.

STAFF SUMMARY

According to University policy, retiring employees who have served the University for fewer than 15 years may be granted Honorary Emeritus Status for Meritorious Service. Candidates for honorary emeritus status must have a significant number of years of service and a record of meritorious performance in one or more of the following: (a) a substantive record of scholarly achievement commensurate with national or international standards within the specific discipline, (b) a record of outstanding teaching and or educational contributions, (c) clear evidence of service to the University beyond the normal expectations, (d) clear evidence of exceptional institutional leadership, advancement of the University or extraordinary service to students.

Ms. Harbour resigned from Eastern in 2016. In her twelve years of employment at EMU, she demonstrated exemplary service to the students and faculty of the university, and the Washtenaw County Community, as evidenced by her outstanding record of achievements.

Academic Affairs Administrative Professional Appointments/Transfers (Section 7)

Dr. James Carroll, Associate Provost and Associate Vice President for Budget and Operations recommended that the Board of Regents approve two (2) Administrative/Professional appointments and eleven (11) Administrative/Professional transfers at the rank and effective date shown on the listing.

Faculty Appointments (Section 8)

Dr. James Carroll recommended that the Board of Regents approve one (1) new faculty appointment for the 2017-2018 academic year at the rank, salary, and effective date shown on the listing.

STAFF SUMMARY

The new faculty member is female.

Lecturer Appointments (Section 9)

Dr. James Carroll recommended that the Board of Regents approve nine (9) new lecturer appointments for the 2017-2018 academic year at the rank, salary, and effective date shown on the attached listing.

STAFF SUMMARY

Demographics show that five (5) are male and four (4) are female.

Academic Retirement/Separations (Section 10)

Dr. James Carroll recommended that the Board of Regents approve twenty-two (22) retirements and ten (10) separations for the period of March 1, 2017 through August 31, 2017.

STAFF SUMMARY

Of the thirty-two (32) retirements and separations, twenty (20) are female and twelve (12) are male. Demographics show that 94% are Caucasian, 3% are Asian and 3% are Native-American.

Charter Schools Board Member Appointment (Section 16)

Dr. Malverne Winborne, Director of Charter Schools, recommended that the Board of Regents appoint Eric McCloud to a three year term on the Board of Directors of the Academy for Business and Technology.

STAFF SUMMARY

According to the resolutions which establish these public school academies (charter schools), vacancies on the Boards of Directors shall be filled by the Eastern Michigan University Board of Regents.

New Academic Program: Electrical and Computer Engineering Major (Section 18)

Dr. Rhonda Longworth recommended that the Board of Regents approve a New Academic Program: Electrical and Computer Engineering Major (Bachelor of Science).

SUMMARY

The Bachelor of Science in Electrical and Computer Engineering (EECE) program will prepare engineers for exciting and challenging positions in diverse fields of electrical and computer engineering from automotive, energy, communication to consumer electronics such as smartphones, tablets, computers, appliances, and much more. The program prepares graduates to be at the forefront of designing the next generation of electrical devices.

Commencement Speaker and Honorary Degree (Section 17)

Dr. Rhonda Longworth recommended that the Board of Regents approve Ms. JoAnn Chavez, J.D., Vice President and Chief Tax Officer, DTE Energy, as Commencement Speaker at the Saturday, December 16, 2017, commencement ceremony. In addition, it is recommended that the Board award an honorary Doctor of Commerce degree (Com. D.) to Ms. Chavez.


Discussion Item:

Dr. Rhonda Longworth and Dr. Michael Tew, Associate Provost and Associate Vice President for Academic Programming and Services, presented the Academic Affairs reorganization.

Dr. Rhonda Longworth and Dr. Michael Tew, discussed the President's Commission on Diversity and Inclusion.

Regent Beagen thanked those in attendance, and adjourned the meeting at 9:30 a.m.

Respectfully submitted,


Debbie Clearwater
Executive Assistant, Office of the Provost
Academic and Student Affairs

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 16

DATE:

October 20, 2017

RECOMMENDATION

APPOINTMENT OF CHARTER SCHOOLS BOARD MEMBERS

ACTION REQUESTED

It is recommended that the Board of Regents appoint Eric McCloud to a three year term on the Board of Directors of the Academy for Business and Technology.

STAFF SUMMARY

According to the resolutions which establish these public school academies (charter schools), vacancies on the Boards of Directors shall be filled by the Eastern Michigan University Board of Regents.

Academy for Business and Technology


Eric McCloud is currently a Coordinator of Admissions for the University of Detroit Mercy School of Law in Detroit, Michigan. He earned a Bachelor of Political Science Degree in Pre-Law at Michigan State University in Lansing, Michigan, a Master of Arts Degree in Educational Leadership from Eastern Michigan University in Ypsilanti, Michigan and is currently pursuing a Doctorate of Education in Educational Leadership/Administration from University of Michigan in Dearborn, Michigan. This is a new appointment.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

10/3/17

Date

Eric McCloud



WORK EXPERIENCE

Admissions Coordinator

University of Detroit Mercy School of Law
Detroit, MI – September 2016- Present

My objective is to coordinate various aspects of the law school admissions process from start to finish. I assist in the review of admissions applications as well as the coordination of vary events and programs related to the office of admissions.

College Adviser

Henry Ford High School- Detroit, MI- June 2015- August 2016

My goal was to ensure that students were appropriately scheduled in the correct courses and properly audited to guarantee that all students were on track to matriculate and graduate from HenryFord High School. I work with a caseload of nearly 500 ninth through twelfth graders, and it was my objective to prepare these students for success in college, career and life.

Founder/Director

The Dream Deferred Project – Detroit, MI – June 2013-Present

The Dream Deferred Project is an organization that provides non-traditional learners with college and career readiness skills and advising. As the director of The Dream Deferred Project I work on the directly with adults learners ages 18 and older to help match them with post-secondary options that best fit their educational needs.

College and Career Readiness Coordinator

Plymouth Educational Center - Detroit, MI - July 2014 to July 2015

Working with over 500 students over the course of the school year, my duty was to prepare schedules for the entire student body, auditing of transcripts for all grade levels and the tracking graduation status of all students at the school. We had to accurately track data and collect information regarding student's graduation rates and college acceptance. This was accomplished through a monthly review with the school building leaders and top administration.

College Adviser

Michigan State University College Advising Corp - Detroit, MI - June 2012 to June 2014

My position was to provide guidance to low- income, first-generation, and underrepresented students by helping them successfully navigate through the college enrollment process. As a college adviser, we support students in planning their college and scholarship searches, completing admissions and financial aid applications, and selecting the post-secondary institution that best matches their career objectives. This position required extensive data tracking, as well as collaborative approach to various solutions.

PUBLICATION

Actualizing Your Dreams When You Think It's Too Late

10 Step College Readiness Guide for Non-Traditional learners

Self-Published- July 2016

EDUCATION

Doctorate of Education- Educational

Leadership/Administration

University of Michigan-Dearborn-

Dearborn, MI

August 2016-Spring 2020(Expected)

MA Educational Leadership

Eastern Michigan University

Ypsilanti, MI

August 2013- June 2016

BA in Political Science/ Pre-Law

Michigan State University- East Lansing,

MI

August 2008 to May 2012

Skills

Communication

Writing

Microsoft Office

Data Collection

Advocacy

Analyzing Information

SECTION: 17

DATE:

October 20, 2017

BOARD OF REGENTS

EASTERN MICHIGAN UNIVERSITY RECOMMENDATION

COMMENCEMENT SPEAKER AND HONORARY DEGREE RECIPIENT

ACTION REQUESTED

It is recommended that the Board of Regents approve Ms. JoAnn Chavez, J.D., Vice President, Legal and Chief Tax Officer, DTE Energy, as Commencement Speaker at the Saturday, December 16, 2017, commencement ceremony. In addition, it is recommended that the Board award an honorary Doctor of Commerce degree (Com. D.) to Ms. Chavez.

SUMMARY


Biography for Ms. JoAnn Chavez follows.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

10/3/17
Date

Biography for Ms. JoAnn Chavez, J.D., Vice President & Chief Tax Officer, DTE Energy

JoAnn Chavez is vice president, legal and chief tax officer for DTE Energy (NYSE: DTE), a Detroit-based diversified energy company involved in the development and management of energy-related businesses and services nationwide. Its operating units include an electric utility serving 2.1 million customers in Southeastern Michigan and a natural gas utility serving 1.2 million customers in Michigan. The DTE Energy portfolio includes non-utility energy businesses focused on power and industrial projects, natural gas pipelines, gathering and storage, and energy marketing and trading. As one of Michigan's leading corporate citizens, DTE Energy is a force for growth and prosperity in the 450 Michigan communities it serves in a variety of ways, including philanthropy, volunteerism and economic progress.

Chavez is responsible for overseeing the organization's tax strategy, policy and compliance, including Federal, state and local income, sales and use, and property taxes.

Previously, Chavez served as a tax partner in KPMG LLP's Detroit Business Unit serving large multinational clients. Chavez earned a bachelor of business administration degree and a juris doctorate degree from the University of Notre Dame.

Chavez currently serves on the DTE Energy Foundation Board, the Inforum Center for Leadership Board, the Michigan Hispanic Chamber of Commerce Board and was appointed by Governor Rick Snyder to the Michigan Hispanic/Latino Commission. She also serves as the Executive Sponsor of the DTE Energy Women of Finance, the DTE Energy Women's Leadership Forum, and DTE SER, Finance Committee Member of Detroit Cristo Rey High School, and Advisory Member of the University of Michigan-Dearborn College of Business Board of Advisors. She is a past member of the Detroit Urban League Board and University of Notre Dame Law School Advisory Board. Chavez was recently recognized by the Latino Who's Who for her achievements in advancing the culture of the Latino American business community.

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY
RECOMMENDATION

APPROVAL OF NEW ACADEMIC PROGRAM

ACTION REQUESTED

It is recommended that the Board of Regents approve a New Academic Program: **Electrical and Computer Engineering Major (Bachelor of Science)**

SUMMARY

The *Bachelor of Science in Electrical and Computer Engineering (EECE)* program will prepare engineers for exciting and challenging positions in diverse fields of electrical and computer engineering from automotive, energy, communication to consumer electronics such as smartphones, tablets, computers, appliances, and much more. The program prepares graduates to be at the forefront of designing the next generation of electrical devices.

PROPOSAL ELEMENTS

<i>Rationale</i>	An EMU Electrical and Computer Engineering program will 1) help fill a demand for electrical and computer engineers in Michigan and nationwide; 2) prepare graduates to sit for the Fundamentals of Engineering (FE) exam. After several years of work experience, the program’s graduates could also sit for the Professional Engineering (PE) exam; 3) advance the University’s research goals as an R3 research institution; 4) train graduates for high-level/high-paying engineering positions in companies such as Ford Motor Company.
<i>Program Distinction</i>	The program emphasizes applied engineering, with hands-on learning. Our students will learn the theory of EECE as well as hands-on applications such as programmable logic controllers and other lab based activities relevant to the industries in south-east Michigan.
<i>Curriculum Design</i>	This curriculum aims to prepare students to study the electrical and computer engineering areas of controls, communications, electronics, power electronics, computer architecture, digital hardware design, and computer networks. The student will be at the forefront of developing new products from innovative ideas. Students will complete 82 credit hours {Foundational Courses (12), Mathematics & Science (29), Electrical & Computer Engineering Courses (29), and a Concentration (12)}.
<i>Projected Enrollment</i>	Year 1: Fr (30), So (15), Jr (5) Total (50) Year 2: Fr (40), So (20), Jr (10), Sr. (5) Total (75) Year 3: Fr (50), So (30), Jr (15), Sr. (10) Total (105) Year 4: Fr (65), So (40), Jr (30), Sr. (20) Total (155)

FISCAL IMPLICATIONS

Program costs will be absorbed by the current Academic Affairs budget.

ADMINISTRATIVE RECOMMENDATION

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

[Redacted Signature]

University Executive Officer

10/3/17
Date

Program Development by Year (2013-2018)

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Yearly Average	
New	Graduate Certificate	1	1	1	4	1	1.6
	Masters Program	1	3	0	1	1	1.2
	Post-Masters Certificate	0	1	0	0	2	0.6
	Undergraduate Certificate	1	1	1	1	0	0.8
	Majors	1	1	1	5	3	2.2
	Minors	3	3	1	2	0	1.8
	Combined Masters/Bachelors	0	0	1	0	1	0.4
	Specialist of Arts	0	0	0	0	1	0.2
	Doctorate	0	0	0	0	1	0.2
	Total	7	10	5	13	10	9
Phase-Out	Graduate Certificate	0	(1)	0	0	0	(0)
	Masters Program	(5)	(3)	0	(1)	0	(2)
	Majors	(4)	(3)	(4)	(4)	(1)	(3)
	Minors	(4)	(1)	(4)	0	(1)	(2)
	Total	(13)	(8)	(8)	(5)	(2)	(7)
Difference	(6)	2	(3)	8	8		

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AND STUDENT AFFAIRS
INTEROFFICE MEMORANDUM

TO: Chris Shell, Registrar
Philip Rufe, Interim Director, School of Engineering Technology

FROM: Michael Tew, Interim Director, Undergraduate Studies

SUBJECT: Electrical and Computer Engineering Major (New Program)
EECE – Electrical and Computer Engineering (New Prefix)

DATE: May 3, 2017

The attached proposal from the School of Engineering Technology and the College of Technology for a new undergraduate program **Bachelor of Science in Electrical and Computer Engineering**, is approved. The effective date will be determined following consideration by the Academic Officers Committee, Michigan Association of State Universities and the Eastern Michigan University Board of Regents.

This proposal includes the following new courses (effective Fall 2017):

EECE 177/178/179 - Special Topics	EECE 377/378/379 - Special Topics
EECE 212 - Engineering Circuit Analysis	EECE 385L4/386L4/387L4 - Cooperative Education in Electrical and Computer Engineering
EECE 213 - Engineering Circuit Analysis II	EECE 400 - EECE Professional Practice
EECE 251 - Digital Logic Design	EECE 411 - Machine Learning
EECE 277/278/279 - Special Topics	EECE 421 - Control Systems Engineering
EECE 331 - Engineering Computer Systems: Design and Architecture	EECE 430 - Power Electronics
EECE 341 - Engineering Electronics I	EECE 431 - Digital Control Systems
EECE 342 - Engineering Electronics II	EECE 441 - Introduction to Digital Signal Processing
EECE 351 - Microcontrollers	EECE 452 - Advanced Digital System Designs with FPGA
EECE 352 - Digital System Designs with HDL	EECE 477/478/479 - Special Topics
EECE 362 - Engineering Algorithmic Constructions	EECE 480 - Senior Capstone
EECE 365 - Engineering Electromagnetics	EECE 488L4/489L4/490L4 - Internship
EECE 371 - Signals and Systems	EECE 497/498/499 - Independent Study
EECE 372 - Communication Systems	

If you have any questions, please contact Evan Finley, Course and Program Development Associate (487-8954, efinley2@emich.edu).

cc:

Rhonda Longworth, Provost & Executive Vice President of Academic and Student Affairs	Extended Programs
Winifred Martin, Executive Assistant, Provost Office	John Feldkamp, Assistant Director, Honors College
Mohamad Qatu, Dean, College of Technology	Ramona Milligan, Coordinator, Registration
Mary Brake, Associate Dean, College of Technology	Carol Evans, Transfer Equivalency Coordinator, Records & Registration
Faculty Senate	Erin Burdis, Assistant Registrar
Calvin McFarland, Director, University Advising and Career Development	Karen Schiferl, Director, Student-Athlete Support Services
Pat Cygnar, Director, Community College Relations	Mary Butkovich, Halle Library
Colleen Kibin, Assistant Director, Community College Relations	Ann Richards, Assistant Director, Admissions Processing
Sarah Kersey Otto, Director, Career Development & Outreach	Bin Ning, Assistant Vice President and Executive Director, IRIM
	M.C. Greenfield, School of Engineering Technology Original, Course and Program Development

Electrical and Computer Engineering | BS (Proposed Program)

New Program | effective date TBD

The effective date will be determined following consideration by the Academic Officers Committee, Michigan Association of State Universities and the Eastern Michigan University Board of Regents.

The **Bachelor of Science in Electrical and Computer Engineering (EECE)** program prepares engineers for interesting and challenging positions in diverse fields of electrical and computer engineering from automotive, energy, communication to consumer electronics such as smartphones, tablets, computers, appliances, and much more. The program prepares graduates to be at the forefront of designing the next generation of electrical devices.

Learn

Students learn the theory and principles of electricity, electronic devices, and complex system design. The curriculum covers analog and digital circuits, microprocessors, power systems, electrical components and how these are incorporated into sensors, actuators and computer systems. Students will learn about electrical and computer engineering design, computer systems, and computer networking. There are many opportunities for hands-on learning as well as traditional theory based learning.

Opportunities

Employment opportunities are excellent in developing, designing, testing and supervising the manufacturing of electrical devices, communication systems, computer systems, and power generation equipment. Electrical and computer engineers also design the electrical systems of automobiles and aircraft. There are also job opportunities in technical sales and operations. An ECE degree also offers an excellent background for advanced training in engineering, business, law, medicine, and other analytical disciplines.

School Information

Engineering Technology, College of Technology

Mohamed El-Sayed, Ph.D. | Director | 118 Sill Hall | 734.487.2040 | melsayed@emich.edu

Advisor Information

Contact department for advisor information

General Education Requirements:

For specific General Education requirements, click [here](#) or print a [General Education Worksheet](#)

Major Requirements: 82 hours

Foundational Courses: 12 hours

- [CET 151 - Introduction to Computing in Engineering Technology](#) 3 hrs
- [COSC 111 - Introduction to Programming](#) 3 hrs
- [ME 100 - Introduction to Engineering Design & Manufacturing](#) 3 hrs
- [SET 350W - Engineering Communication I GEWI](#) 3 hrs

Mathematics & Science Courses: 29 hours

- [CHEM 122 - General Chemistry I Laboratory | GEKN](#) 1 hr
- [CHEM 121 - General Chemistry I | GEKN](#) 3 hrs
- [MATH 120 - Calculus I | GEQR](#) 4 hrs
- [MATH 121 - Calculus II](#) 4 hrs
- [MATH 223 - Multivariable Calculus](#) 4 hrs
- [MATH 325 - Differential Equations](#) 3 hrs
- [PHY 223 - Mechanics and Sound | GEKN](#) 5 hrs
- [PHY 224 - Electricity and Light](#) 5 hrs

Electrical & Computer Engineering Courses: 29 hours

- [EECE 212 - Engineering Circuit Analysis](#) 3 hrs
or [ELEC 212 - Engineering Circuit Analysis](#) 3 hrs
- [EECE 213 - Engineering Circuit Analysis II](#) 3 hrs
- [EECE 251 - Digital Logic Design](#) 3 hrs
- [EECE 341 - Engineering Electronics I](#) 3 hrs
- [EECE 351 - Microcontrollers](#) 3 hrs
- [EECE 371 - Signals and Systems](#) 3 hrs
- [EECE 400 - EECE Professional Practice](#) 2 hrs
- [EECE 421 - Control Systems Engineering](#) 3 hrs
- [EECE 430 - Power Electronics](#) 3 hrs
- [EECE 480 - Senior Capstone](#) 3 hrs

Concentration: 12 hours

Choose one concentration from the following

Computer Engineering Concentration

- [COSC 211 - Programming Data Structures](#) 3 hrs
- [COSC 221 - Computer Organization I](#) 3 hrs

- EECE 352 - Digital System Designs with HDL 3 hrs
- EECE 452 - Advanced Digital System Designs with FPGA 3 hrs

Electrical Engineering Concentration

- EECE 342 - Engineering Electronics II 3 hrs
- EECE 365 - Engineering Electromagnetics 3 hrs
- EECE 372 - Communication Systems 3 hrs
- EECE 431 - Digital Control Systems 3 hrs

Minor Requirement:

This major does not require a minor.

Program Total:

Students must earn a minimum total of 124 credits at the 100-level or above.

Critical Graduation Information

The following are minimum requirements for all bachelor's degrees awarded by Eastern Michigan University. Some majors and minors require more than the minimum in one or more of the areas below; students are urged to consult the on-line catalog for the requirements of their particular programs.

- Earn a minimum total of 124 credits at the *100-level and above*. Courses with numbers below 100 will not be counted toward this degree requirement. At most 8 credit hours of physical education (PEGN) activity courses will be counted toward this requirement.
- Meet the requirements of the General Education program (see *information below*).
- Complete a Writing Intensive (GEWI) Course in your major.
- Earn a minimum of 60 credits from a four-year college or university; courses taken at community colleges cannot be used to meet this requirement. (Some formal program-to-program articulation agreements modify this requirement. See specific agreements for details.)
- Earn a minimum of 30 credits from courses taken at EMU.
- Complete 10 of the last 30 hours for the degree from courses taken at EMU.
- Have a minimum of 30 *unique* credit hours in their major and 20 *unique* credit hours in their minor for a total of at least 50 unique credit hours between them. Some majors that require 50 or more hours themselves do not require a minor; students should check requirements of the selected major in the undergraduate catalog to see if a minor is required.
- Earn no more than 60 credit hours in one subject area (prefix). Credits in excess of the 60 maximum will not be counted toward the minimum of 124 credits required for a bachelor's degree.
- Earn the minimum number of credits in 300-level and above courses in each major and minor as specified below - these credits must be earned in distinct courses; that is, no course can be used to fulfill this requirement in more than one major or minor.
 - Earn a minimum of 6 credits in 300-level or higher courses at EMU in each minor
 - Earn a minimum of 9 credits in 300-level or higher courses at EMU in each major that requires a minor.
 - Earn a minimum of 15 credits in 300-level or higher courses at EMU in each major that does not require a

minor

- Transfer credit will be awarded for courses taken at colleges and universities that are accredited by one of the recognized regional accrediting bodies only if the courses are college-level (equated to 100-level or above at EMU) and the student earned a "C" (or 2.0 on a 4 point scale) or better. Transfer credit may be awarded on a case-by-case basis for college-level courses in which a "C" (2.0) or better was earned at institutions outside the U.S. or at non-accredited U.S. institutions; the internal review of such courses is conducted by individual departments/schools within EMU, and additional documentation may be required. *Please note:* EMU awards only credits for transferred courses; grades are not used in the calculation of an EMU GPA.
- Earn a minimum cumulative GPA of 2.0 in courses taken at EMU in order to graduate. In addition, a minimum cumulative GPA of 2.0 must be reached in each major and minor. Only courses taken at EMU and those applied to a student's major or minor will be used in the calculation of their major and minor cumulative GPAs. (Note: some programs may require a higher GPA - check with your program advisor.)

General Education Requirements EMU's General Education Program requires students to choose from a menu of approved courses in several different areas; do not assume that other courses in the same department or with similar names will fulfill these requirements. A detailed description of General Education requirements is available in the [General Education](#) section of the catalog.

Students who transferred to EMU may have modified general education requirements based on Michigan Transfer Agreement (MTA) or articulation agreements; consult your academic advisor for additional information.

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AND STUDENT AFFAIRS

OUTLINE FOR SUBMITTING PROPOSALS FOR NEW DEGREE PROGRAMS

Use this outline to prepare proposals for new programs, including undergraduate majors and minors and graduate majors. Proposals should be submitted in narrative form, organized according to the following outline. Guidelines for submitting such proposals are on the following pages.

PROPOSED PROGRAM NAME: ELECTRICAL AND COMPUTER ENGINEERING **DEGREE:** BACHELOR OF SCIENCE

REQUESTED START DATE: FALL 2018

DEPARTMENT(S)/SCHOOL(S): SCHOOL OF ENGINEERING TECHNOLOGY **COLLEGE(S):** COLLEGE OF TECHNOLOGY

CONTACT PERSON: M. C. GREENFIELD **CONTACT PHONE:** 734-487-2069

CONTACT EMAIL: MGREENFI@EMIC.EDU

I. Description:

A. Goals, Objectives, Student Learning Outcomes

Electrical Engineering focuses on theory and principles of electricity and electronic devices and complex system design. Electrical Engineering is typically composed of traditional circuits, signals, power systems and electrical components but are referred to as "smart" devices or systems because of the incorporation of sensors, actuators and computer control systems. Typical jobs for graduates will be in telecommunications, computer engineering, manufacturing, aerospace industry, power generation and distribution, alternative energy, robotics, and automation.

Computer Engineering focuses on hardware and software and complex system design. Electrical Engineering is typically composed of digital technology, computer systems and computer networking. Typical jobs for graduates will be in computer hardware design, design and implement software applications, design of microprocessors, computer programming, robotics, and automation.

Electrical and Computer Engineering blends both disciplines together in one program with two concentrations, electrical engineering and computer engineering.

This curriculum is designed to prepare students to study the electrical and computer engineering areas of controls, communications, electronics, power electronics, computer architecture, digital hardware design, and computer networks. The student will be at the forefront of designing new products from innovative ideas.

Recent graduates and students nearing their undergraduate engineering degree from an EAC/ABET accredited program are eligible to sit for the Fundamentals of Engineering (FE) exam which is the first step to become a professional licensed engineer (P.E.). An objective of the EECE undergraduate engineering degree is to prepare students to successfully pass the Electrical and Computer FE exam.

Another objective is to prepare a curriculum that meets the 18 different areas according to the National Council of Examiners for Engineering (NCEES). In addition, the program will be eligible for ABET accreditation.

The electrical and computer engineering curriculum is designed to prepare students for interesting and challenging positions in the diverse field of electrical and computer engineering. The curriculum provides for a strong foundation in electrical and computer engineering to support future changes in engineering or career roles. The graduate may find employment on engineering teams in product design and development, in production and automation, in instrumentation and communications, software design, or in technical sales and operations.

The objectives of the BS-EECE Electrical Engineering concentration are:

1. Graduates apply electrical engineering principles to solve engineering problems and address evolving technological challenges based on a solid foundation in circuits, systems, electromagnetics and devices.
2. Graduates apply modern electrical engineering techniques, tools, and practices to create and apply technologies to meet the needs of society.
3. Graduates engage in life-long learning.
4. Graduates are effective engineers in the workplace, attend graduate or professional school, or otherwise use the foundation of their technical education to progress in their career.

The objectives of the BS-EECE Computer Engineering concentration are:

1. Graduates apply computer engineering principles to solve engineering problems and to address evolving technological challenges based on a solid foundation in circuits, systems and computer hardware and software.
2. Graduates apply modern computer engineering techniques, tools, and practices to create and apply technologies to meet the needs of society.
3. Graduates engage in life-long learning.
4. Graduates are effective engineers in the workplace, attend graduate or professional school, or otherwise use the foundation of their technical education to progress in their career.

Both concentrations have eleven ABET standard outcomes. Each concentration has three additional outcomes.

The ABET standard outcomes are that students will attain:

- a. an ability to apply knowledge of mathematics, science, and engineering;
- b. an ability to design and conduct experiments, as well as to analyze and interpret data;
- c. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
- d. an ability to function on multidisciplinary teams;
- e. an ability to identify, formulate, and solve engineering problems;
- f. an understanding of professional and ethical responsibility;
- g. an ability to communicate effectively;
- h. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;
- i. a recognition of the need for, and an ability to engage in life-long learning;
- j. a knowledge of contemporary issues;
- k. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

The three additional outcomes for the Electrical Engineering Concentration are:

- l. Students can apply knowledge from a range of technical topics comprising both breadth across circuits, systems, electromagnetics and devices and depth in at least two sub-disciplines within electrical engineering.
- m. Students can apply tools and knowledge, both technical and non-technical, obtained from their undergraduate experience to a major design project.
- n. Graduates are aggressively recruited by both industry and graduate programs.

The three additional outcomes for the Computer Engineering Concentration are:

- o. Students can apply knowledge from a range of technical topics comprising both breadth and depth in circuits, systems and computer hardware and software sub-disciplines plus technical elective topics.
- p. Students can apply tools and knowledge, both technical and non-technical, obtained from their undergraduate experience to a major design project.
- q. Graduates are aggressively recruited by both industry and graduate programs.

B. Program

Major Requirements: 82 hours

Science & Mathematics Requirements: 29 hours

- CHEM 122 - General Chemistry I Laboratory | GEKN 1 hr
- CHEM 121 - General Chemistry I | GEKN 3 hrs
- MATH 120 - Calculus I | GEQR 4 hrs
- MATH 121 - Calculus II 4 hrs
- MATH 223 - Multivariable Calculus 4 hrs
- MATH 325 - Differential Equations 3 hrs
- PHY 223 - Mechanics and Sound | GEKN 5 hrs
- PHY 224 - Electricity and Light 5 hrs

Additional Requirements: 12 hours

- CET 151 - Introduction to Computing in Engineering Technology 3 hrs
- COSC 111 - Introduction to Programming 3 hrs
- ME 100 - Introduction to Engineering Design & Manufacturing 3 hrs
- SET 350W - Engineering Communication | GEWI 3 hrs

Electrical and Computer Engineering Core Requirements: 29 hours

- EECE 212 – Engineering Circuit Analysis I 3 hrs OR ELEC 212 - Engineering Circuit Analysis 3 hrs
- EECE 213 – Engineering Circuit Analysis II 3 hrs
- EECE 251 – Digital Logic Design 3 hrs
- EECE 341 – Engineering Electronics I 3 hrs
- EECE 351 – Microcontrollers 3 hrs
- EECE 371 – Signals and Systems 3 hrs
- EECE 400 – EECE Professional Practice 2 hrs
- EECE 421 – Control Systems Engineering 3 hrs
- EECE 430 – Power Electronics 3 hrs
- EECE 480 – Senior Capstone 3 hrs

Concentration: 12 hours

Choose one concentration from the following

Computer Engineering Concentration

- COSC 211 - Programming Data Structures 3 hrs
- COSC 221 - Computer Organization I 3 hrs
- EECE 352 – Digital System Designs with HDL 3 hrs
- EECE 452 – Adv. Digital Systems Designs w FPGA 3 hrs

Electrical Engineering Concentration

- EECE 365 – Engineering Electromagnetics 3 hrs
- EECE 372 – Communication Systems 3 hrs
- EECE 342 – Engineering Electronics II 3 hrs
- EECE 431 – Digital Control Systems 3 hrs

C. Admission

Admission to Eastern Michigan University.

D. Projections

The four-year enrollment projections for the programs are tabulated below.

New Program Guidelines

	Years	EECE Majors
Year 1 (2018-19)	Freshmen	30
	Sophomores	15
	Juniors	5
	Total	50
Year 2 (2019-20)	Freshmen	40
	Sophomores	20
	Juniors	10
	Seniors	5
	Total	75
Year 3 (2020-21)	Freshmen	50
	Sophomores	30
	Juniors	15
	Seniors	10
	Total	105
Year 4 (2021-22)	Freshmen	60
	Sophomores	35
	Juniors	25
	Seniors	15
	Total	135
Year 5 (2022-23)	Freshmen	65
	Sophomores	40
	Juniors	30
	Seniors	20
	Total	155

II. Justification/Rationale

Information about becoming a computer engineer is the foremost stride in the direction of earning a prosperous income. In accordance with the Bureau of Labor Statistics, the median income for computer engineers was \$108,430 in 2014, on the other hand the high-end jobholders exceed \$160,000. Earnings differ throughout territories and businesses. Computer instrument commerce is more profitable than the moderate wages for scientific research. The Bureau of Labor Statistics discloses the median annual wage for electrical engineers was \$91,410 in 2014.

The highest paid electrical engineers could gross \$143,000 yearly while the lowest paid can expect to earn an average of \$60,000 per annum. The U.S. Bureau of Labor Statistics (BLS) projected that occupation of electrical engineers would rise by 5% from 2012-2022. The BLS even published that these employees earned an average salary of \$95,780 from May 2014. Broadly speaking, the engineering vocation in widespread and electrical engineering in distinction has a superb expectation in the job market. The Bureau of Labor Statistics approximates a 7.3% progress in the quantity of engineering positions from now until the coming decade. Nationwide, 174,550 jobs were available for electrical engineers while 76,360 jobs were available for computer engineers (Bureau of Labor Statistics, May 2014, http://www.bls.gov/oes/current/oes_stru.htm#17-0000).

Among the universities throughout Michigan, Eastern Michigan University is one of several institutions that do not offer engineering programs. At the Explore Michigan event, many parents express interest in engineering programs. Engineering programs are more familiar to parents because they are well-promoted by industry. Most of the major advertisement caters towards engineering instead of engineering technology. (<http://www.electronicsengineer.com/>, <http://www.indeed.com/>, and <http://www.careerjet.com/>)

The BS in EECE, if adopted, would fulfil the need of many students in the local area. EMU needs a BS-EECE program for various rationales: 1. EECE graduates demand high salaries, 2. EECE graduates are needed in Michigan and nationwide, 3. EECE students are eligible to sit for the Fundamentals of Engineering (FE) exam. After several years of work experience, our graduates can also sit for the Professional Engineering (PE) exam, and 4. EECE advances EMU as a

ranked 3 research institution. 5. EECE allows our student to obtain high-level engineering positions in companies such as Ford Motors Company.

Present evidence of support for the proposed program from within and outside the University.

See **Appendix I** for letters of support from outside industries, Department of Mathematics, Department of Computer Science, and Department of Physics & Astronomy.

III. Preparedness

A. Describe the qualifications of the faculty who will be involved in the proposed program.

Qualification of the Faculty involved with EECE major:

School of Engineering Technology faculty:

Ali Eydgahi, Professor, PhD, Electrical Engineering

Jamal Bari, Associate Professor, PhD, Electrical Engineering

M. C. Greenfield, Assistant Professor, ABD, Electrical Engineering

Jonathon Lin, Professor, PhD, Mechanical Engineering but teaches in Computer Engineering Technology & Computer Aided Engineering

Tony Shay, Professor, PhD, Mechanical Engineering but teaches Computer Engineering Technology & Computer Aided Engineering, etc.

D. Describe current library resources and analyze the adequacy of these resources for the proposed program. Include such items as books, journals, indexes, electronic resources (databases, etc.), multimedia (instructional videos, CDs, etc.) and microforms. If additional library holdings will be needed in the next three to five years, provide a plan for acquiring them.

Current library resources on electrical and computer engineering are very limited. We will work with the University Library to acquire additional resources and research journals to enhance this program and offerings.

E. Analyze the adequacy of existing facilities, laboratories, or other physical equipment applicable to the proposed program.

Existing Facilities, Laboratories, or Other Physical Equipment:

The proposed program will use the following EMU existing labs and equipment:

1. COT computer labs
2. EET lab

F. Determine the adequacy of supportive courses, faculty, and equipment outside of the department that may be important to the program (e.g., cognate courses, research assistance, computer services, facilities controlled by other departments/schools or colleges, etc.).

Adequacy of Supportive Courses, Faculty, and Equipment Outside of the Department:

The proposed program requires supportive courses from Mathematics, Computer Science, Chemistry, and Physics. The required math and science courses for the proposed EECE program includes MATH 120, 121, 223, and 225 (pending as Differential Equations and Linear Algebra), STAT 360, PHY 223, 224 and Chemistry 121. These are the required courses.

G. Outline a plan for marketing the proposed program and recruiting students into it.

Marketing Plan for the Proposed Program and Recruiting Students:

The students for the proposed EECE program will come from Michigan, neighboring states, and foreign countries. The marketing and recruiting efforts will focus on both domestic students and international students.

Domestic students:

1. Work with University's marketing and recruiting departments to develop program fliers and marketing CDs to promote the new program to high schools, technical schools, and community colleges.
2. Work with national and private institutions and agencies to promote the program.
3. Develop working relationships with high schools and technical schools in Southeast Michigan.
4. Work with Extended Programs to recruit students and alumni taking EECE as the second bachelor degree program.

International students:

Market and recruit international students in China, India, and other countries.
Web marketing

H. Additional information (if appropriate).

N/A

IV. Assessment/Evaluation

The BS-EECE program will be assessed using ABET accreditation standards. ABET accreditation for BS-EECE will be applied for after the first graduating class of EECE.

V. Program Costs

Faculty, lecturers or supportive staff required

There are 17 new courses developed for this proposed program. The existing faculty members at Computer Engineering Technology and Electrical Engineering Technology have the expertise to develop and cover some of new courses. Two to three new faculty members are needed for this new degree program when enrollment has grown over 120 students.

B. Space or facilities required

The courses required for this new degree program can be taught in the existing labs of Computer Engineering Technology and Electrical Engineering Technology. However, some lab equipment and software will need to be added.

C. Equipment required

The main equipment items required to implement this proposed degree program include:

1. General lab equipment
2. Computers
3. Software
4. LabView equipment
5. Others

New Program Guidelines

Equipment	Estimate Cost	Remark
General lab equipment	\$60,000	
Computers	\$20,000	
Software	\$20,000	
LabView equipment	\$20,000	
Total	\$120,000	

The above equipment items can be acquired over three years.

D. Assistantships/fellowships required

Two to three graduate assistantships are proposed for this new degree program.

E. Library resources required

Will work with the University Library to acquire books, research journals and videos that are related to electrical and computer engineering.

F. Marketing and recruiting costs

The brochure for this proposed degree program would cost around \$2,000. The marketing and recruiting activities are part of University, College of Technology, and School of Engineering Technology marketing and recruiting plans.

G. Other costs not covered above

N/A

H. Total of all financial requirements for implementation of proposed degree

\$120,000 plus acquisition of library resources

I. Percentage of total cost to be borne by Continuing Education

0%

VI. Action of the Department/College

1. Department/School (Include the faculty votes signatures from all submitting departments/schools.)

Vote of faculty: For 17 Against 0 Abstentions 0
(Enter the number of votes cast in each category.)

I support this proposal. The proposed program can cannot _____ be implemented without additional College or University resources.

Department Head/School Director/Signature

12/12/2016

Date

2. College/Graduate School (Include signatures from the deans of all submitting colleges.)

A. College.

I support this proposal. The proposed program can cannot _____ be implemented within the affected College without additional University resources.

College Dean Signature

1/3/2017

Date

VII. Approval

Associate Vice-President for Academic Programming Signature

Date

Appendix I

Letters of Support

From: **Moderick Greenfield** mgreenfi@emich.edu
Subject: Fwd: BSECE
Date: February 9, 2017 at 4:00 PM
To: Evan Finley efinley2@emich.edu



----- Forwarded message -----

From: **Moderick Greenfield** mgreenfi@emich.edu
Date: Fri, Nov 18, 2016 at 12:56 PM
Subject: Re: BSECE
To: Debra Ingram dingra12@emich.edu

Thanks.

On Fri, Nov 18, 2016 at 9:56 AM, Debra Ingram dingra12@emich.edu wrote:

Dear M.C.,

The Mathematics Department is very pleased that the BS in Electrical and Computer Engineering degree is being proposed for EMU. Please let us know how we can help support the program.

Sincerely,

Dr. Debra Ingram, Head
Department of Mathematics
Eastern Michigan University
Ypsilanti, Michigan 48197
515/516 Pray-Harrold
[\(734\) 487-1444](tel:(734)487-1444)

From: Moderick Greenfield [\[mailto:mgreenfi@emich.edu\]](mailto:mgreenfi@emich.edu)
Sent: Thursday, November 17, 2016 2:51 PM
To: dingra12@emich.edu
Subject: BSECE

Hi:

SET is proposing a new BS in Electrical and Computer Engineering. It has a great depth of mathematics contained in it. In fact, your department has agreed to create a consolidated differential equations and linear algebra course to meet our needs.

Thanks for your support,

From: **Evan Finley** efinley2@emich.edu
Subject: Re: Physics & Astronomy Input
Date: March 13, 2017 at 10:21 AM
To: mbrake@emich.edu
Cc: **Philip Rufe** prufe@emich.edu
Bcc: **Evan Finley** efinley2@emich.edu



Thank you, Mary.

Evan J. Finley | Academic Catalogs & Curricular Development
Academic & Student Affairs | Eastern Michigan University
302K Pierce Hall | 734.487.8954 | emich.edu/cpd

On Mar 13, 2017, at 10:18 AM, Mary Brake mbrake@emich.edu wrote:

Dear Evan,

On February 7th I sent the EECE proposal to Alex Oakes. She sent me an email back confirming receipt of the proposal. When I spoke to her last week, she said her Instructional Committee was going to review the proposal this week and I think that the faculty would look after that and would get back to me.

We value their input but we are hoping that the lack of a letter from Physics by March 15th does not hold up our proposal.

Thanks,

Mary

Mary L. Brake PhD
Interim Associate Dean
College of Technology
Eastern Michigan University
734-487-0551

From: **Mary Brake** mbrake@emich.edu
Subject: **Re: Electrical Engineering Program**
Date: **March 9, 2017 at 9:31 AM**
To: **Augustine Ikeji** aikeji@emich.edu
Cc: **Evan Finley** efinley2@emich.edu



Thank you!

On Thu, Mar 9, 2017 at 9:09 AM, Augustine Ikeji aikeji@emich.edu wrote:

Hello, Mary,
The COSC department have no objections to the ECE proposal.
Thanks.
Gus

On Fri, Mar 3, 2017 at 11:23 AM, Mary Brake mbrake@emich.edu wrote:

Hi Gus,

I was just checking in to see if your faculty had had a chance to look at the electrical and computer engineering program? We need an email from you before the proposal can go forward.

Please let me know if I can help in any way.

Thanks,

Mary

Mary L. Brake PhD
Interim Associate Dean
College of Technology
Eastern Michigan University
[734-487-0551](tel:734-487-0551)

Augustine Ikeji, Ph.D.
Professor & Department Head,
Computer Science Department, 511 Pray Harrold,
Eastern Michigan University,
Ypsilanti, Michigan 48197-USA.
Phone: [734.487.1063](tel:734.487.1063) - Main Office Line
[734.487.0056](tel:734.487.0056) - Direct Line
[734.487.6824](tel:734.487.6824) - Fax



Mary L. Brake PhD
Interim Associate Dean
College of Technology
Eastern Michigan University
734-487-0551



Friday, November 11, 2016

SUBJECT: Electrical Engineering Employment in South East Michigan

To whom it may concern,

There is a shortage of electrical controls engineers in south east Michigan. Specifically, companies are looking for electrical engineers that understand industrial controls. Some of the skills required for industrial controls are PLC programming, the ability to read electrical prints, and designing control panels.

Sincerely,
Duckworth & Associates, Inc.
Kyle Koskinen
V.P. Electrical & Controls Engineering
(734) 455-7500, ext. 125



Date: Nov, 2nd 2016


To whom it may concern

This letter in to inform that our company, (Mobis North America Technical Center) is in need of electrical engineers.

If you have any question please let me know.

Best Regards,

Nizar Homsy

 11/02/2016

Bluetooth Systems Analyst

MOBIS North America

46501 Commerce Center Dr.

Plymouth, MI 48170

E-mail: nhomsy@mobis-usa.com

<http://www.mobistc-na.com/>



VantagePlastics

Thermoforming Specialists



1415 W Cedar St
Standish, MI 48658
Phone (989) 846-1029
Fax (989) 846-0939

Dr. Bob Lahidji

Director, School of Engineering Technology

Sill Hall, Eastern Michigan University,

Ypsilanti, MI 48197

Dear Dr. Lahidji,

This letter is to support the Eastern Michigan University proposed Bachelor of Science Degree in Electrical and Computer Engineering at the School of Engineering Technology. Vantage Plastics, a specialized thermal forming manufacturer in Michigan, supports increasing graduates in electrical and computer engineers for the State of Michigan. Our company has been deeply involved with The State of Michigan's Prosperity Region Five initiative to identify economic drivers within our region. Outside consultants were brought for an extensive study. The final report identifies the need for STEM professionals for several major industries within this region if the economy is to prosper in the future. Thus we are also working with a coalition of leaders from this region to bring STEM into the lives of students at an earlier point of their academic lives. Our company division of thermoforming utilizes a substantial amount of electric power to run our operation. Electrical and Computer Engineers can assist our company and similar sister companies in the State of Michigan to achieve more sustainable and efficient manufacturing.

Eastern Michigan University's initiative to offer a Bachelor of Science Degree in Electrical and Computer Engineering is a very good step towards increasing STEM graduates in our community that will improve the gainful employment and wellbeing of future generations. We currently have a shortage of STEM graduates and do not see a diminished need within any foreseeable future. We wish you the best to achieve the roll out of this program.

Sincerely



George Aultman

Vice President of Development

www.vantageplastics.com



Hyundai America Technical Center, Inc.

6800 Geddes Rd, Superior Township, MI 48198

Dr. Bob Lahidji

Director, School of Engineering Technology
Sill Hall, Eastern Michigan University,
Ypsilanti, MI 48197

Dear Dr. Lahidji,

This letter is to support the Eastern Michigan University proposed Bachelor of Science Degree in Electrical and Computer Engineering at the School of Engineering Technology.

Hyundai America Technical Center feels very strongly the success of the company rely completely on their employees in general and their engineers in particular to build safer, robust, reliable, dependable, sharp styling, and high quality vehicles. In the next ten to twenty years, vehicles will not be as we know it today. For example, the same way that you get to know how your car drives and feels your car may start to get to know you in return. Many modern cars have inbuilt computer systems that help run the car itself. Some of the technologies that automotive companies are looking for, ways to enable vehicle-to-vehicle and vehicle-to-infrastructure communication to increase safety and help drivers avoid traffic jams. Also, other technologies such as self-driving vehicles, self-parking cars, and these are just naming a few.

These above mentioned technologies will not become reality if we do not have engineers that they have the background in electrical and computer disciplines. Therefore, Eastern Michigan University's initiative to offer a Bachelor of Science Degree in Electrical and Computer Engineering is a very good step towards increasing STEM graduates in our state that will improve the gainful employment and wellbeing of future generations. Higher education is no longer just a pathway to opportunity for a talented few; rather, it is a prerequisite for the growing jobs of the new economy.

We wish you the best to achieve the roll out of this program.

Sincerely



Rakan Chabaan, Ph. D.
Advanced Research Senior Engineer
Electronic Systems Development Dept.
Hyundai America Technical Center



Ford Motor Company

Global MBD Core PMTi
3rd Floor, MailDrop 3029
Research & Engineering Center, Building #3
20100 Rotunda Drive
Dearborn, MI 48124 USA

Eastern Michigan University
College of Technology
118 Sill Hall
Ypsilanti, Michigan 48194 USA

To whom it may concern,

RE:: Program in Electrical and Computer Engineering

Ford Motor Company has a challenging time finding qualified and skilled personnel who can develop the best in-class and most sophisticated engineering solutions for our vehicle platforms. Looking into the future and seeing the growth of ECE related opportunities within vehicle systems, the need for a larger pool of ECE graduates becomes apparent. Having more institutions to select from for hiring allows us here at **Ford** to have the opportunity to select from a wider variety of students with diverse backgrounds.

As the manager of **Ford's** global model-based design efforts, I fully understand the workforce needs of **Ford** and other OEMs as related to engineering talent. With that, I would strongly recommend your institution's effort at developing engineering programs that meet current and future industry needs.

Susan L. Smith

Global MBD Manager
313-32-38565

Appendix II

Program of Study Examples

Typical Programs of Study 1:**Electrical and Computer Engineering – Electrical Engineering Concentration****85 Credit Hours****Major/Concentration Requirements**

YEAR 1 – 1st Semester	Course	Credits
ME 100	Introduction to Engineering Design & Manufacturing	3
MATH 120	Calculus I (GEQR)	4
CHEM 121/122	General Chemistry I and Lab (GEKN)	4
WRTG 121	Composition II (GEEC)	3
Gen. Ed	US Diversity (GEUS)	3
	Total	17 cr
YEAR 1 – 2nd Semester		
MATH 121	Calculus II	4
CET 151	Introduction to Engineering Programming	3
CTAC 124	Fundamentals of Speech (GEEC)	3
GEN ED	Arts (GEKA)	3
GEN ED	Humanities (GEKH)	3
	Total	16 cr
YEAR 2 – 1st Semester		
PHY 223	Mechanics, Sound & Heat (GEKN)	5
MATH 122	Linear Algebra	3
SET 350W	Engineering Communication	3
GEN ED	Social Science (GEKS)	3
ELECTIVE	Elective	3
	Total	17 cr
YEAR 2 – 2nd Semester		
MATH 223	Multivariable Calculus	4
EECE 212	Engineering Circuit Analysis I	3
COSC 111	Introduction to Programming	3
PHY 224	Electricity and Light	5
	Total	15 cr
YEAR 3 – 1st Semester		
EECE 213	Engineering Circuit Analysis II	3
EECE 251	Digital Logic Design	3
MATH 325	Differential Equations	3
GEN ED	Arts (GEKA: with different prefix)	3
GEN ED	Global Awareness	3
	Total	15 cr
YEAR 3 – 2nd Semester		
EECE 341	Engineering Electronics I	3

New Program Guidelines

EECE 351	Microcontrollers	3
EECE 371	Signals and Systems	3
EECE 365	Engineering Electromagnetics	3
GEN ED	Humanities (GEKH: with different prefix)	3
	Total	15 cr
YEAR 4 – 1st Semester		
EECE 342	Engineering Electronics II	3
EECE 372	Communication Systems	3
EECE 421	Control Systems Engineering	3
EECE 430	Power Electronics	3
GEN ED	Social Science (GEKS: with different prefix)	3
	Total	15 cr
YEAR 4 – 2nd Semester		
EECE 400	EECE Professional Practice	2
EECE 431	Digital Control Systems	3
EECE 480	Senior Capstone	3
Elective	Elective	3
Elective	Elective	3
	Total	14 cr
Grand Total Semester Hours: 124		

Typical Programs of Study 2:**Electrical and Computer Engineering – Computer Engineering Concentration****Major/Concentration Requirements****85 Credit Hours**

YEAR 1 – 1st Semester	Course	Credits
ME 100	Introduction to Engineering Design & Manufacturing	3
MATH 120	Calculus I (GEQR)	4
CHEM 121/122	General Chemistry I and Lab (GEKN)	4
WRTG 121	Composition II (GEEC)	3
Gen. Ed	US Diversity (GEUS)	3
	Total	17 cr
YEAR 1 – 2nd Semester		
MATH 121	Calculus II	4
CET 151	Introduction to Engineering Programming	3
CTAC 124	Fundamentals of Speech (GEEC)	3
GEN ED	Arts (GEKA)	3
GEN ED	Humanities (GEKH)	3
	Total	16 cr
YEAR 2 – 1st Semester		
PHY 223	Mech. Sound & Heat (GEKN)	5
MATH 122	Linear Algebra	3
SET 350W	Engineering Communication	3
GEN ED	Social Science (GEKS)	3
ELECTIVE	Elective	3
	Total	17 cr
YEAR 2 – 2nd Semester		
MATH 223	Multivariable Calculus	4
EECE 212	Engineering Circuit Analysis I	3
COSC 111	Introduction to Programming	3
PHY 224	Electricity and Light	5
	Total	15 cr
YEAR 3 – 1st Semester		
ECE 213	Engineering Circuit Analysis II	3
EECE 251	Digital Logic Design	3
MATH 325	Differential Equations	3
GEN ED	Arts (GEKA: with different prefix)	3
GEN ED	Global Awareness	3
	Total	15 cr
YEAR 3 – 2nd Semester		
EECE 341	Engineering Electronics I	3

New Program Guidelines

EECE 351	Microcontrollers	3
EECE 371	Signals and Systems	3
COSC 221	Computer Organization I	3
Gen. Ed.	Humanities (GEKH: with different prefix)	3
	Total	15 cr
YEAR 4 – 1st Semester		
EECE 421	Control Systems Engineering	3
EECE 430	Power Electronics	3
EECE 352	Digital System Designs with HDL	3
COSC 211	Programming Data Structure	3
Gen. Ed.	Arts (GEKA: with different prefix)	3
	Total	15 cr
YEAR 4 – 2nd Semester		
EECE 400	EECE Professional Practice	2
EECE 480	Senior Capstone	3
EECE 452	Advanced Digital System Designs w/ FPGA	3
Elective	Elective	3
Elective	Elective	3
	Total	14 cr
Grand Total Semester Hours: 124		

BOARD OF REGENTS**EASTERN MICHIGAN UNIVERSITY****RECOMMENDATION****ACADEMIC CALENDAR****ACTION REQUESTED**

It is recommended that the Board of Regents approve a change to the 2018-19 Academic Calendar. To realize energy savings, the University will be closed on Friday, July 5, 2019.

STAFF SUMMARY


An Academic Calendar Committee works with the Provost's Office and the Registrar to develop the University Calendar. Faculty Senate appoints members to the Calendar Committee and the full body provided input on the structure of the calendar in April 2015. Approval for the 2018-19 calendar was granted by the Board of Regents at the June 16, 2015, meeting.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

10/3/17
Date

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 20

DATE:
October 20, 2017

RECOMMENDATION
FINANCE AND INVESTMENT COMMITTEE

ACTION REQUESTED

It is recommended that the Board of Regents receive and place on file the minutes from the June 27, 2017 Finance and Investment Committee meeting and the Working Agenda for the October 20, 2017 meeting.

STAFF SUMMARY

June 27, 2017 Meeting Agenda

Agenda items

- AY18 Tuition and Fees
- FY18 General Fund Operating Budget
- FY18 Auxiliary Funds Operating Budgets
- Authorization- Parking Agreement
- General Revenue and Revenue Refunding Bonds
- Emeritus Staff Awards

October 20 2017 Meeting Agenda

Agenda items

- Financial Statements FY17 (June 30, 2017)
- Financial Aid Authorization
- State Capital Outlay
- Emeritus Staff Awards

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

October 20, 2017
Date

BOARD OF REGENTS
Eastern Michigan University
201 Welch Hall
(734) 487-2410

FINANCE and INVESTMENT COMMITTEE
Friday, October 20, 2017
10:45 a.m.

REGULAR AGENDA

- Minutes from June 27, 2017
- October 20, 2017 Finance and Investment Committee Agenda
- Financial Statements FY17 (June 30, 2017)
- Financial Aid Authorization – FY19
- State Capital Outlay
- Emeritus Staff Awards

Eastern Michigan University
Finance and Investment Committee
Meeting Minutes
June 27, 2017

The meeting was called to order by Regent Michelle Crumm at 9:15 a.m.

A motion was made, seconded and approved to accept the minutes from the April 21, 2016 Finance and Investment Committee meeting.

The agenda includes (6) items.

Section 24: Recommendation: Academic Year 2017-18 Tuition and Fees

It is recommended that the Board of Regents approve a composite \$474 increase in tuition and required fees, as calculated by the State of Michigan's guidelines on performance funding and tuition reporting, for the 2017-18 academic year. To continue the strategy that began last fall, it is also recommended that all non-resident students entering in the Fall 2017 be charged at the in-state (Michigan) tuition rate. Current non-resident students that started before the Fall 2016 will continue to pay the out-of-state tuition rates.

It is recommended that the Board of Regents also approve the elimination of the following Mandatory fees; General, Technology, and Student Center, the elimination of the General Education fee, a decrease in most Program fees, and no increase to the Registration fee.

It is recommended that the Board of Regents approve an increase of 5.0% in tuition for graduate and doctoral classes.

Also, recommended is the implementation of a refundable \$35/semester Rec-IM facility fee.

Section 25: Recommendation: Fiscal Year 2017-18 General Fund Operating Budget

It is recommended that the Board of Regents approve the University's General Fund operating expenditure budget of \$307.9 million for the 2017-18 fiscal year.

Section 26: Recommendation: Fiscal Year 2017-18 Auxiliary Fund Operating Budget

It is recommended that the Board of Regents approve the University's Auxiliary Fund net operating expenditure budget totaling \$54.9 million for the 2017-18 fiscal year.

Section 27: Recommendation: Authorization-Parking Agreement

It is recommended that the Board of Regents authorize the President to execute a concessionaire agreement with the selected party to operate the University's parking assets.

Section 28: Recommendation: Resolution of the Board of Regents of Eastern Michigan University Authorizing the Issuance and Delivery of General Revenue and Revenue Refunding Bonds and providing for other matters relating thereto

It is recommended that the Board of Regents approve the attached resolution authorizing the issuance of general revenue and revenue refunding bonds and providing for other related matters.

Section 4: Recommendation: Emeritus Staff Status

It is recommended that the Board of Regents grant Emeritus Staff Status to One (1) staff members: Dian Henson, Supervisor of Loan Services, Office of Student Business Services, who retired April 28, 2017.

The meeting was adjourned at 9:37 a.m.

Respectfully submitted,
Jada Wester
Executive Assistant to the
Chief Financial Officer

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 21

DATE:

October 20, 2017

RECOMMENDATION

**CONSOLIDATED FINANCIAL STATEMENTS AND SUPPLEMENTARY
INFORMATION AS OF JUNE 30, 2017**

ACTION REQUESTED

It is recommended that the Board of Regents receive and place on file the University's audited fiscal year 2016-2017 financial statements and auditor's report.

STAFF SUMMARY

The Financial Statements and Supplementary Information as of June 30, 2017 together with the Auditors report are attached. Plante & Moran has issued its opinion indicating that the statements present fairly, and in conformity with Generally Accepted Accounting Principles, the financial position, results of operations, and cash flows for the University and its Foundation.

Financial Statements highlights include:

- Total Net Position at June 30, 2017 of \$134.2 million including \$183.1 million in Capital Assets (net of debt), \$9.6 million in Restricted-Expendable Net Assets and \$58.5 million in Unrestricted Net Liabilities. Total Assets at June 30, 2017 of \$589.4 million and Liabilities of \$456.8 million.
- An increase in Net Position for the year ending June 30, 2017 of \$9.7 million, primarily reflecting a \$13.7 million non-cash gain on valuation of the University's interest rate swaps and \$3.0 million of non-cash gain related to the deferred outflows on the interest rate swaps.
- Unrestricted and Restricted-Expendable Net Liabilities of \$48.9 at June 30, 2017, an increase of \$10.0 million compared to June 30, 2016.

During their audit, Plante & Moran did not identify any significant deficiencies or material weaknesses related to the University's controls, accounting practices, accounting estimates, or financial statement disclosures.

Representatives of Plante & Moran will be attending the Board's Finance and Investment Committee meeting to present a summary of the results of their audit including benchmark comparisons with other Universities and to discuss any comments or questions the Board may have regarding the financial statement or audit.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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

A large black rectangular redaction box covers the signature of the University Executive Officer.

University Executive Officer

October 20, 2017
Date

EASTERN MICHIGAN UNIVERSITY

June 30, 2017

Board of Regents

Mr. Mike Morris
Chair: Board of Regents
Northville, MI

Ms. Mary Treder Lang
Vice-Chair: Board of Regents and
Chair: Audit Committee
Grosse Pointe Farms, MI

Ms. Michelle Crumm
Chair: Finance and Investment
Committee
Ann Arbor, MI

Mr. James Webb
Vice Chair: Finance and
Investment Committee
Northville, MI

Mr. Alexander Simpson
Vice-Chair: Audit
Committee
Southfield, MI

Mr. Dennis Beagen
Northville, MI

Mr. Michael Hawks
Lansing, MI

Ms. Eunice Jeffries
Farmington Hills, MI

Executive Officers

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President

Dr. Rhonda Longworth
Provost

Mr. Michael Valdes
Chief Financial Officer and
Treasurer to the Board of Regents

Ms. Gloria Hage
General Counsel /
University Attorney

Mr. William Shepherd
Vice President
Advancement

Mr. Walter Kraft
Vice President
Communications

Ms. Vicki Reaume
Vice President and
Secretary to the Board of Regents

Financial Administration

Ms. Doris M. Celian
Controller

Mr. Timothy Griffith
Assistant Controller

Mr. Todd Ohmer
Executive Director, Financial
Planning & Budgets

Eastern Michigan University

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Independent Auditor's Report

To the Board of Regents
Eastern Michigan University

Report on the Financial Statements

We have audited the accompanying financial statements of Eastern Michigan University, a component unit of the State of Michigan (the "University"), and its discretely presented component unit, as of and for the years ended June 30, 2017 and 2016, and the related notes to the financial statements, which collectively comprise Eastern Michigan University's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and in accordance with the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement. The discretely presented component unit was not audited under *Government Auditing Standards*.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of Eastern Michigan University and its discretely presented component unit as of June 30, 2017 and 2016, and the respective changes in its financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplemental Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, schedule of pension funding progress, and schedule of contributions, as identified in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplemental information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Eastern Michigan University's basic financial statements. The schedules of net position by fund group and revenues, expenses, and changes in net position by fund as of and for the years ended June 30, 2017 and 2016 are presented for the purpose of additional analysis and are not a required part of the basic financial statements.

The schedules of net position by fund group and revenues, expenses, and changes in net position by fund are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedules of net position by fund group and revenues, expenses, and changes in net position by fund are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2017 on our consideration of Eastern Michigan University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Eastern Michigan University's internal control over financial reporting and compliance.

October 20, 2017

EASTERN MICHIGAN UNIVERSITY

MANAGEMENT'S DISCUSSION AND ANALYSIS

The following discussion and analysis of Eastern Michigan University's ("University") financial statements provides an overview of the University's financial activities for the years ended June 30, 2017, 2016, and 2015. Management has prepared the financial statements and the related footnote disclosures along with the discussion and analysis. Responsibility for the completeness and fairness of this information rests with University management.

The University's financial report include three financial statements: the Statement of Net Position, the Statement of Revenues, Expenses and Changes in Net Position, and the Statement of Cash Flows. These statements were prepared in accordance with criteria established by the Governmental Accounting Standards Board (GASB) for determining the various governmental Universities to be included in the reporting entity (GASB Statement No. 61). These criteria include significant operational or financial relationships. Based on the application of the criteria, the University has one component unit -- the Eastern Michigan University Foundation. The Foundation's statements are discretely presented as part of the University's reporting entity in accordance with generally accepted accounting principles as prescribed by the Financial Accounting Standards Board (FASB).

Eastern Michigan University offers a supportive, accessible, affordable, and quality learning and living environment. The University's distinct mix of comprehensive academic resources, strong community initiatives, focus on education first, and nationally recognized undergraduate research achievements set it apart.

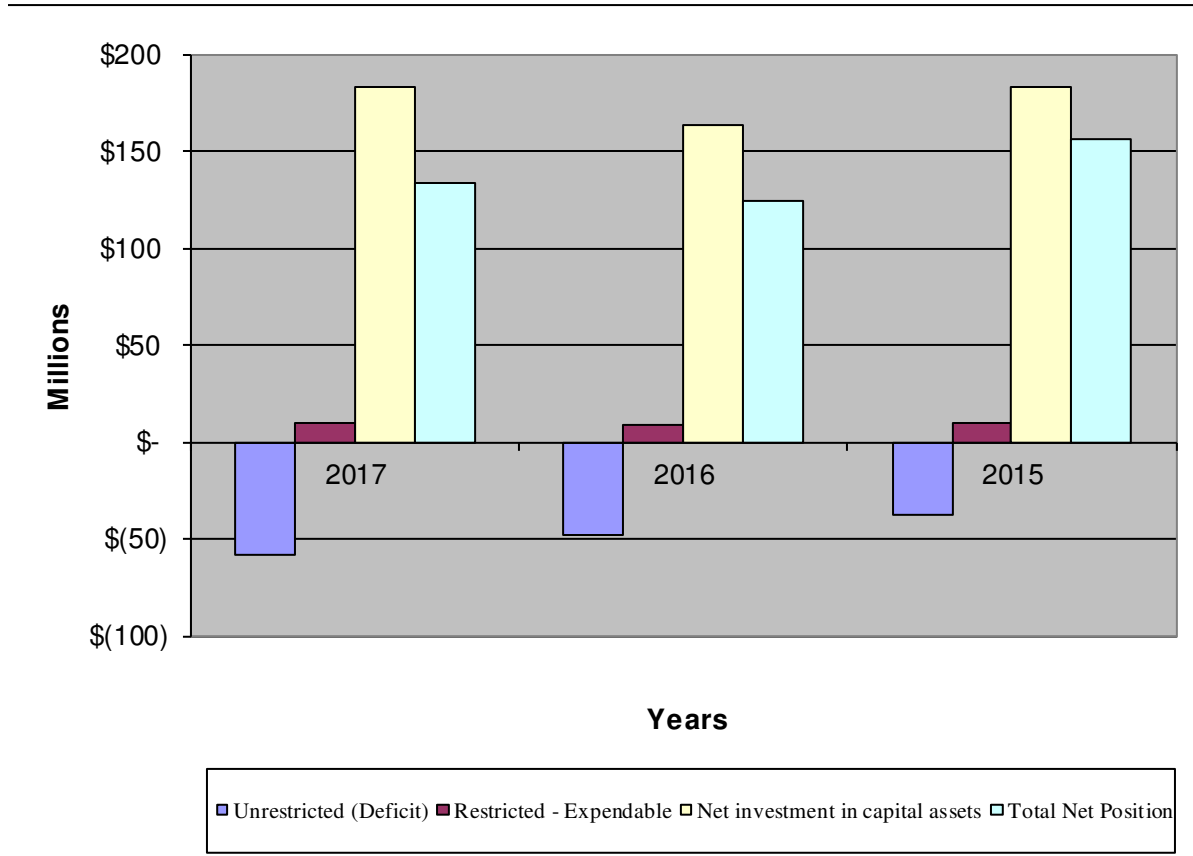
Founded in historic Ypsilanti in 1849, the University occupies 880 acres on the main campus with 122 buildings. In addition, there are off-campus locations in Detroit, Livonia and Traverse City for a student body of over 22,000 students.

Financial Highlights

The University's financial position at June 30, 2017 reflected assets and deferred outflows of \$597 million, and liabilities and deferred inflows of \$463 million. The University adopted GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and GASB Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date* in 2015. Statement No. 68 requires governments participating in a multi-employer defined benefit pension plan to recognize their proportionate share of the unfunded pension benefit obligation as a liability for the first time, and to more comprehensively and comparably measure the annual costs of pension benefits. Statement No. 71 is a clarification to GASB 68 requiring a government to recognize a beginning deferred outflow of resources for its pension contributions, if any, made subsequent to the measurement date of the beginning net pension liability. In accordance with the statement, the University has reported a Net Pension Liability of \$49.7 million as a change in accounting principle adjustment to Unrestricted Net Position as of July 1, 2014.

EASTERN MICHIGAN UNIVERSITY
MANAGEMENT'S DISCUSSION AND ANALYSIS

The following chart provides a graphical breakdown of net position by category for the fiscal years ended June 30, 2017, 2016, and 2015.



The University's pension liability was \$70.8 million, \$75.5 million and \$50.9 million at June 30, 2017, 2016 and 2015, respectively. As a result, the University has a deficit in unrestricted net position of \$58.5 million, \$47.8 million and \$37.1 million at June 30, 2017, 2016 and 2015, respectively. The difference of \$12.3 million at June 30, 2017 is committed for identified future needs including contractual obligations, debt service, student loans, capital outlay, insurance reserves, future retirement costs, and academic programming needs.

EASTERN MICHIGAN UNIVERSITY
MANAGEMENT'S DISCUSSION AND ANALYSIS

Financial Statements

The University's financial report includes the Statement of Net Position, the Statement of Revenues, Expenses, and Changes in Net Position, and the Statement of Cash Flows.

These statements include all assets and liabilities using the accrual basis of accounting, which is similar to the accounting used by most private sector institutions. All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid. Net position is one indicator of the current financial condition of the University and is measured by assets plus deferred outflows minus liabilities and deferred inflows.

Following is a summary of the major components of the net position and operating results of the University for the years ended June 30, 2017, 2016, and 2015:

Net Position as of June 30 (In millions)	<u>2017</u>	<u>2016</u>	<u>2015</u>
Assets			
Current assets	\$ 48.0	\$ 48.5	\$ 53.0
Noncurrent assets:			
Capital assets - Net of depreciation	486.2	462.3	454.5
Other	55.2	60.0	65.5
Total assets	\$ <u>589.4</u>	\$ <u>570.8</u>	\$ <u>573.0</u>
Deferred Outflows			
Deferred Outflows	\$ <u>7.9</u>	\$ <u>10.1</u>	\$ <u>7.4</u>
Liabilities			
Current liabilities	\$ 68.4	\$ 61.7	\$ 56.3
Noncurrent liabilities	388.4	389.2	351.7
Total liabilities	\$ <u>456.8</u>	\$ <u>450.9</u>	\$ <u>408.1</u>
Deferred Inflows			
Deferred Inflows	\$ <u>6.3</u>	\$ <u>5.5</u>	\$ <u>17.7</u>
Net Position			
Net Investment in capital assets	183.1	163.5	182.1
Restricted	9.6	8.8	9.7
Unrestricted (Deficit)	(58.5)	(47.8)	(37.1)
Total net position	\$ <u>134.2</u>	\$ <u>124.5</u>	\$ <u>154.7</u>

EASTERN MICHIGAN UNIVERSITY
MANAGEMENT'S DISCUSSION AND ANALYSIS

Operating Results for the Years Ended June 30 (in Millions):

	<u>2017</u>	<u>2016</u>	<u>2015</u>
Operating Revenues			
Tuition and fees - Net	\$ 173.3	\$ 179.2	\$ 169.0
Grants and contracts	12.3	12.4	12.1
Auxiliary activities - Net	45.9	45.0	43.9
Other	12.8	5.6	5.6
Total operating revenues	<u>244.3</u>	<u>242.2</u>	<u>230.6</u>
Operating Expenses			
Instruction	121.5	120.8	121.0
Research	5.1	3.9	3.1
Public service	12.8	12.9	11.5
Academic support	33.6	34.3	33.4
Student services	18.7	15.1	14.7
Institutional support	31.6	31.5	30.4
Operations and maintenance of plant	28.1	24.5	28.3
Scholarships and fellowships	36.6	42.0	37.4
Auxiliary activities - Net	50.2	48.3	47.9
Depreciation	14.8	14.8	15.3
Other expenditures	0.3	4.8	1.3
Total operating expenses	<u>353.3</u>	<u>352.9</u>	<u>344.3</u>
Net Operating Loss	(109.0)	(110.7)	(113.7)
Nonoperating Revenues (Expenses)			
State appropriations	74.2	71.9	72.6
Gifts	6.2	4.6	4.5
Pell grants	29.2	31.6	32.9
Investment Income	16.0	(21.1)	1.5
Other nonoperating revenue (expenses)	(8.5)	(6.6)	(7.1)
Net Nonoperating Revenues	<u>117.1</u>	<u>80.4</u>	<u>104.4</u>
Capital Contributions			
Capital gifts	1.6	0.1	0.6
Total capital contributions	<u>1.6</u>	<u>0.1</u>	<u>0.6</u>
Increase (Decrease) in Net Position	9.7	(30.2)	(8.6)
Net Position - Beginning of year	124.5	154.7	214.5
Adjustment for change in accounting principle	0.0	0.0	(51.2)
Net Position - Beginning of year as restated	124.5	154.7	163.3
Net Position - End of year	<u>\$ 134.2</u>	<u>\$ 124.5</u>	<u>\$ 154.7</u>

EASTERN MICHIGAN UNIVERSITY

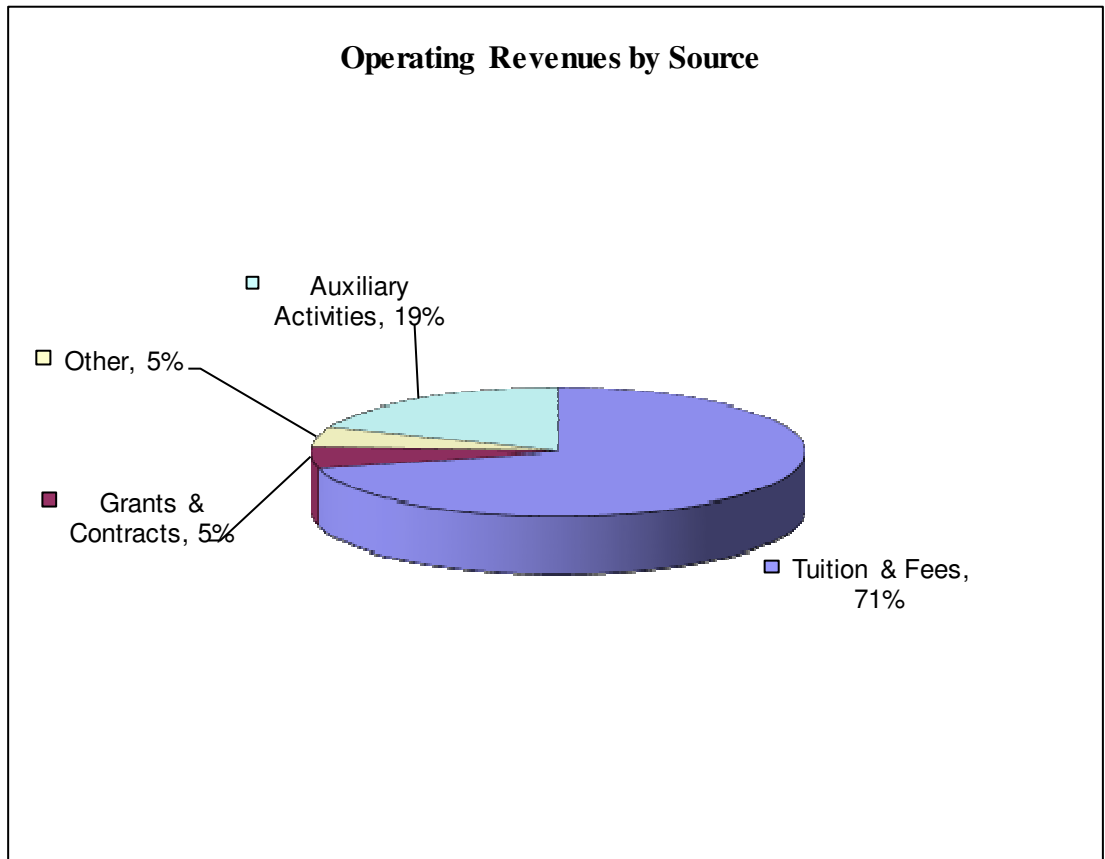
MANAGEMENT'S DISCUSSION AND ANALYSIS

Operating Revenues

Operating revenues include all transactions that result from the sales and/or receipts of goods and services such as tuition and fees, housing, and other auxiliary units. In addition, certain federal, state and private grants are considered operating if they are a contract for services and not for capital purposes.

Student tuition and fees revenue decreased slightly (0.46 percent) as a result of a Board of Regents approved tuition and mandatory fee weighted average increase of 4.1 percent effective Fall 2016, offset by lower enrollment.

The following is a graphic illustration of operating revenues by source:



EASTERN MICHIGAN UNIVERSITY

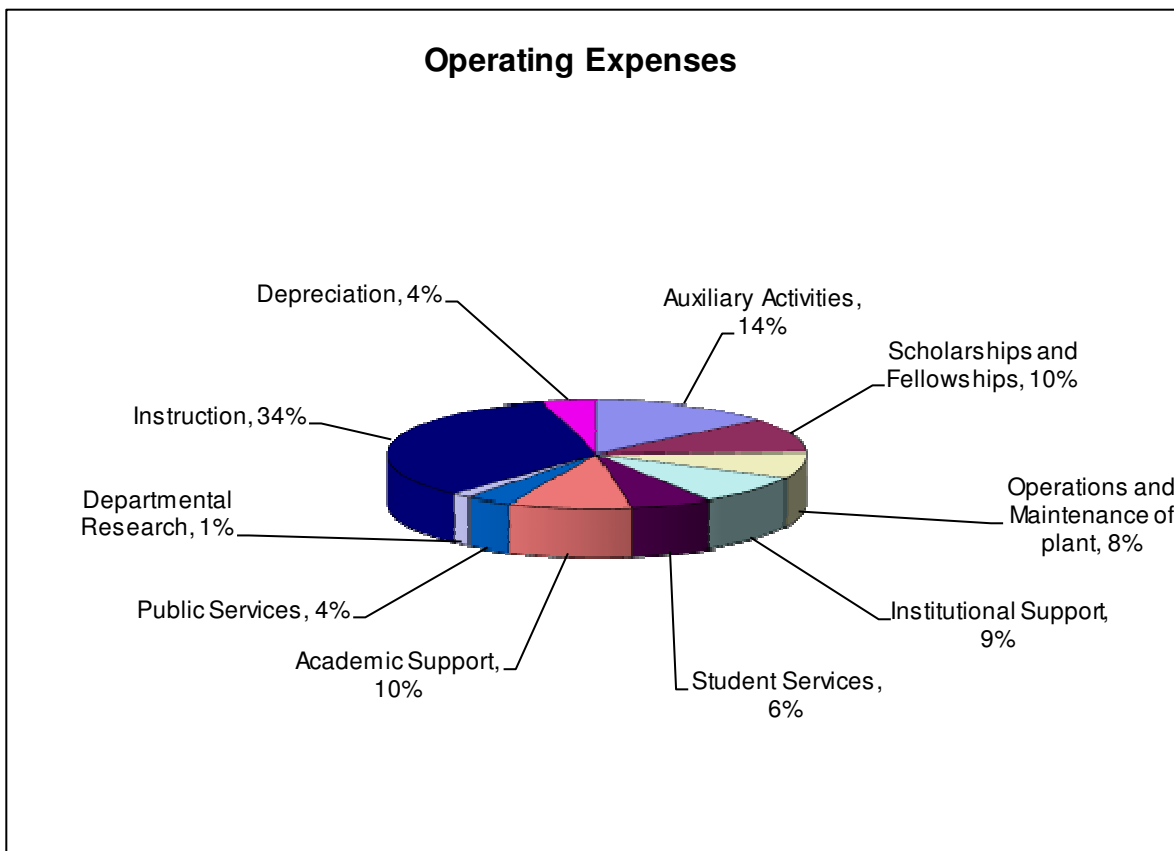
MANAGEMENT'S DISCUSSION AND ANALYSIS

Operating Expenses

Operating expenses are all costs necessary to perform and conduct the programs and primary purposes of the University. Operating expenses were up modestly, reflecting increases in the costs of compensation, utilities, student financial aid, library acquisitions, and academic programming.

The University is committed to providing financial support to students. The University has long sponsored its prestigious National Scholars program which attracts some of the brightest and most promising students.

The following is a graphic illustration of operating expenses by source:



Nonoperating Revenues

Nonoperating revenues are all revenue sources that are primarily non-exchange in nature. They consist primarily of state appropriations, Pell grant reimbursements, investment income (including realized and unrealized gains and losses), and restricted development funds that do not require any services to be performed. Nonoperating revenue was significantly impacted by the following factors:

- State operating appropriations increased \$2.3 million to \$74.1 million in 2017 and decreased \$0.7 million to \$71.9 million in 2016 due to the State's economy.

EASTERN MICHIGAN UNIVERSITY

MANAGEMENT'S DISCUSSION AND ANALYSIS

- In 2017, the 2015 Term Loan was refinanced by the General Revenue and Refunding Bonds, Series 2017. This triggered a terminating event for the interest rate swaps associated with variable-rate debt. As a result, the change in fair value of the interest rate swaps at June 30, 2017 increased investment income by \$13.7 million.
- In 2017 and 2016 interest expense was reduced by \$3.0 million and \$5.6 million, respectively, due to the amortization of the liability related to the interest rate swaps.
- Investment income from operations increased by \$2.0 million to \$2.3 million in 2016 and decreased by \$0.4 million to \$0.3 million in 2016 due to market conditions.
- Pell grants decreased \$2.4 million to \$29.2 million in 2016 and decreased \$1.3 million to \$31.6 million in 2016.

Capital Contributions

Capital Contributions consist of items that are typically nonrecurring, extraordinary, or unusual to the University. Examples would be capital gifts, capital appropriations from the state or federal government, and transfers from related entities. Capital gifts amounted to \$1.5 million in 2017, \$0.1 million in 2016, and \$0.6 million in 2015.

Statement of Cash Flows

Another way to assess the financial health of the University is to look at the statement of cash flows. Its primary purpose is to provide relevant information about the cash receipts and cash payments of the University during a period. The statement of cash flows also helps users assess:

- The University's ability to generate future net cash flows
- Its ability to meet obligations as they come due
- Its needs for external financing

Cash Flows for the Years Ended June 30 (in millions)

	<u>2017</u>	<u>2016</u>	<u>2015</u>
Cash Provided by (Used in):			
Operating activities	\$ (92.8)	\$ (51.8)	\$ (49.4)
Noncapital financing activities	109.6	123.4	110.5
Capital and related financing activities	(26.4)	(34.6)	(3.6)
Investing activities	(1.0)	(10.4)	(53.4)
Net (Decrease) Increase in Cash	(10.6)	26.6	4.1
Cash - Beginning of year	41.8	15.2	4.0
Cash - End of year	<u>\$ 31.2</u>	<u>\$ 41.8</u>	<u>\$ 8.1</u>

EASTERN MICHIGAN UNIVERSITY

MANAGEMENT'S DISCUSSION AND ANALYSIS

Cash and Investments

Cash and investments, collectively, decreased by \$4.3 million to \$65.1 million as of June 30, 2017 primarily due to modest increases in operating expenses and additional interest expense.

The most significant components of cash flows provided from operating activities are tuition and fees, auxiliary activities, grants, and contracts. Net cash used in operating activities was \$92.8 million. To offset this, the net cash provided from non-capital financing activities, which consisted primarily of State appropriations, was \$109.6 million. This is compared to net cash used in operating activities in the amount of \$51.8 million and \$49.4 million for the years ended June 30, 2016 and 2015, respectively. Net cash provided by non-capital financing activities was \$123.4 million and \$110.5 million for the years ended June 30, 2016 and 2015, respectively.

Cash used by capital and related financing activities amounted to \$26.4 million in 2017, \$34.6 million in 2016, and \$3.6 million in 2015, primarily on capital additions.

Capital Assets

At June 30, 2017, the University had \$486.2 million invested in capital assets, net of accumulated depreciation of \$348.6 million. Depreciation charges totaled \$14.8 million for 2017 and 2016. In 2017, the University completed portions of the Energy Conservation project, portions of the Wise Residence Hall project, and other projects to improve classrooms, residence halls, technology infrastructure, building energy efficiency, and security. Capital projects in progress at June 30, 2017 primarily include the new Electrical Cogeneration project, additional renovations to the Wise Residence Hall, additional components of the Energy Conservation project, initial phases of the Strong Hall project, additional Information Technology infrastructure replacements, and improvements to classrooms and security.

At June 30, 2016, the University had \$462.3 million invested in capital assets, net of accumulated depreciation of \$335.9 million. Depreciation charges totaled \$14.8 million for 2016 compared to \$15.4 million in 2015. In 2016, the University completed the Rackham project, Sculpture Studio renovation, and other projects to improve classrooms, residence halls, technology infrastructure, building energy efficiency, and security. Capital projects in progress at June 30, 2016 primarily include renovations to the Wise Residence Hall, the Energy Conservation project, additional Information Technology infrastructure replacements, and improvements to classrooms and security.

Debt and Derivatives

On May 4, 2017, the University issued \$155,000,000 of General Revenue and Refunding Bonds, Series 2017. The Series 2017 refunded the \$155,000,000 2015 Term Loan and terminated the 2015 Total Return Swap. The 2017 Total Return Swap was issued in order to hedge the variable rate on the 2017 Series Bonds.

On November 30, 2016, the University issued \$24,060,000 of General Revenue and Refunding Bonds, Series 2016, to redeem the \$20,000,000 2016 Term loan and provide \$4,060,000 for capital projects.

EASTERN MICHIGAN UNIVERSITY

MANAGEMENT'S DISCUSSION AND ANALYSIS

On August 19, 2016, the University issued \$20,000,000 of the 2016 Term Loan for capital projects.

On June 25, 2015, the University issued \$155,000,000 of the 2015 Term Loan and 2015 Total Return Swap. This loan refunded \$75,000,000 of General Revenue Variable Rate Demand Refunding Bonds, Series 2012A, and \$60,795,000 of General Revenue Variable Rate Demand Revenue and Refunding Bonds, Series 2012B and issued \$19,205,000 for new capital projects. In addition, the University received a premium payment of \$3,569,650 which was used for capital projects. The \$158.6 million 2015 Total Return Swap was used to hedge the variable rate on the term loan.

On August 20, 2014, the University issued \$9,860,000 of General Revenue Refunding Bonds, Series 2014. These bonds refunded \$9,860,000 of General Revenue Build America Bonds, Series 2009D. At June 30, 2016, the University had \$251.8 million in obligations outstanding, versus \$254.3 million in 2015 and \$237.4 million in 2014.

The remaining debt instruments are general revenue obligations of the University. Principal payments of \$2.7 million, \$2.6 million and \$2.5 million were made in 2017, 2016 and 2015, respectively.

In addition to the outstanding debt obligations, there are four interest rate swap agreements with notional amounts of \$125.8 million as of June 30, 2017, 2016 and 2015, respectively. These swaps were used to hedge the 2015 Total Return Swap which had a notional amount of \$158.6 million. In 2017, the 2015 Total Return Swap was terminated and a new 2017 Total Return Swap was issued. This created a fifth swap of \$155.0 million in 2017 to replace the \$158.6 million that was wrapped around the original 4 swaps. Under GASB Statement Number 53, the 2015 transaction created a synthetic termination event for three of the swap agreements. In addition, the 2017 transaction created a synthetic termination event for the fourth swap. The fourth swap was also amended in 2015 and is structured as a hybrid instrument having essentially an effective and ineffective component. Under a synthetic termination event, the fair value of the swap is deemed an additional borrowing to be amortized over the life of the related debt. The swaps are then revalued and considered new swaps and eligible for consideration as effective or ineffective swaps. Effective swaps are recorded as assets or liabilities, depending on value, with an offsetting deferred inflow or outflow. Ineffective swaps are recorded as assets or liabilities with offsetting changes in fair value running through investment income. Three of the swaps were deemed to be ineffective hybrid instruments as of June 30, 2017 and 2016. All the swaps but one were deemed to be effective hybrid instruments as of June 30, 2015. As a result, the University has posted a \$1.9 million fair value liability, a current liability of \$2.8 million, a noncurrent liability of \$33.7 million, a deferred inflow of \$4.6 million and a deferred outflow of \$3.0 million as of June 30, 2017.

The University has posted a \$21.3 million fair value liability, a current liability of \$2.8 million, a noncurrent liability of \$31.8 million, a deferred inflow of \$5.0 million and a deferred outflow of \$4.1 million as of June 30, 2016. The University posted a \$9.5 million fair value asset, a current liability of \$5.4 million, a noncurrent liability of \$34.6 million, a deferred inflow of \$12.8 million and a deferred outflow of \$2.3 million as of June 30, 2015.

The terms of the swap agreements call for the University to post collateral to the counterparty under certain conditions tied to the prevailing rating of the University and the mark to market valuations of the swaps. As of June 30, 2017 and 2016, \$14.1 million and \$24.5 million of collateral was posted, respectively. No collateral was required to be posted as of June 30, 2015.

EASTERN MICHIGAN UNIVERSITY

MANAGEMENT'S DISCUSSION AND ANALYSIS

For the University's \$125,795,000 of enhanced variable rate debt refinanced in 2009, the credit ratings assigned by Moody's Investor Services (Aaa/VMIG-1) were unchanged in 2017 from 2016 and 2015. Standard and Poor's ratings (AAA/A-1) were unchanged in 2017 from 2016 and 2015. For the University's \$102,380,000 of fixed rate debt, separate ratings were assigned by each agency for the insured portion of the debt and the uninsured portion. Moody's ratings were unchanged for the insured portion Aa2 and A2 for the uninsured portion. Standard and Poor's ratings were AAA/A-1 (insured) and BBB+ (uninsured). The highest achievable ratings are "Aaa" and "AAA", respectively. The University's capacity to meet its financial obligations is considered to be strong by the rating agency and reflects limited additional borrowing capacity as of June 30, 2017.

Pension Obligations

In 2015 The University adopted GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and GASB Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date*. For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Michigan Public School Employees' Retirement System (MPERS) and additions to/deductions from MPERS fiduciary net position have been determined on the same basis as they are reported by MPERS. The balance of the net pension liability at June 30, 2017, 2016, and 2015 is \$70.8 million, \$75.6 million, and \$50.9 million, respectively.

Deferred Inflows and Outflows

The University had \$6.3 million, \$5.5 million, and \$17.7 million of deferred inflows from interest rate swaps and pension obligations at June 30, 2017, 2016, and 2015, respectively. As of June 30, 2017, 2016, and 2015 the University had \$7.9 million, \$10.1 million, and \$7.4 of deferred outflows from interest rate swaps and pension obligations, respectively.

Funding for a Successful Future

Eastern Michigan University enriches lives in a supportive, intellectually dynamic and diverse community. Its dedicated faculty balance teaching and research to prepare students with relevant skills and real world awareness. Eastern is an institution of opportunity where students learn in and beyond the classroom to benefit the local and global communities.

The University's vision is to be a premier public university recognized for student-centered learning, high quality academic programs, and community impact. Eastern's focus remains on investing in its students and faculty, in academic quality, and in maintaining and improving facilities that enhance the learning environment for its 22,000 students.

Effective July 1, 2016, James M. Smith became Eastern Michigan University's 23rd president. He had previously served as president of Northern State University in Aberdeen, South Dakota since June 2009.

In December 2016, The University announced the appointments of Eunice Jeffries of Farmington Hills and Alexander Simpson of Southfield to the eight-member governing body of the university. They replaced Beth Fitzsimmons and James Stapleton, respectively.

EASTERN MICHIGAN UNIVERSITY

MANAGEMENT'S DISCUSSION AND ANALYSIS

On July 1, 2016, EMU entered into an agreement with Chartwells Higher Education to provide residential, retail and catering food services. Under the plan, Chartwells will provide significant capital investment in the University's dining facilities. The company will fund extensive renovation and remodeling, along with introducing exciting new food vendors and develop new dining spaces in additional buildings on campus.

In February 2017, the Eastern Michigan University Board of Regents approved a \$13.8 million capital budget for 2017-2018 that includes investment for improvements to academic facilities in Mark Jefferson Hall and Strong Hall that will help set the stage for completion of the University's largest building project ever, the Science Complex. The budget reflects the University's continued emphasis on improving academic, STEM and student-related facilities, in upgrading classroom technology, and in continued enhancements in campus safety and security.

In June 2017, the University installed a 55-ton turbine into its Heating Plant. With the new project, the University will become nearly fully self-sufficient in production of electricity and heat for campus operations, significantly reducing its carbon footprint and annual energy costs. The Co-Gen (co-generation) project, at a cost of \$19.6 million, replaces a 29-year-old co-generation unit that ceased operations in April 2016.

Also in June, the Eastern Michigan University Board of Regents approved an in-state undergraduate tuition increase at the State of Michigan's tuition restraint cap. By doing so, Eastern qualified for additional appropriation support from the State. With this tuition increase, Eastern continued to invest in strong and high-demand academic programs while maintaining its commitment to provide students with a high quality education at an affordable price.

The Regents also approved a \$308 million general fund operating expenditure budget for fiscal year 2018. The budget reflected a \$2.3 million increase in University-sponsored financial aid over the previous year's budget, again fulfilling Eastern committed to help make college affordable to so many.

Effective for 6/30/18 statements the University will be required to adopt GASB 75, Accounting and Financial reporting for Postemployment Benefits Other Than Pensions, which addresses reporting by governments that provide postemployment benefits other than pensions (OPEB) to their employees, and for governments that finance OPEB for employees of other governments. The University will be required to book a liability for their portion of the MPSER's postretirement health insurance obligation as well as the University sponsored OPEB plan. The impact of the liability is expected to be very significant.

Eastern Michigan University's successful future depends on the collective efforts of its stakeholders. These efforts build on a solid foundation of exceptional academic programs that prepare students for real-world experience.

EASTERN MICHIGAN UNIVERSITY
STATEMENT OF NET POSITION
As of June 30, 2017 and 2016

	2017	2016
ASSETS		
Current assets:		
Cash and cash equivalents - unrestricted (Note 2)	\$ 17,148,845	\$ 17,264,298
Accounts receivable - net (Note 3)	14,802,017	15,465,972
Appropriation receivable	13,380,692	13,051,366
Inventories	413,197	1,363,511
Deposits and prepaid expenses	2,243,515	1,341,827
Accrued interest receivable	28,362	11,603
Total current assets	48,016,628	48,498,577
Noncurrent assets:		
Cash and cash equivalents - restricted (Note 2)	14,100,000	24,500,000
Student loans receivable - net (Note 3)	7,236,788	7,896,098
Long-term investments - unrestricted (Note 2 and Note 4)	23,662,916	17,855,029
Long-term investments - restricted (Note 2 and Note 4)	6,808,423	6,377,676
Long-term investments - real estate (Note 2 and Note 4)	3,360,000	3,360,000
Capital assets - net (Note 5)	486,189,462	462,316,783
Total noncurrent assets	541,357,589	522,305,586
Total assets	\$ 589,374,217	\$ 570,804,163
DEFERRED OUTFLOWS		
Deferred outflows (Note 6 and Note 9)	\$ 7,896,783	\$ 10,136,600
LIABILITIES		
Current liabilities:		
Current portion of long-term debt (Note 6)	\$ 2,795,000	\$ 2,680,000
Current portion of interest rate swap financing (Note 6)	2,834,911	2,827,539
Accounts payable and accrued liabilities	24,958,546	18,598,268
Accrued payroll, taxes, and fringe benefits	17,507,398	17,956,248
Unearned fees and deposits	17,261,940	17,542,325
Insurance and other claims payable (Note 8)	2,995,062	2,078,962
Total current liabilities	68,352,857	61,683,342
Noncurrent liabilities:		
Accrued compensated absences (Note 7)	1,682,768	1,913,769
Long-term debt (Note 6)	270,350,000	249,085,000
Interest rate swap financing (Note 6)	33,747,157	31,822,490
Fair value of derivative instruments (Note 6)	1,918,816	21,261,077
Net other postemployment benefit obligations (Note 7)	3,338,000	3,025,000
Pension obligation (Note 9)	70,826,130	75,462,865
Federal perkins	6,560,780	6,647,072
Total noncurrent liabilities	388,423,651	389,217,273
Total liabilities	\$ 456,776,508	\$ 450,900,615
DEFERRED INFLOWS		
Deferred inflows (Note 6 and Note 9)	\$ 6,273,221	\$ 5,517,584
NET POSITION		
Net Investment in capital assets	\$ 183,147,948	\$ 163,475,106
Restricted—University development and Perkins loans	9,575,173	8,765,509
Unrestricted (Deficit)	(58,501,850)	(47,718,051)
Total net position	\$ 134,221,271	\$ 124,522,564

The accompanying notes are an integral part of this statement.

EASTERN MICHIGAN UNIVERSITY FOUNDATION

BALANCE SHEET

As of June 30, 2017 and 2016

ASSETS	2017	2016
Cash and cash equivalents	\$ 1,121,392	\$ 128,115
Investments (Note 2)	71,595,628	66,387,308
Contributions receivable (Note 3)	2,773,620	1,449,492
Life insurance cash surrender value	215,616	209,138
Accounts receivable	10,599	9,992
Property and equipment - Net	1,377,731	1,397,068
Investments held under split-interest agreements (Note 2)	621,864	672,252
Total assets	<u>\$ 77,716,450</u>	<u>\$ 70,253,365</u>
LIABILITIES		
Accounts payable	\$ 894,205	\$ 457,510
Liabilities under split-interest agreements	444,100	500,240
Accrued liabilities	-	4,474
Total liabilities	<u>\$ 1,338,305</u>	<u>\$ 962,224</u>
NET ASSETS		
Unrestricted	\$ 1,177,625	\$ 1,055,481
Temporarily restricted	25,412,639	19,475,235
Permanently restricted	49,787,881	48,760,425
Total net assets	<u>\$ 76,378,145</u>	<u>\$ 69,291,141</u>
Total liabilities and net assets	<u>\$ 77,716,450</u>	<u>\$ 70,253,365</u>

The accompanying notes are an integral part of this statement.

EASTERN MICHIGAN UNIVERSITY
STATEMENT OF REVENUES, EXPENSES,
AND CHANGES IN NET POSITION
For the years ended June 30, 2017 and 2016

	2017	2016
OPERATING REVENUES		
Student tuition and fees	\$ 228,216,375	\$ 229,278,118
Scholarship allowances	(54,927,845)	(50,051,522)
Net student tuition and fees	173,288,530	179,226,596
Federal grants and contracts	7,156,173	7,248,942
Federal financial aid	1,918,917	1,686,878
State grants and contracts	929,434	1,733,024
State financial aid	1,523,156	852,690
Nongovernmental grants and contracts	849,314	907,429
Departmental activities	10,062,282	3,094,015
Auxiliary activities revenue - Net	45,860,635	44,999,225
Other	2,716,345	2,545,518
Total operating revenues	244,304,786	242,294,317
OPERATING EXPENSES		
Instruction	121,355,083	120,760,357
Research	5,085,290	3,869,461
Public service	12,829,686	12,937,726
Academic support	33,639,649	34,307,141
Student services	18,645,078	15,112,573
Institutional support	31,695,790	31,457,003
Scholarships and fellowships	36,603,359	42,066,714
Operation and maintenance of plant	28,188,846	24,498,719
Auxiliary activities expenses - Net	50,177,225	48,278,914
Depreciation	14,796,547	14,841,297
Other	283,715	4,773,630
Total operating expenses	353,300,268	352,903,535
Operating loss	(108,995,482)	(110,609,218)
NONOPERATING REVENUES (EXPENSES)		
State appropriations	74,150,361	71,887,985
Gifts	6,159,207	4,632,508
Investment Income	15,986,764	(21,021,816)
Interest expense	(10,564,088)	(9,043,753)
Interest ARRA subsidy	1,659,851	1,700,678
Federal Pell grant program	29,245,405	31,622,547
Other	512,369	550,342
Net nonoperating revenues	117,149,869	80,328,491
CAPITAL CONTRIBUTIONS		
Capital gifts	1,544,320	76,813
Total capital contributions	1,544,320	76,813
Increase (Decrease) in net position	9,698,707	(30,203,914)
NET POSITION - Beginning of year	124,522,564	154,726,478
NET POSITION - End of year	\$ 134,221,271	\$ 124,522,564

The accompanying notes are an integral part of this statement.

EASTERN MICHIGAN UNIVERSITY FOUNDATION
STATEMENT OF ACTIVITIES
AND CHANGES IN NET ASSETS
Years ended June 30, 2017 and 2016

	2017	2016
REVENUE, GAINS, AND OTHER SUPPORT		
Contributions	\$ 6,728,227	\$ 8,649,545
Investment income	400,738	145,229
Net realized and unrealized gains (losses)	7,200,924	(1,517,026)
Administrative and management fee	1,488,000	1,593,000
Other revenue	16,428	32,778
Total revenue, gains and other support	15,834,317	8,903,526
EXPENSES		
Contributions to EMU:		
Expendable contributions	\$ 3,560,535	\$ 3,600,788
Contributions from endowment income	2,015,073	1,902,654
General and administrative - Foundation management	655,620	1,110,080
Fundraising	2,671,973	2,447,136
Total expenses	\$ 8,903,201	\$ 9,060,658
Increase (Decrease) in Net Assets Before Other Changes in Net Assets	6,931,116	(157,132)
OTHER CHANGES IN NET ASSETS		
Funds transferred from EMU	168,933	50,137
Change in value of split-interest agreements	(13,045)	(50,357)
Increase (Decrease) in Net Assets	7,087,004	(157,352)
NET ASSETS - Beginning of year	69,291,141	69,448,493
NET ASSETS - End of year	\$ 76,378,145	\$ 69,291,141

The accompanying notes are an integral part of this statement.

EASTERN MICHIGAN UNIVERSITY
STATEMENT OF CASH FLOWS
For the years ended June 30, 2017 and 2016

	2017	2016
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from students for tuition and fees	\$ 228,216,375	\$ 229,941,427
Cash received from auxiliary activities	45,860,636	62,991,282
Cash received from other sources	16,947,670	6,167,198
Grants and contracts	8,934,920	12,928,577
Student loans granted - Net of repayments	682,415	219,008
Scholarship allowances	(63,857,952)	(57,898,452)
Cash paid to suppliers and employees	(241,095,689)	(214,067,409)
Cash paid for financial aid	(88,518,686)	(92,093,992)
Net cash used in operating activities	(92,830,311)	(51,812,361)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
William D. Ford PLUS direct lending receipts	126,206,704	132,356,438
William D. Ford PLUS direct lending disbursements	(126,206,704)	(132,356,438)
Cash received from State appropriations	74,150,361	71,885,911
MPSERS Pension refund	-	14,571,778
Federal Pell grants	29,245,405	31,622,548
Gifts received from EMU Foundation	6,174,326	5,273,916
Net cash provided by noncapital financing activities	109,570,092	123,354,153
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Proceeds from issuance of debt obligations	199,060,000	-
Principal payments/defeasance under debt obligations	(177,680,000)	(2,575,000)
Interest paid	(8,904,236)	(9,043,753)
Purchases of capital assets	(38,850,758)	(23,022,309)
Net cash used in capital and related financing activities	(26,374,994)	(34,641,062)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of investments	(56,000,000)	(61,606,084)
Proceeds from sales and maturities of investments	52,857,505	51,026,817
Interest received	2,262,255	269,363
Net cash used in investing activities	(880,240)	(10,309,904)
Net (decrease) increase in cash and cash equivalents	(10,515,453)	26,590,826
CASH AND CASH EQUIVALENTS - Beginning of year	41,764,298	15,173,472
CASH AND CASH EQUIVALENTS - End of year	\$ 31,248,845	\$ 41,764,298
SUPPLEMENTAL DISCLOSURE OF NONCASH ITEMS		
Disposal of fixed assets, net of depreciation	\$ 149,634	\$ 3,220
Capital gifts received in kind	\$ 1,544,320	\$ 76,813

The accompanying notes are an integral part of this statement.

EASTERN MICHIGAN UNIVERSITY
STATEMENT OF CASH FLOWS
For the years ended June 30, 2017 and 2016

	2017	2016
Reconciliation of operating loss to net cash from operating activities:		
Operating loss	\$ (108,995,482)	\$ (110,609,218)
Adjustments to reconcile operating loss to net cash from operating activities:		
Depreciation expense	14,796,547	14,841,297
Changes in assets and liabilities:		
Accounts receivable - Net	661,664	3,090,617
Inventories	953,066	(233,884)
Deposits and prepaid expenses	(1,085,861)	3,754,306
Student loans receivable - Net	659,057	438,725
Accounts payable and accrued liabilities	6,360,278	(2,040,794)
Accrued payroll	(444,262)	87,874
Payroll taxes and accrued fringe benefits	(3,029,075)	(330,695)
Unearned fees and deposits	92,291	10,220,766
Net Pension liability	(4,636,735)	24,581,191
Deferred resources - pension	1,153,103	5,237,157
Insurance and other claims payable	916,101	(732,588)
Accrued compensated absences	(231,003)	(117,115)
Total change in assets and liabilities	1,368,624	43,955,560
Net cash used in operating activities	\$ (92,830,311)	\$ (51,812,361)

The accompanying notes are an integral part of this statement.

EASTERN MICHIGAN UNIVERSITY FOUNDATION
STATEMENT OF CASH FLOWS
Years ended June 30, 2017 and 2016

	2017	2016
Cash Flows from Operating Activities		
Increase (decrease) in net assets	\$ 7,087,004	\$ (157,352)
Adjustments to reconcile decrease in net assets to net cash from operating activities:		
Depreciation	29,751	86,923
Net realized and unrealized (gain) loss on investments	(7,200,924)	1,517,026
Change in value of split-interest agreements	13,045	50,357
Change in cash surrender value of life insurance	(6,478)	108,713
Contributions restricted for long-term purposes	(1,027,456)	(4,635,848)
Impairment expense on property	-	370,000
Changes in assets and liabilities:		
Contributions receivable	(1,324,128)	123,064
Other assets	(607)	(154)
Accounts payable	436,695	110,399
Accrued and other liabilities	(4,474)	-
Net cash used in operating activities	\$ (1,997,572)	\$ (2,426,872)
Cash Flows from Investing Activities		
Purchases of equipment	\$ (10,414)	\$ (16,329)
Purchases of investments	(20,253,355)	(27,504,297)
Proceeds from the sale of investments	22,296,347	25,290,150
Net cash used in investing activities	\$ 2,032,578	\$ (2,230,476)
Cash Flows from Financing Activities		
Payments on split-interest agreements	(69,185)	(73,708)
Proceeds from contributions restricted for long-term purposes	1,027,456	4,635,848
Net cash provided by financing activities	\$ 958,271	\$ 4,562,140
Net Increase (Decrease) in Cash and Cash Equivalents	993,277	(95,208)
Cash and Cash Equivalents - Beginning of year	128,115	223,323
Cash and Cash Equivalents - End of year	\$ 1,121,392	\$ 128,115
Supplemental Cash Flow Information - Cash paid for:		
Interest	\$ 99,312	\$ 102,392

The accompanying notes are an integral part of this statement.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 1 – Basis of Presentation and Significant Accounting Policies

University - The University is an institution of higher education located in Ypsilanti, Michigan, and is considered to be a component unit of the State of Michigan (the “State”) because its Board of Regents is appointed by the governor of the State of Michigan. Accordingly, the University is included in the State’s financial statements as a discrete component unit. Transactions with the State of Michigan relate primarily to appropriations for operations, grants from various state agencies, and payments to state retirement programs for the benefit of University employees.

Basis of Presentation

The financial statements of Eastern Michigan University (the “University”) have been prepared in accordance with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB).

The University follows the “business-type” activities reporting requirements of GASB Statement No. 34. GASB 34 establishes standards for external financial reporting for public colleges and universities and requires that resources be classified for accounting and reporting purposes into the following categories:

- **Net Investment in Capital Assets** - Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, or improvement in those assets.
- **Restricted, expendable** - Net position subject to externally imposed constraints that can be fulfilled by actions of the University pursuant to those constraints or that expire by the passage of time.
- **Unrestricted** - Net position not subject to externally imposed constraints. Unrestricted Net position may be designated for specific purposes by action of management or the Board of Regents (the “Board”) or may otherwise be limited by contractual agreements with outside parties. The University has committed the unrestricted Net position to provide for identified future needs, such as debt service, contractual obligations, capital outlay, academic programming, and postemployment benefits.

These statements have also been prepared in accordance with criteria established by GASB for determining the various governmental organizations to be included in the reporting entity (GASB Statement No. 61, *Financial Reporting Entity: Omnibus*). These criteria include significant operational or financial relationships with the University. Based on application of the criteria, the University has one component unit.

Component Units of the University - The Eastern Michigan University Foundation financial statements are discretely presented as part of the University’s reporting entity. These statements are prepared in accordance with generally accepted accounting principles as prescribed by the Financial Accounting Standards Board (FASB). The officers of Eastern Michigan University Foundation include certain University administrative officials and the University has controlling interest in the Foundation’s board.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 1 – Basis of Presentation and Significant Accounting Policies (continued)

The Internal Revenue Service has determined that the Foundation is tax exempt under Section 501(c)(3) of the Internal Revenue Code.

The Eastern Michigan University Foundation exists for the sole purpose of soliciting, collecting, and investing donations for the benefit of Eastern Michigan University. No modifications have been made to the Foundation financial statements included in the University's financial report. A complete copy of the audited financial statements of Eastern Michigan University Foundation is available at the Foundation offices located near the campus of the University.

Summary of Significant Accounting Policies

Cash and Investments - As a matter of cash management, the University invests substantially all of its cash in interest-bearing instruments. Investments are reported at fair value, based on quoted market prices, with changes in fair value reported as investment income in the statement of revenue, expenses, and changes in Net position. Cash equivalents consist of highly liquid investments with an original maturity of three months or less.

Inventories - Inventories consist primarily of supplies, food, pharmaceuticals, and bookstore items, and are stated at the lower of cost or market, with cost determined by the retail method.

Capital Assets - Capital assets are stated at cost if purchased or at appraised value at the date of the gift for donated property. Certain net assets have been designated to provide for significant repair and maintenance costs to residence facilities. Physical properties, with the exception of land, are depreciated on the straight-line method over the estimated useful service lives of the respective assets. Estimated service lives are as follows:

Leasehold improvements	12 to 20 years
Buildings	40 to 60 years
Equipment	5 to 10 years
Library holdings	5 to 10 years

Unearned Fees and Deposits - Unearned fees and deposits primarily include unearned tuition and fee revenue for future semesters, exclusivity contract unearned revenue, and agency balances held in custody for others. Retirement benefit costs are funded as accrued.

Interest Rate Swaps – The fair value of interest rate swaps deemed liabilities as of the date of termination of the related debt have been recorded as a liability that is being amortized over the life of the swap contracts using the effective interest method. Amortization for the years ended June 30, 2017 and 2016 was \$3,024,904 and \$5,598,653, respectively, and is recorded as a reduction to interest expense.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 1 – Basis of Presentation and Significant Accounting Policies (continued)

Accrued Compensated Absences - Accrued compensated absences are comprised of the portion of unused sick leave accrued as of June 30 but not expected to be paid within one year. The portion of sick leave expected to be paid within one year and all accrued vacation leave are included in accrued payroll, taxes, and fringe benefits. The current portions of accrued sick leave and vacation leave were approximately \$400,000 and \$3,881,000 as of June 30, 2017, respectively. The current portions of accrued sick leave and vacation leave were approximately \$400,000 and \$3,880,000 as of June 30, 2016, respectively.

Deferred Outflows – In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to future periods and so will not be recognized as an outflow of resources (expense/expenditure) until then. Deferred outflows consist of accumulated changes in the fair value of hedging derivative instrument and pension obligations described in Note 6 and Note 9, respectively.

Deferred Inflows – In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to future periods and so will not be recognized as an inflow of resources (revenue) until that time. Deferred inflows at June 30, 2017 and 2016 include \$485,658 and \$490,777, respectively, for funding received through state appropriations for contributions to the MPSERS pension plan after the measurement date and \$1,187,848 and \$1,394, respectively, related to the pension plan described in Note 9. Deferred inflows also consist of the gain on bond refunding of \$4,599,505 and \$5,025,413 as of June 30, 2017 and 2016, respectively.

Pensions – For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Michigan Public School Employees' Retirement System (MPSERS) and additions to/deductions from MPSERS fiduciary net position have been determined on the same basis as they are reported by MPSERS. MPSERS uses the economic resources measurement focus and the full accrual basis of accounting. Contribution revenue is recorded as contributions are due, pursuant to legal requirements. Benefit payments (including refunds of employee contributions) are recognized as expense when due and payable in accordance with the benefit terms. Related plan investments are reported at fair value.

Use of estimates - The preparation of the accompanying financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 1 – Basis of Presentation and Significant Accounting Policies (continued)

Auxiliary Activities - Auxiliary activities consist of the following as of June 30, 2017 and 2016:

	<u>2017</u>	<u>2016</u>
<u>Operating Revenues:</u>		
Auxiliary Activities, Gross	\$ 55,358,165	\$ 53,443,418
Less: Internal Sales	(567,423)	(597,263)
Less: Scholarship Allowances	(8,930,107)	(7,846,930)
Auxiliary Activities Revenue - Net	<u>\$ 45,860,635</u>	<u>\$ 44,999,225</u>
 <u>Operating Expenses:</u>		
Auxiliary Activities, Gross	\$ 59,674,755	\$ 56,723,107
Less: Internal Sales	(567,423)	(597,263)
Less: Scholarship Allowances	(8,930,107)	(7,846,930)
Auxiliary Activities Expenses - Net	<u>\$ 50,177,225</u>	<u>\$ 48,278,914</u>

Operating and Nonoperating Revenues - The University's policy for defining operating activities as reported on the statement of revenues, expenses, and changes in net position is to report those activities that generally result from exchange transactions, such as payments received for providing services and payments made for services or goods received. Nearly all the University's expenses are from exchange transactions. Certain significant revenue streams relied upon for operations are recorded as nonoperating revenues due to their non-exchange nature, which include state appropriations and investment income. Restricted and unrestricted resources are spent and tracked at the discretion of the University's department within the guidelines of donor restrictions, if any. Federal Pell grant revenue is also classified as nonoperating. The amounts received for 2017 and 2016 are \$29.2 million and \$31.6 million, respectively.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 2 - Cash and Investments

The University utilizes the pooled cash method of accounting for substantially all of its cash and cash equivalents. The University's investment policy, as set forth by the Board of Regents, authorizes investment in securities of the U.S. Treasury and agencies, corporate bonds and notes, commercial paper, time savings deposits, Eurodollars and certain external mutual funds, separately managed funds and other pooled funds. Restricted cash and investments represent unspent bond proceeds utilized for capital projects and collateral associated with the fair value of hedging derivative instruments for the Total Return Swap of 2017. The University's investment objective is to preserve investment principle while deriving a reasonable return consistent with the prevailing market and economic conditions. Investment decisions are based on specific guidelines which incorporate quality, safety, diversity, and liquidity of funds.

Cash and investments consisted of the following as of June 30, 2017:

	Fair Market Value	Less than 1 year	1-5 years	6-10 years
Cash and cash equivalents:				
Unrestricted:				
Time deposits	\$ 17,148,845	\$ 17,148,845	\$ -	\$ -
Money market funds	-	-	-	-
Total unrestricted cash and cash equivalents	\$ 17,148,845	\$ 17,148,845	\$ -	\$ -
Long-term investments:				
Unrestricted:				
Corporate bond mutual fund	\$ 5,377,843	\$ -	\$ 5,377,843	\$ -
Money Market Funds	2,286,152	2,286,152	-	-
Government bonds	89,077	-	-	89,077
Domestic equities	6,691,220	-	6,691,220	-
Foreign equities	3,583,489	-	3,583,489	-
Commingled Funds	4,616,319	-	4,616,319	-
Real Estate	3,360,000	-	3,360,000	-
Hedge Funds	1,018,816	-	1,018,816	-
Total long-term unrestricted investments	\$ 27,022,916	\$ 2,286,152	\$ 24,647,687	\$ 89,077
Restricted:				
Time deposits	\$ 14,100,000	\$ 14,100,000	\$ -	\$ -
Certificates of deposit	3,496,500	3,496,500	-	-
Money Market Funds	818,026	818,026	-	-
Government bonds	2,493,897	2,493,897	-	-
Total long-term restricted investments	\$ 20,908,423	\$ 20,908,423	\$ -	\$ -
Total cash and investments	\$ 65,080,184	\$ 40,343,420	\$ 24,647,687	\$ 89,077

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 2 - Cash and Investments (continued)

Cash and investments consisted of the following as of June 30, 2016:

	Fair Market Value	Less than 1 year	1-5 years	6-10 years
Cash and cash equivalents:				
Unrestricted:				
Time deposits	\$ 16,002,627	\$ 16,002,627	\$ -	\$ -
Money market funds	1,261,671	1,261,671	-	-
Total unrestricted cash and cash equivalents	\$ 17,264,298	\$ 17,264,298	\$ -	\$ -
Long-term investments:				
Unrestricted:				
Corporate bond mutual fund	\$ 4,477,885	\$ -	\$ 4,477,885	\$ -
Government bonds	91,554	-	-	91,554
Domestic equities	5,957,429	-	5,957,429	-
Foreign equities	3,571,497	-	3,571,497	-
Commingled Funds	2,787,349	-	2,787,349	-
Real Estate	3,360,000	-	3,360,000	-
Hedge Funds	969,315	-	969,315	-
Total long-term unrestricted investments	\$ 21,215,029	\$ -	\$ 21,123,475	\$ 91,554
Restricted:				
Time deposits	\$ 24,500,000	\$ 24,500,000	\$ -	\$ -
Certificates of deposit	3,508,415	3,508,415	-	-
Money Market Funds	1,042,394	1,042,394	-	-
Government bonds	1,826,867	1,826,867	-	-
Total long-term restricted investments	\$ 30,877,676	\$ 30,877,676	\$ -	\$ -
Total cash and investments	\$ 69,357,003	\$ 48,141,974	\$ 21,123,475	\$ 91,554

Interest Rate Risk - As a means of limiting its exposure to fair value losses due to rising interest rates, the University's operating investment policy provides for a diversified portfolio comprised of short, intermediate, and long-term investments. Short-term investments are restricted to at least 50% of the portfolio in U.S. Government Securities and/or U.S. Government Agency issues. The asset allocation, as a percentage of the total market value of the investment pool, is targeted as follows:

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 2 - Cash and Investments (continued)

Asset Class	Target %	Permissible Range %
Equity:	35%	20% - 50%
Domestic All Cap Equities	10%	5% - 20%
International Equities	5%	0% - 10%
Emerging International Equities	5%	0% - 8%
Global Equity	15%	10% - 20%
Fixed Income:	25%	20% - 50%
Core Fixed Income	5%	0% - 10%
Absolute Return Fixed Income	10%	5% - 15%
Emerging Market Debt	5%	0% - 8%
Global Multi-Sector Fixed Income	5%	0% - 10%
Global Asset Allocation / Risk Parity	20%	10% - 30%
Alternatives:	20%	5% - 25%
Hedge Funds	10%	0% - 20%
Real Assets	10%	5% - 15%

The University is also exposed to risk indirectly since its mutual fund investees hold investments such as futures, options, and collateralized mortgage obligations (generally referred to as “derivatives”). This risk is minimal.

Credit Risk - Investment policies for cash and investments as set forth by the Board of Regents shall be to preserve investment principal while deriving a reasonable return consistent with the prevailing market and economic conditions. The weighted average credit quality is restricted to be no less than “AAA” (or its equivalent rating by two national rating agencies) for the short-term investment pool. There is no credit quality restriction for the long-term investment pool. At June 30, 2017 and 2016, the University’s debt instruments (subject to fluctuations in interest rates) and related ratings consisted of the following:

	<u>2017</u>		<u>2016</u>	
	<u>Market Value</u>	<u>NRSRO Rating</u>	<u>Market Value</u>	<u>NRSRO Rating</u>
Bond Mutual Funds:				
Corporate Bonds	\$ 5,377,844	BBB	\$ 4,477,885	A
U.S. Government Agency Bonds	2,582,974	--	1,918,421	--
Total	<u>\$ 7,960,818</u>		<u>\$ 6,396,306</u>	

The nationally recognized statistical rating organizations (NRSRO) utilized were Moody’s Investors Services or Morningstar. The corporate bonds NRSRO rating is based on a weighted average of the individual investment ratings.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 2 - Cash and Investments (continued)

Custodial Credit Risk - Custodial credit risk is the risk that in the event of the failure of the bank or counterparty, the University will not be able to recover the value of its deposits or investments that are in the possession of an outside party. The University's cash investment policy does not limit the value of deposits or investments that may be held by an outside party. Investments in external investment pools and in open-ended mutual funds are not exposed to custodial credit risks because their existence is not evidenced by securities that exist in physical or book entry form. All cash and cash equivalents are held in the University's name as of June 30, 2017 and 2016. As of June 30, 2017, the banks reported balances in the disbursement accounts at \$33,489,000. Of these balances, \$695,489 was covered by federal depository insurance and \$32,793,511 was uninsured and uncollateralized. As of June 30, 2016, the banks reported balances in the disbursement accounts at \$41,654,508. Of these balances, \$614,484 was covered by federal depository insurance and \$41,040,025 was uninsured and uncollateralized.

Concentration of Credit Risk - Concentration of credit risk is the risk of loss attributed to the magnitude of investment in a single issuer. The University's investment policy provides that investments will be diversified within equity and fixed income securities as well as alternative investments so as to provide a balance that will enhance total return while avoiding undue risk concentrations in any single asset class or investment category. The diversification does not necessarily depend upon the number of industries or companies in a portfolio or their particular location, but rather upon the broad nature of such investments and of the factors that may influence them.

The following investments comprise more than 5% of the total investments portfolio as of June 30, 2017 and 2016:

June 30, 2017:

BlackRock Strategic Income - Instl	\$	2,365,141
PIMCO All Asset Fund - Instl		2,298,935
Standard Life GARS		2,285,650
Vanguard Total Stock Market VIPERs		2,269,719
Northern Inst Government US Govt Select		2,159,914
AQR Risk Parity II MV Fd		2,122,566
Artisan Global Opportunities		1,838,088
Eaton Vance Hexavest Global Equity		1,745,400
	\$	<u>17,085,413</u>

June 30, 2016:

Bank of Ann Arbor Trust Money Market	\$	2,304,032
BlackRock Strategic Income - Instl		2,012,909
AQR Risk Parity II MV Fd		2,006,757
Standard Life GARS		2,002,672
SPDR Russell 3000 Fund		2,002,213
PIMCO All Asset Fund - Instl		1,948,459
Eaton Vance Hexavest Global Equity		1,373,331
Artisan Global Opportunities		1,345,530
	\$	<u>14,995,903</u>

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 2 - Cash and Investments (continued)

Foreign Currency Risk - Foreign currency risk is the risk that changes in exchange rates will adversely affect the fair value of an investment. At June 30, 2017 and 2016, the University had \$3,583,489 and \$3,571,497, respectively, invested in mutual funds that have funds invested in various countries throughout the world and therefore, exposes the University to foreign currency risk indirectly. The University did not have any direct investments or deposits denominated in foreign currencies at June 30, 2017 and 2016.

Investments at the Eastern Michigan University Foundation are as follows:

	<u>2017</u>	<u>2016</u>
Corporate stocks	\$ 199,575	\$ 220,599
Treasury/Federal securities	438,377	438,642
Certificates of Deposit (Long Term)	618,048	621,450
Real estate	55,000	55,000
Land	612,334	612,334
Mutual funds	18,362,790	14,787,408
Commingled Funds - Equity	20,026,988	20,358,367
Commingled Funds - Fixed Income	8,738,369	6,334,182
Commingled Funds - Balanced	15,570,477	14,303,349
Hedge Funds	4,951,013	8,785,580
Private Equity Funds	2,644,521	542,649
Total	<u>\$ 72,217,492</u>	<u>\$ 67,059,560</u>

Net gains/losses from security transactions for the years ended June 30, 2017 and 2016 are as follows:

	<u>2017</u>	<u>2016</u>
Unrealized gain (loss)	\$ 6,437,526	\$ (753,527)
Realized gain (loss)	1,164,136	(618,270)
Total	<u>\$ 7,601,662</u>	<u>\$ (1,371,797)</u>

Trustee and brokerage fees associated with the maintenance of the endowment securities portfolio were \$353,792 and \$373,502 for the years ended June 30, 2017 and 2016, respectively, for Eastern Michigan University Foundation. For recording purposes, these fees have been netted with investment income.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 3 - Receivables

University accounts receivable consist of the following as of June 30, 2017 and 2016:

	2017	2016
Sponsor accounts	\$ 1,448,892	\$ 2,233,338
Student accounts	4,465,243	5,097,576
Charter school appropriation	4,521,526	4,447,125
Third party tuition	393,179	234,812
Other	5,218,923	4,613,893
Subtotal	16,047,763	16,626,744
Less allowances for possible collection losses	(1,245,746)	(1,160,772)
Accounts receivable - Net	\$ 14,802,017	\$ 15,465,972

In addition, the University has student loans receivable of \$7,236,788 and \$7,896,098, net of the related allowance of \$358,666 for both June 30, 2017 and 2016.

Included in contributions receivable for the Foundation are the following unconditional promises to give at June 30, 2017 and 2016:

	2017	2016
Contributions receivable:		
Gross contributions promised	\$ 9,103,587	\$ 1,826,059
Less allowance for uncollectibles	(6,097,997)	(365,212)
Subtotal	3,005,590	1,460,847
Less unamortized discount	(231,970)	(11,355)
Net unconditional promises to give	\$ 2,773,620	\$ 1,449,492
Amounts due in:		
Less than one year	\$ 3,676,548	\$ 1,008,203
One to five years	5,397,039	817,856
More than five years	30,000	0
Total	\$ 9,103,587	\$ 1,826,059

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 4 - Fair Value Measurements

The University categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs. Investments that are measured at fair value using the net asset value per share (or its equivalent) as a practical expedient are not classified in the fair value hierarchy below.

In instances where inputs used to measure fair value fall into different levels in the above fair value hierarchy, fair value measurements in their entirety are categorized based on the lowest level input that is significant to the valuation. The University's assessment of the significance of particular inputs to these fair value measurements requires judgment and considers factors specific to each asset or liability.

The University has the following recurring fair value measurements as of June 30, 2017 and 2016:

	Fair Market Measurements Using			
	Balance at June 30, 2017	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Investments by fair value level:				
Cash and Cash Equivalents				
Certificates of Deposit	\$ 3,496,500	\$ -	\$ 3,496,500	\$ -
Debt Securities				
U.S. Treasury securities	2,582,974	-	2,582,974	-
Real estate funds				
Real estate (G)	3,360,000	-	-	3,360,000
Equity securities				
Mutual Funds - Balanced	6,691,220	6,691,220	-	-
Mutual Funds - International	3,583,489	3,583,489	-	-
Mutual Funds - Fixed Income	5,377,844	5,377,844	-	-
Total investments by fair value level	\$ 25,092,027	\$ 15,652,553	\$ 6,079,474	\$ 3,360,000
Investments measured at the net asset value (NAV)				
Equity Funds (A)	2,330,669			
Balanced Funds (C)	2,285,650			
Hedge Fund of funds (D)	1,018,815			
Total investments measured at the NAV	5,635,134			
Total investments measured at fair value	\$ 30,727,161			
Investment derivative instruments				
Fair value of derivative instruments (F)	\$ (1,918,816)		\$ (1,918,816)	
Total investment derivatives	\$ (1,918,816)		\$ (1,918,816)	

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 4 - Fair Value Measurements (continued)

University Assets and Liabilities Measured at Fair Value on a Recurring Basis at June 30, 2016:

	Fair Market Measurements Using			
	Balance at June 30, 2016	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Investments by fair value level:				
Cash and Cash Equivalents				
Certificates of Deposit	\$ 3,508,415	\$ -	\$ 3,508,415	\$ -
Debt Securities				
U.S. Treasury securities	1,918,421	-	1,918,421	-
Real estate funds				
Real estate (G)	3,360,000	-	-	3,360,000
Equity securities				
Exchange Traded Funds	2,002,213	2,002,213	-	-
Mutual Funds - Balanced	3,955,216	3,955,216	-	-
Mutual Funds - International	3,571,497	3,571,497	-	-
Mutual Funds - Fixed Income	4,477,885	4,477,885	-	-
Total investments by fair value level	\$ 22,793,647	\$ 14,006,811	\$ 5,426,836	\$ 3,360,000
Investments measured at the net asset value (NAV)				
Equity Funds (A)	784,677			
Balanced Funds (C)	2,002,672			
Hedge Fund of funds (D)	969,315			
Total investments measured at the NAV	3,756,664			
Total investments measured at fair value	\$ 26,550,311			
Investment derivative instruments				
Fair value of derivative instruments (F)	\$ (21,261,077)		\$ (21,261,077)	
Total investment derivatives	\$ (21,261,077)		\$ (21,261,077)	

EASTERN MICHIGAN UNIVERSITY
NOTES TO THE FINANCIAL STATEMENTS

Note 4 - Fair Value Measurements (continued)

The Foundation has the following recurring fair value measurements as of June 30, 2017 and 2016:

Foundation Assets Measured at Fair Value on a Recurring Basis at June 30, 2017:

	Fair Market Measurements Using			
	Balance at June 30, 2017	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Investments by fair value level:				
Cash and Cash Equivalents				
Certificates of Deposit	\$ 618,048	\$ 618,048	\$ -	\$ -
Debt Securities				
U.S. Treasury securities	438,377	-	438,377	-
Equity securities				
Corporate Stock Securities	199,575	199,575	-	-
Mutual Funds - Equity	4,568,354	4,568,354	-	-
Mutual Funds - Real Asset	5,164,366	5,164,366	-	-
Mutual Funds - Fixed Income	8,630,070	8,630,070	-	-
Total investments by fair value level	\$ 19,618,790	\$ 19,180,413	\$ 438,377	\$ -
Investments measured at the net asset value (NAV)				
Commingled Equity Funds (A)	20,026,988			
Commingled Fixed-income (B)	8,738,369			
Commingled Balanced funds (C)	15,570,477			
Hedge Fund of funds (D)	4,951,013			
Private equity funds (E)	2,644,521			
Total investments measured at the NAV	51,931,368			
Total investments measured at fair value	<u>\$ 71,550,158</u>			

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 4 - Fair Value Measurements (continued)

Foundation Assets Measured at Fair Value on a Recurring Basis at June 30, 2016:

	Fair Market Measurements Using			
	Balance at June 30, 2016	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Investments by fair value level:				
Cash and Cash Equivalents				
Certificates of Deposit	\$ 621,450	\$ 621,450	\$ -	\$ -
Debt Securities				
U.S. Treasury securities	438,642	-	438,642	-
Equity securities				
Corporate Stock Securities	220,599	220,599	-	-
Mutual Funds - Equity	4,561,564	4,561,564	-	-
Mutual Funds - Real Asset	3,509,628	3,509,628	-	-
Mutual Funds - Fixed Income	6,716,216	6,716,216	-	-
Total investments by fair value level	\$ 16,068,099	\$ 15,629,457	\$ 438,642	\$ -
Investments measured at the net asset value (NAV)				
Commingled Equity Funds (A)	20,358,367			
Commingled Fixed-income (B)	6,334,182			
Commingled Balanced funds (C)	14,303,349			
Hedge Fund of funds (D)	8,785,580			
Private equity funds (E)	542,649			
Total investments measured at the NAV	50,324,127			
Total investments measured at fair value	\$ 66,392,226			

Debt and equity securities classified in Level 1 are valued using prices quoted in active markets for those securities.

The fair value of U.S. Treasury Securities at June 30, 2017 and 2016 was determined primarily based on level 2 inputs. The University estimates the fair value of these using other inputs such as interest rates and yield curves that are observable at commonly quoted intervals.

Investments in Entities that Calculate Net Asset Value per Share

The University holds shares or interests in investment companies where the fair value of the investments are measured on a recurring basis using net asset value per share (or its equivalent) of the investment companies as a practical expedient.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 4 - Fair Value Measurements (continued)

At year end, the fair value, unfunded commitments, and redemption rules of those investments is as follows:

University Investments Held at June 30, 2017 and 2016:

	June 30, 2017	June 30, 2016	June 30, 2017		
	Fair Value	Fair Value	Unfunded Commitments	Redemption Frequency, if Eligible	Redemption Notice Period
Equity Funds (A)	\$ 2,330,669	\$ 784,677	\$ -	Daily	30 days
Balanced Funds (C)	2,285,650	2,002,672	-	Monthly	5 days
Hedge Fund of funds (D)	1,018,815	969,315	-	Quarterly	65 days
Total	<u>\$ 5,635,134</u>	<u>\$ 3,756,664</u>	<u>\$ -</u>		

Foundation Investments Held at June 30, 2017:

	Fair Value	Unfunded Commitments	Redemption Frequency, if Eligible	Redemption Notice Period
	Equity funds (A)	\$ 20,026,988	\$ -	Daily
Fixed-income funds (B)	8,738,369	-	Daily	1-2 days
Balanced funds (C)	15,570,477	-	Weekly, Monthly	5-30 days
Hedge fund of funds (D)	4,951,013	-	Monthly, Quarterly	65-75 days
Opportunistic/Private equity (E)	2,644,521	6,084,547	N/A	N/A
Total	<u>\$ 51,931,368</u>	<u>\$ 6,084,547</u>		

Foundation Investments Held at June 30, 2016:

	Fair Value	Unfunded Commitments	Redemption Frequency, if Eligible	Redemption Notice Period
	Equity funds (A)	\$ 20,358,367	\$ -	Daily
Fixed-income funds (B)	6,334,182	-	Daily	1-2 days
Balanced funds (C)	14,303,349	-	Weekly, Monthly	5-30 days
Hedge fund of funds (D)	8,785,580	-	Monthly, Quarterly	65-75 days
Opportunistic/Private equity (E)	542,649	6,376,223	N/A	N/A
Total	<u>\$ 50,324,127</u>	<u>\$ 6,376,223</u>		

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 4 - Fair Value Measurements (continued)

- (A) Equity funds invest in publicly traded securities listed in domestic, international, and/or emerging markets. This segment of the portfolio is intended to provide global growth exposure. Investments are diversified across market capitalization and geographic region.
- (B) Fixed-income funds invest in debt instruments of sovereign and/or corporate issuers. This segment of the portfolio is primarily focused on income generation. Investments are diversified across credit quality, market sector, and geographic region.
- (C) Balanced funds have the ability to invest in equity, fixed income, and real assets. The balanced segment is primarily focused on diversification and volatility mitigation via liquid tactical strategies providing exposure which may otherwise be difficult for the portfolio to obtain. The strategies are focused on providing an attractive absolute return at a reasonable level of risk.
- (D) Hedge fund of funds - A fund of hedge funds is an investment vehicle whose portfolio consists of shares in a number of hedge funds. These strategies are typically diversified by manager and investment style and may include allocations to styles such as relative value, event-driven, hedged equity, and global macro, among others. Fund of hedge funds typically target an absolute return that is independent of market returns. Investments in this asset class are meant to provide a diversified alpha source. Holdings in hedge funds are recognized to be less liquid than public market securities and may include a lockup for initial investments. Risk in this asset class is specific to the strategy being utilized. The volatility of hedge funds of funds typically is similar to that of fixed income.
- (E) Opportunistic/Private equity – Private equity is an ownership interest in a non-publicly traded limited liability company (LLC) or limited partnership (LP). The segment is primarily focused on providing global growth exposure. The segment may be diversified across a spectrum of markets, geographies, and investment styles. Investments in this asset class are illiquid and typically include multi-year investment horizons. Risk is specific to the strategy being utilized and may be above that of the general market.
- (F) The fair value of hedging derivative instruments classified in Level 2 at June 30, 2017 and 2016 was valued using available market inputs such as interest rates and yield curves adjusted for nonperformance risk that are observable at commonly quoted intervals.
- (G) For those assets with fair value measured using Level 3 inputs, the University determines fair value measurement policies and procedures in consultation with the real estate appraiser. Those policies and procedures are reassessed at least annually to determine if the current valuation techniques are still appropriate. At that time, the observable inputs used in the fair value measurements are evaluated and adjusted, as necessary, based on current market conditions and other third-party information. As of June 30, 2017 and 2016 the Income Capitalization method was used for determining the appraised value of the real estate.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 5 - Capital Assets

The following table presents the changes in various fixed asset class categories for the year ended June 30, 2017:

	2016	Additions/ Transfers	Retirements/ Transfers	2017
Non-depreciable:				
Land	\$ 11,724,697	\$ -	\$ -	\$ 11,724,697
Construction in progress	11,727,674	21,915,906	(11,727,674)	21,915,906
Total non-depreciable	<u>23,452,371</u>	<u>21,915,906</u>	<u>(11,727,674)</u>	<u>33,640,603</u>
Depreciable:				
Infrastructure	42,309,890	3,599,512	-	45,909,402
Leasehold improvements	514,689	-	-	514,689
Buildings	598,572,199	21,965,438	-	620,537,637
Library holdings	49,351,130	533,190	-	49,884,320
Equipment	84,048,025	2,564,386	(2,328,760)	84,283,651
Total depreciable	<u>774,795,933</u>	<u>28,662,526</u>	<u>(2,328,760)</u>	<u>801,129,699</u>
Total capital assets	<u>798,248,304</u>	<u>50,578,432</u>	<u>(14,056,434)</u>	<u>834,770,302</u>
Less: Accumulated depreciation:				
Infrastructure	30,122,157	1,151,005	-	31,273,162
Leasehold improvements	270,772	102,937	-	373,709
Buildings	184,823,434	9,736,184	-	194,559,618
Library holdings	46,512,366	957,549	-	47,469,915
Equipment	74,202,792	2,848,872	(2,147,228)	74,904,436
Total accumulated depreciation	<u>335,931,521</u>	<u>14,796,547</u>	<u>(2,147,228)</u>	<u>348,580,840</u>
Capital assets - Net	<u>\$ 462,316,783</u>	<u>\$ 35,781,885</u>	<u>\$ (11,909,206)</u>	<u>\$ 486,189,462</u>

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 5 - Capital Assets (continued)

The following table presents the changes in various fixed asset class categories for the year ended June 30, 2016:

	2015	Additions/ Transfers	Retirements/ Transfers	2016
Non-depreciable:				
Land	\$ 11,653,978	\$ 70,719	\$ -	\$ 11,724,697
Construction in progress	6,867,030	11,727,674	(6,867,030)	11,727,674
Total non-depreciable	<u>18,521,008</u>	<u>11,798,393</u>	<u>(6,867,030)</u>	<u>23,452,371</u>
Depreciable:				
Infrastructure	41,609,636	700,254	-	42,309,890
Leasehold improvements	514,689	314,478	(314,478)	514,689
Buildings	585,972,950	12,599,249	-	598,572,199
Library holdings	48,780,579	570,551	-	49,351,130
Equipment	82,077,504	3,906,414	(1,935,893)	84,048,025
Total depreciable	<u>758,955,358</u>	<u>18,090,946</u>	<u>(2,250,371)</u>	<u>774,795,933</u>
Total capital assets	<u>777,476,366</u>	<u>29,889,339</u>	<u>(9,117,401)</u>	<u>798,248,304</u>
Less: Accumulated depreciation:				
Infrastructure	29,055,037	1,067,120	-	30,122,157
Leasehold improvements	167,835	102,937	-	270,772
Buildings	175,315,260	9,508,174	-	184,823,434
Library holdings	45,409,143	1,103,223	-	46,512,366
Equipment	73,075,620	3,059,843	(1,932,671)	74,202,792
Total accumulated depreciation	<u>323,022,895</u>	<u>14,841,297</u>	<u>(1,932,671)</u>	<u>335,931,521</u>
Capital assets - Net	<u>\$ 454,453,471</u>	<u>\$ 15,048,042</u>	<u>\$ (7,184,730)</u>	<u>\$ 462,316,783</u>

The University has encumbrances of \$27,786,888 on various construction projects in progress as of June 30, 2017. Certain University facilities, including the Bruce T. Halle Library, John W. Porter College of Education, Boone Hall, Everett L. Marshall College of Health and Human Services Building, the William H. Smart Physical Plant, the Student Center, and the Pray-Harrod Building have been financed in whole or in part by State Building Authority ("SBA") bond issues which are secured by a pledge of rentals to be received from the State of Michigan pursuant to lease agreements between the SBA, the State of Michigan, and the University. During the lease terms, the SBA will hold title to the respective buildings, the State of Michigan will make all lease payments to the SBA, and the University will pay all operating and maintenance costs. At the expiration of the individual leases, the SBA has agreed to sell each building to the University for one dollar.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 6 - Long-term Debt

Long-term debt consists of the following as of June 30, 2017 and 2016:

	Interest Rates	Maturity	<u>Outstanding Principal</u>				
			2016	Additions	Retirements/ Defeasance	2017	Current Portion
General Revenue and Refunding							
Bonds of 2017	5.00%	2021-2049	\$ -	\$ 155,000,000	\$ -	\$ 155,000,000	\$ -
General Revenue and Refunding							
Bonds of 2016	3.375 - 4.125%	2028-2047	-	24,060,000	-	24,060,000	-
Term Loan							
of 2016	SIFMA Index Rate	2017	-	20,000,000	20,000,000	-	-
Term Loan							
of 2015	5.00%	2017	155,000,000	-	155,000,000	-	-
Refunding Bonds							
of 2014	2.00 - 4.00%	2017-2029	9,845,000	-	20,000	9,825,000	20,000
Build America							
Bonds of 2009D	5.33 - 7.21%	2017-2038	63,760,000	-	2,660,000	61,100,000	2,775,000
General Revenue							
Bonds of 2009C	4.00 - 5.00%	2022-2027	23,160,000	-	-	23,160,000	-
			251,765,000	\$ 199,060,000	\$ 177,680,000	273,145,000	\$ 2,795,000
Less current portion long-term debt			2,680,000			2,795,000	
Long-term debt			\$ 249,085,000			\$ 270,350,000	

Long-term debt consists of the following as of June 30, 2016 and 2015:

	Interest Rates	Maturity	<u>Outstanding Principal</u>				
			2015	Additions	Retirements/ Defeasance	2016	Current Portion
Term Loan							
of 2015	5.00%	2021-2049	\$ 155,000,000	\$ -	\$ -	\$ 155,000,000	\$ -
Refunding Bonds							
of 2014	2.00 - 4.00%	2016-2029	9,860,000	-	15,000	9,845,000	20,000
Build America							
Bonds of 2009D	5.33 - 7.21%	2016-2038	66,320,000	-	2,560,000	63,760,000	2,660,000
General Revenue							
Bonds of 2009C	4.00 - 5.00%	2022-2027	23,160,000	-	-	23,160,000	-
			254,340,000	\$ -	\$ 2,575,000	251,765,000	\$ 2,680,000
Less current portion long-term debt			2,575,000			2,680,000	
Long-term debt			\$ 251,765,000			\$ 249,085,000	

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 6 - Long-term Debt (continued)

On May 4, 2017, the University issued \$155,000,000 of General Revenue and Refunding Bonds, Series 2017. The Series 2017 refunded the \$155,000,000 2015 Term Loan and terminated the 2015 Total Return Swap. The 2017 Total Return Swap was issued in order to hedge the variable rate on the 2017 Series Bonds. The Series 2017 amortizes over 29 years with principal payments beginning in 2021. The refunding resulted in a reduction of total interest payments of \$648,762 and an economic gain (difference between the present values of the interest payments on the old and new debt) of \$18,021.

On November 30, 2016, the University issued \$24,060,000 of General Revenue and Refunding Bonds, Series 2016, to redeem the \$20,000,000 2016 Term loan and provide \$4,060,000 for capital projects. The Series 2016 amortizes over 20 years with principal payments beginning in 2028.

On August 19, 2016, the University issued a \$20,000,000 2016 Term Loan for capital projects.

On June 25, 2015, the University issued a \$155,000,000 Term Loan, Series 2015. This loan refunded \$75,000,000 of General Revenue Variable Rate Demand Refunding Bonds, Series 2012A, and \$60,795,000 of General Revenue Variable Rate Demand Revenue and Refunding Bonds, Series 2012B and issued \$19,205,000 on the term loan for new capital projects. In addition, the University received a premium payment on the term loan of \$3,569,650 for new capital projects. The 2015 Term Loan amortizes over 34 years with principal payments beginning June 30, 2016. The refunding resulted in a reduction of total interest payments of \$838,483 and an economic gain (difference between the present values of the interest payments on the old and new debt) of \$31,009.

On August 20, 2014, the University issued \$9,860,000 of General Revenue Refunding Bonds, Series 2014. These bonds refunded \$9,860,000 of General Revenue Build America Bonds, Series 2009D. 2014 Series bonds amortize over 14 years with principal payments beginning June 30, 2016. The refunding resulted in a reduction of total interest payments of \$5.9 million and an economic gain (difference between the present values of the interest payments on the old and new debt) of \$549,265.

On November 30, 2012, the University issued \$75,000,000 of General Revenue Variable Rate Demand Refunding Bonds, Series 2012A, and \$60,795,000 of General Revenue Variable Rate Demand Revenue and Refunding Bonds, Series 2012B. These bonds refunded \$125,795,000 General Revenue Variable Rate Demand Refunding Bonds, Series 2009A&B, redeemed \$1,685,000 Series 2000 Bonds, redeemed \$250,000 Series 2002B Bonds, and provided \$7,885,500 for capital projects. 2012 Series A&B bonds amortize over 37 years with principal payments beginning June 30, 2038 and June 30, 2037, respectively. The refunding resulted in a reduction of total interest payments of \$53.9 million and an economic gain (difference between the present values of the interest payments on the old and new debt) of \$3,119,479.

On June 10, 2009, the University issued \$102,380,000 of General Revenue Bonds, Series 2009C and 2009D, to fund capital projects. Series 2009C for \$23,160,000 are tax-exempt bonds. Series 2009D for \$79,220,000 are taxable issuer Build America Bonds authorized by Section 1531 of the American Recovery and Reinvestment Act of 2009. The University will receive payments from the Federal Treasury equal to 32.5% of the total coupon interest paid by the University.

Certain debt agreements require student fees to equal or exceed 200% of the related debt service. The University is in compliance with these covenants.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 6 - Long-term Debt (continued)

Principal and interest on long-term debt are payable from operating revenues, allocated student fees and the excess of revenues over expenditures of specific auxiliary activities. The obligations are generally callable.

Subsequent to year end, on August 31, 2017 the University refinanced the Series 2009C and 2009D General Revenue Bonds. The 2017B General Refunding Bonds is a standard advance refunding for \$23,160,000 of Series 2009C tax-exempt bonds and a cross-over refunding for \$61,060,000 of Series 2009D taxable issuer Build America General Revenue Bonds. The \$73,150,000 proceeds will go into escrow and both series are a legal defeasance of the debt with the liability coming off the Statement of Net Position.

Interest Rate Swaps:

On May 4, 2017, the University entered into a 2017 Total Return Swap in order to hedge the variable rate on the 2017 Series Bonds. The 2017 Total Return Swap terminated the 2015 Total Return Swap and wraps around the 2001, 2006 and 2009 swap agreements, which were established at the same time and for the same amount as the issuance of certain variable rate debt with the intent of creating a synthetic fixed rate debt, at an interest rate that is lower than if fixed rate debt were to have been issued directly.

On June 25, 2015 the University entered into a Total Return swap transaction with Barclays Bank PLC in the notional amount of the 2015 Term Loan of \$155,000,000 plus a premium of \$3,569,650. The 2015 Total Return swap agreement wrapped around the 2001, 2006 and 2009 swap agreements, which were established at the same time and for the same amount as the issuance of certain variable rate debt with the intent of creating a synthetic fixed rate debt, at an interest rate that is lower than if fixed rate debt were to have been issued directly. In addition, on June 19, 2015, the University refinanced the 2009 single-mini swap that is used to replace, over time, the amortizing notional amounts of the 2001 and 2006 swaps.

The May 4, 2017 refinancing of the 2015 Term Loan, the June 19, 2015 refinancing of the 2009 swap and the June 25, 2015 refunding of the debt associated with the original swaps created synthetic termination events. Under a synthetic termination event, the fair value of the swap associated with the termination event is deemed an additional borrowing (also referred to as a financing element) to be amortized over the life of the related debt. The synthetic terminated swaps are then revalued and considered new swaps and eligible for consideration as effective or ineffective swaps. Effective swaps are recorded as hedging derivative instrument assets or liabilities (also referred to as embedded derivatives), with an offsetting deferred inflow or outflow. Ineffective swaps are recorded as hedging derivative investment assets or liabilities with offsetting changes in fair value running through investment income. Based on regression analysis and/or dollar offset method, all but two of the swap agreements have been determined to be ineffective hedging derivative instruments as of June 30, 2017 and 2016. All but one of the swap agreements were determined to be effective hedging derivative instruments as of June 30, 2015.

Regression analysis evaluated effectiveness by considering the statistical relationship between the cash flows or fair values of the potential hedging derivative instrument and the hedgeable item. The changes in cash flows or fair values of the potential hedging derivative instrument substantially offset the changes in cash flows or fair values of the hedgeable item when certain criteria were met. Under the dollar-offset method, the changes in the fair value of the derivative are divided by the changes in fair value of the hedgeable item. This evaluation may be made using changes in the current period or on a life-to-date basis. The result of the calculation must fall within 80% to 125% percent in order for the derivative to be considered effective.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 6 - Long-term Debt (continued)

In accordance with GASB 53, these swaps are considered hybrid instruments consisting of a financing element (\$36,582,068 and \$34,650,029 for June 30, 2017 and 2016, respectively) and an embedded derivative ((\$1,918,816) and (\$21,261,077) for June 30, 2017 and 2016, respectively). The financing element is reported as an interest rate swap liability that is being amortized over the remaining life of the original debt. The embedded derivative is reported as a fair value of derivative instrument asset or liability with an offsetting deferred inflow or outflow within the Statement of Net Position. The swaps considered no longer effective are treated as an investment at fair value. The deferred inflow or outflow at time determined ineffective is immediately recognized in investment income.

Due to the terms of the 2015 refinancing of the 2009 single-mini swap that balances the notional amounts used to offset the Total Return Swap, it is considered a hybrid instrument with a component considered at market and a component considered off market. The at-market component is still considered recorded at fair value with an offsetting deferred inflow or outflow. The off market component is considered a borrowing recorded at cost with a deferral that will be amortized over the remaining life of the original debt. The requirements of the accounting standard result in a dual presentation which is further outlined below as of June 30, 2017 and 2016:

June 30, 2017:

Series	Fixed Rate Paid by EMU	Variable Rate Paid by EMU	Fixed Rate Received by EMU	Variable Rate Received by EMU	Contract Provider	Credit rating	Scheduled	Inception date
						(Moody's / Standard & Poors)	Termination Date	
Total Return Swap 2017	-	68% of LIBOR	5.000%	-	Barclays	A2/BBB	9/1/2020	5/4/2017
Series 2001	4.465%	-	-	68% of LIBOR	JPMorgan	Aa3/A+	6/1/2027	11/30/2012
Series 2001	4.72%	-	-	68% of LIBOR	JPMorgan	Aa3/A+	6/1/2027	7/27/2001
Series 2006	3.317%	-	-	62% of LIBOR + 20 basis points	Barclays	A2/BBB	6/1/2036	1/23/2006
Series 2015 (formerly 2009)	3.141%	-	-	68% of LIBOR	Barclays	A2/BBB	3/1/2049	6/19/2015

Hedging derivative instruments:

Series	Current notional amount	July 1, 2016 fair value	Change in fair value (reported as deferred		June 30, 2017 Fair Value	June 30, 2017 Deferred Inflows	June 30, 2017 Deferred Outflows
			inflow/(outflow))	June 30, 2017			
Receive-fixed, pay-variable interest rate swaps:							
Series 2017, original notional amount of \$158.7 million	\$ 155,000,000	\$ (1,783,654)	\$ (976,896)	\$ (2,760,550)	\$ -	\$ 2,760,550	
Receive-variable, pay-fixed interest rate swaps:							
Series 2015, original notional amount of \$2.5 million - maturities through 2020	26,435,000	(2,338,512)	2,063,610	(274,902)	-	274,902	
Total Hedging instruments				<u>\$ (3,035,452)</u>		<u>\$ 3,035,452</u>	

EASTERN MICHIGAN UNIVERSITY
NOTES TO THE FINANCIAL STATEMENTS

Note 6 - Long-term Debt (continued)

Investment derivative instruments:

Series	Current notional amount	July 1, 2016 fair value	Change in fair value (reported as investment income)	June 30, 2017 Fair Value	Reclassification to Investment derivative included in investment income	Total impact on investment income year ended June 30, 2017
Receive-variable, pay-fixed interest rate swaps:						
Series 2001, original notional amount of \$15.7 million	\$ 12,342,000	\$ (594,853)	\$ 560,674	\$ (34,179)	\$ -	\$ 560,674
Series 2001, original notional amount of \$24.8 million	18,513,000	(897,008)	848,226	(48,782)	-	848,226
Series 2006, original notional amount of \$85.7 million	68,505,000	(2,536,245)	3,735,842	1,199,597	-	3,735,842
Series 2015, original notional amount of \$2.5 million - maturities from 2021 through 2049	26,435,000	(13,110,805)	13,110,805	-	(4,531,035)	8,579,770
Total Investment derivative instruments			<u>\$ 18,255,547</u>	<u>\$ 1,116,636</u>		<u>\$ 13,724,512</u>

June 30, 2016:

Series	Fixed Rate Paid by EMU	Variable Rate Paid by EMU	Fixed Rate Received by EMU	Variable Rate Received by EMU	Contract Provider	Credit rating (Moody's / Standard & Poors)	Scheduled Termination Date	Inception date
Total Return Swap 2015	-	68% of LIBOR	5.000%	-	Barclays	A2/BBB	9/1/2020	6/25/2015
Series 2001	4.465%	-	-	68% of LIBOR	JPM organ	Aa3/A+	6/1/2027	11/30/2012
Series 2001	4.72%	-	-	68% of LIBOR	JPM organ	Aa3/A+	6/1/2027	7/27/2001
Series 2006	3.317%	-	-	62% of LIBOR + 20 basis points	Barclays	A2/BBB	6/1/2036	1/23/2006
Series 2015 (formerly 2009)	3.141%	-	-	68% of LIBOR	Barclays	A2/BBB	3/1/2049	6/19/2015

Hedging derivative instruments:

Series	Current notional amount	July 1, 2015 fair value	Change in fair value (reported as deferred inflow/(outflow))	June 30, 2016 Fair Value	June 30, 2016 Deferred Inflows	June 30, 2016 Deferred Outflows
Receive-fixed, pay-variable interest rate swaps:						
Series 2015, original notional amount of \$158.6 million	\$ 156,526,750	\$ 7,583,676	\$ (9,367,330)	\$ (1,783,654)	\$ -	\$ 1,783,654
Receive-variable, pay-fixed interest rate swaps:						
Series 2015, original notional amount of \$2.5 million - maturities through 2020	20,985,000	(145,172)	(2,193,340)	(2,338,512)	-	2,338,512
Total Hedging instruments				<u>\$ (4,122,166)</u>		<u>\$ 4,122,166</u>

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 6 - Long-term Debt (continued)

Investment derivative instruments:

Series	Current notional amount	July 1, 2015 Fair Value	Change in fair value (reported as investment income)	June 30, 2016 Fair Value	Reclassification to Investment derivative included in investment income	Total impact on investment income year ended June 30, 2016
Receive-variable, pay-fixed interest rate swaps:						
Series 2001, original notional amount of \$15.7 million	\$ 13,278,000	\$ (23,600)	\$ (571,253)	\$ (594,853)	\$ (309,152)	\$ (880,405)
Series 2001, original notional amount of \$24.8 million	19,917,000	(35,285)	(861,723)	(897,008)	(474,916)	(1,336,639)
Series 2006, original notional amount of \$85.7 million	71,615,000	2,084,636	(4,620,881)	(2,536,245)	-	(4,620,881)
Series 2015, original notional amount of \$2.5 million - maturities from 2021 through 2049	20,985,000	1,342,447	(14,453,252)	(13,110,805)	-	(14,453,252)
Total Investment derivative instruments			<u>\$ (20,507,109)</u>	<u>\$ (17,138,911)</u>		<u>\$ (21,291,177)</u>

Credit Risk The University is exposed to credit risk on hedging derivative instruments that are in asset positions. The terms of the swap agreement require collateralization of the fair value of hedging derivative instruments in asset positions based on a scale that evaluates both the market value of the swap and the counterparty's credit rating. The terms of the Total Return Swap of 2017 call for the University to post collateral to the counterparty under certain conditions tied to the prevailing rating of the University and the mark to market valuations of the swaps. As of June 30, 2017 and 2016, \$14,100,000 and \$24,500,000 of collateral was posted, respectively. There is no exposure to credit risk on the hedging derivative instruments in liability position.

Interest Rate Risk The University is exposed to interest rate risk on its interest rate swaps. On its pay-fixed, receive-variable interest rate swaps, as LIBOR swaps decrease, the University's net payment on the swaps increases.

Basis Risk The University is exposed to basis risk on its LIBOR-based swaps due to variable-rate payments received by the University on these instruments based on a rate of index other than interest rates the University pays on its variable-rate debt, which is remarketed every 30 days. In December 2012, the University amended a portion of the 2001 fixed payer swap by changing the received rate from Securities Industry and Financial Markets Association (SIFMA) to a percentage of LIBOR. This amendment effectively decreased the swap fixed pay leg from 4.72% to 4.465%. Additionally, this mitigates basis risk between the swap receiving leg and the variable rate resets of the 2012A and 2012B bonds. Since the 2001, 2006, and 2015 swap agreements receive a percentage of LIBOR from the counterparty and pay a percentage of LIBOR for the Series 2012A and 2012B bonds, basis risk is mitigated. As of June 30, 2017, the variable interest rate was 0.71%, whereas 68 percent of one-month LIBOR was 0.83%. As of June 30, 2017, 62 percent of one-month LIBOR plus 20 basis points was 0.96%. As of June 30, 2016, the variable interest rate was 0.45%, whereas 68 percent of one-month LIBOR was 0.32%. As of June 30, 2016, 62 percent of one-month LIBOR plus 20 basis points was 0.76%.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 6 - Long-term Debt (continued)

Termination Risk The University may terminate a derivative instrument on any business day and terminate and cash settle the instrument by providing prior written notice to the counterparty. Additional termination events will apply if either party fails to maintain the appropriate long-term senior debt credit ratings; or if the University fails to post collateral in accordance with the terms and conditions set forth in the ISDA Credit Support Annex.

Using rates as of June 30, 2017, debt service requirements of the variable rate debt associated with the 2001 swap agreement, 2006 swap agreement, and the 2015 swap agreement and net swap payments, assuming current interest rates remain the same for term, were as follows. As rates vary, variable rate bond interest payments and net swap payments will vary.

	Principal	Interest	Swap Interest	Net Interest	Net Principal and Interest
2018	2,795,000	8,261,125	4,072,595	12,333,720	15,128,720
2019	2,915,000	8,062,537	4,061,513	12,124,050	15,039,050
2020	3,045,000	7,843,719	4,055,769	11,899,488	14,944,488
2021	3,640,000	7,612,353	4,043,081	11,655,434	15,295,434
2022	3,915,000	7,359,408	4,030,543	11,389,951	15,304,951
2023 – 2027	23,160,000	33,727,835	19,804,323	53,532,158	76,692,158
2028 – 2032	34,585,000	27,276,363	19,254,240	46,530,603	81,115,603
2033 – 2037	45,760,000	16,304,480	19,213,875	35,518,355	81,278,355
2038 – 2042	56,945,000	6,849,084	16,678,610	23,527,694	80,472,694
2043 – 2047	68,625,000	3,297,843	9,419,275	12,717,118	81,342,118
2048 – 2049	27,760,000	288,933	1,243,774	1,532,707	29,292,707
Total	<u>\$ 273,145,000</u>	<u>\$ 126,883,680</u>	<u>\$ 105,877,598</u>	<u>\$ 232,761,278</u>	<u>\$ 505,906,278</u>

Note 7 - Retirement Benefits

Through December 31, 1995, the University offered participation in one of two retirement plans for all qualified employees: the Michigan Public School Employees' Retirement System ("MPERS") and the Teachers Insurance and Annuities Association - College Retirement Equities Fund ("TIAA-CREF"). The MPERS plan is further discussed in Note 8.

Defined Contribution Plan

TIAA-CREF is a defined contribution retirement plan. Substantially all full-time employees of the University are eligible to participate in the TIAA-CREF plan. Employee benefits generally vest immediately. The University contributes a specified percentage of employee wages, as defined by the appropriate labor contract. Average contribution rates were 9.9% and 10.0% for the years ended June 30, 2017 and 2016, respectively. Total covered payroll was \$133,694,000 and \$131,316,000, for the years ended June 30, 2017 and 2016, respectively. The University contributed approximately \$13,340,000 and \$13,155,000 for the years ended June 30, 2017 and 2016, respectively. The University has no liability beyond its own contribution under the TIAA-CREF plan.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 7 - Retirement Benefits (continued)

The University provides termination benefits upon retirement resulting from unused sick days. The University calculates its sick pay liability in accordance with the provisions of GASB Statement No.16, *Accounting for Compensated Absences*. In 2013 the University modified the sick leave and short-term disability policy to eliminate sick leave accruals and retirement payouts for certain employees. In addition, the revised policy established a new short-term disability plan to provide income protection for certain employees unable to work for an extended period because of non-work-related illness or period of incapacity. The liability is approximately \$2,083,000 and \$2,314,000 as of June 30, 2017 and 2016, respectively. Approximately \$400,000 is included in accrued payroll, taxes, and fringe benefits for the years ended June 30, 2017 and 2016. The remaining portion is included in accrued compensated absences.

Other Postemployment Benefits

The University has a single-employer plan that provides certain healthcare (medical, dental, and prescription drug coverage) and life insurance benefits for retired faculty and staff. The plan covers 1,841 members as of July 1, 2015 for healthcare, 938 members for life insurance, and currently does not require active members to contribute to the plan.

Plan Description - Substantially all of the University's employees may become eligible for certain healthcare benefits if they reach retirement age while working for the University, are vested in a University-sponsored retirement plan, and their years of University service and age total a minimum of 70 - age 55 + 15 years of service or age 60 + 10 years of service. Eligibility for life insurance benefits are vested in a University-sponsored plan when of service and age total a minimum of 70 - age 55 + 15 years of service or age 60 + 10 years of service for certain employees or 60 - age 50 + 10 years of service for other employees.

Funding Policy - The plan requirements are established and may be amended by the University's management. The University provides for the benefits under the single-employer plan on a pay as we go basis.

Annual OPEB Cost and Net OPEB Obligation - The University's annual other postemployment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial liabilities over a period not to exceed 30 years. The following table shows the components of the University's annual OPEB cost for the year, the amount actually contributed to the plan, and changes in the University's OPEB obligation:

	2017	2016	2015
Net OPEB Obligation - Beginning of year	\$ 3,025,000	\$ 2,712,000	\$ 1,808,000
Annual required contribution	928,000	928,000	1,224,576
Interest on net OPEB obligation	175,000	175,000	-
Adjustment to the annual required contribution	<u>(215,000)</u>	<u>(215,000)</u>	<u>-</u>
Annual OPEB cost	888,000	888,000	1,224,576
Contributions made	<u>(575,000)</u>	<u>(575,000)</u>	<u>(320,576)</u>
Increase in net OPEB obligations	<u>313,000</u>	<u>313,000</u>	<u>904,000</u>
Net OPEB obligation - End of year	<u>\$ 3,338,000</u>	<u>\$ 3,025,000</u>	<u>\$ 2,712,000</u>

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 7 - Retirement Benefits (continued)

Funded Status and Funding Progress - As of July 1, 2015, the most recent actuarial valuation date, the plan was 0 percent funded. The actuarial accrued liability for benefits was \$9,887,000, and the actuarial value of assets was \$0, resulting in an unfunded actuarial accrued liability (UAAL) of \$9,887,000. The covered payroll (annual payroll of active employees covered by the plan) was \$118,874,000 for 2015 and the ratio of all UAAL to covered payroll was 9.0 percent for 2015.

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment and mortality. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future.

Actuarial Methods and Assumptions - Projections of benefits for financial reporting purposes are based on the substantive plan and include the types of benefits provided at the time of each valuation. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

In the July 1, 2015 actuarial valuation, the entry age actuarial method was used. The actuarial assumptions included a 6.45 percent investment rate of return (net of administrative expenses) based on the expected long-term investment returns on the University's own investments and a salary inflation rate of 2%. The UAAL is being amortized as a projected unit credit level dollar, closed on a 30-year basis. The remaining amortization period at June 30, 2017 was 25 years.

Note 8 - Contingencies and Commitments

In the normal course of its activities, the University is a party to various legal actions. The University intends to vigorously defend itself against any and all claims and is of the opinion that the outcome of current legal actions will not have a material effect on the University's financial position.

The University participates in the Michigan Universities Self-Insurance Corporation ("MUSIC"), which provides indemnity to members against comprehensive general liability, errors and omissions, and property losses commonly covered by insurance. MUSIC also provides risk management and loss control services and programs. Loss coverages are structured on a three-layer basis with each member retaining a portion of its losses, MUSIC covering the second layer and commercial carriers covering the third. Comprehensive general liability coverage is provided on an occurrence basis. Errors and omissions and property coverage are provided on a claims-made basis.

The University is also self-insured for workers' compensation, unemployment compensation and substantially all employee health benefits. Liabilities for estimates of losses retained by the University under MUSIC and reserves for claims incurred but not reported under self-insurance programs have been established.

Under current accounting standards, the University is required to estimate expected pollution remediation outlays, when specified obligating events occur, and to determine whether these outlays should be accrued for as a liability. As a result, the University has accrued an abatement liability for approximately \$102,000 and \$57,000 for the years ended June 30, 2017 and 2016, respectively.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 8 - Contingencies and Commitments (continued)

Claims activity for the year ended June 30, 2017 is as follows:

	Liability - Beginning of Year	Claims incurred, including changes in estimates	Claims Payments	Liability - End of Year
Medical claims	\$ 1,128,587	\$ (26,734,611)	\$ 27,667,201	\$ 2,061,177
Property, General Liability, Errors & Omissions	658,692	1,052	(17,542)	642,202
Worker's Compensation, Unemployment Compensation and Other	291,683	(532,932)	532,932	291,683
Total	<u>\$ 2,078,962</u>	<u>\$ (27,266,491)</u>	<u>\$ 28,182,591</u>	<u>\$ 2,995,062</u>

Claims activity for the year ended June 30, 2016 is as follows:

	Liability - Beginning of Year	Claims incurred, including changes in estimates	Claims Payments	Liability - End of Year
Medical claims	\$ 1,117,820	\$ 24,736,698	\$ (24,725,931)	\$ 1,128,587
Property, General Liability, Errors & Omissions	1,402,048	(470,339)	(273,017)	658,692
Worker's Compensation, Unemployment Compensation and Other	291,682	677,479	(677,478)	291,683
Total	<u>\$ 2,811,550</u>	<u>\$ 24,943,838</u>	<u>\$ (25,676,426)</u>	<u>\$ 2,078,962</u>

The Federal Perkins Loan Program is scheduled to expire on September 30, 2017. As of June 30, 2017, the University has made \$1,759,271 in institutional capital contributions, which are reflected as part of the University's net position. Under current guidance issued by the Department of Education, at the time the University liquidates the loan portfolio and assigns the student loans to the Department of Education, the University will be forgoing its institutional capital contribution not yet received back through loan collections.

Note 9 – Michigan Public School Employees' Retirement System

Plan Description – The University participates in the Michigan Public School Employees' Retirement System (MPSERS or System), a statewide, cost-sharing, multiple-employer defined benefit public employee retirement system governed by the State of Michigan that covers substantially all employees of the University: all hourly employees and some salary employees hired prior to January 1, 1996. Employees hired on or after January 1, 1996 cannot participate in MPSERS, unless they previously were enrolled in the plan at the University, or one of the other six universities that are part of MPSERS.

The System provides retirement, survivor, and disability benefits to plan members and their beneficiaries. The System also provides post-employment health care benefits to retirees and beneficiaries who elect to receive those benefits.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 9 – Michigan Public School Employees’ Retirement System (continued)

The Michigan Public School Employees’ Retirement System issues a publicly available financial report that includes financial statements and required supplementary information for the pension and post-employment health care plans. That report is available on the web at <http://www.michigan.gov/orsschools>, or by writing to the Office of Retirement Services (ORS) at 7150 Harris Drive, P.O. Box 30171, Lansing MI 48909. In July 2015, ORS determined that MPSERS has two reporting units: universities and non-universities. Office of Retirement Services provided the universities a separate net pension liability. Separate pension information related to the universities reporting unit included in this plan is not available.

Contributions – Public Act 300 of 1980, as amended, required the University to contribute amounts necessary to finance the coverage of pension benefits of active and retired members. Contribution provisions are specified by State statute and may be amended only by action of the State Legislature. Under these provisions, each University’s contribution is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance a portion of the unfunded accrued liability.

The University’s contributions are determined based on employee elections. There are seven different benefit options included in the plan available to employees based on date of hire. The University contributes to MPSERS a percentage of member and non-member payrolls, determined by the plan’s actuaries, for the unfunded portion of future pensions. Contribution rates are adjusted annually by the ORS. The range of rates are as follows:

	Normal Pension Cost	Unfunded Portion
July 1, 2015 – September 30, 2015	4.8%	17.72%
October 1, 2015 – September 30, 2016	4.9%	20.26%
October 1, 2016 – June 30, 2017	4.3%	18.75%

Depending on the plan selected, plan member contributions range from 0 percent up to 7.0 percent of gross wages. Plan members electing into the defined contribution plan are not required to make additional contributions. The University’s actual contributions to the plan for the years ended June 30, 2017 and 2016 were \$5,506,014 and \$4,817,034, respectively. Contributions include \$666,577 and \$706,663 revenue received from the State of Michigan to fund the MPSERS Unfunded Actuarial Accrued Liability (UAAL) Stabilization Rate for the year ended June 30, 2017 and 2016, respectively.

Benefits Provided – Benefit provisions of the defined benefit pension plan are established by State statute, which may be amended. Public Act 300 of 1980, as amended, establishes eligibility and benefit provisions for the defined benefit (DB) pension plan.

Depending on the plan option selected, member retirement benefits are calculated as final average compensation times years of service times a pension factor ranging from 1.25 percent to 1.50 percent. The requirements to retire range from attaining the age of 46 to 60 with years of service ranging from 5 to 30 years, depending on when the employee became a member.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 9 – Michigan Public School Employees' Retirement System (continued)

Early retirement is computed in the same manner as a regular pension, but is permanently reduced 0.50 percent for each full and partial month between the pension effective date and the date the member will attain age 60. There is no mandatory retirement age.

Members are eligible for non-duty disability benefits after 10 years of service and for duty-related disability benefits upon hire. Disability retirement benefits are determined in the same manner as retirement benefits but are payable immediately without an actuarial reduction. The disability benefits plus authorized outside earnings are limited to 100 percent of the participant's final average compensation with an increase of 2 percent each year thereafter.

Benefits may transfer to a beneficiary upon death, and are determined in the same manner as retirement benefits, but with an actuarial reduction. Benefit terms provide for annual cost-of-living adjustments to each employee's retirement allowance subsequent to the employee's retirement date. The annual adjustment, if applicable, is 3 percent. For some members that do not receive an annual increase, they are eligible to receive a supplemental payment in those years when investment earnings exceed actuarial assumptions.

Net Pension Liability, Deferrals, and Pension Expense – At June 30, 2017 and 2016, the University reported a liability of \$70.8 million and \$75.5 million, respectively, for its proportionate share of the net pension liability. The net pension liability was measured as of September 30, 2016 and 2015, respectively, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of those dates. The University's proportion of the net pension liability was based on a projection of its long-term share of contributions to the pension plan relative to the projected contributions of all participating reporting units, actuarially determined. At September 30, 2016 and 2015, the University's proportion was 12.64 percent and 13.76 percent of the universities reporting unit, respectively.

On September 30, 2015 the University received approximately \$14.3 million from the plan for a plan error in requiring excess contributions. The refund reduced the plan's net position and impacted the University's net pension liability as of June 30, 2016.

For the year ended June 30, 2017 and 2016, the University recognized pension (recovery) expense of (\$2,302,087) and \$4,281,481, respectively. At June 30, 2017 and 2016, the University reported deferred outflows of resources and deferred inflows of resources related to the plan from the following sources:

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 9 – Michigan Public School Employees’ Retirement System (continued)

	June 30, 2017		June 30, 2016	
	Deferred Outflows of Resources	Deferred Inflows of Resources	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 113,397	\$ -	\$ 1,036,528	\$ -
Net difference between projected and actual earnings on pension plan investments	686,665	-	218,536	-
Changes in proportion and differences between University contributions and proportionate share of contributions	-	(1,187,848)	215,178	(1,394)
University contributions subsequent to the measurement date	4,061,269	-	4,544,192	-
Total	\$ 4,861,331	\$ (1,187,848)	\$ 6,014,434	\$ (1,394)

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30	June 30, 2017	June 30, 2016
2017	\$ -	\$ 994,904
2018	(1,246,414)	(255,408)
2019	(171,963)	(255,408)
2020	967,820	984,760
2021	62,771	-
Total	\$ (387,786)	\$ 1,468,848

In addition, the contributions subsequent to the measurement date will be included as a reduction of the net pension liability in the next year (2018).

Actuarial Assumptions – The total pension liability as of September 30, 2016 and September 30, 2015, is based on the results of an actuarial valuation date of September 30, 2015 and September 30, 2014, and rolled forward. The following actuarial assumptions applied to all periods included in the measurement:

- Actuarial cost method: Entry age normal cost actuarial cost method
- Assumed rate of return: 8.00 percent, net of investment and administrative expenses based on the groups
- Rate of pay increases: 3.5 percent
- Mortality basis: RP-2000 Combined Healthy Mortality Table, adjusted for mortality improvements to 2025 using projection scale BB

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 9 – Michigan Public School Employees’ Retirement System (continued)

The actuarial assumptions used for the September 30, 2016 and 2015 valuations were based on the results of an actuarial experience study for the period October 1, 2007 to September 30, 2012. As a result of this study, the actuarial assumptions were adjusted to more closely reflect actual experience.

Discount Rate – The discount rate used to measure the total pension liability was 8.00 percent at September 30, 2016 and 2015. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current contribution rate and that employer contributions will be made at contractually required rates. Based on those assumptions, the pension plan’s fiduciary net position was projected to be available to make all projected future benefit payments for current active and inactive employees. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

On February 23, 2017, MPSERS approved a decrease in the discount rate for the September 30, 2016 annual actuarial valuation of 0.5 percent. As a result, the actuarial computed employer contributions and the net pension liability will increase for the measurement period ending September 30, 2017.

The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Investment Category	Plan Year		Plan Year	
	September 30, 2016		September 30, 2015	
	Target Allocation	Long-term Expected Real Rate of Return	Target Allocation	Long-term Expected Real Rate of Return
Domestic Equity Pools	28.0%	5.9%	28.0%	5.9%
Alternate Investment Pools	18.0%	9.2%	18.0%	9.2%
International Equity Pools	16.0%	7.2%	16.0%	7.2%
Fixed Income Pools	10.5%	0.9%	10.5%	0.9%
Real Estate & Infrastructure Pools	10.0%	4.3%	10.0%	4.3%
Absolute Return Pools	15.5%	6.0%	15.5%	6.0%
Short Term Investment Pools	2.0%	0.0%	2.0%	0.0%
Total	100 %		100 %	

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 9 – Michigan Public School Employees’ Retirement System (continued)

Sensitivity of the net pension liability to changes in the discount rate – The following presents the net pension liability of the University, calculated using the discount rate of 8.00 percent, as well as what the University’s net pension liability would be if it were calculated using a discount rate that is 1.00 percentage point lower (7.00 percent) or 1.00 percentage point higher (9.00 percent) than the current rate:

	1% Decrease (7.0%)	Current Discount Rate (8.0%)	1% Increase (9.0%)
University's proportionate share of the net pension liability - June 30, 2017	\$ 82,761,222	\$ 70,826,130	\$ 60,510,689
University's proportionate share of the net pension liability - June 30, 2016	\$ 88,543,366	\$ 75,462,865	\$ 64,172,408

Pension plan fiduciary net position – Detailed information about the pension plan’s fiduciary net position is available in the separately issued MPSERS financial report

Postemployment Benefits Other Than Pensions (OPEB) - Under the MPSERS Act, all retirees participating in the MPSERS pension plan have the option of continuing health, dental, and vision coverage through MPSERS. The MPSERS Board of trustees annually sets the employer contribution rate to fund the benefits on a pay as you go basis. For the plan year beginning October 1, 2016, the university monthly contribution rate was 6.98% of both member and non-member payroll wages. For the plan year beginning October 1, 2015, the university monthly contribution rate was 9.13% of both member and non-member payroll wages. For the plan year beginning October 1, 2014, the university monthly contribution rate was 10.53% of both member and non-member payroll wages. Prior to October 1, 2014 the university contributions were based on actual retiree insurance coverage and corresponding premium subsidy. The University’s monthly contribution for retiree health care benefits aggregated to \$777,164, \$1,065,511, and \$1,554,356 during the years ending June 30, 2017, 2016, and 2015, respectively. Effective July 1, 2010 all active employees enrolled in MPSERS are required to contribute 3.0% of their pay toward retiree healthcare.

Under Public Act 300 of 2012, during the period February 1, 2013 through June 30, 2013 employees could elect out of the healthcare premium subsidy and into the Personal Healthcare Fund (PHF), depending upon their date of hire and retirement plan election. Members were given the choice between continuing the 3% contribution to retiree healthcare and keeping the premium subsidy benefit described above, or choosing not to pay the 3% contribution and instead opting out of the retiree healthcare benefit and becoming a participant in the Personal Health Care Fund (PHF), a portable, tax-deferred fund that can be used to pay healthcare expenses in retirement. Participants in the PHF are automatically enrolled in a 2% employee contribution into their 457 account as of their transition date, earning them a 2% employer match into a 403b account. The University’s required contributions into PHF accounts were \$5,467 and \$7,815 for the fiscal years ended June 30, 2017 and 2016, respectively.

EASTERN MICHIGAN UNIVERSITY

NOTES TO THE FINANCIAL STATEMENTS

Note 10 – Issued but not adopted accounting pronouncements

The Governmental Accounting Standards Board (GASB) has issued the following Statement for future implementation:

In June 2015, the GASB issued Statement No 75, *Accounting and Financial reporting for Postemployment Benefits Other Than Pensions*, which addresses reporting by governments that provide postemployment benefits other than pensions (OPEB) to their employees, and for governments that finance OPEB for employees of other governments

This OPEB standard will require the University to recognize on the face of the financial statements its Public School Employees Retirement Plan (MPERS) and its single employer postemployment benefit plan. The Statement enhances accountability and transparency through revised note disclosures and required supplementary information (RSI). The standard also changes the discount rate used to determine the liability to be based on the expected investment return of the investments held in trust as long as the investments will fund future benefit payments. The University is currently evaluating the impact this standard will have on the financial statements when adopted. The provisions of this statement are effective for periods beginning after June 15, 2017.

EASTERN MICHIGAN UNIVERSITY

REQUIRED SUPPLEMENTAL INFORMATION

Schedule of Pension Funding Progress

Michigan Public School Employees Retirement Plan

(Amounts were determined as of 9/30 of each fiscal year)

	<u>2017</u>	<u>2016</u>	<u>2015</u>
University's proportion of the Universities collective MPSERS net pension liability:			
As a percentage	12.64%	13.76%	13.56%
Amount	\$ 70,826,130	\$ 75,462,865	\$ 50,881,674
University's covered-employee payroll	\$ 10,555,451	\$ 10,741,999	\$ 11,619,235
University's proportionate share of the collective pension liability (amount), as a percentage of the University's covered-employee payroll	670.99%	702.50%	437.91%
Plan fiduciary net position as a percentage of total pension liability (Per ORS)	46.77%	47.45%	63.00%

Schedule of Contributions

Michigan Public School Employees Retirement Plan

(Amounts were determined as of 6/30 of each fiscal year)

	<u>2017</u>	<u>2016</u>	<u>2015</u>
Statutorily required contributions	\$ 5,491,384	\$ 4,720,008	\$ 4,386,720
Contributions in relation to actuarially determined contractually required contribution	\$ 4,883,195	\$ 5,085,560	\$ 4,541,931
Contributions deficiency (excess)	\$ 608,189	\$ (365,552)	\$ (155,211)
Covered-employee payroll	\$ 9,695,965	\$ 10,396,429	\$ 11,075,064
Contributions as a percentage of covered-employee payroll covered-employee payroll Row B / Row D	50.36%	48.92%	41.01%

EASTERN MICHIGAN UNIVERSITY

**NOTES TO REQUIRED SUPPLEMENTAL INFORMATION FOR THE YEAR
ENDED JUNE 30, 2017**

Changes of benefit terms – There were no changes of benefit terms in 2016.

Changes of assumptions – There were no changes of assumptions in 2016.

EASTERN MICHIGAN UNIVERSITY
REQUIRED SUPPLEMENTAL INFORMATION

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EASTERN MICHIGAN UNIVERSITY
SCHEDULE OF NET POSITION
BY FUND GROUP
as of June 30, 2017

	<u>General Fund</u>	<u>Designated Fund</u>	<u>Auxiliary Activities Fund</u>	<u>Expendable Restricted Fund</u>
ASSETS				
Current assets:				
Cash and cash equivalents - unrestricted	\$ (4,029,863)	\$ 4,725,674	\$ 16,170,190	\$ 7,510,136
Accounts receivable - Net	4,212,280	1,191,776	2,601,942	5,896,573
Appropriation receivable	13,380,692	-	-	-
Inventories	105,881	32	291,874	15,410
Deposits and prepaid expenses	900,651	2,127	819,612	8,671
Accrued interest receivable	27,982	-	-	-
Total current assets	<u>14,597,623</u>	<u>5,919,609</u>	<u>19,883,618</u>	<u>13,430,790</u>
Noncurrent assets:				
Cash and cash equivalents - restricted	-	-	-	-
Student loans receivable - Net	-	-	-	-
Long-term investments - unrestricted	23,573,839	-	-	89,077
Long-term investments - restricted	-	-	-	-
Long-term investments - real property	-	-	-	-
Capital assets - Net	-	-	-	-
Fair value of derivative instruments	-	-	-	-
Total noncurrent assets	<u>23,573,839</u>	<u>-</u>	<u>-</u>	<u>89,077</u>
Total assets	<u>\$ 38,171,462</u>	<u>\$ 5,919,609</u>	<u>\$ 19,883,618</u>	<u>\$ 13,519,867</u>
DEFERRED OUTFLOWS	<u>4,861,331</u>	<u>-</u>	<u>-</u>	<u>-</u>
LIABILITIES				
Current liabilities:				
Current portion of long-term debt	\$ -	\$ -	\$ -	\$ -
Current portion of interest rate swap financing	-	-	-	-
Accounts payable and accrued liabilities	2,914,756	67,163	3,863,726	4,575,185
Accrued payroll	9,861,968	-	-	-
Payroll taxes and accrued fringe benefits	6,888,617	-	754,477	2,336
Unearned fees and deposits	5,150,591	7,635	9,454,056	1,126,442
Insurance and other claims payable	2,456,964	-	468,228	-
Total current liabilities	<u>27,272,896</u>	<u>74,798</u>	<u>14,540,487</u>	<u>5,703,963</u>
Noncurrent liabilities:				
Accrued compensated absences	1,585,024	-	97,744	-
Long-term debt	-	-	-	-
Interest rate swap financing	-	-	-	-
Fair value of derivative instruments	-	-	-	-
Net other postemployment benefit obligations	3,338,000	-	-	-
Pension obligations	70,826,130	-	-	-
Federal perkins	-	-	-	-
Total noncurrent liabilities	<u>75,749,154</u>	<u>-</u>	<u>97,744</u>	<u>-</u>
Total liabilities	<u>\$ 103,022,050</u>	<u>\$ 74,798</u>	<u>\$ 14,638,231</u>	<u>\$ 5,703,963</u>
DEFERRED INFLOWS	<u>1,673,716</u>	<u>-</u>	<u>-</u>	<u>-</u>
NET POSITION				
Net Investment in capital assets	\$ -	\$ -	\$ -	\$ -
Restricted-University development and Perkins loans	-	-	-	7,815,904
Unrestricted (deficit)	-	-	-	-
Designated	-	5,844,811	5,245,387	-
Undesignated (deficit)	(61,662,973)	-	-	-
Total net position	<u>\$ (61,662,973)</u>	<u>\$ 5,844,811</u>	<u>\$ 5,245,387</u>	<u>\$ 7,815,904</u>

EASTERN MICHIGAN UNIVERSITY
SCHEDULE OF NET POSITION
BY FUND GROUP
as of June 30, 2017

	<u>Student Loan Fund</u>	<u>Plant Fund</u>	<u>Agency Fund</u>	<u>Consolidated Total</u>
A S S E T S				
Current assets:				
Cash and cash equivalents - unrestricted	\$ 1,086,964	\$ (8,884,728)	\$ 570,472	\$ 17,148,845
Accounts receivable - Net	12,820	886,626	-	14,802,017
Appropriation receivable	-	-	-	13,380,692
Inventories	-	-	-	413,197
Deposits and prepaid expenses	-	512,454	-	2,243,515
Accrued interest receivable	380	-	-	28,362
Total current assets	<u>1,100,164</u>	<u>(7,485,648)</u>	<u>570,472</u>	<u>48,016,628</u>
Noncurrent assets:				
Cash and cash equivalents - restricted	-	14,100,000	-	14,100,000
Student loans receivable - Net	7,236,788	-	-	7,236,788
Long-term investments - unrestricted	-	-	-	23,662,916
Long-term investments - restricted	-	6,808,423	-	6,808,423
Long-term investments - real property	-	3,360,000	-	3,360,000
Capital assets - Net	-	486,189,462	-	486,189,462
Fair value of derivative instruments	-	-	-	-
Total noncurrent assets	<u>7,236,788</u>	<u>510,457,885</u>	<u>-</u>	<u>541,357,589</u>
Total assets	<u>\$ 8,336,952</u>	<u>\$ 502,972,237</u>	<u>\$ 570,472</u>	<u>\$ 589,374,217</u>
DEFERRED OUTFLOWS	<u>-</u>	<u>3,035,452</u>	<u>-</u>	<u>7,896,783</u>
LIABILITIES				
Current liabilities:				
Current portion of long-term debt	\$ -	\$ 2,795,000	\$ -	\$ 2,795,000
Current portion of interest rate swap financing	-	2,834,911	-	2,834,911
Accounts payable and accrued liabilities	16,903	13,502,639	18,174	24,958,546
Accrued payroll	-	-	-	9,861,968
Payroll taxes and accrued fringe benefits	-	-	-	7,645,430
Unearned fees and deposits	-	970,918	552,298	17,261,940
Insurance and other claims payable	-	69,870	-	2,995,062
Total current liabilities	<u>16,903</u>	<u>20,173,338</u>	<u>570,472</u>	<u>68,352,857</u>
Noncurrent liabilities:				
Accrued compensated absences	-	-	-	1,682,768
Long-term debt	-	270,350,000	-	270,350,000
Interest rate swap financing	-	33,747,157	-	33,747,157
Fair value of derivative instruments	-	1,918,816	-	1,918,816
Net other postemployment benefit obligations	-	-	-	3,338,000
Pension obligations	-	-	-	70,826,130
Federal perkins	6,560,780	-	-	6,560,780
Total noncurrent liabilities	<u>6,560,780</u>	<u>306,015,973</u>	<u>-</u>	<u>388,423,651</u>
Total liabilities	<u>\$ 6,577,683</u>	<u>\$ 326,189,311</u>	<u>\$ 570,472</u>	<u>\$ 456,776,508</u>
DEFERRED INFLOWS	<u>-</u>	<u>4,599,505</u>	<u>-</u>	<u>6,273,221</u>
NET POSITION				
Net Investment in capital assets	\$ -	\$ 183,147,948	\$ -	\$ 183,147,948
Restricted-University development and Perkins loans	1,759,269	-	-	9,575,173
Unrestricted (deficit)	-	-	-	11,090,198
Designated	-	-	-	11,090,198
Undesignated (deficit)	-	(7,929,075)	-	(69,592,048)
Total net position	<u>\$ 1,759,269</u>	<u>\$ 175,218,873</u>	<u>\$ -</u>	<u>\$ 134,221,271</u>

EASTERN MICHIGAN UNIVERSITY
SCHEDULE OF REVENUES, EXPENSES,
AND CHANGES IN NET POSITION
BY FUND GROUP
For June 30, 2017

	General Fund	Designated Fund	Auxiliary Fund	Expendable Restricted Fund
OPERATING REVENUES				
Student tuition and fees	\$ 226,356,953	\$ 1,079,169	\$ -	\$ 780,253
Scholarship allowances	-	-	-	-
Net student tuition and fees	<u>226,356,953</u>	<u>1,079,169</u>	<u>-</u>	<u>780,253</u>
Federal grants and contracts	-	-	-	7,069,881
Federal financial aid	-	-	-	1,890,539
State grants and contracts	-	-	-	929,434
State financial aid	-	-	-	1,523,156
Nongovernmental grants and contracts	(550)	-	-	849,864
Departmental activities	2,996,478	5,129,660	-	699,504
Auxiliary activities - Net	-	-	54,790,742	-
Indirect cost recovery (deduction)	496,708	571,921	-	(1,068,629)
Other	2,540,727	98,977	-	34,852
Total operating revenues	<u>232,390,316</u>	<u>6,879,727</u>	<u>54,790,742</u>	<u>12,708,854</u>
OPERATING EXPENSES				
Instruction	120,806,197	471,650	-	77,236
Research	3,412,366	80,598	-	1,592,326
Public service	3,032,832	741,438	-	9,055,416
Academic support	32,490,401	1,138,177	-	11,071
Student services	14,360,973	4,248,542	-	35,563
Institutional support	31,243,660	371,863	-	80,267
Scholarships and fellowships	53,827,108	28,287	-	37,675,809
Operation and maintenance of plant	26,907,930	126,350	-	-
Auxiliary activities expenses - Net	-	-	59,107,332	-
Depreciation	-	-	-	-
Capital additions - Net	1,083,889	34,619	16,535	68,101
Other	-	-	-	-
Total operating expenses	<u>287,165,356</u>	<u>7,241,524</u>	<u>59,123,867</u>	<u>48,595,789</u>
Operating income (loss)	<u>(54,775,040)</u>	<u>(361,797)</u>	<u>(4,333,125)</u>	<u>(35,886,935)</u>
NONOPERATING REVENUES (EXPENSES)				
State appropriations	74,150,361	-	-	-
Gifts	38,426	(1,916)	-	5,917,697
Investment income	2,084,282	-	-	1,283
Interest expense	-	-	-	-
Interest ARRA subsidy	-	-	-	-
Pell grants	-	-	-	29,245,405
Other	4,245	-	3	503,690
Net nonoperating revenues (expenses) before transfers and capital items	<u>76,277,314</u>	<u>(1,916)</u>	<u>3</u>	<u>35,668,075</u>
TRANSFERS IN (OUT)				
Mandatory:				
Funds for debt service	(3,158,588)	-	(5,289,264)	-
Matching funds	(1,134,011)	(99,161)	(2,326)	1,232,628
Non-mandatory:				
Other	<u>(29,717,159)</u>	<u>285,636</u>	<u>13,381,096</u>	<u>(256,715)</u>
Total transfers	<u>(34,009,758)</u>	<u>186,475</u>	<u>8,089,506</u>	<u>975,913</u>
CAPITAL CONTRIBUTIONS				
Capital grants and gifts	-	-	-	-
Total net nonoperating and other revenues (expenses)	<u>42,267,556</u>	<u>184,559</u>	<u>8,089,509</u>	<u>36,643,988</u>
(Decrease) Increase in net position	<u>(12,507,484)</u>	<u>(177,238)</u>	<u>3,756,384</u>	<u>757,053</u>
NET POSITION, Beginning of year	<u>(49,155,489)</u>	<u>6,022,049</u>	<u>1,489,003</u>	<u>7,058,851</u>
NET POSITION, End of year	<u>\$ (61,662,973)</u>	<u>\$ 5,844,811</u>	<u>\$ 5,245,387</u>	<u>\$ 7,815,904</u>

EASTERN MICHIGAN UNIVERSITY
SCHEDULE OF REVENUES, EXPENSES,
AND CHANGES IN NET POSITION
BY FUND GROUP
For June 30, 2017

	Student Loan Fund	Plant Fund	Eliminations	Consolidated
OPERATING REVENUES				
Student tuition and fees	\$ -	\$ -	\$ -	\$ 228,216,375
Scholarship allowances	-	-	(54,927,845)	(54,927,845)
Net student tuition and fees	-	-	(54,927,845)	173,288,530
Federal grants and contracts	86,292	-	-	7,156,173
Federal financial aid	28,378	-	-	1,918,917
State grants and contracts	-	-	-	929,434
State financial aid	-	-	-	1,523,156
Nongovernmental grants and contracts	-	-	-	849,314
Departmental activities	26	1,236,614	-	10,062,282
Auxiliary activities - Net	-	-	(8,930,107)	45,860,635
Indirect cost recovery (deduction)	-	-	-	-
Other	41,789	-	-	2,716,345
Total operating revenues	<u>156,485</u>	<u>1,236,614</u>	<u>(63,857,952)</u>	<u>244,304,786</u>
OPERATING EXPENSES				
Instruction	-	-	-	121,355,083
Research	-	-	-	5,085,290
Public service	-	-	-	12,829,686
Academic support	-	-	-	33,639,649
Student services	-	-	-	18,645,078
Institutional support	-	-	-	31,695,790
Scholarships and fellowships	-	-	(54,927,845)	36,603,359
Operation and maintenance of plant	-	1,154,566	-	28,188,846
Auxiliary activities expenses - Net	-	-	(8,930,107)	50,177,225
Depreciation	-	14,796,547	-	14,796,547
Capital additions - Net	-	(1,203,144)	-	-
Other	283,715	-	-	283,715
Total operating expenses	<u>283,715</u>	<u>14,747,969</u>	<u>(63,857,952)</u>	<u>353,300,267</u>
Operating income (loss)	<u>(127,230)</u>	<u>(13,511,355)</u>	<u>-</u>	<u>(108,995,482)</u>
NONOPERATING REVENUES (EXPENSES)				
State appropriations	-	-	-	74,150,361
Gifts	-	205,000	-	6,159,207
Investment income	176,687	13,724,512	-	15,986,764
Interest expense	-	(10,564,088)	-	(10,564,088)
Interest ARRA subsidy	-	1,659,851	-	1,659,851
Pell grants	-	-	-	29,245,405
Other	-	-	4,431	512,369
Net nonoperating revenues (expenses) before transfers and capital items	<u>176,687</u>	<u>5,025,275</u>	<u>4,431</u>	<u>117,149,869</u>
TRANSFERS IN (OUT)				
Mandatory:				
Funds for debt service	-	8,447,852	-	-
Matching funds	3,154	-	(284)	-
Non-mandatory:				
Other	-	16,311,289	(4,147)	-
Total transfers	<u>3,154</u>	<u>24,759,141</u>	<u>(4,431)</u>	<u>-</u>
CAPITAL CONTRIBUTIONS				
Capital grants and gifts	-	1,544,320	-	1,544,320
Total net nonoperating and other revenues (expenses)	<u>179,841</u>	<u>31,328,736</u>	<u>-</u>	<u>118,694,189</u>
(Decrease) Increase in net position	52,611	17,817,381	-	9,698,707
NET POSITION, Beginning of year	<u>1,706,658</u>	<u>157,401,492</u>	<u>-</u>	<u>124,522,564</u>
NET POSITION, End of year	<u>\$ 1,759,269</u>	<u>\$ 175,218,873</u>	<u>\$ -</u>	<u>\$ 134,221,271</u>

EASTERN MICHIGAN UNIVERSITY
SCHEDULE OF NET POSITION
BY FUND GROUP
as of June 30, 2016

	<u>General Fund</u>	<u>Designated Fund</u>	<u>Auxiliary Activities Fund</u>	<u>Expendable Restricted Fund</u>
ASSETS				
Current assets:				
Cash and cash equivalents - unrestricted	\$ 14,405,887	\$ 5,703,906	\$ 12,408,932	\$ 6,255,961
Accounts receivable - Net	5,520,434	538,468	2,784,203	6,593,416
Appropriation receivable	13,051,366	-	-	-
Inventories	659,069	-	704,442	-
Deposits and prepaid expenses	702,920	947	217,300	4,932
Accrued interest receivable	11,224	-	-	-
Total current assets	<u>34,350,900</u>	<u>6,243,321</u>	<u>16,114,877</u>	<u>12,854,309</u>
Noncurrent assets:				
Cash and cash equivalents - restricted	-	-	-	-
Student loans receivable - Net	-	-	-	-
Long-term investments - unrestricted	17,763,475	-	-	91,554
Long-term investments - restricted	-	-	-	-
Long-term investments - real estate	-	-	-	-
Capital assets - Net	-	-	-	-
Fair value of derivative instruments	-	-	-	-
Total noncurrent assets	<u>17,763,475</u>	<u>-</u>	<u>-</u>	<u>91,554</u>
Total assets	<u>\$ 52,114,375</u>	<u>\$ 6,243,321</u>	<u>\$ 16,114,877</u>	<u>\$ 12,945,863</u>
DEFERRED OUTFLOWS	<u>6,014,434</u>	<u>-</u>	<u>-</u>	<u>-</u>
LIABILITIES				
Current liabilities:				
Current portion of long-term debt	\$ -	\$ -	\$ -	\$ -
Current portion of interest rate swap financing	-	-	-	-
Accounts payable and accrued liabilities	2,271,100	145,457	3,338,198	4,546,890
Accrued payroll	10,306,229	-	-	-
Payroll taxes and accrued fringe benefits	7,172,406	-	477,613	-
Unearned fees and deposits	5,156,844	75,815	10,284,885	1,340,122
Insurance and other claims payable	1,642,175	-	366,917	-
Total current liabilities	<u>26,548,754</u>	<u>221,272</u>	<u>14,467,613</u>	<u>5,887,012</u>
Noncurrent liabilities:				
Accrued compensated absences	1,755,508	-	158,261	-
Long-term debt	-	-	-	-
Interest rate swap financing	-	-	-	-
Fair value of derivative instruments	-	-	-	-
Federal perkins	-	-	-	-
Pension Obligations	75,462,865	-	-	-
Net other postemployment benefit obligations	3,025,000	-	-	-
Total noncurrent liabilities	<u>80,243,373</u>	<u>-</u>	<u>158,261</u>	<u>-</u>
Total liabilities	<u>\$ 106,792,127</u>	<u>\$ 221,272</u>	<u>\$ 14,625,874</u>	<u>\$ 5,887,012</u>
DEFERRED INFLOWS	<u>492,171</u>	<u>-</u>	<u>-</u>	<u>-</u>
NET POSITION				
Net Investment in capital assets	\$ -	\$ -	\$ -	\$ -
Restricted-University development and Perkins loans	-	-	-	7,058,851
Unrestricted				
Designated	-	6,022,049	1,489,003	-
Undesignated	(49,155,489)	-	-	-
Total net position	<u>\$ (49,155,489)</u>	<u>\$ 6,022,049</u>	<u>\$ 1,489,003</u>	<u>\$ 7,058,851</u>

EASTERN MICHIGAN UNIVERSITY
SCHEDULE OF NET POSITION
BY FUND GROUP
as of June 30, 2016

	<u>Student Loan Fund</u>	<u>Plant Fund</u>	<u>Agency Fund</u>	<u>Consolidated Total</u>
ASSETS				
Current assets:				
Cash and cash equivalents - unrestricted	\$ 490,452	\$ (22,693,523)	\$ 692,683	\$ 17,264,298
Accounts receivable - Net	5,128	24,323	-	15,465,972
Appropriation receivable	-	-	-	13,051,366
Inventories	-	-	-	1,363,511
Deposits and prepaid expenses	-	415,728	-	1,341,827
Accrued interest receivable	379	-	-	11,603
Total current assets	<u>495,959</u>	<u>(22,253,472)</u>	<u>692,683</u>	<u>48,498,577</u>
Noncurrent assets:				
Cash and cash equivalents - restricted	-	24,500,000	-	24,500,000
Student loans receivable - Net	7,896,098	-	-	7,896,098
Long-term investments - unrestricted	-	-	-	17,855,029
Long-term investments - restricted	-	6,377,676	-	6,377,676
Long-term investments - real estate	-	3,360,000	-	3,360,000
Capital assets - Net	-	462,316,783	-	462,316,783
Fair value of derivative instruments	-	-	-	-
Total noncurrent assets	<u>7,896,098</u>	<u>496,554,459</u>	<u>-</u>	<u>522,305,586</u>
Total assets	<u>\$ 8,392,057</u>	<u>\$ 474,300,987</u>	<u>\$ 692,683</u>	<u>\$ 570,804,163</u>
DEFERRED OUTFLOWS	<u>-</u>	<u>4,122,166</u>	<u>-</u>	<u>10,136,600</u>
LIABILITIES				
Current liabilities:				
Current portion of long-term debt	\$ -	\$ 2,680,000	\$ -	\$ 2,680,000
Current portion of interest rate swap financing	-	2,827,539	-	2,827,539
Accounts payable and accrued liabilities	38,327	8,250,272	8,024	18,598,268
Accrued payroll	-	-	-	10,306,229
Payroll taxes and accrued fringe benefits	-	-	-	7,650,019
Unearned fees and deposits	-	-	684,659	17,542,325
Insurance and other claims payable	-	69,870	-	2,078,962
Total current liabilities	<u>38,327</u>	<u>13,827,681</u>	<u>692,683</u>	<u>61,683,342</u>
Noncurrent liabilities:				
Accrued compensated absences	-	-	-	1,913,769
Long-term debt	-	249,085,000	-	249,085,000
Interest rate swap financing	-	31,822,490	-	31,822,490
Fair value of derivative instruments	-	21,261,077	-	21,261,077
Federal perkins	6,647,072	-	-	6,647,072
Pension Obligations	-	-	-	75,462,865
Net other postemployment benefit obligations	-	-	-	3,025,000
Total noncurrent liabilities	<u>6,647,072</u>	<u>302,168,567</u>	<u>-</u>	<u>389,217,273</u>
Total liabilities	<u>\$ 6,685,399</u>	<u>\$ 315,996,248</u>	<u>\$ 692,683</u>	<u>\$ 450,900,615</u>
DEFERRED INFLOWS	<u>-</u>	<u>5,025,413</u>	<u>-</u>	<u>5,517,584</u>
NET POSITION				
Net Investment in capital assets	\$ -	163,475,106	\$ -	\$ 163,475,106
Restricted-University development and Perkins loans	1,706,658	-	-	8,765,509
Unrestricted	-	-	-	-
Designated	-	-	-	7,511,052
Undesignated	-	(6,073,614)	-	(55,229,103)
Total net position	<u>\$ 1,706,658</u>	<u>\$ 157,401,492</u>	<u>\$ -</u>	<u>\$ 124,522,564</u>

EASTERN MICHIGAN UNIVERSITY
SCHEDULE OF REVENUES, EXPENSES,
AND CHANGES IN NET POSITION
BY FUND GROUP
For June 30, 2016

	General Fund	Designated Fund	Auxiliary Fund	Expendable Restricted Fund
OPERATING REVENUES				
Student tuition and fees	\$ 227,546,703	\$ 974,942	\$ -	\$ 756,473
Scholarship allowances	-	-	-	-
Net student tuition and fees	227,546,703	974,942	-	756,473
Federal grants and contracts	-	-	-	6,880,109
Federal financial aid	-	-	-	1,686,878
State grants and contracts	-	-	-	1,733,024
State financial aid	-	-	-	852,690
Nongovernmental grants and contracts	-	-	-	907,429
Departmental activities	1,191,910	1,902,105	-	-
Auxiliary activities revenue, net	-	-	52,846,155	-
Indirect cost recovery (deduction)	443,839	494,641	-	(938,480)
Other	1,984,931	-	-	450,571
Total operating revenues	<u>231,167,383</u>	<u>3,371,688</u>	<u>52,846,155</u>	<u>12,328,694</u>
OPERATING EXPENSES				
Instruction	120,120,943	638,707	-	707
Research	2,156,570	66,032	-	1,646,859
Public service	3,334,852	760,143	-	8,842,731
Academic support	33,299,438	999,118	-	8,585
Student services	14,165,498	895,557	-	51,518
Institutional support	30,872,629	550,902	-	33,472
Scholarships and fellowships	52,826,371	24,244	-	39,267,621
Operation and maintenance of plant	24,994,984	70,275	-	-
Auxiliary activities expenses, net	-	-	56,125,844	-
Depreciation	-	-	-	-
Capital additions, net	1,047,002	29,420	37,180	48,999
Other	4,281,485	-	-	-
Total operating expenses	<u>287,099,772</u>	<u>4,034,398</u>	<u>56,163,024</u>	<u>49,900,492</u>
Operating income (loss)	<u>(55,932,389)</u>	<u>(662,710)</u>	<u>(3,316,869)</u>	<u>(37,571,798)</u>
NONOPERATING REVENUES (EXPENSES)				
State appropriations	71,887,985	-	-	-
Gifts	-	2,506	-	4,630,002
Investment income	74,209	-	-	7,307
Change in value of derivative instruments	-	-	-	-
Interest expense	-	-	-	-
Interest ARRA subsidy	-	-	-	-
Pell grants	-	-	-	31,622,547
Other	-	-	-	557,288
Net nonoperating revenues (expenses) before transfers and capital items	<u>71,962,194</u>	<u>2,506</u>	<u>-</u>	<u>36,817,144</u>
TRANSFERS IN (OUT)				
Mandatory:				
Funds for debt service	(6,242,422)	-	(2,225,781)	-
Matching funds	(586,884)	(21,288)	-	970,489
Non-mandatory:				
Other	(11,067,225)	332,622	(1,442,893)	(873,800)
Total transfers	<u>(17,896,531)</u>	<u>311,334</u>	<u>(3,668,674)</u>	<u>96,689</u>
CAPITAL CONTRIBUTIONS				
Capital grants and gifts	-	-	-	-
Total net nonoperating and other revenues (expenses)	<u>54,065,663</u>	<u>313,840</u>	<u>(3,668,674)</u>	<u>36,913,833</u>
(Decrease) Increase in net position	(1,866,726)	(348,870)	(6,985,543)	(657,965)
NET POSITION, Beginning of year	(47,288,763)	6,370,919	8,474,546	7,716,816
NET POSITION, End of year	<u>\$ (49,155,489)</u>	<u>\$ 6,022,049</u>	<u>\$ 1,489,003</u>	<u>\$ 7,058,851</u>

EASTERN MICHIGAN UNIVERSITY
SCHEDULE OF REVENUES, EXPENSES,
AND CHANGES IN NET POSITION
BY FUND GROUP
For June 30, 2016

	<u>Student Loan Fund</u>	<u>Plant Fund</u>	<u>Eliminations</u>	<u>Consolidated</u>
OPERATING REVENUES				
Student tuition and fees	\$ -	\$ -	\$ -	\$ 229,278,118
Scholarship allowances	-	-	(50,051,522)	(50,051,522)
Net student tuition and fees	-	-	(50,051,522)	179,226,596
Federal grants and contracts	368,833	-	-	7,248,942
Federal financial aid	-	-	-	1,686,878
State grants and contracts	-	-	-	1,733,024
State financial aid	-	-	-	852,690
Nongovernmental grants and contracts	-	-	-	907,429
Departmental activities	-	-	-	3,094,015
Auxiliary activities revenue, net	-	-	(7,846,930)	44,999,225
Indirect cost recovery (deduction)	-	-	-	-
Other	49,166	60,850	-	2,545,518
Total operating revenues	<u>417,999</u>	<u>60,850</u>	<u>(57,898,452)</u>	<u>242,294,317</u>
OPERATING EXPENSES				
Instruction	-	-	-	120,760,357
Research	-	-	-	3,869,461
Public service	-	-	-	12,937,726
Academic support	-	-	-	34,307,141
Student services	-	-	-	15,112,573
Institutional support	-	-	-	31,457,003
Scholarships and fellowships	-	-	(50,051,522)	42,066,714
Operation and maintenance of plant	-	(566,540)	-	24,498,719
Auxiliary activities expenses, net	-	-	(7,846,930)	48,278,914
Depreciation	-	14,841,297	-	14,841,297
Capital additions, net	-	(1,162,601)	-	-
Other	492,145	-	-	4,773,630
Total operating expenses	<u>492,145</u>	<u>13,112,156</u>	<u>(57,898,452)</u>	<u>352,903,535</u>
Operating income (loss)	<u>(74,146)</u>	<u>(13,051,306)</u>	<u>-</u>	<u>(110,609,218)</u>
NONOPERATING REVENUES (EXPENSES)				
State appropriations	-	-	-	71,887,985
Gifts	-	-	-	4,632,508
Investment income	187,846	(21,291,178)	-	(21,021,816)
Change in value of derivative instruments	-	-	-	-
Interest expense	-	(9,043,753)	-	(9,043,753)
Interest ARRA subsidy	-	1,700,678	-	1,700,678
Pell grants	-	-	-	31,622,547
Other	-	-	(6,946)	550,342
Net nonoperating revenues (expenses) before transfers and capital items	<u>187,846</u>	<u>(28,634,253)</u>	<u>(6,946)</u>	<u>80,328,491</u>
TRANSFERS IN (OUT)				
Mandatory:				
Funds for debt service	-	8,468,203	-	-
Matching funds	(362,317)	-	-	-
Non-mandatory:				
Other	-	13,044,350	6,946	-
Total transfers	<u>(362,317)</u>	<u>21,512,553</u>	<u>6,946</u>	<u>-</u>
CAPITAL CONTRIBUTIONS				
Capital grants and gifts	-	76,813	-	76,813
Total net nonoperating and other revenues (expenses)				
	<u>(174,471)</u>	<u>(7,044,887)</u>	<u>-</u>	<u>80,405,304</u>
(Decrease) Increase in net position				
	<u>(248,617)</u>	<u>(20,096,193)</u>	<u>-</u>	<u>(30,203,914)</u>
NET POSITION, Beginning of year				
	<u>1,955,275</u>	<u>177,497,685</u>	<u>-</u>	<u>154,726,478</u>
NET POSITION, End of year	<u>\$ 1,706,658</u>	<u>\$ 157,401,492</u>	<u>\$ -</u>	<u>\$ 124,522,564</u>

University Notes to Supplemental Schedules

Basis of Presentation:

The University utilizes four current and three noncurrent fund groupings for internal operating purposes, as follows:

Current Fund Groupings:

General Fund is used to account for general operating activities.

Designated Fund is used to account for funds designated by the University.

Auxiliary Activities Fund is used to account for services and facilities provided to students, faculty, staff, and the public and is managed to operate as a self-supporting activity.

Expendable Restricted Fund is used to account for funds restricted by donor or supporting agency.

Noncurrent Fund Groupings:

Student Loan Fund is used to account for transactions related to loans to students.

Plant Fund is used to account for transactions relating to investments in physical properties, indebtedness incurred in the financing thereof and reserves for maintenance, replacement, insurance, and debt service.

Agency Fund is used to account for amounts held in custody for students, University-related organizations, and others.

The eliminations on the Schedules of Revenues, Expenses, and Changes in Net Position by Fund represent the reclass of scholarship allowances as required by Governmental Accounting Standards Board Statement No. 35 - *Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*.

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BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 22
DATE:
October 20, 2017

RECOMMENDATION

**2018-19 GENERAL FUND SCHOLARSHIPS, AWARDS AND GRANTS
REQUEST**

ACTION REQUESTED

It is recommended that the Board of Regents approve the 2018-19 General Fund Scholarships, Awards and Grants proposal for \$58,789,000

STAFF SUMMARY

The General Fund's Scholarships, Awards and Grants Request is presented to the Board for approval earlier than in the normal budget request timeframe to reflect programmatic and funding changes for the next recruitment cycle, and to meet admission publication timelines.

This proposal includes the assumption of a 3.0% increase in Tuition and Fees for 2018-19, along with a total FTIAC enrollment for Fall 2018 of 2,828. This request, which represents an increase of 3.0% in student aid over the prior year, reflects adjustments in aid levels to account for tuition increases, as well as an effort to stabilize enrollment by attractive more academically prepared students, better able to succeed with the rigor of an EMU education.

FISCAL IMPLICATIONS

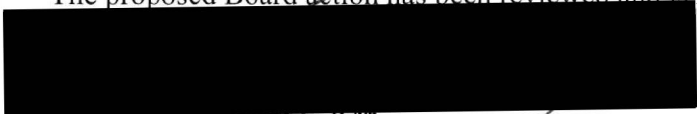
The 2018-2019 Scholarships, Awards and Grants proposal of \$58,789,000 represents an increase of \$1,709,000 (3.0%) over the 2017-2018 Financial Aid Request of \$57,080,000.

The total proposal of \$58,789,000 includes:

- | | |
|------------------------------------|--------------|
| 1. Scholarships, Awards and Grants | \$43,756,000 |
| 2. Athletic Grants-in-Aid | \$10,063,000 |
| 3. Federal and State Matches | \$ 500,000 |
| 4. Graduate Aid | \$ 4,470,000 |

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

October 20, 2017
Date

Financial Aid Trends

	<u>Scholarship/Grant</u>	<u>Athletic</u>	<u>Federal Matches</u>	<u>Graduate</u>	<u>Total Requested</u>
Request for 2008-2009	\$ 11,938,000	\$ 6,284,000	\$ 729,000	\$ 4,087,000	\$ 23,038,000
Request for 2009-2010	\$ 13,984,000	\$ 6,797,000	\$ 729,000	\$ 4,050,000	\$ 25,560,000
Request for 2010-2011	\$ 18,170,000	\$ 7,002,000	\$ 772,000	\$ 4,458,150	\$ 30,402,150
Request for 2011-2012	\$ 20,985,000	\$ 6,941,000	\$ 1,023,000	\$ 4,775,000	\$ 33,724,000
Request for 2012-2013	\$ 22,961,000	\$ 7,231,000	\$ 1,023,000	\$ 4,825,000	\$ 36,040,000
Request for 2013-2014	\$ 25,963,000	\$ 7,097,000	\$ 650,000	\$ 4,375,000	\$ 38,085,000
Request for 2014-2015	\$ 30,940,000	\$ 7,395,000	\$ 500,000	\$ 4,987,000	\$ 43,822,000
Request for 2015-2016	\$ 33,522,000	\$ 8,980,000	\$ 500,000	\$ 5,021,000	\$ 48,023,000
Request for 2016-2017	\$ 38,100,000	\$ 10,041,000	\$ 500,000	\$ 5,557,000	\$ 54,198,000
Request for 2017-2018	\$ 40,546,000	\$ 10,255,000	\$ 500,000	\$ 5,779,000	\$ 57,080,000
Request for 2018-2019	\$ 43,756,000	\$ 10,063,000	\$ 500,000	\$ 4,470,000	\$ 58,789,000

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 23

DATE:
October 20, 2017

RECOMMENDATION
FISCAL YEAR 2019 STATE CAPITAL OUTLAY PLAN

ACTION REQUESTED

It is recommended that the Board of Regents approve the University's Capital Outlay Plan and delegate authority to the President to submit the renovation of Sill Hall as the University's top project request for state cost participation for Fiscal Year 2019.

STAFF SUMMARY

The State Budget Office issued its Fiscal Year 2019 Capital Outlay Budget memorandum to University Presidents on August 23, 2017. The Management and Budget Act, Public Act 431 of 1984, as amended, requires universities to present a Five-Year Capital Outlay Plan no later than November 1 of each year. Universities may also elect to submit a capital outlay project request for state cost participation.

Sill Hall is home to Eastern's College of Technology and houses the School of Engineering Technology. Built in 1965, Sill Hall has not received any significant improvements or renovation since its construction. The project reflects a major renovation of the 92,635 gross square foot structure including, modernizing classroom and labs, lecture halls, student commons areas, and faculty offices, as well as, creating flexible use spaces for both research and instruction and replacement of architectural, structural, mechanical, and electrical systems. Additionally, the project includes an expansion of 16,000 gross square feet at Sill Hall to support lab space for the engineering program. The project demonstrates the University's commitment to the development of the University's Engineering programs.

To comply with the statutory requirements, Eastern Michigan University will post its Five-Year Capital Outlay Plan on the institution's internet site by October 31, 2017.

FISCAL IMPLICATIONS

The approved cost to renovate Sill Hall is \$40.0 million. At a funding mix of 75% State / 25% Eastern, the University's cost share would be \$10 million.

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

October 20, 2017
Date



IMPLEMENTATION PLAN

COLLEGE of TECHNOLOGY

ENGINEERING PROGRAM GROWTH and EXPANSION

Sill Hall / Jones and Goddard Halls

EASTERN MICHIGAN UNIVERSITY

Building Maintenance Projects > \$1M

(Final 9/28/17)

COLLEGE of TECHNOLOGY ENGINEERING PROGRAM GROWTH and EXPANSION

<i>Is the Project a renovation or new construction?</i>	Ren (X)	New (X - Addition)
<i>Is there a 5-Year Master Plan available?</i>	Yes (X)	No ()
<i>Are professionally-developed Program Statements and/or Schematic Plans available now?</i>	Yes (X)	No ()
<i>Are Match Resources currently available?</i>	Yes (X)	No ()
<i>Has the University identified available Operating Funds</i>	Yes (X)	No ()

Introduction

Michigan has seen a considerable transformation in both demographic reality and business and industrial needs. Businesses and industries are coping with a deficiency of qualified engineers. Furthermore, students coming from high schools are demanding more career-driven disciplines that can assure reasonable career success. With the ever-changing and increasing world of technology, there is a vastly increasing need for educated and qualified engineers in Michigan and throughout the country. Based on this observation, and the investments made and committed in our laboratories, classrooms and faculty, the Eastern Michigan University (EMU) College of Technology is expand its engineering program to meet the current and future needs of the market.

Eastern Michigan University's College of Technology currently offers diverse academic programs including seventeen (17) baccalaureate programs and ten (10) graduate degrees and certified programs through its five Schools:

- Engineering Technology
- Information Security and Applied Computing
- Technology and Professional Services Management
- Visual and Built Environments
- Military Science and Leadership

Through planning and benchmarking, the College has reviewed the current and planned programs and facilities to develop a program and Master Plan to support long and short-term COT goals. With expansions of and additions to existing programs, such as Mechanical, Electrical and Computer, Civil, and other Engineering programs, the College projects growth from the current 2,300 students to approximately 3,800-4,000 students (an increase of more than 65%) in the next ten to fifteen (10-15) year period. Nearly 90% of EMU students are from Michigan, and demographic studies have indicated approximately 75% of EMU students stay in Michigan for their careers.

In comparing the current College of Technology facilities to peer institutions, the College is undersized by about 25% of available gross square footage per student with an average of 74 gsf/student. The University has developed a two-pronged plan to (1) “right-size” the College for the current student population, and (2) meet the needs of an increased class size for approved and future planned program offerings.

The Master Plan to meet the current and future needs of the College of Technology, Engineering Program Growth and Expansion involves renovations and additions to Sill Hall, Jones and Goddard Halls.

In addition to adding dedicated program space, it is essential that the right types of space are provided to support them. Beyond lab and classroom space, it is important to include areas for students to learn by doing hands on activities and student collaboration/teaming areas.

Highlights of these support spaces include:

- Maker Spaces
- Specialty Labs
- Computer/Simulation Labs
- Virtual and Augmented Reality Labs
- Research Labs
- Student Success Suites
- Student Collaboration areas
- Student Organization and Support areas

Engineering Program Growth Plan

EMU’s Board of Regents approved a **Mechanical Engineering** program in 2016. This discipline accepted Freshman, Sophomore and Junior level students beginning with the Fall Semester 2017. All student levels are expected to be represented in the Fall Semester 2018. It is planned to offer Graduate level programs beginning in the Fall Semester 2021 pending Regent approval.

Pending Regent approval, **Electrical and Computer Engineering** will start with Freshman and Sophomores in the Fall Semester 2018. All student levels are expected to be represented in the Fall Semester 2020. Graduate level programs are proposed to begin in Fall Semester 2021.

Pending Regent approval, **Civil Engineering** will start in the Fall Semester 2019 with Freshman and Sophomore student representation. All students are expected to be represented in the Fall Semester 2021. Graduate level programs are proposed to begin in Fall Semester 2022.

Other Engineering Program disciplines such as **Chemical Engineering** and **Industrial Engineering** are in the planning stages with the intent of offering classes in the Fall Semester of 2021 or 2022.

To meet these program needs, EMU has created a two-pronged approach to modernize and expand Sill Hall, and repurpose, renovate and expand Jones-Goddard Halls.

Sill Hall Renovation and Addition – State Capital Outlay Request

The modernization and expansion of Sill Hall has been identified as the first priority of meeting the Engineering Program needs and represents our FY19 capital outlay request.

Sill Hall, built in 1965, is composed of three distinct areas; a single-story, high-bay structure, a two-story classroom and administrative support structure, and a single-story lecture hall area. These three areas plus supporting spaces comprise a total of 92,635 gsf.

The 30,205 gsf high-bay structure provides large volume space for advanced laboratory utilization needs that are important to the Mechanical Engineering discipline such as:

- Manufacturing Lab
- Automotive Lab
- Thermo-Fluids Lab
- Plastics Lab
- Casting/Welding Lab
- Robotics Lab

The high-bay structure does not provide enough area for the Mechanical Engineering program needs. The existing infrastructure and building systems do not meet the program's advanced needs, and do not offer any ability for expansion and growth. The project will fully renovate the building systems, components and finishes, as well as increase systems capacity to meet the growth needs and provide for the future.

In addition to renovating the single-story, high-bay portion of Sill, the two-story 43,822 gsf structure would also be reconfigured and renovated to create general teaching labs, classrooms and student collaboration areas for Mechanical and Electrical/Computer Engineering.

The third 11,176 gsf area containing the Lecture Halls. The supporting building systems are beyond their useful life and will be replaced. Additionally, remote office spaces would be relocated, with the areas reconfigured as student "Maker's Space" and collaboration areas.

Finally, approximately 16,000 gsf of additional square footage will be created to provide dedicated engineering laboratory, classroom and student collaboration areas. This addition will enhance ADA access, provide for student interdisciplinary interaction, and set the direction for future expansions and connections to other COT facilities.

Currently Sill Hall has nearly \$16M in deferred maintenance and asset preservation needs.

- Outdated room layouts, orientations, locations and adjacencies, and sizing;
- Obsolete and inefficient mechanical systems;
- Obsolete plumbing systems;
- Obsolete and inefficient electrical systems;
- Energy inefficient windows and other building envelope systems;
- Inadequate handicap (ADA) accessibility;
- Failing and damaged interior systems and finishes.

Condition Assessments have identified Sill Hall as among the top four university buildings in greatest need for renovation. Combining the programmatic improvements with new building systems, building envelope and learning environment will be the first step in meeting the Engineering Program needs.

The project will include full replacement of HVAC, plumbing, electrical and fire suppression systems, as well as use of modern, sustainable interior finish materials and systems. The project will be designed in compliance with the Americans with Disabilities Act, and will strive for LEED Silver certification. The project budget for this phase is \$40M.

Jones Hall Renovation and Addition –Future Funding

The renovation of Sill Hall, although important to the Engineering Program, will not provide the additional area need to meet the programs growth. Immediately between the two major COT facilities (Sill Hall and Roosevelt Hall) stands Jones and Goddard Halls. Originally constructed as residence halls, and closed from use in 2005, the halls have only seen use as temporary swing-space storage for equipment and furnishings from other capital projects. Now in severe need of renovation and restoration, the University has developed a plan to utilize large portions of Jones and Goddard Halls, combined with selective demolition and a corresponding advanced-technology addition to provide not only the additional square footage needed for the Engineering Program, but also create a “Engineering and Technology” campus within the University’s borders. This program-based campus approach will increase student interaction, provide for expansion of interdisciplinary instruction, and offer flexible learning spaces for modern and future teaching pedagogies. The additional areas also allow for future growth.

After renovating Sill Hall as part of the State Capital Outlay program, the University intends to renovate Jones Hall using local dollars. Built in 1948 and containing 70,491 gsf, Jones Hall will take the lead in repurposing these classic structures for new use for the College of Technology new Engineering Programs. Goddard Hall, built in 1955 and containing 75,856 gsf will also be involved in this effort, but it will not be fully renovated other than for primary utility services, life safety and emergency egress requirements. Goddard Hall is being reserved for other future uses by the College and the University.

The adaptive reuse of Jones Hall is a goal and priority of EMU, the College of Technology, and the development, expansion and additional offerings of the Engineering Program. This project will include partial demolition of the east wings of Jones and Goddard Halls to make way for a new 46,000 sf building addition in the open courtyard of both facilities. The addition will connect to the remaining 44,000 sf of Jones Hall through a series of ramps and connecting walkways over an open multi-story atrium separating the addition from the existing buildings. The open east exposure will allow for visual and physical connections to the existing Sill Hall creating a College of Technology micro-campus.

The combined 90,000sf of additional space shall support the implementation and growth of the following programs:

1. Mechanical Engineering
2. Electrical and Computer Engineering
3. Civil Engineering

Supporting these programs and others within the College, this project will also create space for:

1. Student Engineering and Technology Organizations
2. Student Advising Centers
3. Professional Business and Community Outreach
4. College of Technology Dean's Office
5. Expanded Faculty Offices
6. Student Collaboration and Maker's Spaces

Currently Jones and Goddard Halls have over \$43M in deferred maintenance and asset preservation needs.

- Obsolete and failed life safety systems;
- Obsolete and failed mechanical systems;
- Obsolete and failed plumbing systems;
- Obsolete and failed electrical systems;
- Energy inefficient windows and other building envelope systems;
- Inadequate handicap (ADA) accessibility;
- Interior systems and finishes have failed and been damaged.

Condition Assessments have identified Jones and Goddard Halls as the top two university buildings in greatest need for renovation. While offline from use and mothballed to protect from weather damage, the condition and prime location of these buildings has led the University to seek alternative uses and planning solutions. This project will provide for a complete renovation of all building systems and components for Jones Hall as well as setting systems in place for the future full renovation of Goddard Hall, potentially allowing for further growth of engineering program.

The projected project costs is \$40M which will provide for selective demolition of the east wings of both Jones and Goddard Halls, renovation of 44,000 sf of Jones Hall for all college, academic and student life support spaces, and an addition of 46,000 sf to house classrooms, lecture halls, advanced laboratories, student collaboration and Maker's Spaces. The combined facility will feature flexible uses for both instructional and research needs, as well as provide adaptability to future trends in engineering.

The project will include full replacement of HVAC, plumbing, electrical and fire suppression systems, as well as use of modern, sustainable interior finish materials and systems. The project will be designed in compliance with the Americans with Disabilities Act, and will strive for LEED Silver certification.

Operating Costs – Sill Hall, Jones and Goddard Halls

The renovation of Sill Hall with modern efficient building envelope and mechanical systems is anticipated to bring 25-30% energy savings while providing better building utilization due to enhanced learning environment conditions.

While currently offline, Jones and Goddard Halls still incur minimal maintenance and operating costs. Once the project is completed, the increase in overall operating costs from a fully functioning and occupied Jones Hall will be offset through gains in operating efficiencies and increased space utilization from the program growth.

All operating costs are funded through the University’s General Fund.

Overall Program “Capital Project” Costs

The total project is estimated to cost \$80,000,000 broken down in the following components:

Sill Hall Renovation and Addition (State Capital Request)	\$40,000,000
Construction Costs	\$31,650,000
Administrative Costs and Fees	\$ 4,100,000
Owners Costs	\$ 4,250,000
Jones Hall Renovation and Addition	\$40,000,000
Construction Costs	\$30,900,000
Administrative Costs and Fees	\$ 4,200,000
Owners Costs	\$ 4,900,000
TOTAL ENGINEERING PROGRAM INVESTMENT :	\$80,000,000

Other Alternatives Considered

Total demolition of Jones-Goddard Halls combined with a renovation and expansion of Sill Hall was considered and abandoned for numerous reasons including the cost implications of replacement versus renovation of the existing Jones-Goddard Halls, and the expectation that replacement of the usable square footage could cost up to 25% more than renovation. Additionally, the lower levels of both Jones and Goddard Halls house centralized campus systems (steam, chilled water, and fiber-optic data) that would be cost-prohibitive and disruptive to move. The central location of Jones and Goddard Halls between Sill Hall and Roosevelt Hall offer the ability to create a “micro-campus” dedicated to the engineering and technology studies. Finally, the University’s effort to maintain sustainable practices supports the revitalization of existing structures as opposed to building new structures. This point is emphasized with the gain in space utilization in bringing an offline building back into use.

Jones Hall is centrally located within the College of Technology's existing facilities. Its location is within the academic core of campus, close to residence halls, other academic facilities, library, and parking. The building's structure is in good condition and therefore warrants renovation rather than a new building. Finally, demolition of Jones Hall would leave a void within the fabric of the University that would affect the campus aesthetics as well as pedestrian flow, and potentially be utilized for uses not congruent with the College of Technology.

Eastern Michigan University is the second oldest campus in the State of Michigan. The state's investment in buildings and infrastructure should be preserved when possible and financially feasible to do so. The construction costs associated with a new building were carefully studied and found not to be fiscally prudent, given the constraints on available state and institutional funds for capital projects. We believe, when possible, existing buildings that are structurally sound should be renovated and modernized as opposed to razing buildings for new structures.

Programmatic Benefit to State Taxpayers and Specific Clientele or Constituencies

The programmatic benefit of the Renovation and Additions to Sill Hall, coupled with the University-funded renovation and expansion of Jones Hall, will be to dramatically increase the number of engineering graduates, thus helping to address the critical shortfall facing the State of Michigan. Additionally, the project will better serve current and future students through enhanced learning spaces and technology and to help the University recruit and retain students and faculty. The state of the art facilities and micro-campus will make EMU the university of choice for Engineering and Technology students across the state of Michigan.

The Sill Hall Renovation and Addition Project will provide economic benefit to the City of Ypsilanti and the eastern Washtenaw County area through the creation of critically needed new construction jobs over three years. EMU has a significant impact on the local economy. For this area of Washtenaw County, it is imperative that EMU remain a vital and vibrant institution. It should be noted upon successful completion of this project, EMU will have renovated three of our four oldest non-improved buildings on campus. This continues our systematic approach to sustainable design through renovation and adaptive reuse of these aging but historic structures.

Funding Resources

EMU currently has the ability to provide the required matching funds.

BUILDING MAINTENANCE PROJECTS GREATER THAN \$1M (FY2019-2023)

<u>Project Name:</u>	<u>Amount:</u>
Co-Generation Turbine Replacement **	\$2,500,000 / \$19,600,000
Strong Hall Renovation*	\$ 9,884,000
Loop1 (Electrical) 13.2kVA Conversion**	\$3,700,000 / \$ 7,500,000
Energy Conservation Measures (ECM) Project – Phase III**	\$1,000,000 / \$ 8,500,000
Alexander Building Envelope	\$ 7,450,000
Total Building Projects Greater than \$1 Million:	\$7,200,000 / \$46,184,000

**University matching funds for State Capital Outlay Project*

*** Multiyear Project – Remaining Balance/Total Funding*

**FISCAL YEAR 2018
CAPITAL OUTLAY PROJECT REQUEST**

Institution Name: Eastern Michigan University

Project Title: Engineering Program at Sill Hall Renovation

Project Focus: Academic ___ Research ___ Administrative/Support
Type of Project: Renovation ___ Addition ___ New Construction

Program Focus of Occupants: Students and Faculty

Approximate Square Footage: 108,635 gsf

Total Estimated Cost: \$40,000,000

Estimated Start/Completion Dates: July 2018 / January 2020

Is the Five-Year Plan posted on the institution’s public internet site? Yes ___ No
Is the requested project the top priority in the Five-Year Capital Outlay Plan? Yes ___ No
Is the requested project focused on a single, stand-alone facility? Yes ___ No

Describe the project purpose.

The Engineering Program project at Eastern Michigan University’s Sill Hall continues the University’s commitment to its developing engineering program and to the enhancement of the education experience within the science, technology, engineering and mathematics (STEM) fields. With a renovation of the existing space at Sill Hall, the investment will transform the educational space for the College of Technology and allow for further growth of the University’s engineering programs. The investment in the engineering program will provide modern and state of the art facilities for professors to educate the next generation of engineering professionals in the State of Michigan.

Describe the scope of the project.

The Engineering project at Sill Hall includes the renovation of 92,635 gross square feet (gsf) and expansion of 16,000 gsf of new building space. The renovation and expansion plans to classrooms, laboratories, student collaboration/support space and faculty offices will bring these spaces to modern standards and address existing deferred maintenance on all building systems and finishes. The entire interior will be reconfigured to accommodate the educational needs of the engineering programs and to promote spatial efficiencies and accommodate flexibility with the future needs of the University’s mechanical, electrical, computer and civil engineering programs.

The 30,205 gsf high-bay structure provides large volume space for advanced laboratory utilization needs that are important to the Mechanical Engineering discipline such as:

- Manufacturing Lab
- Automotive Lab
- Thermo-Fluids Lab
- Plastics Lab
- Casting/Welding Lab
- Robotics Lab

The high-bay structure does not provide enough area for the Mechanical Engineering program needs. The existing infrastructure and building systems do not meet the program's advanced needs, and do not offer any ability for expansion and growth. The project will fully renovate the building systems, components and finishes, as well as increase systems capacity to meet the growth needs and provide for the future.

In addition to renovating the single-story, high-bay portion of Sill, the two-story 43,822 gsf structure would also be reconfigured and renovated to create general teaching labs, classrooms and student collaboration areas for Mechanical and Electrical/Computer Engineering.

The third 11,004 gsf area contains the Lecture Halls. The supporting building systems are beyond their useful life and will be replaced. Additionally, remote office spaces would be relocated, with the areas reconfigured as student "Maker's Space" and collaboration areas.

Finally, approximately 16,000 gsf of additional square footage will be created to provide dedicated engineering laboratory, classroom and student collaboration areas. This addition will enhance ADA access, provide for student interdisciplinary interaction, and set the direction for future expansions and connections to other COT facilities.

The renovation will ensure that modern building system standards are maintained. The renovation of Sill Hall requires significant investment in its building systems as these currently reside in an obsolete and failing state. Deteriorated building systems within Sill Hall that will be addressed include:

- Obsolete and failed mechanical systems
- Obsolete and failed plumbing systems
- Obsolete and failed electrical systems
- Energy inefficient windows and other building envelope systems
- Inadequate handicap accessibility
- Interior systems and finishes

Describe the Program Focus of Occupants

The engineering programs within the College of Technology

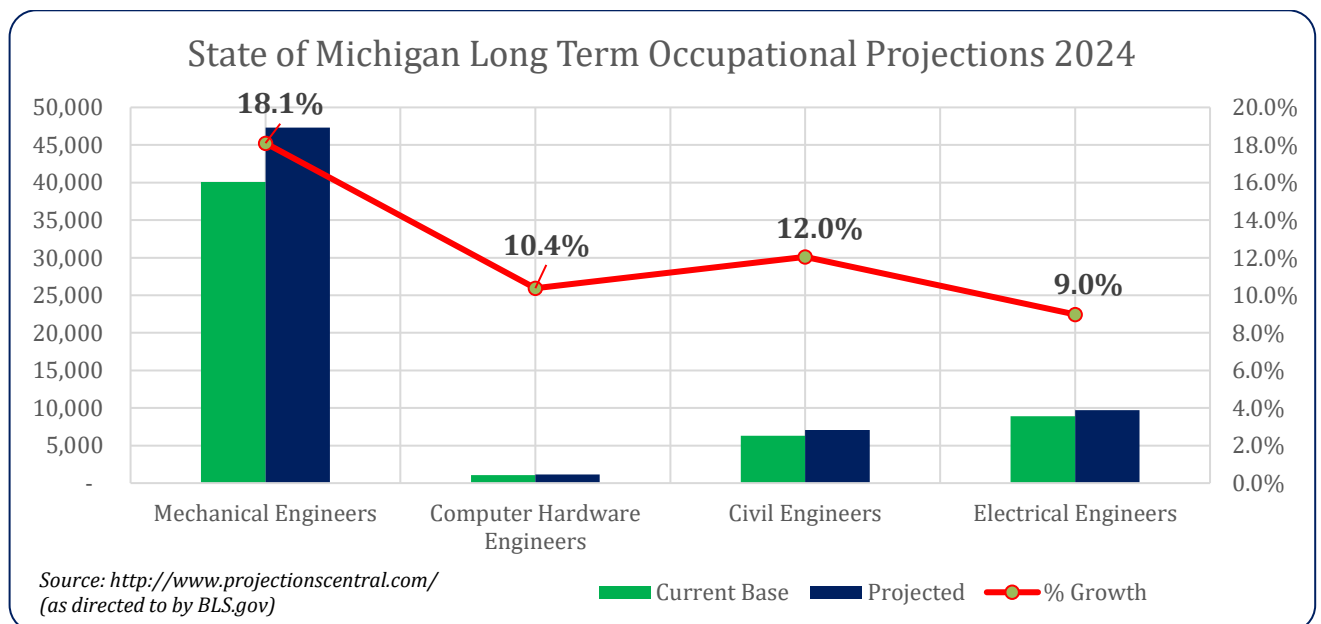
Please provide detailed, yet appropriately concise responses to the following questions that will enhance our understanding of the requested project:

1. How does the project enhance Michigan's job creation, talent enhancement and economic growth initiatives on a local, regional and/or statewide basis?

An investment in Eastern Michigan University is an investment back into the State of Michigan as approximately 87% of our students are residents of Michigan and 71% of reachable alumni remain in Michigan. The capital investment in the University's engineering program and Sill Hall will jumpstart the anticipated growth in the engineering program. The engineering program is a growth area for the University and will bring with it more students into the STEM programs by providing a modern classroom and laboratory educational experience. The development of the College of Technology, specifically the engineering programs, is a key priority of the University. This priority continues the University's ongoing commitment to the further development of the STEM programs as evidenced by the \$90 million self-funded renovation of Mark Jefferson Hall and the joint investment with the State of Michigan in the \$40 million current renovation of Strong Hall.

Eastern Michigan University has demonstrated its commitment to the growth of women in STEM careers as evidenced by hosting the annual Digital Diva's conference which focuses on promoting the STEM fields to middle and high-school girls with a particular focus on computer engineering related breakout sessions. While only 24% of the STEM jobs are held by women, Eastern Michigan University is committed to engaging middle and high-school girls to increase this percentage while providing greater numbers of graduates entering STEM careers. Since Eastern Michigan University has held this conference, attendance has increased 500%. With the continued enhancement to Sill Hall and the Engineering departments, Eastern Michigan University anticipates increased female students in the STEM programs.

Per the Bureau of Labor Statistics and Projectionscentral.com, occupational projections through 2024 for engineers in the State of Michigan are shown below. Across all of the engineering disciplines noted, there is expected growth within the State through 2024. Investments made in these areas will support the students that will meet this future workforce demand in the market.



The Sill Hall project will provide critical updates to the classrooms, lecture halls, laboratories, and mechanical and safety systems. The reconfiguration of the building will address outdated and overcrowded spaces and provide a state of the art educational environment for students and faculty to perform research and instruction. Additionally, the fire suppression system will be updated. The HVAC, plumbing and electrical systems will be replaced creating energy efficiencies, reducing utility costs by an estimated 25-30%.

Eastern Michigan University STEM Facts

- In February 2017, Eastern Michigan University's Board of Regents approved the Mechanical Engineering Bachelor of Science program. The program emphasizes design and materials.
- Eastern Michigan University has experienced an average of 8% increase in enrollment for STEM fields of study since the completed renovation of Mark Jefferson Hall.
- In 2014, Eastern Michigan University received a federal grant awarded by the U.S. Department of Education's Title III Program to strengthen the university's efforts in educating its students in STEM disciplines, with special emphasis on bringing women and minorities into these disciplines.
- Eastern Michigan University currently offers 41 majors in STEM disciplines

In addition to the enhanced development of talented students entering the Michigan job markets, the Sill Hall renovation will also provide economic benefit and employment to the City of Ypsilanti and eastern Washtenaw County. Based on analysis of similar projects in the state, these areas could see a 95% indirect economic benefit for every dollar spent on construction. Based on the Sill Hall project estimates of \$31 million for direct construction related costs, we estimate that a total of \$60.5 million in direct and indirect economic benefit could be realized for the Ypsilanti and surrounding Washtenaw County areas.

2. How does the project enhance the core academic and/or research mission of the institution?

Included in Eastern Michigan University's mission is to enrich the lives of its students in a supportive and intellectually dynamic community and environment. The Sill Hall renovation allows our physical building to be as supportive and dynamic in their education as the faculty and staff currently provide, by bringing the outdated and overcrowded classrooms, lecture halls and laboratories into the modern age. Renovating Sill Hall into a flexible space with up to date mechanical and electrical systems ensures that the building will be able to keep up with the needs of the ever-evolving STEM programs.

The project will create or enhance an environment for STEM education in the following ways;

- Additional instructional and research laboratories for Mechanical, Electrical and Computer Engineering programs,
- Modernized classrooms and lecture halls,
- Flexible laboratories to accommodate evolving programmatic needs and the future development of a Civil Engineering program
- Informal and collaborative learning spaces

3. Is the Project focused on a single, stand-alone facility?

Yes – the project will be focused to only Sill Hall.

4. How does the project support investment in or adaptive re-purposing of existing facilities and infrastructure?

The renovation of Sill Hall will bring modern technologies to building systems and components such as lighting control and building automation systems, wireless data systems, modern lighting devices, finishes and equipment. By utilizing and repurposing existing infrastructure elements such as stairways, corridors, and structural components, we preserve elements whose remaining life expectancy will continue to serve the university for years to come, and supplement it with new, modern elements suited to meet the needs of students and faculty today and for the foreseeable future.

5. Does the project address or mitigate any current health/safety deficiencies relative to existing facilities? If yes, please explain.

Yes. Notable deficiencies identified at Sill Hall that will be addressed in the renovation include:

- An automatic wet-pipe fire protection system will be provided for the entire building;
- Smoke detectors will be installed in supply and return air ducts for every air handler unit;
- Fire alarms will be connected to the University Fire Alarm system;
- Emergency showers/eye wash stations;
- Chemical storage facilities will be created;
- Emergency shutoff valves for natural gas will be installed in laboratories and classrooms utilizing these systems;
- Data and communication system updates will allow for mass notifications of emergencies throughout the building;
- All renovations will be ADA compliant.

6. How does the institution measure utilization of its existing facilities, and how does it compare relative to established benchmarks for educational facilities? How does the project help to improve the utilization of existing space and infrastructure, or conversely how does current utilization support the need for additional space and infrastructure?

In comparing the current College of Technology facilities to peer institutions, the College is undersized by about 25% of available gross square footage per student with an average of 74 gsf/student. At comparable institution's College of Technology, the average is 100 gsf/student.

Eastern Michigan University completed a 2008 Space Utilization study which examined current and forecasted conditions, benchmarked against state and national educational trends and data. This information is gathered from our classroom scheduling system which is utilized for determining demand of our educational offerings. It is clear from this information that the University is lacking necessary engineering educational spaces, which are essential for a contemporary, interactive and flexible STEM education investigative setting.

7. How does the institution intend to integrate sustainable design principles to enhance the efficiency and operations of the facility?

The Sill Hall renovation is designed to meet LEED Silver certification requirements. The renovation plan provides for upgrades to energy efficient windows, lighting levels, air flow exchanges, and exhaust. The renovated infrastructure will create utility efficiencies estimated at 25-30% compared to current levels.

- 8. Are match resources currently available for the project? If yes, what is the source of the match resources? If no, identify the intended source and the estimated timeline for securing said resources?**

Yes. Eastern Michigan University will utilize a blend of capital reserves, private donations and/or capital funding (Including bond financing) to match state resources.

- 9. If authorized for construction, the state typically provides a maximum of 75% of the total cost for university projects and 50% of the total cost for community college projects. Does the institution intend to commit additional resources that would reduce the state share from the amounts indicated? If so, by what amount?**

Eastern Michigan University intends to fund the Sill Hall renovation project beyond the State's maximum funding of \$30 million. Eastern Michigan University is looking forward to partnering with the State of Michigan and is open to further discussion regarding additional funding to make this project a reality.

- 10. Will the completed project increase operating costs to the institution? If yes, please provide an estimated cost (annually, and over a five-year period) and indicate whether the institution has identified available funds to support the additional cost.**

No, we estimate the overall operating costs to decrease in total, driven by expected utility efficiencies, as a result of the Sill Hall renovation project.

- 11. What impact, if any, will the project have on tuition costs?**

None.

The Sill Hall renovation project will not increase tuition. In fact, the renovations or replacements of mechanical and electrical systems are expected to create a 25-30% decrease to current utility costs at Sill Hall and also eliminate \$15.7 million in deferred maintenance costs. Additionally, with the renovation, Eastern Michigan University anticipates an increase in enrollment once the program is completed, specifically in the engineering programs.

- 12. If this project is not authorized, what are the impacts to the institution and its students?**

Due to limited financial resources, Eastern Michigan University would be unable to complete the Sill Hall renovation without the State's support. The existing building is outdated and overcrowded, which negatively impacts the students and faculties ability to perform research and instruction. Without the renovation of Sill Hall into a modern building configuration, challenges to the student's ability to obtain, and faculty to deliver, the full educational experience necessary to properly develop future professionals in the engineering fields will exist.

Additionally, without the renovation, Eastern Michigan University will have to continue funding temporary repairs to Sill Hall, utilizing resources that could be better used in other areas. Current assessments of Sill Hall include deferred maintenance costs of \$15.7 million that would be eliminated upon the renovation of Sill Hall.

13. What alternatives to this project were considered? Why is the requested project preferable to those alternatives?

Eastern Michigan University is committed to the further development of its STEM programs, specifically the mechanical, electrical, computer and future civil engineering programs. The University identifies these programs as not only important growth areas to the University, but also programs that will deliver professionals in high demand fields within the State of Michigan.

The University's alternatives to the Sill Hall project included the partial demolition and renovation of the now dormant Jones and Goddard Halls to make way for a new 46,000 gsf building addition in the open courtyard of both facilities. The addition would connect to the remaining 44,000 gsf of Jones Hall through a series of ramps and connecting walkways over an open multi-story atrium separating the addition from the existing buildings. The open east exposure would allow for visual and physical connections to the existing Sill Hall creating a College of Technology micro-campus.

The combined 90,000 gsf of additional space would also support the implementation and growth of the following programs:

- Mechanical Engineering
- Electrical and Computer Engineering
- Civil Engineering

The Jones-Goddard project would also accommodate other student services, faculty and administrative function, including:

- Student Engineering and Technology Organizations
- Student Advising Centers
- Professional business and Community Outreach
- College of Technology Dean's Office
- Expanded Faculty Offices
- Student Collaboration and Maker's Spaces

The Jones-Goddard project would also address deferred maintenance and asset preservation needs in excess of \$43 million within the facilities. The facilities has outdated layouts, as they were previously used as dormitories, and currently have largely obsolete and failed mechanical, plumbing, electrical and other building envelope systems. Additionally the interior systems and finishes have failed and incurred significant damage. The facilities also have inadequate handicap (ADA) accessibility. The project would provide for a complete renovation of all building systems and components within Jones Hall as well as setting systems in place for the future full renovation of Goddard Hall, providing the potential for future growth of the engineering program.

The University has determined that the Sill Hall Project is preferable as the facility currently houses the College of Technology and would not require the investment in demolition and building systems required in the Jones and Goddard Halls project. Additionally the Sill Hall project will provide the modern space needed for the University's engineering programs while also allowing for flexibility of Jones and Goddard halls to meet the University's future programmatic and strategic needs.

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: A
DATE: October 20, 2017

RECOMMENDATION TO APPROVE AMENDMENTS TO STUDENT ORGANIZATION AND FREE SPEECH SPEAKER POLICY

ACTION REQUESTED

It is recommended that the Board of Regents of Eastern Michigan University approve the attached amendments to Board Policy 8.4.3, *Student Organization and Free Speech Speaker Policy*, effective October 20, 2017.

STAFF SUMMARY


The University's commitment to free speech and expression is unwavering. Protection of First Amendment rights is essential to Eastern Michigan University's educational mission. The University will enable faculty, staff, student organizations and other groups to host a variety of events on campus in the spirit of the free exchange of ideas and to supplement and enrich students' educational experience. The form in which this expression takes place is rapidly evolving and the University must therefore have the flexibility to adopt policies and procedures supporting these events which are adaptable to current conditions. The recommended amendment to Board Policy 8.4.3 authorizes the University to promulgate policies and to publish them to the entire campus community. The current policies can be found on the On Campus Events and Demonstrations Page.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer
Gloria A. Hage
General Counsel

10.20.2017

Date

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8. Student Programs and Requirements

8.4. Student Activities

8.4.3. Student Organization Free Speech and Speaker Policy

Printable

version

Effective

Date: 4-

19-1972

Revision Date: 12-2-2003

UNIVERSITY POLICY STATEMENT

Free speech is essential to Eastern Michigan University's educational mission. The University will enable faculty, staff, student organizations and other groups to host a variety of events on campus in the spirit of the free exchange of ideas and thereby to

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supplement and enrich students' educational experience. Views expressed should be stated openly in order to allow for critical evaluation.

Toward that end, the University makes certain event facilities and spaces available to faculty, staff, student organizations and to other non-University users.

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The goal is for all University events to be orderly and peaceful so as many persons as possible can participate in and benefit from an open exchange of ideas. Because events can sometimes raise security concerns, the University will strive to ensure safety while protecting the First Amendment rights of those who wish to participate in on campus events.

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Accordingly, the University will promulgate reasonable rules and regulations surrounding the use of its campus facilities with the dual goals of protecting the First Amendment Rights of members of its community and safety and security of persons paramount.

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It is the policy of Eastern Michigan University to encourage recognized student organizations to invite speakers to campus to address public meetings in the spirit of the free exchange of ideas and to promote the timely discussion of a wide variety of issues. This policy assumes that the views expressed should be stated openly in order to allow for critical evaluation.

Recognized student organizations are encouraged to invite speakers to the campus to address public meetings, subject to the following provisions:

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- The speaker(s) must not urge the audience to take action which is prohibited by the rules of the University or which is illegal under federal, state or local law. Advocating or urging the modification of the government of the United States or the State of Michigan, by violence or sabotage, is specifically prohibited. It is the responsibility of the student organization to inform speakers of these prohibitions.
- Any acts that are disruptive to the normal operations of the University including classes and University business or infringe upon the rights of others will not be tolerated.

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Sponsorship must be by a recognized student organization.

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Violations of this policy by recognized student organizations may result in termination of recognition status by decision of the President of the University, upon recommendation of the Vice President for Student Affairs.

UNIVERSITY PRACTICE

The University policies and procedures governing Free Speech and Expression on Campus can be found in the On Campus Events and Resource Page.

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University procedures are established which govern the reservation of space for student organization events, in accordance with this policy. University procedures are also established which govern the sanctions for violation of this policy.

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For the purposes of preserving a record of all such public meetings and in order to coordinate them with other events taking place on the university property, the sponsoring recognized student organization must make all arrangements for reservation of space, including outside space, through the Event Planning Office in McKenny Union and Campus Life. Approved rallies and parades must be scheduled with the Department of Public Safety.

RESPONSIBILITY FOR IMPLEMENTATION

The Provost and Executive Vice President for Academic and Student Affairs is responsible for the overall implementation, administration and interpretation of the policy. The Director of Student Judicial Services the Office of Student Conduct and Community Standards is responsible for administering the Student Conduct Code as it applies to a violation of this policy.

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The Departments of Public Safety and Office of Legal Affairs are responsible for helping to ensure compliance with local, state and federal laws.

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SCOPE OF POLICY COVERAGE:

This policy applies to all members of the student organizations at Eastern Michigan University community.

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Authority for Creation and Revision

Minutes of the Board of Regents, April 19, 1972, para. 1097M.

Minutes of the Board of Regents, December 2, 2003, para. 6194M.

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8. Student Programs and Requirements

8.4. Student Activities

8.4.3. Free Speech and Speaker Policy

Effective Date:

4-19-1972

Revision Date: 12-2-2003

UNIVERSITY POLICY STATEMENT

Free speech is essential to Eastern Michigan University's educational mission. The University will enable faculty, staff, student organizations and other groups to host a variety of events on campus in the spirit of the free exchange of ideas and thereby to supplement and enrich students' educational experience. Views expressed should be stated openly in order to allow for critical evaluation.

Toward that end, the University makes certain event facilities and spaces available to faculty, staff, and student organizations and to other non-University users.

The goal is for all University events to be orderly and peaceful so as many persons as possible can participate in and benefit from an open exchange of ideas. Because events can sometimes raise security concerns, the University will strive to ensure safety while protecting the First Amendment rights of those who wish to participate in on campus events.

Accordingly, the University will promulgate reasonable rules and regulations surrounding the use of its campus facilities with the dual goals of protecting the First Amendment Rights of members of its community and safety and security of persons paramount.

UNIVERSITY PRACTICE

The University policies and procedures governing Free Speech and Expression on Campus can be located on the [On Campus Events and Resource Page](#).

RESPONSIBILITY FOR IMPLEMENTATION

The Provost and Executive Vice President for Academic and Student Affairs is responsible for the overall implementation, administration and interpretation of the policy. The Director the Office of Student Conduct and Community Standards is responsible for administering the Student Conduct Code as it applies to a violation of this policy.

The Departments of Public Safety and Office of Legal Affairs are responsible for helping to ensure compliance with local, state and federal laws.

SCOPE OF POLICY COVERAGE:

This policy applies to all members of the Eastern Michigan University community.

Authority for Creation and Revision

Minutes of the Board of Regents, April 19, 1972, para. .1097M.

Minutes of the Board of Regents, December 2, 2003, para. .6194M.

SECTION: B
DATE:
October 20, 2017

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

UPDATED POLICY: 3.4.2.4: EMERITUS STAFF

ACTION REQUESTED

It is recommended that the Board of Regents approve revisions to the Emeritus Staff Status Policy

Chapter 3.4.2.4

STAFF SUMMARY

The Emeritus Staff Policy has been revised and reflects the inclusion of three additional employment groups.

FISCAL IMPLICATIONS

Not applicable

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer
David Turner,
Vice President of University Human Resources

9/27/2017

Date



Policies, Rules, and Regulations

Chapter Name: Employment, Affirmative Actions and Civil Rights
Chapter No. 3.4.2.4
Issue: Emeritus Staff Status
Effective Date: 1-20-1998
Revision Date: ~~6-19-2012~~ 10-20-2017

UNIVERSITY POLICY STATEMENT

Retiring Administrative Professional (AP), Athletic Coaches (AC), Confidential Clerical (CC), Professional Technical (PT), ~~or~~ Clerical Secretarial (CS), Police Sergeants (PS), Campus Police (CP) and Food Service and Maintenance (FM) staff members shall be eligible for emeritus staff status.

UNIVERSITY PRACTICE

Upon the recommendation of the University's President and the approval of the Board of Regents, a retiring Administrative Professional (AP), Athletic Coaches (AC), Confidential Clerical (CC), Professional Technical (PT) ~~or~~ Clerical Secretarial (CS), Police Sergeants (PS), Campus Police (CP) and Food Service and Maintenance (FM) staff member who has served the University for at least fifteen (15) years, shall be granted emeritus staff status if they have had a continuous level of exemplary service and performance to the University community. The privileges granted to emeritus staff shall be set forth in the University's procedure manual.

RESPONSIBILITY FOR IMPLEMENTATION

The President of the University or his/her designee has the overall responsibility for implementation of this policy. The Vice President of University Human Resources Chief Human Resources Officer is responsible for the administration of this policy.

SCOPE OF POLICY COVERAGE

This policy covers all Administrative Professional (AP), Athletic Coaches (AC), Confidential Clerical (CC), Professional Technical (PT) ~~and~~ Clerical Secretarial (CS), Police Sergeants (PS), Campus Police (CP) and Food Service and Maintenance (FM) employees of the University.

Authority for Creation and Revision:

Minutes of the Board of Regents: January 20, 1998, para. .5325M.
Minutes of the Board of Regents: November 30, 2004, para. .6345M.
Minutes of the Board of Regents: February 15, 2011
Minutes of the Board of Regents: June 19, 2012
Minutes of the Board of Regents: October 20, 2017



Policies, Rules and Regulations

Chapter Name: Employment, Affirmative Action and Civil Rights

Chapter No. 3.4.2.4

Issue: Emeritus Staff Status

Effective Date: 1-20-1998

Revision Date: 10-20-2017

UNIVERSITY POLICY STATEMENT

Retiring Administrative Professional (AP), Athletic Coaches (AC), Confidential Clerical (CC), Professional Technical (PT), Clerical Secretarial (CS), Police Sergeants (PS), Campus Police (CP) and Food Service and Maintenance (FM) staff members shall be eligible for emeritus staff status.

UNIVERSITY PRACTICE

Upon the recommendation of the University's President and the approval of the Board of Regents, a retiring Administrative Professional (AP), Athletic Coaches (AC), Confidential Clerical (CC), Professional Technical (PT), Clerical Secretarial (CS), Police Sergeants (PS), Campus Police (CP) and Food Service and Maintenance (FM) staff member who has served the University for at least fifteen (15) years, shall be granted emeritus staff status if they have had a continuous level of exemplary service and performance to the University community. The privileges granted to emeritus staff shall be set forth in the University's procedure manual.

RESPONSIBILITY FOR IMPLEMENTATION

The President of the University or his/her designee has the overall responsibility for implementation of this policy. The Vice President of University Human Resources is responsible for the administration of this policy.

SCOPE OF POLICY COVERAGE

This policy covers all Administrative Professional (AP), Athletic Coaches (AC), Confidential Clerical (CC), Professional Technical (PT), Clerical Secretarial (CS), Police Sergeants (PS), Campus Police (CP) and Food Service and Maintenance (FM) employees of the University.

Authority for Creation or Revision:

Minutes of the Board of Regents: January 20, 1998, para. .5325M.

Minutes of the Board of Regents: November 30, 2004, para. .6345M.

Minutes of the Board of Regents: February 15, 2011

Minutes of the Board of Regents: June 19, 2012

Minutes of the Board of Regents: October 20, 2017

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: c
DATE: October 20, 2017

**RECOMMENDATION TO APPROVE AMENDMENTS
TO SEXUAL MISCONDUCT POLICY**

ACTION REQUESTED

It is recommended that the Board of Regents of Eastern Michigan University approve the attached amendments to Board Policy 3.7.7, *Sexual Misconduct and Interpersonal Violence Policy*, effective October 20, 2017.

STAFF SUMMARY

Board Policy 3.7.7, *Sexual Misconduct and Interpersonal Violence Policy*, Section XII provides that an annual review of the Policy will take place by October 31 of each year. The review for the 2016-2017 year is complete and the attached amendments to the policy are recommended. The modifications include updates to the contact information of key individuals, a clarification to the definition of "Student" who is covered by the Policy, and two refinements to the section regarding Prohibited Conduct. The University's Title IX Committee, a cross section of individuals charged with administering the Policy, reviewed and approved the attached Amendments and they are therefore recommended for Board approval.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer
Gloria A. Hage
General Counsel

Oct 20, 2017
Date

Policies, Rules and Regulations

Chapter Name: Employment, Affirmative Action and Civil Rights

Chapter No. 3.7.7

Issue: Sexual Misconduct and Interpersonal Violence Policy

Effective Date: 7-01-2016

INTRODUCTION

TITLE IX COORDINATOR CONTACT INFORMATION

The President of Eastern Michigan University has appointed a Title IX Coordinator to oversee the University's central review, investigation and resolution of reports of sexual harassment, sexual violence, intimate partner violence and stalking. The contact information for the Title IX Coordinator and Deputy Title IX Coordinators is below:

Melody A. Werner
Title IX Coordinator
734.487.3617
mwerner@emich.edu

Sharon Abraham
Deputy Title IX Coordinator
Director, Diversity and Affirmative Action
Human Resources
734.487.3430

sabrahal@emich.edu

Jeanette Zalba
Deputy Title IX Coordinator
Director, Housing and Residential Life
734.487.5372

jzalba@emich.edu

Erin Kido
Deputy Title IX Coordinator
Senior Associate Athletic Director/Senior Woman Administrator
734.487.8172-059
ekido@emich.edu

I. UNIVERSITY POLICY STATEMENT

Eastern Michigan University is an institution built upon honor, integrity, trust, and respect. Consistent with these values, the University is committed to providing a safe and non-discriminatory learning, living, and working environment. The University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. To that end, this policy prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972 ("Title IX"); Title VII of the Civil Rights Act of 1964 ("Title VII"); and Michigan's Elliott-Larsen Civil Rights Act. The University also addresses such behavior pursuant to its obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"), as amended by the Violence Against Women Reauthorization Act of 2013 ("VAWA").

The University prohibits Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, and Sexual or Gender-Based Harassment, collectively referred to as “Prohibited Conduct.” Retaliation against a person for the good faith reporting or participation in any investigation or proceeding under this Policy is also a form of Prohibited Conduct. These forms of Prohibited Conduct are unlawful, undermine the character and purpose of the University, and will not be tolerated.

The University will take prompt and equitable action to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. The University conducts ongoing prevention, awareness, and training programs for Employees and Students to facilitate the goals of this policy.

A Student or Employee determined by the University to have committed an act of Prohibited Conduct is subject to disciplinary action, up to and including separation from the University. Third Parties who commit Prohibited Conduct may have their relationships with the University terminated and/or their privileges of being on University premises withdrawn.

Where the date of the Prohibited Conduct precedes the effective date of this policy, the definitions of misconduct in existence at the time of the alleged incident(s) will be used. The procedures under this policy, however, will be used to investigate and resolve all reports made on or after the effective date of this policy, regardless of when the incident(s) occurred.

II. SCOPE OF POLICY

A. To Whom Does the Policy Apply?

This policy is applicable to Students, Employees, and Third Parties.

1. “Student” includes any person who meets any of the following criteria at the time the prohibited conduct is alleged to have occurred:

- is enrolled in any number of courses, in any format at EMU,
- is living in University housing, and/or
- is not officially enrolled for a particular term, but whose EMU record indicates a continuing relationship with the University. The term relationship includes, but is not limited to:
 - those eligible and/or applying for reenrollment and/or readmission;
 - those involved in an appeal or grievance process; and
 - those with unresolved business matters with EMU.

2. “Employee” includes all persons who are legally defined as employees of the University.

3. “Third Parties” includes all contractors, vendors, visitors, guests or any other third parties.

- The University’s ability to take appropriate corrective action against a Third Party will be determined by the nature of the relationship of the Third Party to the University. The Title IX Coordinator will determine the appropriate manner of resolution consistent with the University’s commitment to a prompt and equitable process consistent with federal and state law, federal guidance, and this policy.
- Where the Respondent is not a University Student or Employee, or a participant in any University related program or activity, the University’s ability to take action may be limited.

B. When and Where Does This Policy Apply

This policy pertains to acts of Prohibited Conduct committed by or against Students, Employees and Third Parties when:

1. the conduct occurs on campus or other property owned or controlled by the University;
2. the conduct occurs in the context of a University employment or education program or activity, including, but not limited to, University-sponsored study abroad, research, on-line, or internship programs; or
3. the conduct occurs outside the context of a University employment or education program or activity, but has continuing adverse effects that create a hostile environment for Students, Employees or Third Parties while on campus or other property owned or controlled by the University or in any University employment or education program or activity.

C. Intersection with Other Policies

The University’s Office of Diversity and Affirmative Action (D&AA) administers separate policies ([EEO/Affirmative Action](#) and [Civil Rights](#)) that address ~~of~~ discrimination and harassment not covered by this Policy. Where Prohibited Conduct violates the Sexual Misconduct Policy and also violates other policies, the University’s response will be governed by this Policy. Questions about which policy applies in a specific instance should be directed to the University’s Title IX Coordinator. In addition, conduct may be inappropriate, but not a violation of this Policy. Such conduct will be reviewed by the Title IX Coordinator and may be addressed through

other appropriate processes (e.g. administrative offices, collective bargaining agreements, student conduct proceedings).

III. PROHIBITED CONDUCT

Prohibited Conduct includes the following specifically defined forms of behavior: Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Sexual or Gender-Based Harassment, and Retaliation.

Conduct under this policy is prohibited regardless of the sex, sexual orientation and/or gender identity/expression of the Complainant or Respondent.^{1 [1]} Being impaired by alcohol or other drugs does not excuse a Respondent from responsibility for committing Prohibited Conduct that violates this policy.

A. SEXUAL ASSAULT

- **Sexual Assault** is:

- Sexual Contact and/or Sexual Intercourse that occurs without Consent.

- Sexual Contact includes touching of the breasts, buttocks, groin or genitals, whether clothed or unclothed, or intentionally touching another with any of these body parts, and/or making another touch you or themselves with or on any of these body parts.
- Sexual Intercourse includes (a) vaginal penetration by a penis, object, tongue, or finger, however slight; (b) anal penetration by a penis, object, tongue, or finger, however slight; and (c) any contact between the mouth of one person and the genitalia of another person.

- Consent is:

- informed (knowing);
- voluntary (freely given); and
- clearly communicated, through the demonstration of clear words or actions a person has indicated willingness to engage in a particular form of sexual activity.

Consent cannot be gained by force or coercion. Force is the use or threat of physical violence or intimidation to overcome an individual's freedom of will to choose whether or not to participate in sexual activity. Coercion is conduct, including intimidation and express or implied threats of immediate or future physical, emotional, reputational, financial, or other harm to the Complainant or others, that would reasonably place an individual in fear and that is employed to compel someone to engage in sexual activity.

An incapacitated individual cannot consent to sexual activity.

Consent cannot be gained by taking advantage of the incapacitation of another, where the person initiating sexual activity knew or reasonably should have known that the other was incapacitated.

A person who is incapacitated is unable, temporarily or permanently, to give Consent because of physical helplessness, sleep, unconsciousness, or lack of awareness that sexual activity is taking place. A person may be incapacitated as a result of the consumption of alcohol or other drugs, or due to a temporary or permanent physical or mental health condition.

When alcohol or other drugs are involved, it is important to understand the level of impairment that results from a person's level of consumption. The impact of alcohol and other drugs varies from person to person, and a person's level of impairment can change quickly over time. A person's level of impairment is not always demonstrated by objective signs; however, some signs of intoxication may include clumsiness, difficulty walking, ~~poor judgment,~~ difficulty concentrating, slurred speech, vomiting, combativeness, or emotional volatility.

Evaluating whether another individual is incapacitated requires an assessment of whether the consumption of alcohol or other drugs has rendered that individual physically helpless or substantially incapable of:

- making decisions about whether to engage in Sexual Contact or Sexual Intercourse; or
- communicating Consent to Sexual Contact or Sexual Intercourse.

In evaluating Consent where the question of incapacitation is at issue, the University asks two questions: (1) *did the person initiating sexual activity know that the other party was incapacitated, and if not,* (2) *should a sober, reasonable person, in the same situation, have known that the other party was incapacitated?* If the answer to either question is yes, then there has not been consent.

One should be cautious before engaging in Sexual Contact or Sexual Intercourse when either party has been drinking alcohol or using other drugs. The introduction of alcohol or other drugs may create ambiguity for either

^{1 [1]} For purposes of this Policy, the individual who is reported to have experienced Prohibited Conduct, regardless of whether that individual makes a report or participates in the review of that report by the University, is referred to as the Complainant. The individual who is reported to have engaged in Prohibited Conduct is referred to as the Respondent.

party as to whether consent has been sought or given. If one has doubt about either party's ability to give consent, the safe thing to do is to forego all sexual activity.

Additional guidance about Consent and Incapacitation:

- A person who initiates a specific sexual activity is responsible for obtaining Consent for that activity.
- Consent is not to be inferred from silence, passivity, or a lack of resistance, and relying on non-verbal communication alone may not be sufficient to ascertain Consent.
- Consent is not to be inferred from an existing or previous dating or sexual relationship. Even in the context of a relationship, there must be mutual Consent to engage in any sexual activity.
- Consent to engage in one sexual activity is not Consent to engage in a different sexual activity or to engage in the same sexual activity on a later occasion.
- Consent to engage in sexual activity with one person is not Consent to engage in sexual activity with any other person.
- Consent can be withdrawn by either party at any point. Once Consent is withdrawn, the sexual activity must cease immediately.

B. SEXUAL EXPLOITATION

Sexual Exploitation is purposely or knowingly doing any of the following:

- causing the incapacitation of another person (through alcohol, drugs, or any other means) for the purpose of compromising that persons' ability to give Consent to sexual activity.
- allowing third parties to observe private sexual activity from a hidden location (e.g., closet) or through electronic means (e.g., livestreaming of images) without the consent of all subjects or participants;
- engaging in voyeurism (e.g., watching private sexual activity without the consent of all participants or viewing another person's intimate parts (including genitalia, groin, breasts or buttocks) in a place where that person would have a reasonable expectation of privacy;
- recording or photographing private sexual activity and/or a person's intimate parts without the consent of all subjects or participants;
- disseminating or posting or otherwise sharing images of private sexual activity and/or a person's intimate parts without the consent of all subjects or participants;
- prostituting another person; or
- exposing another person to a sexually transmitted infection or virus without the other's knowledge.

C. INTIMATE PARTNER VIOLENCE²[2]

Intimate Partner Violence includes any act of violence or threatened act of violence that occurs between individuals who are involved or have been involved in a sexual, dating, spousal, domestic, or other intimate relationship.

Intimate Partner Violence may include any form of Prohibited Conduct under this policy, including Sexual Assault, Stalking, and Physical Assault (as defined below).

Physical Assault is attempting, threatening or causing physical harm or engaging in other conduct that threatens or endangers the health or safety of any person or group. In general, Physical Assault will be addressed under this policy if it involves Sexual or Gender-Based Harassment, Intimate Partner Violence, or is part of a course of conduct under the Stalking definition.

D. STALKING³[3]

Stalking occurs when a person engages in a Course of Conduct directed at a specific person under circumstances that would cause a reasonable person to fear bodily injury or to experience substantial emotional distress.

Course of Conduct means two or more acts, including but not limited to acts in which a person directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property.

Substantial emotional distress means significant mental suffering or anguish.

² [2] Intimate Partner Violence includes "dating violence" and "domestic violence," as defined by VAWA. Consistent with VAWA, the University will evaluate the existence of an intimate relationship based upon the Complainant's statement and taking into consideration the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

³ [3] This definition is consistent with VAWA.

Stalking includes “cyber-stalking,” a particular form of stalking in which a person uses electronic media, such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact.

E. SEXUAL OR GENDER-BASED HARASSMENT

Sexual Harassment is any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, physical, or otherwise, when the conditions outlined in (1) and/or (2), below, are present.

Gender-Based Harassment includes harassment based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature, when the conditions outlined in (1) and/or (2), below, are present.

1. Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of a person’s employment, academic standing, or participation in any University programs and/or activities or is used as the basis for University decisions affecting the individual (often referred to as “quid pro quo” harassment); or
2. such conduct creates a hostile environment. A “hostile environment” exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefitting from the University’s education or employment programs and/or activities. Conduct must be deemed severe, persistent, or pervasive from both a subjective and an objective perspective. In evaluating whether a hostile environment exists, the University will consider the totality of known circumstances, including, but not limited to:
 - The frequency, nature, severity, location, duration and context of the conduct;
 - whether the conduct implicates concerns related to academic freedom or protected speech.

A hostile environment can be created by persistent or pervasive conduct or by a single or isolated incident, if sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the conduct is physical. A single incident of Sexual Assault, for example, may be sufficiently severe to constitute a hostile environment. In contrast, the perceived offensiveness of a single verbal or written expression, standing alone, is typically not sufficient to constitute a hostile environment.

Examples of possible Sexual Harassment include:

- Offering or implying an employment related reward (such as a promotion, raise, or different work assignment) or an education related reward (such as a better grade, a letter of recommendation, favorable treatment in the classroom, assistance in obtaining employment, grants or fellowships, or admission to any educational program or activity) in exchange for sexual favors or submission to sexual conduct.
- Threatening or taking a negative employment action (such as termination, demotion, denial of an employee benefit or privilege, or change in working conditions), or negative educational action, (such as giving an unfair grade, withholding a letter of recommendation, or withholding assistance with any educational activity) or intentionally making the individual's job or academic work more difficult because sexual conduct is rejected.
- Excluding a person from a program, activity or facility based on sex, sexual orientation or gender identity.
- Unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an individual who has previously indicated that such conduct is unwelcome, or sexual gestures, noises, remarks, jokes, questions, or comments about a person's sexuality or sexual experience. Such conduct between peers must be sufficiently severe, persistent, or pervasive that it creates an educational or working environment that is hostile or abusive.
- Explicit sexual pictures are displayed in a professor’s office or on the exterior of a residence hall door.
- The use or display in the classroom or workplace, including electronic, or pornographic or sexually harassing materials such as posters, photos, cartoons or graffiti without pedagogical justification.
- A professor engages students in her class in discussions about their past sexual experiences, yet the conversation is not in any way germane to the subject matter of the class. She probes for explicit details, and demands that students answer her, though they are clearly uncomfortable and hesitant.
- Male students take to calling a particular brunette student “Monica” because of her resemblance to Monica Lewinsky. Soon, everyone adopts this nickname for her, and she is the target of relentless remarks about cigars, the president, “sexual relations” and Weight Watchers.
- A student grabbed another student by the hair, then grabbed her breast and put his mouth on it. While this is sexual harassment, it is also a form of sexual violence.
- Touching oneself sexually in view of others without their consent.

F. RETALIATION

Retaliation means any adverse action taken against a person for making a good faith report of Prohibited Conduct or participating in any proceeding under this policy. Retaliation includes threatening, intimidating, harassing, coercing or any other conduct that would discourage a reasonable person from engaging in the processes contained in this policy. Retaliation may be present even where there is a finding of “no responsibility” on the allegations of Prohibited Conduct. A good faith pursuit by either party of civil, criminal or other legal action, even in response to an initial report under this Policy, does not constitute retaliation.

IV. HOW TO REPORT

There are two options for reporting Prohibited Conduct – Department of Public Safety (criminal) and the Title IX Office (University Complaint). A Complainant may choose to report to one, both, or to neither. These reporting options are not exclusive. Complainants may simultaneously pursue criminal and University complaints. The University will support Complainants in understanding, assessing and pursuing these options and will assist a Complainant in notifying law enforcement and seeking medical treatment or counseling.

A. **Law Enforcement – EMU Department of Public Safety (Criminal)**

The Department of Public Safety is a fully deputized police department. Police have unique legal authority, including the power to seek and execute search warrants, collect forensic evidence, make arrests, and assist in seeking Emergency Protective Orders.

A report to DPS is a criminal complaint. In keeping with its commitment to taking all appropriate steps to eliminate, prevent, and remedy all Prohibited Conduct, the University urges Complainants to report Prohibited Conduct immediately to the [Department of Public Safety](#) at 734.487.1222 . However, Complainants have the right to notify or decline to notify law enforcement. In the event of conduct that poses a threat to the health or safety of any individual, the University may initiate a report to law enforcement.

B. **EMU Title IX Office (University Complaint)**

The Title IX Coordinator is a University employee and is responsible for monitoring compliance with Title IX; ensuring appropriate education and training; coordinating the University’s investigation, response, and resolution of all reports under this policy; and ensuring appropriate actions to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. The Title IX Coordinator is available to meet with any Student, Employee, or Third Party to discuss this policy or the accompanying procedures. The University has also designated Deputy Title IX Coordinators to assist the Title IX Coordinator in the discharge of these responsibilities.

- The University urges anyone who has experienced or knows about an incident of Prohibited Conduct to immediately contact the Title IX Coordinator.
- The University’s Title IX Coordinator or any Deputy Title IX Coordinator may be reached by telephone, email, or in person at their respective locations, email addresses and/or phone numbers listed in the Introduction to this Policy or @ emich.edu/title-nine.
- The University’s website is available for online reporting @ emich.edu/title-nine

Time Frame for Reporting: There is no time limit for reporting Prohibited Conduct to the University under this policy; however, the University’s ability to respond may diminish over time, as evidence may erode, memories may fade, and Respondents may no longer be affiliated with the University. If the Respondent is no longer a Student or an Employee, the University will provide reasonably appropriate remedial measures, assist the Complainant in identifying external reporting options, and take reasonable steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

Amnesty for Good Faith Reporting: The University will not pursue disciplinary action against students (Complainants or witnesses) for disclosure of personal consumption of alcohol or other drugs (underage or illegal) where the disclosure is made in connection with a good faith report or investigation of Prohibited Conduct. Concerns about the University’s application of Title IX, VAWA, Title VII, the Clery Act, or Michigan’s Elliott-Larsen Civil Rights Act may be addressed to the Title IX Coordinator; the United States Department of Education, Clery Act Compliance Division (at clery@ed.gov); the United States Department of Education, Office for Civil Rights (at OCR@ed.gov or (800) 421-3481); the Equal Employment Opportunity Commission (at info@eeoc.gov or (800) 669-4000) and/or the Michigan Department of Civil Rights (<https://www.michigan.gov/mdcr/> or 517-335-3165)

V. EMPLOYEES' RESPONSIBILITY TO REPORT PROHIBITED CONDUCT

A Responsible Employee who learns of Prohibited Conduct must report it as outlined below.

Every employee is designated as either a “Responsible Employee” or a “Confidential Employee.” To assure that all Complainants are provided with equitable access to support and information about options and that the University provides a consistent response to Prohibited Conduct that allows for the tracking of patterns and climate concerns, Responsible Employees have an obligation to share information about Prohibited Conduct with the Title IX

Coordinator and DPS. In contrast, Confidential Employees, who are an invaluable resource for University community members, are not permitted to share information about Prohibited Conduct, except under very limited circumstances.

A. Responsible Employee. Responsible Employees are all EMU employees except Confidential Employees (See V.B. below). A Responsible Employee is required to immediately report to the University's Title IX Coordinator and DPS all relevant details (obtained directly or indirectly) about an incident of Prohibited Conduct that involves any member of the EMU community ("students", "employees" and "third parties") as a Complainant, Respondent, and/or witness.

Responsible Employees include Resident Advisors, Graduate Assistants, and all other student-employees, when disclosures are made to any of them in their capacities as employees.

Responsible Employees are not required to report information disclosed (1) at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs" or other public forums in which students may disclose incidents of Prohibited Conduct; collectively, "Public Awareness Events"), or (2) during a student's participation as a subject in an Institutional Review Board-approved human subjects research protocol ("IRB Research").

B. "Confidential Employee" is (1) any Employee who is a licensed medical, clinical or mental-health professional (e.g., physicians, nurses, physicians' assistants, psychologists, psychiatrists, professional counselors and social workers, and those performing services under their supervision), when acting in their professional role in the provision of services to a patient who is a Student or Employee ("health care providers"); and (2) any Employee providing administrative, operational and/or related support for such health care providers in their performance of such services. A Confidential Employee will not disclose information about Prohibited Conduct to the University's Title IX Coordinator without the Student's permission (subject to the exceptions set forth in the next paragraph). Confidentiality exists in the context of laws that protect certain relationships, including with medical and clinical care providers (and those who provide administrative services related to the provision of medical and clinical care), mental health providers, counselors, and ordained clergy, all of whom may engage in confidential communications under Michigan law. See also Section VII.B. When information is shared by an individual with a Confidential Employee, the Confidential Employee cannot reveal the information to any third party except when an applicable law or a court order requires or permits disclosure of such information. For example, information may be disclosed when: (i) the individual gives written consent for its disclosure; (ii) there is a concern that the individual will likely cause serious physical harm to self or others; or (iii) the information concerns conduct involving suspected abuse or neglect of a minor under the age of 18.

Clery Act Reporting: Pursuant to the Clery Act, the University includes statistics about certain offenses in its annual security report and provides those statistics to the United States Department of Education in a manner that does not include any personally identifying information about individuals involved in an incident. The Clery Act also requires the University to maintain a daily crime log and issue timely warnings to the University community about certain crimes that have been reported and may continue to pose a serious or continuing threat to Students and Employees. Consistent with the Clery Act, the University withholds the names and other personally identifying information of Complainants when issuing timely warnings to the University community.

Privacy: The University is committed to protecting the privacy of individuals engaged in the reporting and investigative process, including the identity of individuals and information involved in the investigation and resolution of a report under this policy. With the exception of Title IX reporting, Responsible Employees will maintain the privacy of information related to a report of Prohibited Conduct, and information will only be shared beyond the Title IX Coordinator or DPS on a "need to know" basis in order to assist in the review, investigation and resolution of the report, or support of the parties.

The University is committed to providing assistance to help Students, Employees and Third Parties make informed choices. With respect to any report under this policy, the University will make reasonable efforts to protect the privacy of participants, in accordance with applicable state and federal law, while balancing the need to gather information to assess the report and to take steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

The privacy of Student education records will be protected in accordance with the Family Educational Rights and Privacy Act (FERPA). The privacy of an individual's medical and related records generally are protected in the United States by the Health Insurance Portability and Accountability Act (HIPAA), excepting health records protected by FERPA. The privacy of Employee personnel records will be protected in accordance with Michigan state law.

Open Records laws may require disclosure of law enforcement records. However, victim and witness names in law enforcement records will not be disclosed, unless otherwise required by law.

VI. INVESTIGATIVE PROCEDURES

There are two procedures for investigating complaints of prohibited conduct.

The procedure for investigating and resolving complaints of Prohibited Conduct when the Respondent is a **Student** is titled [Student Investigative Procedures](#).

The procedure for investigating and resolving complaints of Prohibited Conduct when the Respondent is an **Employee** or **Third Party** is titled [Discrimination/Harassment Complaint Investigation Procedure for Complaints Against Faculty, Staff or Visitors](#).

[The Title IX Coordinator will make the determination of what office \(Title IX or ODAA\) is appropriate to investigate the complaint.](#)

The procedures referenced provide for prompt and equitable response to reports of Prohibited Conduct, conducted by University representatives who receive annual training on issues related to Prohibited Conduct. The procedures designate specific time frames for major stages of the process and provide for thorough and impartial investigations, which afford all parties notice and an opportunity to present witnesses and evidence and to view the information that will be used in determining whether a policy violation has occurred. The University applies the Preponderance of the Evidence standard when determining whether this Policy has been violated. "Preponderance of the Evidence" means that it is more likely than not that a policy violation occurred.

VII. AVAILABLE SUPPORT

A. Remedial and Protective Measures

The University offers a wide range of resources for Students and Employees, whether as Complainants or Respondents, to provide support and guidance throughout the initiation, investigation, and resolution of a report of Prohibited Conduct. The University will offer reasonable and appropriate measures to protect a Complainant and facilitate the Complainant's continued access to University employment or education programs and activities. These measures may be both remedial (designed to address a Complainant's safety and well-being and continued access to educational opportunities) or protective (involving a restrictive action against a Respondent). Remedial and protective measures, which may be temporary or permanent, may include no-contact directives, residence modifications, academic modifications and support, work schedule modifications, interim disciplinary suspension, suspension from employment, and pre-disciplinary leave (with or without pay). Remedial measures are available regardless of whether a Complainant pursues a complaint or investigation under this policy. The University will maintain the privacy of any remedial and protective measures provided under this policy to the extent practicable, and will promptly address any violation of the protective measures.

The availability of remedial and protective measures will be determined by the specific circumstances of each report. The University will consider a number of factors in determining which measures to take, including the needs of the Student or Employee seeking remedial and/or protective measures; the severity or pervasiveness of the alleged conduct; any continuing effects on the Complainant; whether the Complainant and the Respondent share the same residence hall, academic course(s), or job location(s); and whether other judicial measures have been taken to protect the Complainant (e.g. protective orders).

Regardless of when or where the Prohibited Conduct occurred, the University will offer resources and assistance to community members who experience and/or are affected by Prohibited Conduct. In those instances when this Policy does not apply, the University will assist a Complainant in identifying and contacting external law enforcement agencies and appropriate campus or community resources.

The University will provide reasonable remedial and protective measures to Third Parties as appropriate and available, taking into account the role of the Third Party and the nature of any contractual relationship with the University.

Complainants or others should report information concerning a violation of protective measures to the Title IX Coordinator as soon as possible, and should dial 911 in situations of immediate health or safety concern. The Title IX Coordinator has the discretion to impose and/or modify any interim measure based on all available information, and is available to meet with a Complainant or Respondent to address any concerns about the provision of interim measures.

B. Campus and Community Resources

The University offers a wide range of resources for all Students and Employees to provide support and guidance in response to any incident of Prohibited Conduct. There are a number of resources in which Students and Employees can obtain confidential, trauma informed counseling and support. These resources include:

- ~~the Counseling and Psychological Services (CAPS), located in Snow Health Center 734.487.1118;~~
- ~~Safe House 734.995.5444;~~
- ~~the EMU Psychology Clinic located at 611 W. Cross Street, 734.487.4987;~~

- ~~the EMU Counseling Clinic in 135 Porter Hall, 734.487.4410 and~~
- ~~Safe House~~
- ~~RAINN (Rape, Abuse and Incest National Network) at 1.800.656.4673.~~

Employees can also obtain such counseling through the Employee Assistance Program.
<http://www.emich.edu/hr/benefits/information/assistance-program.php>

VIII. PREVENTION AND AWARENESS PROGRAMS

The University is committed to the prevention of Prohibited Conduct through regular and ongoing education and awareness programs. Incoming Students and new Employees receive primary prevention and awareness programming as part of their orientation, ~~and returning Students and current Employees receive ongoing training and related education.~~

X. TRAINING

The University provides training to Students and Employees to ensure they understand this policy and the topics and issues related to maintaining an education and employment environment free from harassment and discrimination.

XI. OBLIGATION TO PROVIDE TRUTHFUL INFORMATION

All University community members are expected to provide truthful information in any report or proceeding under this policy. Submitting or providing false or misleading information, in bad faith or with a view to personal gain or intentional harm to another, in connection with an incident of Prohibited Conduct is prohibited and subject to disciplinary sanctions under the University's Student Code and disciplinary action under the appropriate Employee disciplinary policy. This provision does not apply to reports made or information provided in good faith, even if the facts alleged in the report are not later substantiated.

XII. ANNUAL REVIEW

This policy is maintained by Title IX Office. The University will review and update this policy, as appropriate, by October 31 of each year. The University will evaluate, among other things, any changes in legal requirements, existing University resources, and the resolution of cases from the preceding year (including, but not limited to, timeframes for completion and sanctions and remedies imposed).

Authority for Creation or Revision:
 Minutes of the Board of Regents: June 21, 2016.

Policies, Rules and Regulations

Chapter Name: Employment, Affirmative Action and Civil Rights

Chapter No. 3.7.7

Issue: Sexual Misconduct and Interpersonal Violence Policy

Effective Date: 7-01-2016

INTRODUCTION

TITLE IX COORDINATOR CONTACT INFORMATION

The President of Eastern Michigan University has appointed a Title IX Coordinator to oversee the University's central review, investigation and resolution of reports of sexual harassment, sexual violence, intimate partner violence and stalking. The contact information for the Title IX Coordinator and Deputy Title IX Coordinators is below:

Melody A. Werner
Title IX Coordinator
734.487.3617
mwerner@emich.edu

Sharon Abraham
Deputy Title IX Coordinator
Director, Diversity and Affirmative Action
Human Resources
734.487.3430
sabrahal@emich.edu

Jeanette Zalba
Deputy Title IX Coordinator
Director, Housing and Residential Life
734.487.5372
jzalba@emich.edu

Erin Kido
Deputy Title IX Coordinator
Senior Associate Athletic Director/Senior Woman Administrator
734.487.8172
ekido@emich.edu

I. UNIVERSITY POLICY STATEMENT

Eastern Michigan University is an institution built upon honor, integrity, trust, and respect. Consistent with these values, the University is committed to providing a safe and non-discriminatory learning, living, and working environment. The University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. To that end, this policy prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972 ("Title IX"); Title VII of the Civil Rights Act of 1964 ("Title VII"); and Michigan's Elliott-Larsen Civil Rights Act. The University also addresses such behavior pursuant to its obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"), as amended by the Violence Against Women Reauthorization Act of 2013 ("VAWA").

The University prohibits Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, and Sexual or Gender-Based Harassment, collectively referred to as "Prohibited Conduct." Retaliation against a person for the good faith reporting or participation in any investigation or proceeding under this Policy is also a form of Prohibited Conduct. These forms of Prohibited Conduct are unlawful, undermine the character and purpose of the University, and will not be tolerated.

The University will take prompt and equitable action to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. The University conducts ongoing prevention, awareness, and training programs for Employees and Students to facilitate the goals of this policy.

A Student or Employee determined by the University to have committed an act of Prohibited Conduct is subject to disciplinary action, up to and including separation from the University. Third Parties who commit Prohibited Conduct may have their relationships with the University terminated and/or their privileges of being on University premises withdrawn.

Where the date of the Prohibited Conduct precedes the effective date of this policy, the definitions of misconduct in existence at the time of the alleged incident(s) will be used. The procedures under this policy, however, will be used to investigate and resolve all reports made on or after the effective date of this policy, regardless of when the incident(s) occurred.

II. SCOPE OF POLICY

A. To Whom Does the Policy Apply?

This policy is applicable to Students, Employees, and Third Parties.

1. "Student" includes any person who meets any of the following criteria at the time the prohibited conduct is alleged to have occurred:

- is enrolled in any number of courses, in any format at EMU,
- is living in University housing, and/or
- is not officially enrolled for a particular term, but whose EMU record indicates a continuing relationship with the University. The term relationship includes, but is not limited to:
 - those eligible and/or applying for reenrollment and/or readmission;
 - those involved in an appeal or grievance process; and
 - those with unresolved business matters with EMU.

2. "Employee" includes all persons who are legally defined as employees of the University.

3. "Third Parties" includes all contractors, vendors, visitors, guests or any other third parties.

- The University's ability to take appropriate corrective action against a Third Party will be determined by the nature of the relationship of the Third Party to the University. The Title IX Coordinator will determine the appropriate manner of resolution consistent with the University's commitment to a prompt and equitable process consistent with federal and state law, federal guidance, and this policy.
- Where the Respondent is not a University Student or Employee, or a participant in any University related program or activity, the University's ability to take action may be limited.

B. When and Where Does This Policy Apply

This policy pertains to acts of Prohibited Conduct committed by or against Students, Employees and Third Parties when:

1. the conduct occurs on campus or other property owned or controlled by the University;
2. the conduct occurs in the context of a University employment or education program or activity, including, but not limited to, University-sponsored study abroad, research, on-line, or internship programs; or
3. the conduct occurs outside the context of a University employment or education program or activity, but has continuing adverse effects that create a hostile environment for Students, Employees or Third Parties while on campus or other property owned or controlled by the University or in any University employment or education program or activity.

C. Intersection with Other Policies

The University's Office of Diversity and Affirmative Action (D&AA) administers separate policies (EEO/Affirmative Action and Civil Rights) that address discrimination and harassment not covered by this Policy. Where Prohibited Conduct violates the Sexual Misconduct Policy and also violates other policies, the University's response will be governed by this Policy. Questions about which policy applies in a specific instance should be directed to the University's Title IX Coordinator. In addition, conduct may be inappropriate, but not a violation of this Policy. Such conduct will be reviewed by the Title IX Coordinator and may be addressed through other appropriate processes (e.g. administrative offices, collective bargaining agreements, student conduct proceedings).

III. PROHIBITED CONDUCT

Prohibited Conduct includes the following specifically defined forms of behavior: Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Sexual or Gender-Based Harassment, and Retaliation.

Conduct under this policy is prohibited regardless of the sex, sexual orientation and/or gender identity/expression of the Complainant or Respondent. ¹ Being impaired by alcohol or other drugs does not excuse a Respondent from responsibility for committing Prohibited Conduct that violates this policy.

A. SEXUAL ASSAULT

• **Sexual Assault is:**

Sexual Contact and/or Sexual Intercourse that occurs without Consent.

- Sexual Contact includes touching of the breasts, buttocks, groin or genitals, whether clothed or unclothed, or intentionally touching another with any of these body parts, and/or making another touch you or themselves with or on any of these body parts.
- Sexual Intercourse includes (a) vaginal penetration by a penis, object, tongue, or finger, however slight; (b) anal penetration by a penis, object, tongue, or finger, however slight; and (c) any contact between the mouth of one person and the genitalia of another person.

• **Consent Is:**

¹ [1] For purposes of this Policy, the individual who is reported to have experienced Prohibited Conduct, regardless of whether that individual makes a report or participates in the review of that report by the University, is referred to as the Complainant. The individual who is reported to have engaged in Prohibited Conduct is referred to as the Respondent.

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- informed (knowing);
- voluntary (freely given); and
- clearly communicated, through the demonstration of clear words or actions a person has indicated willingness to engage in a particular form of sexual activity.

Consent cannot be gained by force or coercion. Force is the use or threat of physical violence or intimidation to overcome an individual's freedom of will to choose whether or not to participate in sexual activity. Coercion is conduct, including intimidation and express or implied threats of immediate or future physical, emotional, reputational, financial, or other harm to the Complainant or others, that would reasonably place an individual in fear and that is employed to compel someone to engage in sexual activity.

An incapacitated individual cannot consent to sexual activity.

Consent cannot be gained by taking advantage of the incapacitation of another, where the person initiating sexual activity knew or reasonably should have known that the other was incapacitated.

A person who is incapacitated is unable, temporarily or permanently, to give Consent because of physical helplessness, sleep, unconsciousness, or lack of awareness that sexual activity is taking place. A person may be incapacitated as a result of the consumption of alcohol or other drugs, or due to a temporary or permanent physical or mental health condition.

When alcohol or other drugs are involved, it is important to understand the level of impairment that results from a person's level of consumption. The impact of alcohol and other drugs varies from person to person, and a person's level of impairment can change quickly over time. A person's level of impairment is not always demonstrated by objective signs; however, some signs of intoxication may include clumsiness, difficulty walking, difficulty concentrating, slurred speech, vomiting, combativeness, or emotional volatility.

Evaluating whether another individual is incapacitated requires an assessment of whether the consumption of alcohol or other drugs has rendered that individual physically helpless or substantially incapable of:

- making decisions about whether to engage in Sexual Contact or Sexual Intercourse; or
- communicating Consent to Sexual Contact or Sexual Intercourse.

In evaluating Consent where the question of incapacitation is at issue, the University asks two questions: (1) *did the person initiating sexual activity know that the other party was incapacitated, and if not, (2) should a sober, reasonable person, in the same situation, have known that the other party was incapacitated?* If the answer to either question is yes, then there has not been consent.

One should be cautious before engaging in Sexual Contact or Sexual Intercourse when either party has been drinking alcohol or using other drugs. The introduction of alcohol or other drugs may create ambiguity for either party as to whether consent has been sought or given. If one has doubt about either party's ability to give consent, the safe thing to do is to forego all sexual activity.

Additional guidance about Consent and Incapacitation:

- A person who initiates a specific activity is responsible for obtaining Consent for that activity
- Consent is not to be inferred from silence, passivity, or a lack of resistance, and relying on non-verbal communication alone may not be sufficient to ascertain Consent.
- Consent is not to be inferred from an existing or previous dating or sexual relationship. Even in the context of a relationship, there must be mutual Consent to engage in any sexual activity.

- Consent to engage in one sexual activity is not Consent to engage in a different sexual activity or to engage in the same sexual activity on a later occasion.
- Consent to engage in sexual activity with one person is not Consent to engage in sexual activity with any other person.
- Consent can be withdrawn by either party at any point. Once Consent is withdrawn, the sexual activity must cease immediately.

B. SEXUAL EXPLOITATION

Sexual Exploitation is purposely or knowingly doing any of the following:

- causing the incapacitation of another person (through alcohol, drugs, or any other means) for the purpose of compromising that persons' ability to give Consent to sexual activity.
- allowing third parties to observe private sexual activity from a hidden location (e.g., closet) or through electronic means (e.g., livestreaming of images) without the consent of all subjects or participants;
- engaging in voyeurism (e.g., watching private sexual activity without the consent of all participants or viewing another person's intimate parts (including genitalia, groin, breasts or buttocks) in a place where that person would have a reasonable expectation of privacy;
- recording or photographing private sexual activity and/or a person's intimate parts without the consent of all subjects or participants;
- disseminating or posting or otherwise sharing images of private sexual activity and/or a person's intimate parts without the consent of all subjects or participants;
- prostituting another person; or
- exposing another person to a sexually transmitted infection or virus without the other's knowledge.

C. INTIMATE PARTNER VIOLENCE²

Intimate Partner Violence includes any act of violence or threatened act of violence that occurs between individuals who are involved or have been involved in a sexual, dating, spousal, domestic, or other intimate relationship.

Intimate Partner Violence may include any form of Prohibited Conduct under this policy, including Sexual Assault, Stalking, and Physical Assault (as defined below).

Physical Assault is attempting, threatening or causing physical harm or engaging in other conduct that threatens or endangers the health or safety of any person or group. In general, Physical Assault will be addressed under this policy if it involves Sexual or Gender-Based Harassment, Intimate Partner Violence, or is part of a course of conduct under the Stalking definition.

² [2] Intimate Partner Violence includes "dating violence" and "domestic violence," as defined by VAWA. Consistent with VAWA, the University will evaluate the existence of an intimate relationship based upon the Complainant's statement and taking into consideration the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

D. STALKING [3]

Stalking occurs when a person engages in a Course of Conduct directed at a specific person under circumstances that would cause a reasonable person to fear bodily injury or to experience substantial emotional distress.

Course of Conduct means two or more acts, including but not limited to acts in which a person directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property.

Substantial emotional distress means significant mental suffering or anguish.

Stalking includes "cyber-stalking," a particular form of stalking in which a person uses electronic media, such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact.

E. SEXUAL OR GENDER-BASED HARASSMENT

Sexual Harassment is any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, physical, or otherwise, when the conditions outlined in (1) and/or (2), below, are present.

Gender-Based Harassment includes harassment based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature, when the conditions outlined in (1) and/or (2), below, are present.

1. Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of a person's employment, academic standing, or participation in any University programs and/or activities or is used as the basis for University decisions affecting the individual (often referred to as "quid pro quo" harassment); or
2. such conduct creates a hostile environment. A "hostile environment" exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefiting from the University's education or employment programs and/or activities. Conduct must be deemed severe, persistent, or pervasive from both a subjective and an objective perspective. In evaluating whether a hostile environment exists, the University will consider the totality of known circumstances, including, but not limited to:
 - The frequency, nature, severity, location, duration and context of the conduct;
 - whether the conduct implicates concerns related to academic freedom or protected speech.

A hostile environment can be created by persistent or pervasive conduct or by a single or isolated incident, if sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the conduct is physical. A single incident of Sexual Assault, for example, may be sufficiently severe to constitute a hostile environment. In contrast, the perceived offensiveness of a single verbal or written expression, standing alone, is typically not sufficient to constitute a hostile environment.

Examples of possible Sexual Harassment include:

- Offering or implying an employment related reward (such as a promotion, raise, or different work assignment) or an education related reward (such as a better grade, a letter of recommendation, favorable treatment in the classroom, assistance in obtaining employment, grants or fellowships, or admission to any educational program or activity) in exchange for sexual favors or submission to sexual conduct.
- Threatening or taking a negative employment action (such as termination, demotion, denial of an employee benefit or privilege, or change in working conditions), or negative educational action, (such as giving an unfair grade, withholding a letter of recommendation, or withholding assistance with any educational activity)

or intentionally making the individual's job or academic work more difficult because sexual conduct is rejected.

- Excluding a person from a program, activity or facility based on sex, sexual orientation or gender identity.
- Unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an individual who has previously indicated that such conduct is unwelcome, or sexual gestures, noises, remarks, jokes, questions, or comments about a person's sexuality or sexual experience. Such conduct between peers must be sufficiently severe, persistent, or pervasive that it creates an educational or working environment that is hostile or abusive.
- Explicit sexual pictures are displayed in a professor's office or on the exterior of a residence hall door.
- The use or display in the classroom or workplace, including electronic, or pornographic or sexually harassing materials such as posters, photos, cartoons or graffiti without pedagogical justification.
- A professor engages students in her class in discussions about their past sexual experiences, yet the conversation is not in any way germane to the subject matter of the class. She probes for explicit details, and demands that students answer her, though they are clearly uncomfortable and hesitant.
- Male students take to calling a particular brunette student "Monica" because of her resemblance to Monica Lewinsky. Soon, everyone adopts this nickname for her, and she is the target of relentless remarks about cigars, the president, "sexual relations" and Weight Watchers.
- A student grabbed another student by the hair, then grabbed her breast and put his mouth on it. While this is sexual harassment, it is also a form of sexual violence.
- Touching oneself sexually in view of others without their consent.

F. RETALIATION

Retaliation means any adverse action taken against a person for making a good faith report of Prohibited Conduct or participating in any proceeding under this policy. Retaliation includes threatening, intimidating, harassing, coercing or any other conduct that would discourage a reasonable person from engaging in the processes contained in this policy. Retaliation may be present even where there is a finding of "no responsibility" on the allegations of Prohibited Conduct. A good faith pursuit by either party of civil, criminal or other legal action, even in response to an initial report under this Policy, does not constitute retaliation.

IV. HOW TO REPORT

There are two options for reporting Prohibited Conduct – Department of Public Safety (criminal) and the Title IX Office (University Complaint). A Complainant may choose to report to one, both, or to neither. These reporting options are not exclusive. Complainants may simultaneously pursue criminal and University complaints. The University will support Complainants in understanding, assessing and pursuing these options and will assist a Complainant in notifying law enforcement and seeking medical treatment or counseling.

A. **Law Enforcement – EMU Department of Public Safety (Criminal)**

The Department of Public Safety is a fully deputized police department. Police have unique legal authority, including the power to seek and execute search warrants, collect forensic evidence, make arrests, and assist in seeking Emergency Protective Orders.

A report to DPS is a criminal complaint. In keeping with its commitment to taking all appropriate steps to eliminate, prevent, and remedy all Prohibited Conduct, the University urges Complainants to report Prohibited Conduct immediately to the Department of Public Safety at 734.487.1222 . However, Complainants have the right to notify

or decline to notify law enforcement. In the event of conduct that poses a threat to the health or safety of any individual, the University may initiate a report to law enforcement.

B. EMU Title IX Office (University Complaint)

The Title IX Coordinator is a University employee and is responsible for monitoring compliance with Title IX; ensuring appropriate education and training; coordinating the University's investigation, response, and resolution of all reports under this policy; and ensuring appropriate actions to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. The Title IX Coordinator is available to meet with any Student, Employee, or Third Party to discuss this policy or the accompanying procedures. The University has also designated Deputy Title IX Coordinators to assist the Title IX Coordinator in the discharge of these responsibilities.

- The University urges anyone who has experienced or knows about an incident of Prohibited Conduct to immediately contact the Title IX Coordinator.
- The University's Title IX Coordinator or any Deputy Title IX Coordinator may be reached by telephone, email, or in person at their respective locations, email addresses and/or phone numbers listed in the Introduction to this Policy or @ emich.edu/title-nine.
- The University's website is available for online reporting @ emich.edu/title-nine

Time Frame for Reporting: There is no time limit for reporting Prohibited Conduct to the University under this policy; however, the University's ability to respond may diminish over time, as evidence may erode, memories may fade, and Respondents may no longer be affiliated with the University. If the Respondent is no longer a Student or an Employee, the University will provide reasonably appropriate remedial measures, assist the Complainant in identifying external reporting options, and take reasonable steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

Amnesty for Good Faith Reporting: The University will not pursue disciplinary action against students (Complainants or witnesses) for disclosure of personal consumption of alcohol or other drugs (underage or illegal) where the disclosure is made in connection with a good faith report or investigation of Prohibited Conduct. Concerns about the University's application of Title IX, VAWA, Title VII, the Clery Act, or Michigan's Elliott-Larsen Civil Rights Act may be addressed to the Title IX Coordinator; the United States Department of Education, Clery Act Compliance Division (at clery@ed.gov); the United States Department of Education, Office for Civil Rights (at OCR@ed.gov or (800) 421-3481); the Equal Employment Opportunity Commission (at info@eeoc.gov or (800) 669-4000) and/or the Michigan Department of Civil Rights (<https://www.michigan.gov/mdcr/> or 517-335-3165)

V. EMPLOYEES' RESPONSIBILITY TO REPORT PROHIBITED CONDUCT

A Responsible Employee who learns of Prohibited Conduct must report it as outlined below. Every employee is designated as either a "Responsible Employee" or a "Confidential Employee." To assure that all Complainants are provided with equitable access to support and information about options and that the University provides a consistent response to Prohibited Conduct that allows for the tracking of patterns and climate concerns, Responsible Employees have an obligation to share information about Prohibited Conduct with the Title IX Coordinator and DPS. In contrast, Confidential Employees, who are an invaluable resource for University community members, are not permitted to share information about Prohibited Conduct, except under very limited circumstances.

A. **Responsible Employee.** Responsible Employees are all EMU employees except Confidential Employees (See V.B. below). A Responsible Employee is required to immediately report to the University's Title IX Coordinator and DPS all relevant details (obtained directly or indirectly) about an incident of Prohibited Conduct that involves any member of the EMU community ("students", "employees" and "third parties") as a Complainant, Respondent, and/or witness.

Responsible Employees include Resident Advisors, Graduate Assistants, and all other student-employees, when disclosures are made to any of them in their capacities as employees.

Responsible Employees are not required to report information disclosed (1) at public awareness events (e.g., “Take Back the Night,” candlelight vigils, protests, “survivor speak-outs” or other public forums in which students may disclose incidents of Prohibited Conduct; collectively, “Public Awareness Events”), or (2) during a student’s participation as a subject in an Institutional Review Board-approved human subjects research protocol (“IRB Research”).

B. **“Confidential Employee”** is (1) any Employee who is a licensed medical, clinical or mental-health professional (e.g., physicians, nurses, physicians’ assistants, psychologists, psychiatrists, professional counselors and social workers, and those performing services under their supervision), when acting in their professional role in the provision of services to a patient who is a Student or Employee (“health care providers”); and (2) any Employee providing administrative, operational and/or related support for such health care providers in their performance of such services. A Confidential Employee will not disclose information about Prohibited Conduct to the University’s Title IX Coordinator without the Student’s permission (subject to the exceptions set forth in the next paragraph). Confidentiality exists in the context of laws that protect certain relationships, including with medical and clinical care providers (and those who provide administrative services related to the provision of medical and clinical care), mental health providers, counselors, and ordained clergy, all of whom may engage in confidential communications under Michigan law. See also Section VII.B. When information is shared by an individual with a Confidential Employee, the Confidential Employee cannot reveal the information to any third party except when an applicable law or a court order requires or permits disclosure of such information. For example, information may be disclosed when: (i) the individual gives written consent for its disclosure; (ii) there is a concern that the individual will likely cause serious physical harm to self or others; or (iii) the information concerns conduct involving suspected abuse or neglect of a minor under the age of 18.

Clery Act Reporting: Pursuant to the Clery Act, the University includes statistics about certain offenses in its annual security report and provides those statistics to the United States Department of Education in a manner that does not include any personally identifying information about individuals involved in an incident. The Clery Act also requires the University to maintain a daily crime log and issue timely warnings to the University community about certain crimes that have been reported and may continue to pose a serious or continuing threat to Students and Employees. Consistent with the Clery Act, the University withholds the names and other personally identifying information of Complainants when issuing timely warnings to the University community.

Privacy: The University is committed to protecting the privacy of individuals engaged in the reporting and investigative process, including the identity of individuals and information involved in the investigation and resolution of a report under this policy. With the exception of Title IX reporting, Responsible Employees will maintain the privacy of information related to a report of Prohibited Conduct, and information will only be shared beyond the Title IX Coordinator or DPS on a “need to know” basis in order to assist in the review, investigation and resolution of the report, or support of the parties.

The University is committed to providing assistance to help Students, Employees and Third Parties make informed choices. With respect to any report under this policy, the University will make reasonable efforts to protect the privacy of participants, in accordance with applicable state and federal law, while balancing the need to gather information to assess the report and to take steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

The privacy of Student education records will be protected in accordance with the Family Educational Rights and Privacy Act (FERPA). The privacy of an individual’s medical and related records generally are protected in the United States by the Health Insurance Portability and Accountability Act (HIPAA), excepting health records protected by FERPA. The privacy of Employee personnel records will be protected in accordance with Michigan state law.

Open Records laws may require disclosure of law enforcement records. However, victim and witness names in law enforcement records will not be disclosed, unless otherwise required by law.

VI. INVESTIGATIVE PROCEDURES

There are two procedures for investigating complaints of prohibited conduct.

The procedure for investigating and resolving complaints of Prohibited Conduct when the Respondent is a **Student** is titled Student Investigative Procedures.

The procedure for investigating and resolving complaints of Prohibited Conduct when the Respondent is an **Employee or Third Party** is titled Discrimination/Harassment Complaint Investigation Procedure for Complaints Against Faculty, Staff or Visitors.

The Title IX Coordinator will make the determination of what office (Title IX or ODAA) is appropriate to investigate the complaint.

The procedures referenced provide for prompt and equitable response to reports of Prohibited Conduct, conducted by University representatives who receive annual training on issues related to Prohibited Conduct. The procedures designate specific time frames for major stages of the process and provide for thorough and impartial investigations, which afford all parties notice and an opportunity to present witnesses and evidence and to view the information that will be used in determining whether a policy violation has occurred. The University applies the Preponderance of the Evidence standard when determining whether this Policy has been violated. "Preponderance of the Evidence" means that it is more likely than not that a policy violation occurred.

VII. AVAILABLE SUPPORT

A. Remedial and Protective Measures

The University offers a wide range of resources for Students and Employees, whether as Complainants or Respondents, to provide support and guidance throughout the initiation, investigation, and resolution of a report of Prohibited Conduct. The University will offer reasonable and appropriate measures to protect a Complainant and facilitate the Complainant's continued access to University employment or education programs and activities. These measures may be both remedial (designed to address a Complainant's safety and well-being and continued access to educational opportunities) or protective (involving a restrictive action against a Respondent). Remedial and protective measures, which may be temporary or permanent, may include no-contact directives, residence modifications, academic modifications and support, work schedule modifications, interim disciplinary suspension, suspension from employment, and pre-disciplinary leave (with or without pay). Remedial measures are available regardless of whether a Complainant pursues a complaint or investigation under this policy. The University will maintain the privacy of any remedial and protective measures provided under this policy to the extent practicable, and will promptly address any violation of the protective measures.

The availability of remedial and protective measures will be determined by the specific circumstances of each report. The University will consider a number of factors in determining which measures to take, including the needs of the Student or Employee seeking remedial and/or protective measures; the severity or pervasiveness of the alleged conduct; any continuing effects on the Complainant; whether the Complainant and the Respondent share the same residence hall, academic course(s), or job location(s); and whether other judicial measures have been taken to protect the Complainant (e.g. protective orders).

Regardless of when or where the Prohibited Conduct occurred, the University will offer resources and assistance to community members who experience and/or are affected by Prohibited Conduct. In those instances when this Policy does not apply, the University will assist a Complainant in identifying and contacting external law enforcement agencies and appropriate campus or community resources.

The University will provide reasonable remedial and protective measures to Third Parties as appropriate and available, taking into account the role of the Third Party and the nature of any contractual relationship with the University.

Complainants or others should report information concerning a violation of protective measures to the Title IX Coordinator as soon as possible, and should dial 911 in situations of immediate health or safety concern. The Title IX Coordinator has the discretion to impose and/or modify any interim measure based on all available information, and is available to meet with a Complainant or Respondent to address any concerns about the provision of interim measures.

B. Campus and Community Resources

The University offers a wide range of resources for all Students and Employees to provide support and guidance in response to any incident of Prohibited Conduct. There are a number of resources in which Students and Employees can obtain confidential, trauma informed counseling and support. These resources include:

- Counseling and Psychological Services (CAPS)
- EMU Psychology Clinic
- EMU Counseling Clinic
- Safe House
- RAINN (Rape, Abuse and Incest National Network)

Employees can also obtain such counseling through the Employee Assistance Program.
<http://www.emich.edu/hr/benefits/information/assistance-program.php>

VIII. PREVENTION AND AWARENESS PROGRAMS

The University is committed to the prevention of Prohibited Conduct through regular and ongoing education and awareness programs. Incoming Students and new Employees receive primary prevention and awareness programming as part of their orientation.

X. TRAINING

The University provides training to Students and Employees to ensure they understand this policy and the topics and issues related to maintaining an education and employment environment free from harassment and discrimination.

XI. OBLIGATION TO PROVIDE TRUTHFUL INFORMATION

All University community members are expected to provide truthful information in any report or proceeding under this policy. Submitting or providing false or misleading information, in bad faith or with a view to personal gain or intentional harm to another, in connection with an incident of Prohibited Conduct is prohibited and subject to disciplinary sanctions under the University's Student Code and disciplinary action under the appropriate Employee disciplinary policy. This provision does not apply to reports made or information provided in good faith, even if the facts alleged in the report are not later substantiated.

XII. ANNUAL REVIEW

This policy is maintained by Title IX Office. The University will review and update this policy, as appropriate, by October 31 of each year. The University will evaluate, among other things, any changes in legal requirements, existing University resources, and the resolution of cases from the preceding year (including, but not limited to, timeframes for completion and sanctions and remedies imposed).

Authority for Creation or Revision:

Minutes of the Board of Regents: June 21, 2016.

BOARD OF REGENTS

EASTERN MICHIGAN UNIVERSITY RECOMMENDATION

SECTION: **D**

DATE:

October 20, 2017

APPROVAL OF PART-TIME LECTURERS CONTRACT

ACTION REQUESTED

It is recommended that the Board of Regents approve the recently negotiated collective bargaining agreement between Eastern Michigan University and the EMU Federation of Teachers Full-Time Lecturers bargaining unit (EMUFT) which represents the University's Part-Time Lecturers. It is further recommended that the Board of Regents authorize the president to execute the Agreement on its behalf.

STAFF SUMMARY

The Recommendation is based on a tentative agreement for a three-year contract reached between Eastern Michigan University and the EMUFT. The proposed agreement covers approximately 550 Part-Time Lecturers and was ratified by the bargaining unit on September 21, 2017. Significant provisions of the proposed agreement include:

- Language recognizing that this is the first EMU Part-Time Lecturer Agreement under Michigan's Right-To-Work Law.
- Three-year agreement, effective September 1, 2017, through August 31, 2020.
- Minimum pay rates are reset incrementally as follows:

Description	Minimum Rate AY 2017-18	Minimum Rate AY 2018-19	Minimum Rate AY 2019-20
Direct instruction per credit, contact or equivalent hour	\$1,220	\$1,245	\$1,275
Lab/Studio classes, per contact hour	\$543	\$554	\$567
University supervisors of student teachers, per student	\$610	\$623	\$638
Applied music instruction, per student for majors	\$648	\$661	\$677
Applied music instruction, per student for minors	\$324	\$331	\$339
*Music performance ensemble courses	\$914	\$934	\$956
Librarians, per hour	\$30.63	\$31.26	\$32.01

**A Music Performance Ensemble course is defined as a performance ensemble with its own course and section number, and is not affiliated with regular applied music studio classes.*

- Other Compensation/Benefits:
 - Pay will be received either as direct deposit or a payroll debit card. (No more paper checks.)
 - Adds an employee-paid Flexible Spending Account.
 - Provides 100% tuition waiver for eligible Employees for up to six credit hours.
 - Provides 50% tuition waiver for eligible employee spouses/dependents for up to six credit hours of undergraduate credit only.
 - Retains existing employee-paid tax-deferred annuity.

- Leaves:
 - Agreement retains three days of paid leave per semester.
 - Introduces an “Extenuating Circumstances Leave” (ECL), whereby eligible Employees may request an extended leave of one semester without pay. Employee will be eligible to return if work is available and they are qualified for the assignment. If the ECL was for medical circumstances, eligible Employees may request an additional semester. Employee will be eligible to return, if work is available and Employee is qualified for the assignment, and may be asked to provide a physician’s fitness-for-return-to-duty report.

- Appointments:
 - Agreement retains Part-Time Lecturer A and Part-Time Lecturer B appointment designations.
 1. Part-Time Lecturer A (PTL A) = 0 to 4 semesters employed
 - Eligible for one semester appointments, provided work is available and employee meets qualifications for the assignment(s).
 2. Part-Time Lecturer B (PTL B) = 5+ semesters employed
 - Eligible for two semester appointments, provided work is available and employee meets qualifications for the assignment(s).
 - Summer terms do not apply in counting semesters.
 - Clarification of language regarding reappointment of PTL As and PTL Bs:
 1. Minimum requirements for PTL A and B reappointments:
 - Met or exceeded expectations in most recent evaluation.
 - Minimum assignment equal to 2/3 of the average assignment over a three-semester work/lookback period, IF work is available and employee is qualified for the assignment.
 - No equivalencies or released time.
 - Prioritization:
 1. Order of assignment, layoff and recall (subject to limitations): PTL Bs prior to PTL As.

- Professional Responsibilities:
 - Establish office hour minimum and inclusion of directory information

- Evaluations:
 - Evaluations are periodic and do not impact compensation rates or A and B categories listed in above section.

- Evaluation schedule clarified and regularized for all Employees. Off-cycle evaluations may occur if/when performance issues arise, subject to administrative consultation.
- Evaluations include:
 1. Classroom and/or online observation by Department Head or his/her designee.
 2. Student evaluations, including student comments. Employees are responsible for retaining all original copies (and providing them upon demand).
 3. Course materials, such as syllabi, assignments, exams, etc.
 4. A current curriculum vitae or resumé.
- Grievance Procedure:
 - Provides greater clarity in definitions (grievances, consultation, harm, etc.) and consultation periods, allowing increased flexibility for department heads and deans to resolve issues before they rise to a grievance – without intervention on the part of the union, but subject to administrative consultation and adherence to the contract.

FISCAL IMPLICATIONS

Yes, as described above.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

10/3/17

Date

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: E
DATE: October 20, 2017

RECOMMENDATION

**GRANT OF NON-MOTORIZED PATH EASEMENT TO CHARTER TOWNSHIP OF
PITTSFIELD AND GRADING PERMIT TO WASHTENAW COUNTY ROAD
COMMISSION**

ACTION REQUESTED

It is recommended that the Board of Regents approve and authorize the President to sign the attached Non-Motorized Path Easement to the Charter Township of Pittsfield, Michigan, the attached Consent to Grade to the Washtenaw County Road Commission, and any accompanying ancillary documents necessary to complete these grants.

STAFF SUMMARY

The Washtenaw County Road Commission is in the midst of creating a non-motorized pathway, to improve pedestrian and other non-motorized access to a park along Textile Road. The pathway must, of necessity, cross a dormant piece of property owned by the university. The property (L-12-27-100-004, a 1.34 acre parcel) is located along the south side of Textile Road, just west of Platt Road in Ann Arbor, and was bequeathed to the university in 1982. It is not contiguous with any other university property, and, to the best of our knowledge, has not been used or improved by the university in any way. The easement grants to Pittsfield Township a 2-foot Right-of-Way so that the non-motorized path may run across the property. It also grants the Washtenaw County Road Commission a 15-foot grading permit, to ease construction of the pathway. The grading permit will expire upon the pathway's completion. The easement contemplates a permanent non-motorized path, and therefore requires Board consideration and approval pursuant to Board Policy 2.3. Consistent with university custom and in light of the unimproved, non-campus nature of the property, we recommend that the Board not require any remuneration in exchange for the grant of this right.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer
Gloria Hage
General Counsel

10.20.17

Date

NON-MOTORIZED PATH EASEMENT

KNOWN ALL MEN BY THESE PRESENT, that Eastern Michigan University, a public body corporate organized and existing under the laws and Constitution of the State of Michigan, whose address is, 11 Welch Hall, Ypsilanti, Michigan 48197, the owner of certain land in Section 27, Pittsfield Township, Washtenaw County, does hereby grant and convey to the Charter Township of Pittsfield, whose address is 6201 West Michigan Avenue, Ann Arbor, Michigan 48108, an easement for a non-motorized path purposes over the following property:

SEE ATTACHMENT "A" ATTACHED HERETO AND INCORPORATED HEREIN.

For and in consideration of One (\$1.00) Dollar & NO/100.

This conveyance includes a release of any and all claims arising from or incidental to the construction and maintenance of a non-motorized path, including the removal of such trees, shrubs vegetation, gravel, soil and other materials as the Washtenaw County Road Commission determines to be necessary in the construction and maintenance of said non-motorized path.

Dated this _____ day of _____, 2017

GRANTOR(S):
Eastern Michigan University,
a public body corporate

James M. Smith, Ph. D.
President

STATE OF MICHIGAN }
 } SS.
COUNTY OF WASHTENAW }

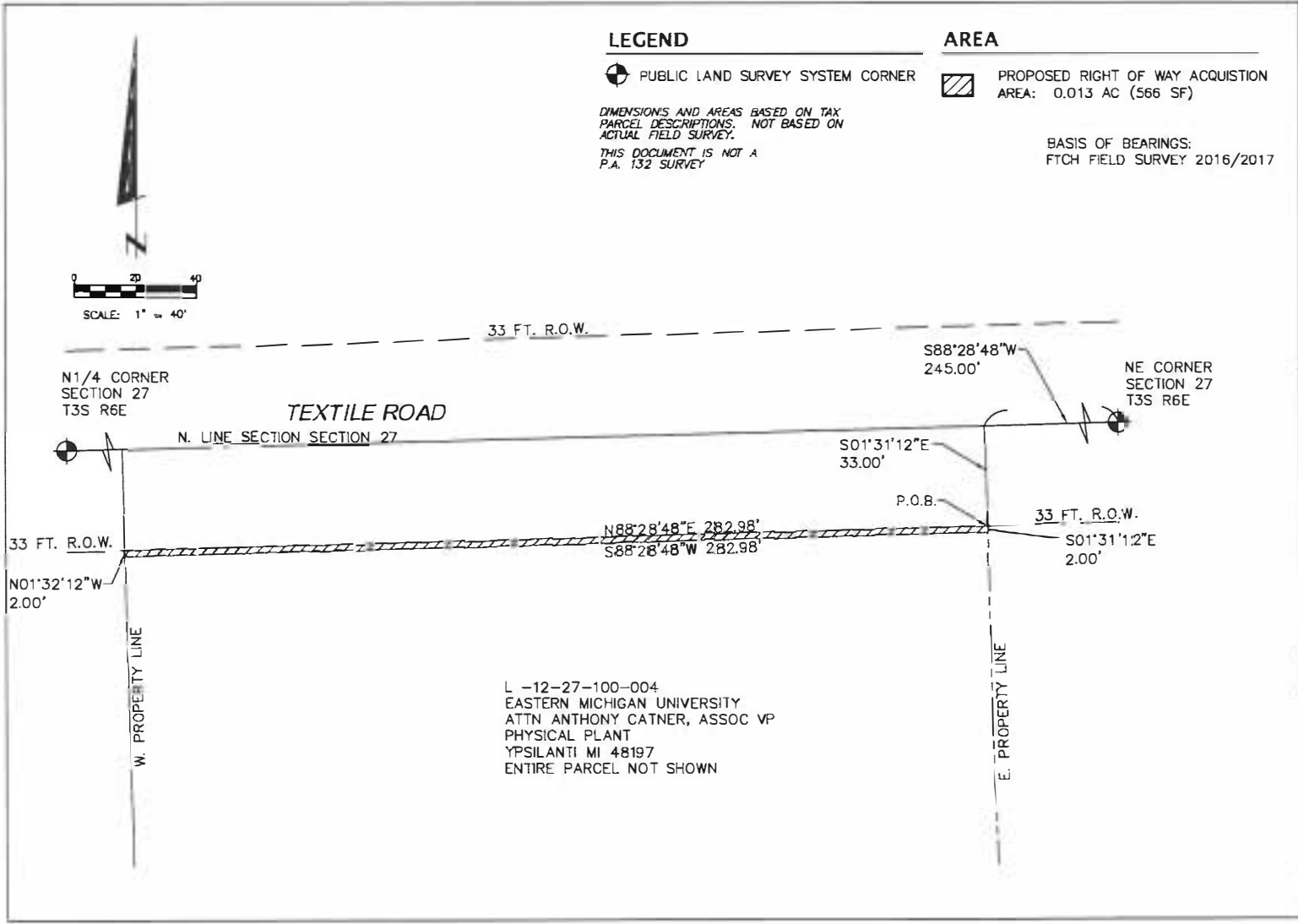
The foregoing instrument was signed before me this _____ day of _____, 2017,
by James M. Smith, Ph. D., as President of Eastern Michigan University, a public body corporate.

Notary Public, State of Michigan
County of _____
My Commission expires _____
Acting in County of _____

Property Tax # L-12-27-100-004
Prepared by and when recorded return to::

Curtis M. Brochue, SR/WA, Project Manager
Washtenaw County Road Commission
555 N. Zeeb Road
Ann Arbor, Michigan 48103

ATTACHMENT "A"



PROPOSED RIGHT OF WAY TEXTILE ROAD	
DATE: 06/08/2017	
DRAWN: J.A.M.	
CHECKED: C.M.B.	
FILE: ENG/2018/TEXTILE/SURVEY/ROWD5C	
PROJ. NO.:	
REVISED:	
	
NORTHEAST QUARTER SECTION 27, T.3S., R.6E. WASHTENAW COUNTY MICHIGAN	
SHEET: 1 OF 2	

ATTACHMENT 'A'

LEGAL DESCRIPTION - PARENT PARCEL L-12-27-100-004

COMMENCING AT THE NORTHEAST CORNER OF SECTION 27, THENCE WEST 245.00 FEET IN THE NORTH LINE OF SECTION TO THE POINT OF BEGINNING; THENCE CONTINUING WEST 283.00 FEET IN THE NORTH LINE OF SECTION; THENCE SOUTH 200 FEET; THENCE EAST 283.00 FEET; THENCE NORTH 200 FEET TO THE POINT OF BEGINNING; ALSO THE SOUTH 10.00 FEET OF THE NORTH 200.00 FEET OF THE EAST 245.00 FEET OF THE NORTHEAST QUARTER OF SECTION 27; PART OF THE NORTHEAST QUARTER OF SECTION 27, TOWN 3 SOUTH RANGE 6 EAST. 1.34 ACRES

BASIS OF BEARINGS:

WASHTENAW COUNTY G.I.S. PARCEL REPORT GENERATED ON 06/08/2017

LEGAL DESCRIPTION - RIGHT OF WAY

A RIGHT OF WAY LOCATED IN THE NORTHEAST QUARTER OF SECTION 27, TOWN 3 SOUTH, RANGE 6 EAST, PITTSFIELD TOWNSHIP, WASHTENAW COUNTY, MICHIGAN, BEING MORE PARTICULARLY DESCRIBED AS:

COMMENCING AT THE NORTHEAST CORNER OF SAID SECTION, THENCE ALONG THE NORTH SECTION LINE AND CENTERLINE OF TEXTILE ROAD, S88°28'48"W 245.00 FEET TO THE EASTERLY LINE OF THE SUBJECT PROPERTY; THENCE S01°31'12"E 33.00 FEET ALONG THE EASTERLY LINE OF THE SUBJECT PROPERTY TO A POINT ON THE SOUTHERLY RIGHT OF WAY LINE OF TEXTILE ROAD, SAID POINT ALSO BEING THE POINT OF BEGINNING; THENCE CONTINUING ALONG THE EAST LINE S01°31'12"E 2.00 FEET; THENCE S88°28'48"W 282.98 FEET TO THE WESTERLY LINE OF THE SUBJECT PROPERTY; THENCE ALONG THE WESTERLY LINE N01°32'12"W 2.00 FEET TO THE SOUTHERLY RIGHT OF WAY LINE OF TEXTILE ROAD; THENCE ALONG THE SOUTHERLY RIGHT OF WAY LINE OF TEXTILE ROAD, N88°28'48"E 282.98 FEET TO THE POINT OF BEGINNING. SAID RIGHT OF WAY CONTAINING 0.013 ACRES (566 SQUARE FEET) OF LAND, MORE OR LESS.) ALSO BEING SUBJECT TO EASEMENTS AND RESTRICTIONS OF RECORD, IF ANY.

BASIS OF BEARINGS:

FTCH FIELD SURVEY 2016/2017

DIMENSIONS AND AREAS BASED ON TAX PARCEL DESCRIPTIONS. NOT BASED ON ACTUAL FIELD SURVEY.

THIS DOCUMENT IS NOT A P.A. 132 SURVEY



DATE:	06/08/2017
DRAWN:	J.A.M.
CHECKED:	C.M.B.
FILE:	ENG/2018/TEXTILE/SURVEY/ROWDESC
PROJ. NO.:	
REVISED:	

**PROPOSED RIGHT OF WAY
TEXTILE ROAD**

NORTHEAST QUARTER
SECTION 27, T.3S., R.6E.
WASHTENAW COUNTY
MICHIGAN

OWNER:
Eastern Michigan University
11 Welch Hall
Ypsilanti, MI 48197
Parcel 4

CONSENT TO GRADE
Washtenaw County Road Commission

In lieu of compensation, the sum of which was determined to be Two Hundred Fifty & NO/100 (\$250.00) Dollars, the undersigned waives their right to receive compensation and donates in the public interest to the Washtenaw County Road Commission, their agents, and representatives a CONSENT TO GRADE including the right to remove trees, vegetation and soils as necessary in the judgment of the Washtenaw County Road Commission, upon a parcel of land located in Pittsfield Township, Michigan, commonly referenced as Vacant Textile Road, with a corresponding tax identification number of L-12-27-100-004.

This permit expires upon completion of the Textile Paving & Pathway Project.

Grading Permit Description: See Attachment "B"

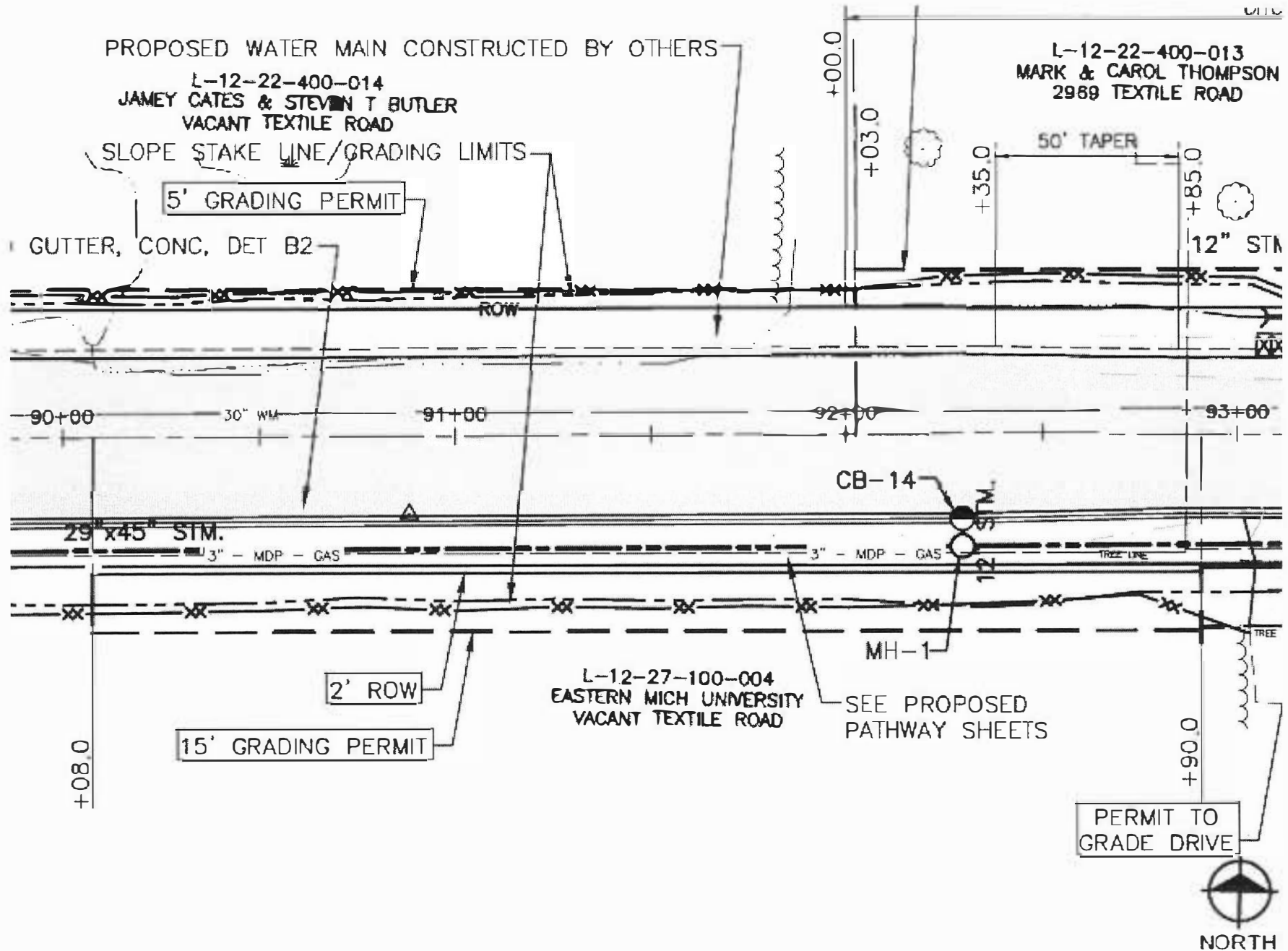
Signed this _____ day of _____, 2017

OWNER:
Eastern Michigan University

Curtis M. Brochue
Washtenaw County Road Commission

James M. Smith, Ph. D.
President

ATTACHMENT "B"



RESOLUTION

**Recognition of the 2016-17 Cartwright Award
Eastern Michigan University Department of Athletics**

WHEREAS, the Eastern Michigan University Athletic Department won the 2016-17 Cartwright Award presented by the Mid-American Conference for program excellence in academics, athletics and citizenship; and,

WHEREAS, along with its second Cartwright honor, Eastern also finished a school-best 81st in the Learfield Directors' Cup for Division I, which honors an institution's overall success in many sports; and,

WHEREAS, Eastern earned five MAC team titles and 29 individual MAC titles during the season; and,

WHEREAS, the 2016-17 academic year marked the 15th consecutive term during which EMU student-athletes earned over a 3.0 GPA.

NOW, THEREFORE, BE IT RESOLVED, that the Eastern Michigan University Board of Regents congratulates the EMU Athletic Department and Athletic Director Scott Wetherbee for outstanding success, and commends them for the honor and distinction they have brought to themselves as well as to Eastern Michigan University.

October 20, 2017

PRESIDENTIAL SCHOLARS
OF
FALL 2017



FALL 2017 PRESIDENTIAL SCHOLAR CLASS PROFILE

(21 STUDENTS)

AVERAGE HIGH SCHOOL GPA: 4.16

AVERAGE ACT COMPOSITE SCORE: 29.9

**TOTAL NUMBER OF COLLEGE CREDITS EARNED
WHILE IN HIGH SCHOOL:** 550
(AVERAGE = 26.2)

**TOTAL NUMBER OF HONORS CREDITS ENROLLED IN
FOR THE FALL 2017 SEMESTER:** 207
(AVERAGE = 9.9 CREDITS)

TOTAL HIGH SCHOOL ORGANIZATIONS: 151
(AVERAGE = 7.2)

**TOTAL LEADERSHIP POSITIONS WHILE IN HIGH
SCHOOL:** 66
(AVERAGE = 3.1 POSITIONS)

TOTAL COMMUNITY SERVICE HOURS: 3,020
(AVERAGE = 143.8 HOURS)

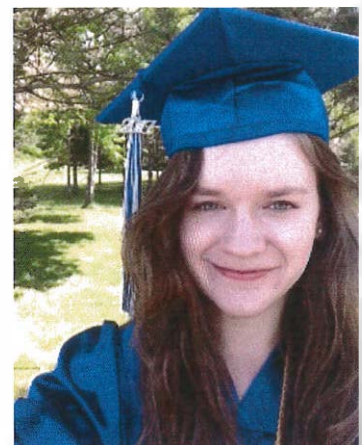
HONORS BIOGRAPHIES

Leen Al-Rabbat, of Ypsilanti, Michigan, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance and mandatory fees. During her time at EMU, Rabbat plans to pursue a degree in international affairs. Her goal for the future is to work with international NGOs that care for the needs and rights of refugees of war. While in high school, Rabbat was involved in Student Council, Model United Nations, Junior's Debate Team, and her class basketball team.



Olivia Barnaclo, of Cincinnati, Ohio, is one of the 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance and mandatory fees. During her time at EMU, Barnaclo plans to pursue a degree in music therapy. Her goal for the future is to be a resident music therapist at either a children's hospital or at a private music therapy practice working with all populations, from special needs children to adults at the end of their lives. While in high school, Barnaclo was involved in the Walnut Hills High School Senior Ensemble and Chamber Choir as the soprano section leader in both ensembles, the President of 501c3 Unified for Uganda; Co-President of the health and wellness club, Health Nuts; a member of Community Action Team; a member of Students Together Assisting Refugees; a member of the Walnut Hills Theatre Department; and co-president of the acapella group For Good Measure.

Autumn Chall, of Dansville, Michigan, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance and mandatory fees. During her time at EMU, Chall plans to pursue a degree in psychology. Her goal for the future is to teach and conduct research as a professor. While in high school, Chall was involved in Cross Country, Drama Club, Girl Scouts, The National Honors Society, Marching and Concert Band, Future Farmers of America, and Art Club.



Jada Childs, of East St. Louis, Illinois, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance, and mandatory fees. During her time at EMU, Childs plans to pursue a degree in psychology. Her goal for the future is to be accepted into medical school and eventually become a licensed child psychiatrist. While in high school, Childs was involved in Student Council, Crusaders Against Alcohol and Drugs, Fellowship of Christian Athletes, Science Club, Drama Club, Film Club, the St. Clair County Teen Court, and Teen Council.



Kaylee Comai, of Holland, Michigan, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance and mandatory fees. During her time at EMU, Comai plans to pursue a degree in biology on a pre-med path. Her goal for the future is to become an orthopedic surgeon. While in high school, Comai was involved in cross country, track, youth group, Model United Nations, WO Renaissance, and orchestra.

Ian Cook, of Worthington, Ohio, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance and mandatory fees. During his time at EMU, Cook plans to pursue a degree in secondary education. His goal for the future is to become either an English teacher or a Spanish teacher. While in high school, Cook was involved in Boy Scouts, Cross Country, Track and Field, National Honors Society, Spanish National Honors Society, Community Service Club, Chemistry Club, and The Calculus Society.



Emily Dunn, of Brighton, Michigan, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance and mandatory fees. During her time at EMU, Dunn plans to pursue a degree in secondary education. Her goal for the future is to become a college professor or teach overseas. While in high school, Dunn was involved in basketball, track, tennis, LINK, B-KOM, NHS, and SoulFire.

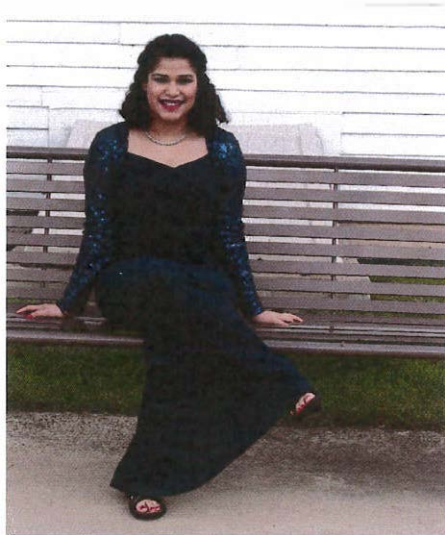


Mattie Garza, of Grand Blanc, Michigan, is one of the 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays of 30 credit hours per year of in-state tuition, housing, food, allowance and mandatory fees. During her time at EMU, Garza plans to pursue a degree in public relations. Her goal for the future is to become a public relations specialist. While in high school, Garza was involved in her school's year-book as an editor.

Susan Hatem, of Dearborn, Michigan, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance and mandatory fees. During her time at EMU, Hatem plans to pursue a degree in computer science. Her goal for the future is to develop software for Google. While in high school, Hatem was involved in swimming, theater, the political science club, and French Club.



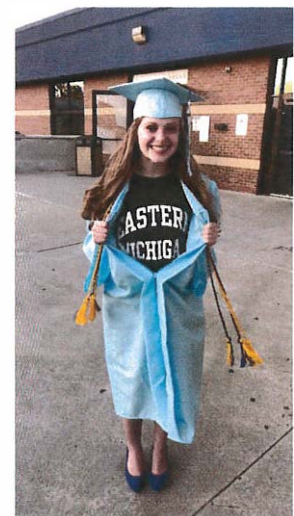
Sadie Honaker, of New Boston, Michigan, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance and mandatory fees. Honaker is currently undecided with her major, but her goal for the future is to be a lawyer or museum curator. While in high school, Honaker participated in Quiz Bowl, Theatre, French Club, DECA, and several other activities.

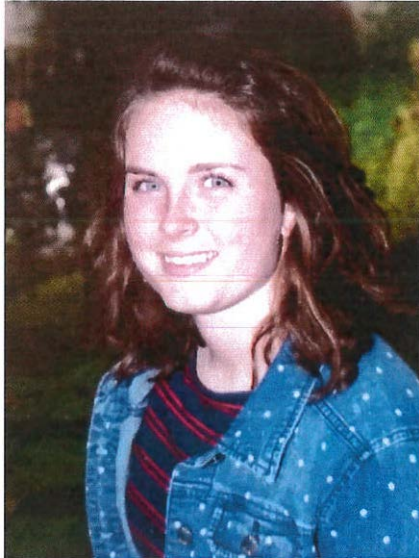


Supraja Reddy Kalva, of Novi, Michigan, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance and mandatory fees. During her time at EMU, Kalva plans to pursue a degree in biology and computer science. Her goal for the future is to attend a renowned graduate school and pursue her career as a computational biologist. While in high school, Kalva was the president and the co-founder of the school's national chapter of Girls Who Code. She was also an active member of her school's FIRST Robotics team, Frog Force 503, and participated in their regional, state, and world championships. As a result of her dedication to STEM, she has been recognized by the Na-

tional Center for Women & Information Technology as an honorable mention and an affiliate winner in Michigan. Apart from her interests in technology, she was also an active member of DECA and other humanities clubs around the school like National Honor Society, Spanish, Chinese, Japanese, and Art Club. Kalva was also very involved in volunteer work. Over her four years of high school, she was able to accumulate the astounding number of 800 volunteer hours from various activities ranging from tutoring, rehab centers, hospitals, mini children's events, talent shows, and even creating her own programming classes.

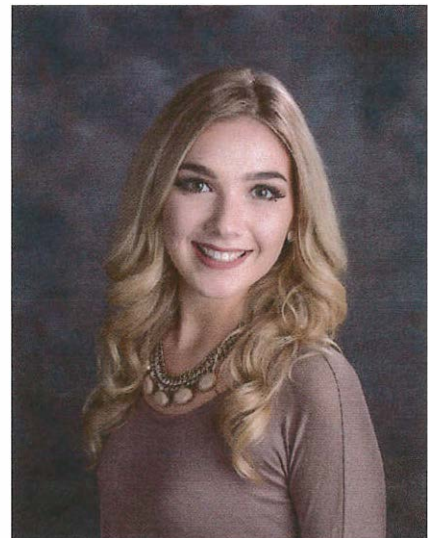
Eva Koelzer, of Livonia, Michigan, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance, and mandatory fees. During her time at EMU, Eva plans to pursue a degree in Nonprofit Administration. Her goals for the future are to graduate with Highest Honors, join the Peace Corps, potentially attend graduate school, and finally find a fulfilling job in the field of humanitarian work. While in high school Eva was a member of the varsity pompon team and the National Honor Society, held an internship position at a local church in the outreach department, and coordinated a water drive for residents in Flint, Michigan.





Emily Lovell, of Millbury, Ohio, is one of 21 students to receive a Presidential Scholarship at Eastern Michigan University beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit-hours per year of in-store tuition, housing, food allowance, and mandatory fees. During her time at EMU, Lovell plans to pursue a degree in occupational therapy. Her goal for the future is to work with disabled veterans and individuals with developmental disabilities to encourage them to challenge the boundaries society has set and believe in their strength to achieve their goals. In high school, Lovell was involved in Special Olympics, varsity soccer, track and field, National Honor Society, Students in Action, and band.

Abigail Martin, of Howell, Michigan, is one of the 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance and mandatory fees. During her time at EMU, Martin plans to pursue a degree in biochemistry. Her goal for the future is to become an ophthalmologist. While in high school, Martin was involved in Student Council, National Honor Society, School Board Representation, Photography, and she led a Biblical Worldview Club.



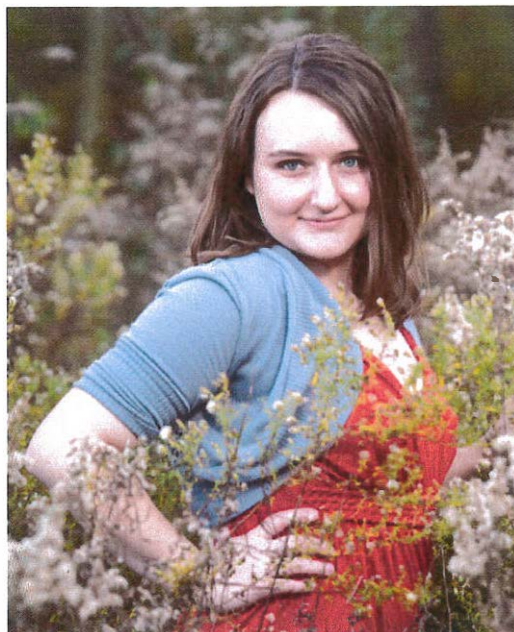
Alyssa Misiak, of Holland, Michigan, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance and mandatory fees. During her time at EMU, Misiak plans to pursue a degree in speech pathology and elementary education. Her goal for the future is to continue pursuing her education with a master's degree in speech pathology. While in high school, Misiak was involved in cross country, track, French Club, National Honors Society, and the Holland Youth Advisory Council.



Carmen Ortega, of Jackson, Michigan, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance, and mandatory fees. At this time, Ortega is still exploring her options for what area she will focus her studies on at EMU. Her goal for the future is to have a fulfill-

ing and successful career. While in high school, Ortega was involved in National Honor Society, Student Council, varsity tennis, Destination Imagination, marching band, pep band, jazz band, symphonic band, Jackson Youth Symphony Orchestra, and a literary arts magazine.

Nicole Rinkel, of South Lyon, Michigan, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance and mandatory fees. During her time at EMU, Rinkel plans to pursue a degree in history. Her goal for the future is to pursue her master's and doctoral degrees in history, and become a college history professor. While in high school, Rinkel was involved in debate, National Honors Society, and tennis.



Alyssa Schad, of Toledo, Ohio, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance and mandatory fees. During her time at EMU, Alyssa plans to pursue a degree in literature. Her goal for the future is to teach literature at the college level and write literary criticism. While in high school, Alyssa was involved in drama club, school newspaper, Young Women for Change, and volunteer work.



Rebecca Sims, of Brownsburg, Indiana, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance and mandatory fees. During her time at EMU, Sims plans to pursue a degree in K-12 instrumental music education. Her goal for the future is to become a high school band director and/or a private lessons teacher. While in high school, Sims was involved in National Honors Society, The Sound of Brownsburg High School Marching Band, Wind Ensemble, jazz band, pep band, Academic SuperBowl, and Hendricks County and Indiana 4-H.

Gabe Walder, of Saline, Michigan, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance and mandatory fees. During his time at EMU, Gabe plans to pursue a degree in biochemistry. His goal for the future is to help develop progressive technology in organic substances that can be designated for many practical applications. While in high school, Walder was involved in soccer, ultimate frisbee, wind ensemble, and NHS.

Joanne Wisely, of West Bloomfield, Michigan, is one of 21 students to receive the Presidential Scholarship at Eastern Michigan University, beginning in the 2017-2018 academic year. The Presidential Scholarship is a four-year award that pays for 30 credit hours per year of in-state tuition, housing, food allowance and mandatory fees. During her time at EMU, Wisely plans to pursue a degree in history. Her goal for the future is to complete a graduate and Ph.D. program in history in order to teach at the college level. While in high school, Wisely was involved in marching band, winter drumline, National Honor Society, the Volunteer Impact Program, and sacrament preparation at St. Patrick Parish in White Lake.



President's Report
EASTERN MICHIGAN UNIVERSITY
Board of Regents Meeting
October 20, 2017

Mr. Chairman and Distinguished Members of the Board of Regents:

The 2017-18 academic year is off to a great start, thanks, in large part, to the tremendous expertise and support of Eastern Michigan University faculty and staff. As an individual who has spent a great deal of time in the classroom in my own career, I have great respect for the difference our faculty members make in the lives and success of our students.

During this time of declining enrollment trends affecting universities nationwide, it is more important than ever that Eastern remains responsive and nimble to adjust to our changing environment.

This is why, in addition to supporting our traditional student recruitment initiatives targeting first-year, transfer and graduate students in Michigan and nearby states, we continue to look for opportunities to expand our base of international students, as well as increase opportunities for online degrees, which data shows is the fastest growing population of students nationwide.

Our success in attracting new students is evidenced by this fall's enrollment of the third largest entering class in our history. Since fall 2010, when the University enrolled a total of 2,008 new first-year students, the entering class has grown by 39 percent.

The class also displays solid academic preparation. The average GPA of incoming freshmen is 3.29, an increase from 3.12 in 2011. Average ACT scores increased to 22.4, trending positively from an average of 21.1 in 2011.

The entering class also underscores Eastern as one of the most diverse and inclusive universities in Michigan. The total number of newly enrolled African American, Hispanic, Native American, Asian American/Pacific Islander, and multi-race students, makes up 30 percent of the entering first-year class.

The Honors College, which accepts students entering with typically at least a 25 ACT score and 3.5 high school GPA, continues to grow. The Honors College currently enrolls more than 1,600 students -- nearly double the number of students from six years ago.

International student enrollment in the entering class showed a significant increase as well, rising 43 percent. Overall, 4 percent of Eastern's students are international, representing more than 80 nations.

However, as is true for nearly all of our peers in the state, overall enrollment continues to decline and we have to confront that challenge in a variety of ways.

I thank the Board for taking another strong step in helping students succeed. Today's approval of \$58.8 million in financial aid for next year represents a 3 percent increase over this year. During the past 10 years, we have doubled student financial aid, reflecting our central mission of helping Michigan students achieve academic success, earn their degrees and continue on to excellent careers.

Speaking of excellent careers, our new Bachelor of Science in Electrical and Computer Engineering, approved today, will prepare students for positions in the automotive, energy, communication and consumer electronics industries. Graduates will be at the forefront of filling the need for electrical and computer engineers in Michigan and across the nation. The new program is in addition to the new Mechanical Engineering major, which has been well received after being launched this fall.

While on the subject of engineering, we are pleased the Board has approved the capital outlay recommendation for the renovation of Sill Hall and the expansion of the College of Technology to create a technology/engineering complex. This will help address a significant shortage of skilled workers in these areas that is critical to our state's continued economic growth.

We are already showing the state that Eastern is a good steward of its capital outlay investment. Strong Hall, Eastern's previous capital outlay request, is largely gutted as a massive renovation of the STEM-focused facility is well underway. It's quite a sight, and hints at the exciting changes to come.

Other highlights that I'd like to note are as follows:

- Earlier this week, Eastern joined the newly formed American Center for Mobility Academic Consortium in a signing ceremony with Governor Snyder. Eastern will contribute our expertise in information assurance, cyber security, mechanical engineering, deep-skilled robotics and simulation and animation to help fill the growing needs in the autonomous vehicle industry.
- Eastern students earned a bronze medal in the Marketing Edge Echo Challenge, competing against more than 200 teams from around the world.
- For the 15th consecutive year, Eastern Michigan University has been rated as one of the Best Colleges in the Midwest, according to The Princeton Review.
- Our Music Therapy program was recently ranked in the top 10 nationally by TheBestSchools.org.
- Eastern Michigan's online Bachelor of Science in Dietetics was recently ranked fourth in the nation by AffordableColleges.com.
- Joy-Ann Reid, a political analyst for MSNBC and host of "AM Joy," has been selected as the keynote speaker for Eastern Michigan University's 32nd annual Martin Luther King Jr. Celebration. This year's event, titled "Live the Legacy: Look Back, Be Present, Move Forward," runs from January 11-16.
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- JoAnn Chávez, vice president, legal and chief tax officer of DTE Energy, will be our commencement speaker in December's ceremony and will be presented with an honorary Doctor of Commerce degree. She will offer a strong perspective to this year's graduates that

embraces the importance of diversity and inclusion, and further reflects Eastern's welcoming environment to people of all backgrounds.

Other accomplishments are listed in the Appendix to this report on the University website.
Thank you, Chairman Morris.

James M. Smith, Ph.D.
President
Eastern Michigan University

Recognition

- Competing against more than 200 teams from around the world, students from EMU recently placed third in the worldwide **Marketing Edge ECHO Challenge**, the first time Eastern undergraduates have medaled in the competition. The bronze medal team included **Amanda Derengoski, Anthony Nucullat, Glori Avneet Singh, Megan Spencer, and Meagan Welsh**. The team of **Jordan Mallet, Amanda Salazar, and Emily Villarreal** advanced to the semi-finals. The graduate student team of **Taylor Frey, Rebecca Jensen, Don Kline and Mark Lubin** advanced the final four round; over the years, graduate students in Eastern's IMC program have won 15 top medals in this international competition.
- 40 students from the **School of Nursing** participated in the **Motor City Medical Mission** at Cobo Center on Aug. 9-11, where free medical, dental and optical care was provided to thousands of metro Detroit citizens.
- The **Clinical Psychology** doctoral program received a **\$391,098 grant** from the **Michigan Health Endowment Fund** to establish specialty training in geropsychology. The program will enable Southeast Michigan families to receive home-based or clinic-based integrated behavioral health services from doctoral students at a low cost.
- The **Construction Management** program received a **\$50,000 donation from NEXUS Gas Transmission**. The funds will pay for lab safety equipment, soil density and acoustic measuring devices, and educational opportunities.
- A brewery school will be included in a **\$20 million investment by Midtown Detroit Inc. and its partners for the Selden Corridor Initiative**, a mixed-use redevelopment. Eastern will run the brewery school and will offer a **bachelor's degree in Fermentation Science** to students.
- A group of longtime friends from the **Arm of Honor Alumni Association** at EMU recently donated **\$2,500** to the **Fermentation Science** program. The gift will help support student research and field experiences. The group has also recently supported EMU's Forensics Program and Eastern's varsity swimmers' participation at the Olympic Trials.
- EMU's **Society for Human Resource Management (SMHRM)** chapter has once again been named an **Outstanding Student Chapter** by the national organization. Only 20 schools nationally were chosen for the honor, which is the society's highest award, and EMU was the only Michigan chapter selected.

- **Wendy Burke**, a professor of curriculum and instruction in **Teacher Education** and the director of student teaching at EMU, will serve as the 2017-18 **John W. Porter Distinguished Chair in Urban Education**. Burke's project supports the implementation of an innovative approach to preparing educators in Southeast Michigan.

Events

- EMU and **Fresh Thyme Market** partnered to help students in need of food assistance. Food, supplies and funds were collected for **Swoop's Food Pantry** on Oct. 9-15.
- The campus community joined **Michigan Congresswoman Debbie Dingell** for the "**Out of Darkness Community Walk**" on Sept. 29, to bring attention for suicide prevention and awareness.
- A **9/11 remembrance ceremony** was held at Eastern's beam from the World Trade Center on Sept. 11.
- Two recent EMU computer science graduates offered computer programming skills and career perspectives during a week-long **Bits and Bytes** camp for middle-school girls in early August. The camp was funded by the **National Center for Women and Information Technology**.

Of Note

- EMU will become the first university in Michigan to offer a fully-staffed **Amazon pickup location** to pickup and return Amazon orders.
- EMU has partnered with Ann Arbor-based InfoReady Corporation to use **Thrive** software to encourage **student engagement**. The program will be rolled out to freshmen this year.
- Eastern and the **Washtenaw County Convention and Visitor's Bureau** produced a new "**#YouAreWelcomeHere**" video highlighting the diversity and inclusivity of Ypsilanti and Washtenaw County.

Athletics

- Baseball (Men): **Sam Delaplane, Davis Feldman, Max Schuemann, and Brennan Williams** were named as **MAC Spring Distinguished Scholar Student-Athletes**.
- Football (Men): **Jason Beck** has been nominated by the National Football Foundation and College Hall of Fame as one of 181 semifinalists for the **2017 William V. Campbell Trophy**, college football's premier scholar-athlete award.
- Football (Men): Eastern held its fourth annual **Youth Day**, with more than 200 local children participating in football-related fun events on the Rynearson field.
- Golf (Women): **Thelma Beck, Maria Connelly, and Kelsey Murphy** were named as **All-American Scholars** by the Women's Golf Coaches Association.
- Golf (Women): **Kelsey Murphy** was named as a **MAC Spring Distinguished Scholar Student-Athlete**.
- Golf (Men): **Jared Multer, Kyle Rodes, Nic Ross, and Philippe Weppernig** were named as **Srixon/Cleveland Golf All-American Scholars** by the Golf Coaches Association.
- Golf (Men): **Beau Breault and Jared Multer** were named as **MAC Spring Distinguished Scholar Student-Athletes**.
- Golf (Men): EMU received the **President's Special Recognition Academic Team Award** from the Golf Coaches Association of America. Eastern was the only MAC school to be honored, and was one of 19 Division I teams named.
- Golf (Men): **Beau Breault** finished as the runner-up at the 106th Michigan Amateur Championship.
- Rowing (Women): 21 Eagles received the **2017 Colonial Athletic Association Commissioner's Academic Award** for the Winter semester. Honored were **Samantha Allen, Sarah Anderson, Jennifer Bucci, Karissa Fald, Amanda Flora, Mia Forman, Taylor Heard, Baylee Kinkade, Autumn Little, Christa Maddick, Lauren Magnuson, Caitlyn Maguire, Karson Mahaney, Ashley Matzek, Johni Morris, Cailey Muir, Addison Oblanas, Makenna Rothert, Kelli Sharples, Rachel Turner, and Rebekah Wheeler**.

- Rowing (Women): The rowing team hosted a kayaking event as part of the **Special Olympics State Fall Games** for the second straight year.
- Softball (Women): The National Fastpitch Coaches Association named **Arielle Anderson, Ariana Chretien, Haley Hostetler, Samantha Isaly, Michelle Kriegshauser, Olivia Logan, Abbie Minsker, Brandice Olmos, and Alex Peters**, as **All-American Scholar Athletes**.
- Softball (Women): **Michelle Kriegshauser** was named as a **MAC Spring Distinguished Scholar Student-Athlete**.
- Softball (Women): The Eagles earned recognition from the **National Fastpitch Coaches Association** for its accomplishments in the classroom last year, finishing sixth in the MAC and 55th in Division I.
- Track & Field (Women): **Anna Aldrich, Alsu Bogdanova, Sofie Gallein, Jessica Harris, Jordann McDermitt, Sydney Meyers** and **Natalie Uy** were named as **MAC Spring Distinguished Scholar Student-Athletes**.
- Track & Field (Women): **Jordann McDermitt** received **Second Team Academic All-American** honors from the College Sports Information Directors of America.
- Track & Field (Women): The Eagles were named an All-Academic Team by the **U.S. Track and Field and Cross Country Coaches Association**.
- Track & Field (Men): **Willy Fink, Nick Raymond, and Tyler Underwood** were named as **MAC Spring Distinguished Scholar Student-Athletes**.
- Track & Field (Men): **Willy Fink** received **Third Team Academic All-American** honors from the College Sports Information Directors of America.
- Track & Field (Men): The Eagles were named an All-Academic Team by the **U.S. Track and Field and Cross Country Coaches Association**.
- Volleyball (Women): The Eagles were recognized by the American Volleyball Coaches Association for academic excellence with the **AVCA Team Academic Award**.

- The men's and women's Cross Country and Track & Field teams spent their bye week volunteering at the **JDRF One Walk**. More than 120 student-athletes worked at registration, food distribution, route greeting, face painting, and helped with set up and tear down at the event.
- The MAC awarded the **2016-17 Cartwright Award** to EMU for its program excellence in academics, athletics and citizenship. This is only the second time Eastern has won the prestigious award.
- During the 2016-17 academic year, EMU scholar-athletes on 21 teams participated in more than **3,900 volunteer hours**.
- In partnership with the MAC and the College Football Playoff Foundation, the EMU Athletic Department will donate \$5,000 to the **Ypsilanti Community Schools**. The funds will be used for in-classroom supplies for middle school and elementary schools.
- Eastern welcomed eight new members into the **E-Club Athletic Hall of Fame** on September 22. The Class of 2017 includes **Brian Bixler** (Baseball), **Walter Church** (Football), **Lauren Clark** (Softball), **William DuLac** (Football), **Jessica Hupe** (Soccer), **Robin Loheide** (Gymnastics), **Lela Nelson** (Track & Field), and **Tiberia Patterson** (Track & Field).
- In support of the Championship Building Plan, Eastern launched a **new brick campaign**. The proposed site for the bricks will be in Championship Plaza.
- The lights at Rynearson Stadium have been upgraded with new high-performance energy-efficient LED stadium lights. The new system provides more illumination with a significant reduction in energy consumption.

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**Eastern Michigan University Board of Regents
2018 Meetings**

Friday, February 9

Friday, April 20

Friday, June 22

Thursday, October 25

Friday, December 14

EMU Board of Regents
Public Communications
201 Welch Hall
Friday, October 20, 2017 at 12 p.m.

FIVE PEOPLE HAVE REQUESTED TO SPEAK (as of the October 19 deadline)

FIVE CONFIRMED SPEAKERS – up to three (3) minutes each

1. Rebecca Sipe – Thank you for the support of the Honors College throughout my seven year tenure
2. Miles Payne (Student Government) – Student Body update
3. Larry Borum III (Student Government) – More investment in student affairs resources
4. Judith Kullberg (EMU-AAUP) – Shared governance and online degree programs
5. Kangkana Koli (Center for Multicultural Affairs) – The work that the CMA has done for this campus and the support we may need from administration in the future