

2017

Board of Regents Meeting Materials, February 7, 2017

Eastern Michigan University

Follow this and additional works at: <http://commons.emich.edu/regentsminutes>

Recommended Citation

Eastern Michigan University, "Board of Regents Meeting Materials, February 7, 2017" (2017). *Board of Regents Meeting Materials*. 163.
<http://commons.emich.edu/regentsminutes/163>

This Article is brought to you for free and open access by the University Archives at DigitalCommons@EMU. It has been accepted for inclusion in Board of Regents Meeting Materials by an authorized administrator of DigitalCommons@EMU. For more information, please contact lib-ir@emich.edu.

EASTERN MICHIGAN UNIVERSITY

Board of Regents

201 Welch Hall

February 7, 2017

MEETING SCHEDULE

9:30 AM – 10:15 AM	Athletic Affairs Committee	Room 201
9:30 AM – 10:15 AM	Educational Policies	Room 205
10:30 AM – 11:15 AM	Faculty Affairs	Room 205
10:30 AM – 11:15 AM	Student Affairs Committee	Room 201
11:30 AM – 12:15 PM	Finance and Investment Committee	Room 201
1:30 PM	Regular Board Meeting	Room 201

AGENDA

Call to Order

Roll Call Attendance

Section 1 Proposed Minutes of the November 1, 2016 General Board Meeting

CONSENT AGENDA

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

REGULAR AGENDA

Student Affairs Committee

Section 11 Report and Minutes

Faculty Affairs Committee

Section 12 Report and Minutes

Athletic Affairs Committee

Section 13 Report and Minutes

Educational Policies Committee

Section 14 Report and Minutes

Section 15 Academic Calendars for 2019/20 and 2020/21

Section 16 Charter Schools Board Member Appointments

Section 17 2015-16 Charter Schools Annual Report and Update

Section 18 Summer 2017 Research Awards

Section 19 New Academic Program: Bachelor of Science, Mechanical Engineering

Section 20 New Academic Program: Doctor of Nursing Practice

Finance and Investment Committee

Section 21 Report and Minutes

Section 22 FY18 Room and Board, Apartment Rates

Section 23 2015-2016 EMU Foundation Financial Reports (June 30, 2016)

Section 24 FY18 Capital Budget

Section 25 Appointment of External Audit Firm and Contract for Services

NEW BUSINESS AND PRESENTATIONS

Section 26 Resolution: Beth Fitzsimmons, Ph.D.

Section 27 Resolution: James F. Stapleton

Section 28 President's Report

Section 29 Open Communications

Comments from the Chair

Adjournment

SECTION: 12

DATE:

February 7, 2017

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 February 7, 2017 and the Minutes of the November 1, 2016 meeting be received and placed on file.

STAFF SUMMARY


The topic for the February 7, 2017 Faculty Affairs Committee meeting is "Center for Global Engagement: Strategic Planning Committee Update."

FISCAL IMPLICATIONS

There is no fiscal impact.

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

1/18/17
Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Faculty Affairs Committee

February 7, 2017
10:30 – 11:15 a.m.
205 Welch Hall

AGENDA

Section 12 **Agenda and Minutes** (*Regent Webb*)

Discussion Topic: “Center for Global Engagement: Strategic Planning Committee Update.”

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

FACULTY AFFAIRS COMMITTEE MINUTES

November 1, 2016
10:00 – 10:45 a.m.
205 Welch Hall

Attendees (seated at tables): R. Baier, D. Clearwater, A. Dow, J. Elton, Regent Beagen, B. Jones, J. Kindred, J. Kullberg, R. Longworth, S. Moeller, Z. Moore, M. Rahman and Regent Webb (Chair).

Guests (as signed in): A. Balazs, J. Hunsberger, M. Sayler, R. Sipe, K. Stacey and W. Tornquist.

Regent Webb opened the meeting at 10:00 a.m.

Report and Minutes (Section 10)

Regent Webb requested that the Faculty Affairs Committee Agenda for November 1, 2016 and the Minutes of the April 22, 2016 meeting be received and placed on file.

Discussion Topics –


Shared Governance

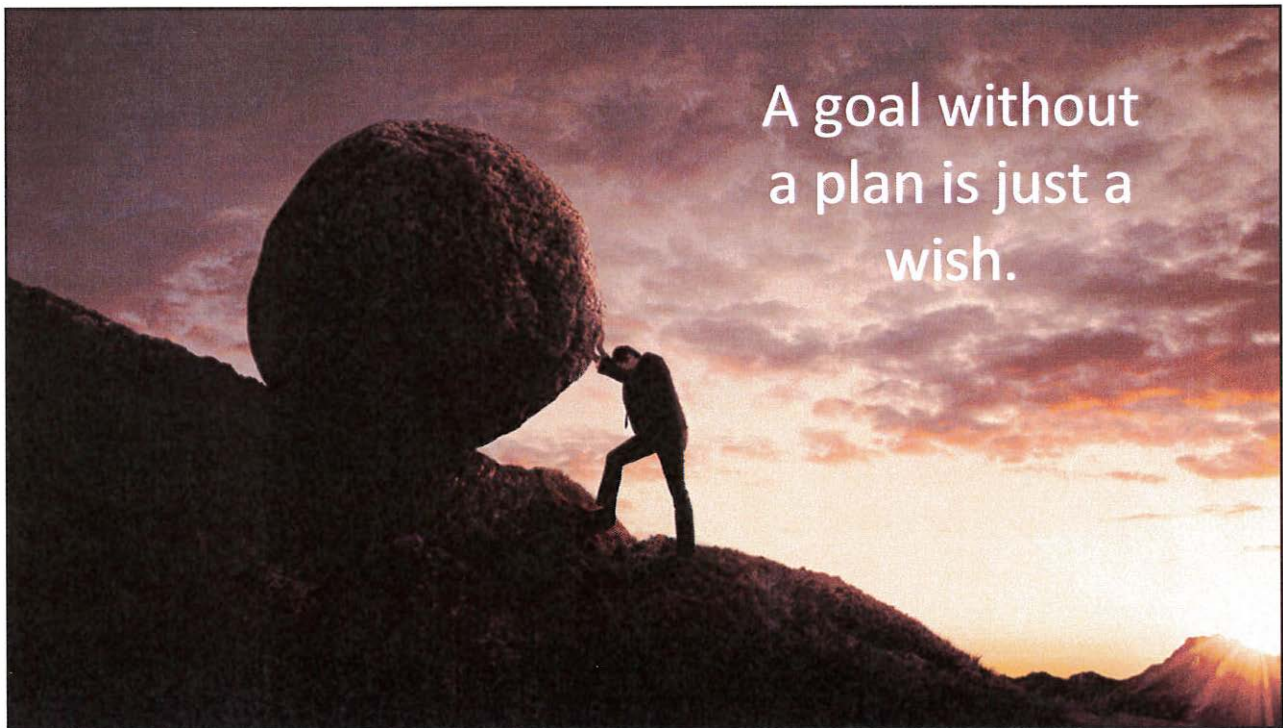
“Shared Governance in the EMU-AAUP/EMU Master Agreement” presentation was given by Susan Moeller, EMU-AAUP President. They presented on the Faculty Union Contract and its provisions regarding shared governance for the Faculty.

“Shared Governance at EMU: The Role of the Faculty Senate” presentation was given by Judith Kullberg, President of Faculty Senate and Zachary Moore, Chair, Academic Affairs Committee Faculty Senate. They presented on the Faculty Senate’s role in shared governance.

Regent Webb thanked all and adjourned the meeting at 10:45 a.m.

Respectfully submitted,


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



FACULTY

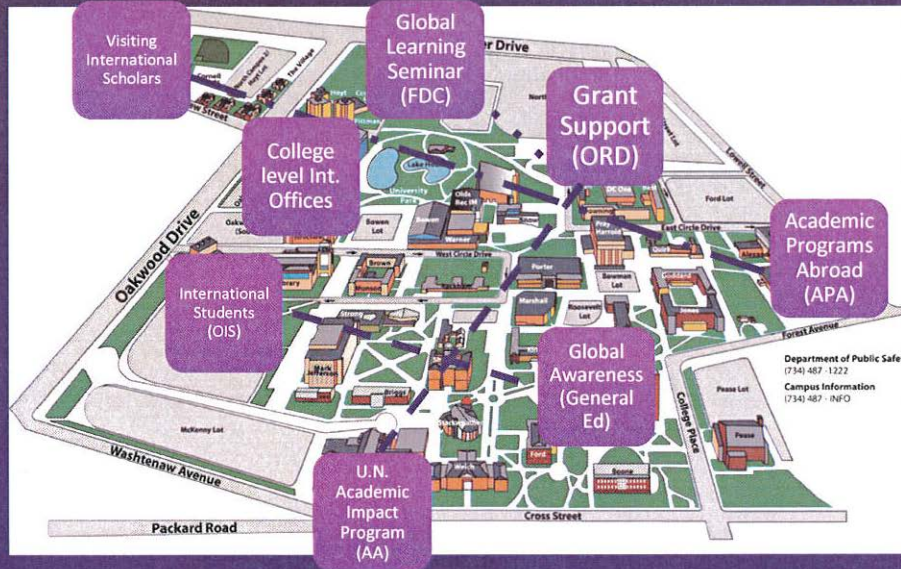
- Leslie Atzmon CAS
- Keon Pettaway CAS
- Pamela Walsh CHHS
- Shiri Vivek COB
- Rebecca Martusewicz COE
- Cathryn Amidei COT
- James Berry COE
- Jean Bush-Bacelis COB (Retired)

AND MANY OTHERS

- Benita Goldman (APA)
- Eleonora Bagatelia (APA)
- Katherine Raybaud (Student)
- Rachel Gasso (Student)
- Ester Gunel (OISS)
- Connie Ruhl-Smith



PROBLEM: FRAGMENTATION



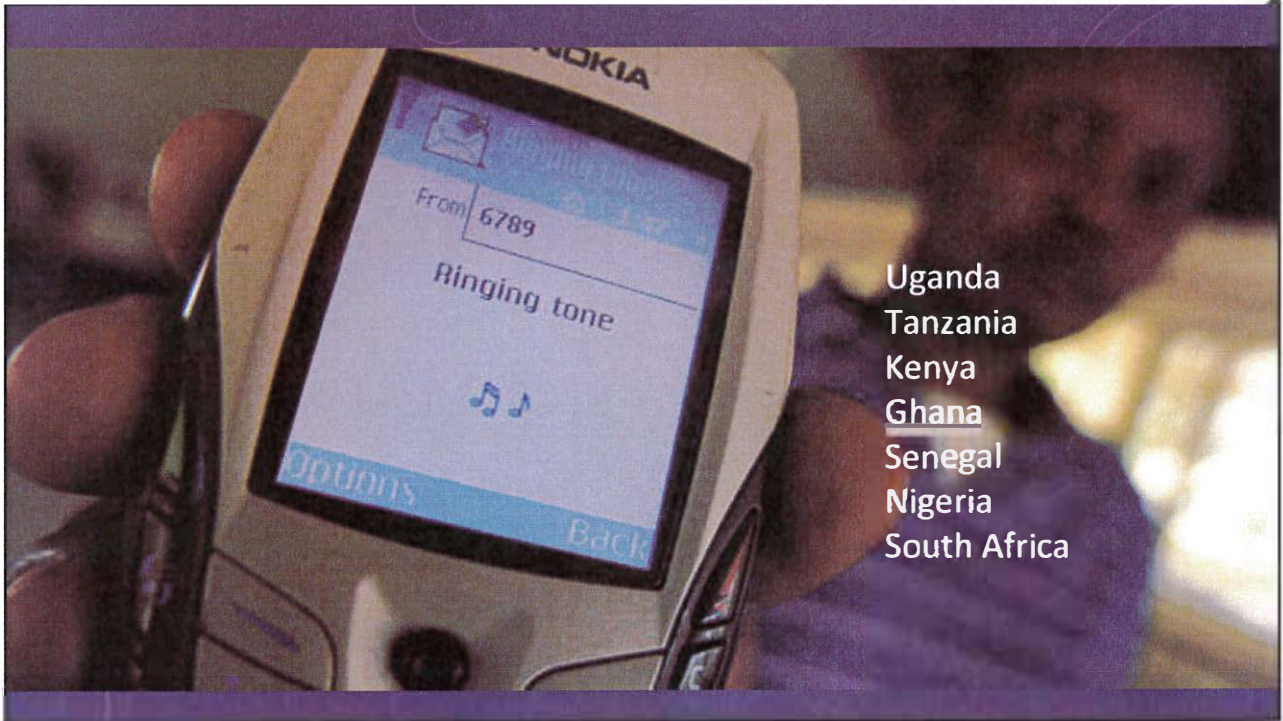
SOLUTION: AN INTERNATIONAL CENTER

- Faculty-led
- Academically-oriented
- Coordination, not centralization
- Clearing house for initiatives and expertise
- Coordination of international grants, curricular initiatives, research, and engagement with the global community



INTERNATIONAL COORDINATION AT PEER INSTITUTIONS

University	Coordinating Center?	Name of International Center
Eastern Michigan University	No	
Ball State University	Yes	Rinker Center for International Programs
California State University, Fresno	Yes	Division of Continuing and Global Education
University of Central Missouri	Yes	International Center
Eastern Illinois University	Yes	EIU Global
Florida Atlantic University	Yes	Office of International Programs
Indiana State University	Yes	International Programs and Services
Middle Tennessee State University	Yes	International Affairs
Missouri State University	Yes	International Programs
Montclair State University	Yes	Global Education Center
Northern Arizona University	Yes	Center for International Education
Oakland University	Yes	International Students and Scholars Office
Stephen F. Austin State University	Yes	Office of International Programs
Towson State University	Yes	International Programs



Uganda
Tanzania
Kenya
Ghana
Senegal
Nigeria
South Africa

A graphic design on a dark purple background. On the left side, there is a vertical stack of many crumpled and torn pieces of paper. To the right of the stack, four questions are listed in a bold, orange, sans-serif font, each slanted upwards: 'Active?', 'Appropriate?', 'Current?', and 'Searchable?'. To the right of these questions, the word 'AGREEMENTS' is written in a large, white, bold, sans-serif font. Below 'AGREEMENTS', three types of documents are listed in a smaller, white, sans-serif font: 'MEMOS OF UNDERSTANDING', 'MEMOS OF AGREEMENT', and 'MEMOS OF INTENT'. The background also features some faint, light-colored circular patterns.

OUR DEANS WANT . . .

- A mechanism or process for agreements
- A partnership database
- Validation (expiration dates)
- Removal of Open-Ended MOUs
- Archive of *extinct* MOUs
- Updating the partner
- Succession planning

FOUR PILLARS OF THE STRATEGIC PLAN

- Incoming students
- Outgoing students
- Research and Scholarship
- Cooperative Partnerships



THE OBJECTIVES

- clear and compelling
- unifying focal point of effort
- act as a clear catalyst for team spirit
- a clear finish line

Collins and Porras
Built to Last: Successful Habits of Visionary Companies

OBJECTIVE:

OFFER ALL STUDENTS AN OPPORTUNITY FOR A MEANINGFUL
ACADEMIC EXPERIENCE ABROAD



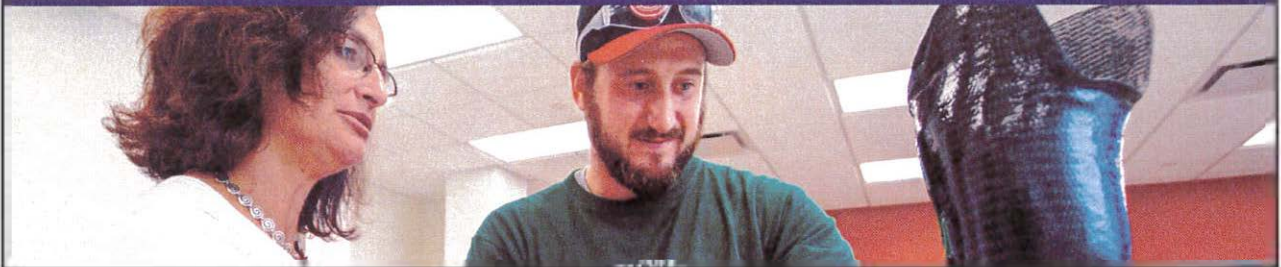
OBJECTIVE:

DEVELOP THE FACILITIES AND INFRASTRUCTURE NECESSARY TO INCREASE INTERNATIONAL STUDENT ENROLLMENT



OBJECTIVE:

SIGNIFICANTLY INCREASE OPPORTUNITIES FOR TWO-WAY/MUTUAL COLLABORATION WITH SCHOLARS AND UNIVERSITIES ABROAD



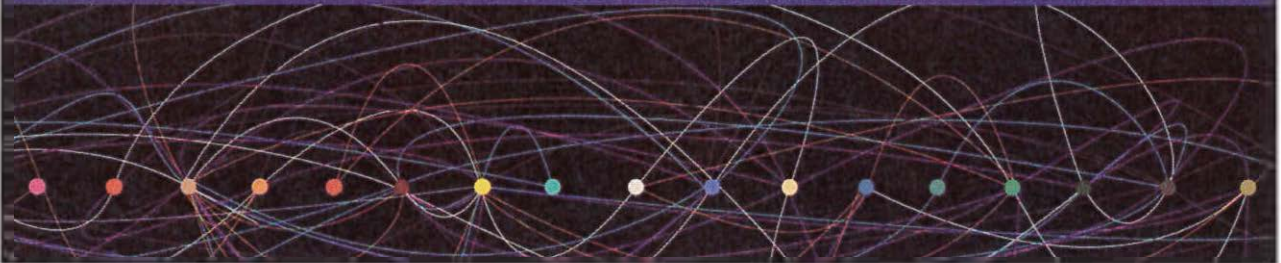
OBJECTIVE:

SIGNIFICANTLY INCREASE OPPORTUNITIES FOR COLLABORATION WITH OTHER INSTITUTIONS (GOVERNMENT AND BUSINESSES ABROAD) ON KEY AREAS OF IMPORTANCE TO MICHIGAN



OBJECTIVE:

THE CENTER WILL SERVE AS A KNOWLEDGE, COMMUNICATION, AND COORDINATION HUB TO PROVIDE VALUE TO ALL STAKEHOLDERS IN INTERNATIONAL ENDEAVORS.



OBJECTIVE:

ENHANCE OUR INVOLVEMENT IN ADDRESSING PRESSING GLOBAL ISSUES IN WAYS THAT WILL STRENGTHEN ACADEMIC PROGRAMS.



OBJECTIVE:

INFUSE GLOBAL AND MULTICULTURAL PERSPECTIVES ACROSS THE CAMPUS



OBJECTIVE:

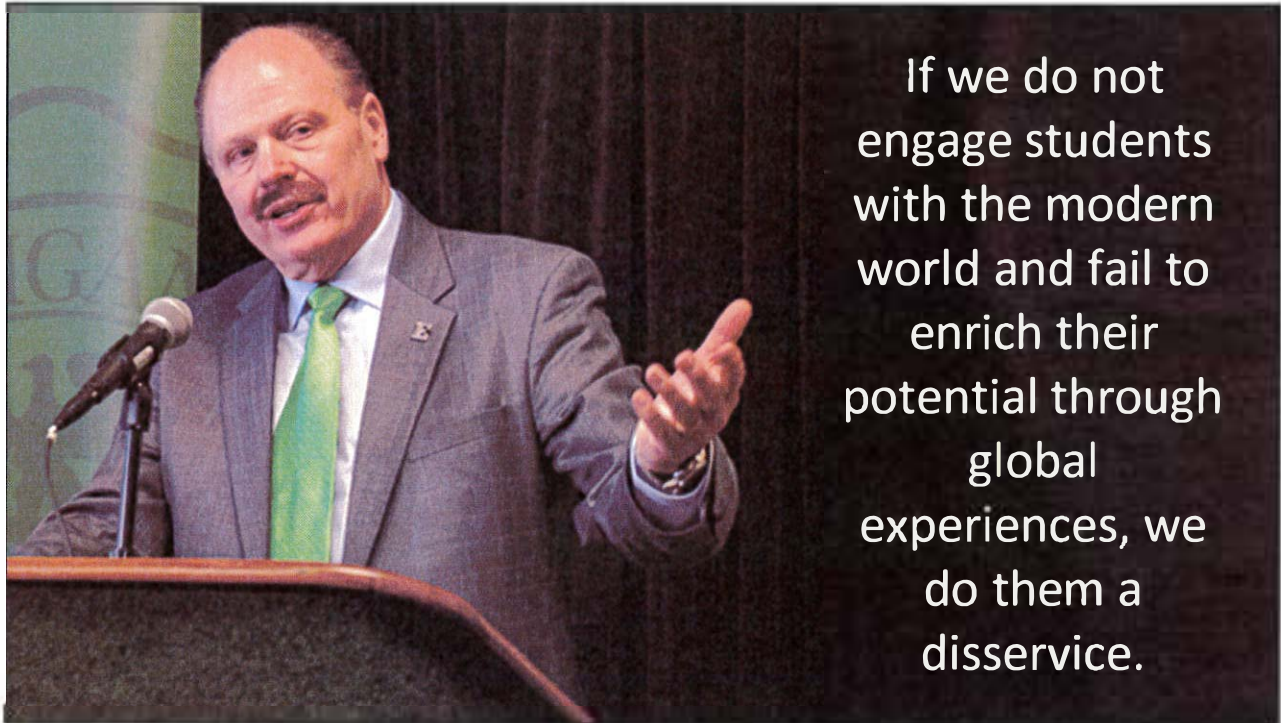
ENSURE THAT CURRICULAR LEARNING EXPERIENCES PREPARE GRADUATES TO BECOME RESPONSIBLE GLOBAL CITIZENS



OBJECTIVE:

DEVELOP A SUSTAINED FUNDRAISING STRATEGY THAT CAN SUPPORT OUR FUTURE GROWTH AS A GLOBALLY ENGAGED UNIVERSITY.





ESSENTIALS

- Teaching and Curriculum
- Technological Assistance
- Partnerships and Collaborations
- Central(ish) location
- Efficient Processes

EASTERN MICHIGAN UNIVERSITY
Board of Regents Meeting
November 1, 2016

These are the proposed minutes of the November 1, 2016 Board of Regents meeting.

The meeting of the Eastern Michigan University Board of Regents was called to order by Chairman Morris at 1:01 p.m. in Room 201, Welch Hall, Ypsilanti, Michigan.

The Board members present were: Regent Dennis Beagen, Regent Michelle Crumm, Regent Beth Fitzsimmons, Regent Mike Hawks, Regent Mike Morris, Regent James Stapleton, Regent Mary Treder Lang (by phone) and Regent James Webb.

Board members absent: None

There was a quorum.

Section 1

PROPOSED MINUTES OF THE SEPTEMBER 30, 2016 REGULAR BOARD MEETING

Regent Beagen moved and Regent Crumm seconded that the proposed minutes for the September 30, 2016 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 Crumm and seconded by Regent Hawks that sections 2-7 be approved in their entirety as presented.

Section 2

STAFF APPOINTMENTS

Recommended that the Board of Regents approve 42 staff appointments for the reporting period June 1, 2016 to October 1, 2016: John Carlson, Geoffery Roberts, Barbara Mckaig, Jennifer Allen, Sarah Krizan, Jack Bidlack, Brandi Decker, Julie Quoss, Cassandra Callaway, James Smith, Jeffery Jameson, Isaiah Walton, Dylan Saccone, Mariel Rakijas, Jeffery Kortman, Sarah Brown, Lloyd Shelton, Andrea Vangoss, Solomon Simmons, Lakita Gantz, Thornisha Webster, Sean Conaty, Christian Hanselmann, Emily McGrew, Joline Davis, Rayna Ketchum, Sandra Krupa, Brian Koscieiniak, Ariana Herrera, Derick Roe, Mia Milton, Dallas Becerra, Amanda Randall, Michael Morton, Raymond Biery, Dylan Lee, Kevin Steed, James Householder, Tiffany Lancaster, Sean Phillips, Kevin Sewell and Sean Wolf.

Section 3

STAFF SEPARATIONS/RETIREMENTS

Recommended that the Board of Regents approve 63 separations and retirements for the reporting period of June 1, 2016 to October 1, 2016: Michael Douglass, Carly Thibault, Karen Schofield, Hilary Simmet, Jeffrey Nesmith, Joseph Jordon, Andrea Weid, Joseph Wiper, Gwynese Craighead, Reginald Barnes, Jeanne Torok, Lisa Fridley, Jacob Kirkendall, Barbara Hopkins, Debra Johnson, Pamela Setla, Becky Kramer, James Kropaczewski, Marsha McDonald, Jeffrey Williams, Donald Loppnow, Linda Moore, Alicia Bake, Susan Sohn, Xiaolin Luo, Amanda LeClaire, Beste Windes, Carl Powell, Matthew Bowe, Lawrence Thompson, Michael Demand, Chontae Sylvertooth, David Carroll, Steven Darnell, Meghan Taraskiewicz, Matthew Cline, Chanay Peterson, Colleen Gavin, David Love, Michael Turner, Bryon Tansel, Steven Manz, Ronald McKeefery, Courtney Gentile, Anna Chatfield, Cristina Davis, Gregg Costanza, Isaiah Walton, Clifford Camp, Shaun White, Jeremy Scott, Lawrence Holmes, Richard Storck, Patience Hess, Shannon Foxworth, Meilin Kaake, Ryan Shell, Jacob Albers, Judith McBride, Taye Teklemariam, Tanesia White, James Johnson and Racquel McGee.

Section 4

EMERITUS STAFF RECOMMENDATIONS

Recommended that the Board of Regents grant Emeritus Staff Status to six (6) staff members: Mary Reeves, Marsha Bolden, Jeanne Torok, Judith McBride, Sheila Bentrup, and Linda Moore.

Section 5

FACULTY APPOINTMENTS

Recommended that the Board of Regents approve one (1) new faculty appointment for the 2016-17 academic year: Meriam Caboral-Stevens.

Section 6

ACADEMIC RETIREMENTS/SEPARATIONS

Recommended that the Board of Regents approve twenty (20) retirements and five (5) separations for the period of April 1, 2016 through September 30, 2016. Separations: Pradeep Chowdhry, Christine Scott, Younoh Kim, Tomoyuki Sasaki, Arthur Valenzuela III. Retirements: Phillip Arrington, Jean Bush-Bacelis, Timothy Carroll, Kathy Chamberlain, Robert Chapman, John Dugger III, Norman Gordon, Nancy Harbour, Walter Hogan, Michael Kasenow, Pamela Lemerand, Mary Sue Marz, Sandra Nelson, Alexandra Norton, Joseph Ohren, Carole Pawloski, Melvin Peters, Valerie Polakow, Weidian Shen and Marjorie Ziefert.

Section 7

EMERITUS FACULTY APPOINTMENTS

Recommended that the Board of Regents grant Emeritus Faculty Status to sixteen (16) former faculty members: Phillip Arrington, Jean Bush-Bacelis, Yvonne Calloway, Timothy Carroll, Kathleen Chamberline, John Dugger, Walter Hogan, Michael Kasenow, Mary Sue Marz, Joseph Ohren, Carole Pawloski, Melvin Peters, James Pinson, Valerie Polakow, Weidian Shen and Marjorie Ziefert.

Motion Carried

Section 8

REPORT AND MINUTES – STUDENT AFFAIRS COMMITTEE

Regent Stapleton moved and Regent Beagen seconded that the Board of Regents approve the Student Affairs Committee Agenda for November 1, 2016 and that the Minutes of the June 21, 2016 meeting be received and placed on file.

Motion Carried

Section 9

REPORT AND MINUTES – ATHLETIC AFFAIRS COMMITTEE

Regent Hawks moved and Regent Crumm seconded that the Board of Regents receive and place on file the working Agenda for the November 1, 2016 meeting and the June 21, 2016 Minutes.

Motion Carried

Section 9A

RESOLUTION: MEN’S CROSS COUNTRY MAC CHAMPIONS

It was moved by Regent Hawks and seconded by Regent Beagen to approve the resolution for the Men’s Cross Country Team and MAC Coach of the Year John Goodridge for winning the 2016 Mid-American Conference Championship and Head Coach John Goodridge being named MAC Men’s Cross Country Coach of the Year.

Motion Carried

Section 9B

RESOLUTION: WOMEN’S CROSS COUNTRY MAC CHAMPIONS

It was moved by Regent Stapleton and seconded by Regent Crumm to approve the resolution for the Women’s Cross Country Team and MAC Coach of the Year Sue Parks for winning the 2016 Mid-American Conference Championship and Head Coach Sue Parks being named MAC Women’s Cross Country Coach of the Year.

Motion Carried

Section 10

REPORT AND MINUTES – FACULTY AFFAIRS COMMITTEE

It was moved by Regent Webb and seconded by Regent Beagen that the Board of Regents receive and place on file the working Agenda for the November 1, 2016 meeting and the April 22, 2016 Minutes.

Motion Carried

It was moved by Regent Crumm and seconded by Regent Hawks that sections 11-14 be approved in their entirety as presented.

Section 11

REPORT AND MINUTES – EDUCATIONAL POLICIES COMMITTEE

Recommended that the Educational Policies Committee Agenda for November 1, 2016 and the Minutes of the June 21, 2016 meeting be received and placed on file.

Section 12

APPOINTMENT OF CHARTER SCHOOLS BOARD MEMBERS

Recommended that the Board of Regents appoint Ashleigh Bell and Jeffrey Sorensen to three-year terms and Roger Verhey to a two-year term to the Board of Directors of Ann Arbor Learning Community; and re-appoint Renee Newman to a three-year term to the Board of Directors of the Academy for Business and Technology.

Section 13

COMMENCEMENT SPEAKER AND HONORARY DEGREE RECIPIENTS

Recommended that the Board of Regents approve Michigan Supreme Court Justice Bridget Mary McCormack as Commencement Speaker at the Saturday, December 17, 2016 commencement ceremony. In addition, it is recommended that the Board award an honorary Doctor of Public Service degree to Justice McCormack. It was further recommended that the Board of Regents award an honorary Doctor of Public Service degree to Lieutenant Colonel Charles Kettles.

Section 14

GRANTING OF TENURE TO PRESIDENT JAMES SMITH

Based on the recommendation of the faculty in the Department of Leadership and Counseling, it was recommended that President James Smith be granted tenure in the Department at the rank of Professor effective, November 1, 2016.

Motion Carried

Section 15

REPORT AND MINUTES – FINANCE AND INVESTMENT COMMITTEE

Regent Fitzsimmons moved and Regent Beagen seconded that the Board of Regents receive and place on file the Minutes from the June 21, 2016 Finance and Investment Committee meeting and the Agenda for the November 1, 2016 meeting.

Motion Carried

Section 16

CONSOLIDATED FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION AS OF JUNE 30, 2016

Regent Fitzsimmons moved and Regent Beagen seconded that the Board of Regents receive and place on file the University's audited fiscal year 2015-2016 financial statements and auditor's report.

Motion Carried

Section 17

2017-18 GENERAL FUND SCHOLARSHIPS, AWARDS AND GRANTS REQUEST

Regent Fitzsimmons moved and Regent Beagen seconded that the Board of Regents approve the 2017-18 General Fund Scholarships, Awards and Grants proposal for \$57,080,000.

Motion Carried

Section 18

BOND FINANCING

Regent Fitzsimmons moved and Regent Beagen 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

Section 19

UPDATED BOARD POLICY: 3.1.13: HEALTH INFORMATION POLICY

Regent Webb moved and Regent Beagen seconded that the Board of Regents delete Policy 3.1.13 Health Information Privacy and implement the proposed policy in furtherance of the University's compliance with the Health Insurance Portability and Accountability Act (HIPAA).

Motion Carried

Section 20

UPDATED BOARD POLICY: 6.2.1.3: UNDERGRADUATE GRADES AND ACADEMIC PROGRESS

Regent Beagen moved and Regent Crumm seconded that the Board of Regents approve a modification to the Board of Regents policy 6.2.1.3 Undergraduate Grades and Academic Progress.

Motion Carried

Section 21

UPDATED BOARD POLICY: 8.1: STUDENT CONDUCT CODE AND JUDICIAL STRUCTURE

Regent Stapleton moved and Regent Hawks seconded that the Board of Regents approve revisions to the Student Conduct Code and Judicial Structure.

Motion Carried

Section 22

AMENDMENT TO THE BYLAWS OF EAGLE ADMINISTRATIVE SERVICES

Regent Hawks moved and Regent Beagen seconded that the Board of Regents approve the amendments to the Bylaws of Eagle Administrative Services (EAS) to include the Vice President and Secretary to the EMU Board of Regents on the EAS Board of Directors.

Motion Carried

Section 23

APPOINTMENT OF EAGLE ADMINISTRATIVE SERVICES BOARD MEMBER

Regent Beagen moved and Regent Fitzsimmons seconded that in accordance with the Eagle Administrative Services Bylaws, Article III, Section 3.2, it was recommended that the Board of Regents appoint regent Mike Hawks to serve a two-year term on the Eagle Administrative Services Board from January 1, 2017- December 31, 2018 and Regent James Webb to serve a two-year term on the Eagle Administrative Services Board from January 1, 2017 – December 31, 2018.

Motion Carried

Section 24

President's Report
EASTERN MICHIGAN UNIVERSITY
Board of Regents Meeting
November 1, 2016

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

As I stated in my message to the campus community yesterday, I am personally angered and saddened by the most recent racist incident targeting our Black community and want to convey my strong sense of resolve in finding out who is behind these incidents; and in continuing to come together as a campus community to confront hate and racism, and promote an environment of mutual understanding and inclusion.

There is no place on our campus for these kinds of hateful and criminal actions. Our police officers continue to investigate the Ford Hall incident and the two incidents in late September. Police have responded to many tips and continue to actively pursue them. The \$5,000 reward for the previous incident is now being doubled to \$10,000 and will apply to this incident as well. I encourage anyone with information that will be helpful in either of the cases to come forward and contact EMU Police at [734-487-1222](tel:734-487-1222) or the tip line at [734-487-4847](tel:734-487-4847).

The deeper and systemic issues in our society that are behind incidents such as these continue to be a focus for our student leaders, our faculty, our administration and all who care about this institution and the welfare of our students. These incidents run counter to the values and mission of the University and our actions over the past several weeks and going forth have and will continue to reflect that.

Our campus community members are strongly encouraged to support our Black students and employees at this time.

To those who say we are not doing enough, I respect and appreciate your point of view. We have undertaken many actions, including:

- Creating and now increasing the reward to \$10,000;
- Committing an additional \$200,000 for more security cameras and lighting;
- Adding additional police and security patrols around campus;
- Working with our Black student leaders and others on campus to conduct several forums and discussions; and,
- The Faculty Senate, with the support of Student Government and the University administration, has announced a day-long teach-in on November 14 to focus on racism, diversity and inclusion.

One specific and significant action we are announcing today is the creation of the President's Commission on Diversity and Inclusion. Modeled after the President's Women's Commission, the President's Commission on Diversity and Inclusion will be charged with, among other things:

- Providing recommendations to undertake systematic campus climate studies;
- Identifying existing programs that have succeeded in strengthening a climate of respect and inclusiveness on our campus and other campuses; and,
- Providing input and specific recommendations to the President and campus community about the campus climate and how to provide a more inclusive culture.

The Commission will consist of student leaders, faculty, staff, and members of the community. The Office of the President will appoint the Commission's members and I welcome nominations from the campus and broader community for individuals to serve as inaugural members of the Commission.

Full details about the new Commission, including recognition of the faculty and staff members who helped develop the framework, will be detailed following this meeting in a message to the campus.

In other developments, Eastern Michigan University has taken another strong step in its commitment to help students succeed, with plans to award more than \$57 million in financial aid during the 2017-18 academic year -- an increase of nearly \$2.9 million, or 5.3 percent, over last year's financial aid budget of \$54.2 million. During the past seven years, Eastern Michigan has nearly doubled its student financial aid, reflecting its central mission to help Michigan students and their families in a challenging economic environment.

The increase in financial aid accompanies continued growth in freshman enrollment at Eastern Michigan. This fall, the University welcomed its third largest entering freshman class in its history, 2,780 students. The entering class continues Eastern's momentum in recent years, in which the University has grown in enrollment in the face of declining demographic trends for high school seniors in the state of Michigan.

I would like to congratulate our men's and women's cross country teams. Over the weekend, they both won the Mid-American Conference Championships. For the men it is their seventh consecutive championship. The women's team won their second consecutive championship. This is a wonderful accomplishment and testament to the outstanding student athletes and their excellent coaches.

Last month, EMU Athletics was named as the national champion of the Excellence in Management Cup, presented by Texas A&M's Laboratory for the Study of Intercollegiate Athletics. The Excellence in Management Cup honors athletic departments that maximize fiscal resources while achieving championship victories.

As I conclude my report, I would like to offer my sincere thank you and appreciation on behalf of the Eastern Michigan University community to Regents Beth Fitzsimmons and James Stapleton, whose current terms as regents end at the end of the year. Regent Stapleton has served on the Board for 11 years; Regent Fitzsimmons for six years. I ask those of you in attendance to please join me in showing appreciation for their hard work, dedication and commitment to Eastern Michigan University.

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

- Two student teams from the **Integrated Marketing Communications graduate program** placed first and third in the **2016 Collegiate ECHO Marketing Challenge**. Only three graduate awards were presented, with Eastern taking two of them. **Anna Arends, Anne Swary, and Simon Thalmann** took first place, and **Devin Jones, David Weight and Bradley Whitehouse** took third place in the competition.
- Eastern's student chapter of the **Society for Human Resource Management** was the only chapter in Michigan and one of 13 national schools to receive the **Outstanding Student Chapter** award. The chapter has won the Superior Merit award for the past 23 years and the top award 15 times.
- Eastern continues to distinguish itself as one of the nation's premier institutions in information assurance and cybersecurity, as demonstrated through its recent designation as a **National Center of Academic Excellence for cyber defense** from the National Security Agency and Department of Homeland Security.
- The Michigan Veteran Affairs agency recently designated Eastern as a **Gold Standard Veteran-Friendly school**, which recognizes institutions committed to supporting the needs of student veterans.
- Based on student assessments, the **College of Business** has been ranked one of the **Nation's best business schools** for the 13th consecutive year by The Princeton Review. The education services company also features Eastern in the 2017 edition of its book, "The Best 294 Business Schools."
- EMU was named 10th in the nation for **Best Online Colleges for Entrepreneurship**, according to OnlineColleges.com.

- The **Holman Success Center** received state recognition for its innovative approach at the “Equity Within the Classroom” conference hosted by the King-Chavez-Parks Initiative, part of the Michigan Workforce Development Agency.
- A \$120,000 B-Wet federal grant was awarded to the **Southeastern Michigan Stewardship Coalition** (SEMIS Coalition), directed by **Ethan Lowenstein**, professor in teacher education. The grant will further integrate NOAA’s “Meaningful Watershed Education Experience” into SEMIS’ professional development and coalition activities.
- **Imandeep Grewal**, instructor in teacher education, is serving as the 2016-17 John W. Porter Distinguished Chair in Urban Education.
- **Alissa Huth-Bocks**, professor of psychology, and WSU professor John Porcerelli won the **American Psychoanalytic Association’s Scientific Paper Prize** for their paper, “Defense Mechanisms of Pregnant Mothers Predict Attachment Security, Social-Emotional Competence, and Behavior Problems in Their Toddlers.” The paper was published in the American Journal of Psychiatry.
- **Katherine Ryker**, assistant professor of earth science education, built an Augmented Reality Sandbox to help students gain an interactive understanding of complex earth processes. EMU is only one of three schools in the state with this technology.
- **Ethriam Brammer**, director of TRIO Student Support Services Program at the Institute for the Study of Children, Families and Communities, and author of two bilingual children’s books, participated in the Michigan State Fair Readers Round Up to promote children’s literacy.
- **Yasser Khan**, Executive Vice President and Chief Sales Officer at IBM MiracleSoft, will serve as Executive in Residence at the College of Business, and as Executive Director of **Eastern’s Sales Management Institute**.
- EMU Vice President and Athletic Director **Heather Lyke** moderated a panel at the “**Let’s End Campus Sexual Assault Summit**,” which was held at the University of Michigan on September 30. Head Football Coach **Chris Creighton** was a member of the panel. **Ellen Gold**, Assistant Vice President for Student Well Being, and **Ellen Collier**, Women’s Resource Center Coordinator, led a breakout session.
- Eastern was awarded the **Huron Valley Ambulance Heart Safe Award** for its dedication to providing a heart-safe environment through its Automated External Defibrillators (AED) program.
- **Lt. Col. Charles Kettle**, an Ypsilanti resident and Eastern alumnus, was awarded the nation’s highest military honor, the **Medal of Honor**, at the White House in July.

Of Note

- Eastern signed four new **articulation agreements** in recent months. They include Social Work with Henry Ford Community College; Children and Families Studies with Henry Ford Community College and Monroe County Community College; and, the Nursing Collaborative with Washtenaw Community College. Eastern now has 143 articulation agreements with 25 different community colleges.
- **Wise Residence Hall** underwent three phases of construction that was completed this summer. Enhancements included windows and exterior renovations, student room air conditioning, upgrading electrical building services and secondary distribution, lighting, bathroom renovations and student room furniture replacement, for a cost of \$8.4 million. The complex is currently open and housing students. Phase IV is planned for the summer of 2017.
- **Swoop's Student Food Pantry** moved to a larger location in Pierce Hall. More than 20,000 pounds of food were distributed in its first year, with 1,220 visits.

Events

- More than 300 middle-school girls will attend the annual **Digital Divas** event on November 4 to learn about careers in the science, technology, engineering and math (STEM) fields.
- Eastern's **History & Philosophy** hosted a conference September 24-25 to bring together area educators to help build relationships and support among philosophy educators.
- The **Lyla M. Spelbring Annual Lecture and Conference** was held on September 23-24. The **Occupational Therapy program** also celebrated its 75th anniversary.
- The **College of Business** held its annual **Alumni Business Conference** on September 15.
- More than 70 pieces of work from 43 different artists were showcased at "**The Posters of Discontent**", a quadrennial exhibition hosted by the **School of Art & Design** from September 7 to October 12 in the University Gallery.

Athletics

- Three Eastern teams ranked **first in team grade point average in the MAC** in their respective sports for the 2015-16 academic year. The football, men's golf and women's soccer teams all led the conference academically.

- Baseball (Men): **Mitchell McGeein and Brennan Williams** were named as MAC Distinguished Scholar Athletes. **Matthew Beaton, Sam Delaplane, Luke DeVenney, David Lett, Jackson Martin, Mitchell McGeein, John Montgomery and Brennan Williams** were named to the 2016 Academic All-MAC Team.
- Baseball (Men): The National Strength and Conditioning Association named **Mitchell McGeein** as a 2016 All-American Athlete Award recipient.
- Baseball (Men): The team earned the 2015-16 American Baseball Coaches Association **Team Academic Excellence Award** that honors academic success.
- Baseball (Men): **Oestrike Stadium** received new turf, expanded bullpens and fresh paint in time for fall practice. A “Script E” was added behind home plate and “Eastern Michigan” was added around the edge of the infield.
- Basketball (Men): The National Strength and Conditioning Association named **Ty Toney** as a 2016 All-American Athlete Award recipient.
- Basketball (Men): The team will participate in the 22nd annual **2K Classic** benefiting the Wounded Warrior Project, to open the 2016-17 season.
- Basketball (Women): The National Strength and Conditioning Association named **Phillis Webb** as a 2016 All-American Athlete Award recipient.
- Cross Country (Men & Women): Eastern’s student-athletes volunteered at the September 18 **Juvenile Diabetes Research Foundation One Walk** at Hudson Mills Metropark.
- Football (Men): Offensive Lineman **Cole Gardner** was named by the National Football Foundation & College Hall of Fame as **one of 156 semifinalists in the nation**, across all divisions, for the **2016 Campbell Trophy**, which honors scholar-athletes.
- Football (Men): The EMU football team started its season 4-1, the best start for the Eagles since 1995, and drew its 10th largest crowd in stadium history during the Homecoming game against Toledo. The team won their third consecutive road game bringing their record to 5-2 for the season.
- Football (Men): The team’s annual **Youth Day** was held on August 20 at Rynearson. More than 150 local children from kindergarten to sixth grade joined the team on the field to participate in football-related fun and games.

- Football (Men): Eastern participated in the College Football Playoff Foundation's annual "**Extra Yard for Teachers**" campaign on September 23.
- Golf (Men): **Phillippe Weppernig** was selected to play in the 2016 European Amateur Team Championship in Paris, France.
- Golf (Men): **Kyle Rodes, Philippe Weppernig, and Brett White** were named to the Cleveland Golf/Srixon All-America Scholar Team by the GCAA. **Brett White** was also named as a MAC Distinguished Scholar Athlete.
- Golf (Men): Eastern was one of 24 Division I teams who received the **GCAA President's Special Recognition Academic Team Award**, and was the only MAC school honored.
- Golf (Women): Senior **Kelsey Murphy** qualified for the 2016 USGA Women's Amateur Championship, after winning an event qualifier.
- Golf (Women): **Kelsey Murphy** was named as a MAC Distinguished Scholar Athlete.
- Rowing (Women): **Samantha Allen, Emily Burks, Ashley Gilmore, Tauan Jeffrey, Annie Miller, Steph Schlosser and Rachel Turner** were recognized as CRCA 2016 scholar athletes.
- Rowing (Women): Eastern hosted the **Special Olympics kayaking trials** on September 25 at the Ford Lake boathouse. This is the first time the State Fall Games has included kayaking.
- Soccer (Women): **Julia Lombardi** was selected as a nominee for the NCAA Woman of the Year award, which honors graduating female athletes who distinguished themselves during their collegiate careers in academics, athletics, service and leadership.
- Softball (Women): **Amanda Akles, Myranda Barnes, Abi Clark, Abby Davidson, Haley Hostetler, Mady Hostetler, Olivia Logan, Brandice Olmos, Alex Peters, Taylor Wagner, and Elaine Whitbeck** were named as NFCA Scholar Athletes by the National Fastpitch Coaches Association.
- Softball (Women): **Abi Clark, Abby Davidson, Aoife Duffy, and Michelle Kriegshauser** were named as MAC Distinguished Scholar Athletes.
- Softball (Women): The team spent September 24 volunteering at the **Special Olympics Michigan State Fall Games**, assisting with softball games and providing instruction.

- Swimming and Diving (Men): **Logan Burton, Tom Gillis, Erik Gissen, Andrew Henry, Chris Hodges, Tosh Kawaguchi, Peter Rusenas and Jake Tyson** were selected for the CSCAA Scholar All-America Team.
- Swimming and Diving (Men): The Eagles were named to the **CSCAA NCAA Division I Scholar All-American Teams** for Spring 2016.
- Swimming and Diving (Women): **Becca Detro, Delaney Duncan, Carly Jackson, Alexis Mitcheltree, Ali Shereda and Grace Van Allen** were selected for the CSCAA Scholar All-America Team.
- Swimming and Diving (Women): The National Strength and Conditioning Association named **Sierra Wagner** as a 2016 All-American Athlete Award recipient.
- Swimming and Diving (Women): The Eagles were named to the **CSCAA NCAA Division I Scholar All-American Teams** for Spring 2016.
- Tennis (Women): **Andrea Martinovska, Klara Supejova and Ann Veleva** earned ITA Scholar-Athlete Awards, and the team earned the **ITA All-Academic Team** award as well.
- Tennis (Women): **Klara Supejova** was named as a MAC Distinguished Scholar Athlete.
- Track and Field (Men): **Derek Ziegenfuss** placed fourth in javelin at the USA Track & Field Junior Outdoor Championship.
- Track and Field (Men): **Scott Bradley, Jeff Elam, Willy Fink, Nick Raymond, Solomon Simmons, Mason Waynes, Keith Williams, and Matthew Williams** were named to the USTFCCCA All-Academic Team. **Willy Fink** was named a Third Team Academic All-American by CoSIDA.
- Track and Field (Men): **Scott Bradley, Jeff Elam, Willy Fink, John Knox, Quinn Levering, Nick Raymond, Solomon Simmons, Mason Waynes, Keith Williams and Matthew Williams** were named as MAC Distinguished Scholar Athletes.
- Track and Field (Women): **Ellie Braidic, Natalie Cizmas, Dace Dreimane, Sofie Gallein, Jordan McDermitt and Janina Pollatz** were named to the USTFCCCA All-Academic Team.
- Track and Field (Women): **Ellie Braidic, Rebekah Branham, Natalie Cizmas, Dace Dreimane, Sofie Gallein, Jordann McDermitt, Aaliyah McKinney, Janina Pollatz and Natalie Uy** were named as MAC Distinguished Scholar Athletes.

- Track and Field (Women): The women's track and field team was ranked 16th in the **U.S. Track and Field and Cross Country Coaches Association National Coaches' Poll**. This is the first time the Eagles have been ranked since 1996.
- Track and Field (Men & Women): Eastern's student-athletes volunteered at the September 18 **Juvenile Diabetes Research Foundation One Walk** at Hudson Mills Metropark.
- Volleyball (Women): Eastern received the **AVCA Team Academic Award** for 2015-16, for the 12th consecutive year.
- Eastern ended the 2015-16 campaign with six MAC team titles and 34 individual MAC championships. The women's program ranked second in the race for the Jacoby Trophy, and the men's program earned fourth place for the Reese Trophy.
- Eastern's **21 varsity teams completed more than 5,000 volunteer hours** in the local community in the 2015-16 academic year, for the second straight year.
- Eastern student-athletes posted a 3.252 cumulative GPA during 2015-16, the second-highest mark on record. 81 student-athletes earned a 4.0 GPA, a 20% increase from the previous year. The Graduation Success Rate was 81% (2008-09 cohort), the highest in school history. Eastern earned 178 Academic All-MAC honors, the most in the league.
- The EMU Department of Athletics was announced as the **national champion of the Excellence in Management Cup**, presented by Texas A&M's Laboratory for the Study of Intercollegiate Athletics. Eastern ranked first out of 128 FBS schools.
- EMU Vice President and Athletic Director **Heather Lyke** was featured on the NCAA website on September 13 in the special section "**NCAA After the Game,**" which celebrates the success of former student-athletes.
- Head Football Coach **Chris Creighton** was nominated as an **Honorary Head Coach for the 2016 Allstate AFCA Good Works Team**. Creighton, Mark Dantonio, Nick Saban and others were recognized for their commitment to service and enriching the lives of others.
- Recent **softball graduate Abby Davidson** was named the **2016 NCAA Division I Softball Statistical Champion** as the toughest player to strike out.
- Recent **soccer graduate Julia Lombardi** was named the female recipient of the **2016 Bob James Memorial Scholarship Award** by the MAC Faculty Athletics Representatives. Lombardi is the first Eagle to win the post-graduate scholarship since 2009.

- Eastern's **1966 men's cross-country team** was honored at a 50th anniversary celebration of their NAIA National Championship on October 21.
- Five new members of the E-Club Athletic Hall of Fame were inducted in a ceremony on October 28. **Steve Brown** (wrestling), **Lional Dalton** (football), **Connie Miner** (softball coach), **Fabian Rollins** (men's track and field), and **Greg Ryan** (baseball) were honored with induction. Alumnus **Robin Baun** received the Ron Oestrike Distinguished Service Award.
- Former EMU track and field athlete **Eric Alejandro** qualified for the 2016 Olympic Games for Puerto Rico. Eastern has had a representative at each Olympic Games since 1960.

Section 25

PRESENTATION: PRESIDENTIAL SCHOLARS

A video presentation was shown introducing the Fall 2016 Presidential Scholars. Dr. Rebecca Sype and the students received a round of applause.

Section 26

BOARD OF REGENTS MEETING DATES FOR 2017

Chairman Morris announced the following dates for the Board of Regents to meet in 2017: Tuesday, February 7; Friday, April 21; Tuesday, June 27; Friday, October 20; and Friday, December 15.

Section 27

OPEN COMMUNICATIONS

Vice President/Secretary Reaume announced that four (4) people requested to address the Board of Regents. Each speaker was given up to seven and one-half (7 1/2) minutes to speak.

1. Tanasia Morton (Student Government) – Student Body Update and Concerns
2. Jaren Johnson (Black Student Union) – The current racial climate on campus
3. Patrick Barry, Jr. (Alumni Association) – Alumni Association Update
4. Steve Wellinski (2,345 concerned citizens regarding EMU connection to the EAA) – the EAA and shared governance – Was unable to attend

Chairman Morris reminded attendees that the next meeting is scheduled for Tuesday, February 7, 2017. He called for any further business to be brought before the Board. There being none, Regent Webb made a motion to adjourn. Regent Beagen seconded to adjourn the meeting.

Motion Carried

The meeting was adjourned at 1:45 p.m.

Respectfully submitted,

Vicki Reaume
Vice President and Secretary to the Board of Regents

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 2

DATE:
February 7, 2017

RECOMMENDATION

STAFF APPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve 18 staff appointments for the reporting period October 2, 2016 through December 31, 2016.

STAFF SUMMARY

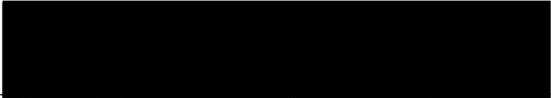
Of the 18 appointments, 8 (44 percent) are females, 10 (56 percent) are males. Demographics of the total group indicate 3 (17 percent) African Americans, and 15 (83 percent) Caucasians.

FISCAL IMPLICATIONS

The salaries are part of the University's 2016-2017 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

February 7, 2017
Date

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 3

DATE:
February 7, 2017

RECOMMENDATION

STAFF SEPARATIONS/RETIREMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve 30 separations and retirements for the reporting period of October 2, 2016 through December 31, 2016.

STAFF SUMMARY

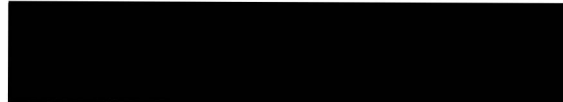
Of the 30 separations and retirements there are 19 (63 percent) females and 11 (37 percent) males. Demographics of the total group indicate 6 (20 percent) African Americans, 24 (80 percent) Caucasians.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

February 7, 2017
Date

EASTERN MICHIGAN UNIVERSITY
STAFF SEPARATIONS and RETIREMENTS
For Termination Date Reporting Period
October 2, 2016 through December 31, 2016

Last Name	First Name	Job Title	E Class	Grade	Org Title	Current Date	Termination Date	Ethnicity	Gender
Frensley	Jacquelyn	Customer Service Rep II	CS	05	EP Regional Centers	6/21/1993	10/3/2016	WH	F
Ackroyd	Joy	Assoc Dir, Admissions	AP	MGIL1	Adm Internal Oper	4/15/2014	10/3/2016	WH	F
Ostrowski	Julie	Marketing Manager	AP	MGIL1	EP Enrollment Management Program	10/22/2012	10/4/2016	WH	F
LaGrow	Helene	HR Coordinator	AH	CDEA1	Employee Benefits	5/9/2005	10/11/2016	WH	F
Elverson	Katie	COB Academic Advisor	PE	07	COB Deans Office	6/4/2012	10/15/2016	WH	F
Troutman	Kevin	Custodian	FM	06	Custodial Services	9/7/2014	10/20/2016	BL	M
Bolden	Marsha	Secretary II	CS	04	School of Music and Dance	8/22/1994	10/20/2016	BL	F
Drummer	Talea	Associate Athletics Dir-SASS	AP	MGIL1	I A Academic Adv	7/8/2015	10/21/2016	BL	F
Mierzwiak	Angela	Asst Athletic Trainer	PT	07	I A Training Room	8/15/2013	10/21/2016	WH	F
Harris	DeVon	Parking Control Clerk	CS	04	Parking	2/6/2006	10/28/2016	BL	M
Salo	Patricia	Training Consultant	PE	00	Small Bus Devi Ctr	10/23/2015	10/31/2016	WH	F
McIntosh	Kimberly	Custodian	FM	06	Custodial Services	12/20/2007	11/14/2016	WH	F
Olwell	Russell	Director, ISCFCC	AP	MGAD1	Stdy Chldrn and Family	8/25/1999	11/16/2016	WH	M
Nucci	Paul	Asst Dir for Campus Part, CASE	PE	08	COB Deans Office	8/17/2007	11/18/2016	WH	M
Coffey	Kim	Police Dispatcher	CS	06	Public Safety	11/4/2016	11/19/2016	WH	F
Collier	Ellen	Prg Coord, Div Comm Inv (WRC)	PE	08	Diversity and Community Involvement	8/19/2013	11/22/2016	WH	F
Clendenin	Nathanael	Area Complex Director	PE	06	Housing Admin	8/28/2015	11/25/2016	WH	M
Taylor	Antoinette	Admin Secretary	CS	06	Univ Advising and Career Devel Ctr	8/25/1975	11/29/2016	WH	F
Ganiatsas	Jason	Enterprise App Admin II	PT	09	DolT Enterprise Systems	4/15/2013	12/2/2016	WH	M
Etsweiler	John	Sr Secretary	CS	05	History and Philosophy	4/21/2008	12/5/2016	WH	M
Rush-Byers	Tracy	Financial Aid Advisor	PE	07	Financial Aid Office	3/23/1995	12/7/2016	BL	F
Boyes	Susan	Assistant Director	AP	MGIL1	Dining Admin	9/25/1987	12/13/2016	WH	F
Hoffman	Cristine	Police Dispatcher	CS	06	Public Safety	9/11/2015	12/21/2016	WH	F
Roberts	Geoffery	Academic Advisor	PT	07	Director University Advising	6/3/2016	12/22/2016	WH	M
Grubb	Ryan	Asst Coach(Ftbl/Mn-Wmn Bsktbl)	AC	12	I A Mens Football	1/20/2014	12/24/2016	WH	M
DeBoer	Kalen	Asst Football Coach	AC	13	I A Mens Football	1/7/2014	12/24/2016	WH	M
Foreman	Chris	Academic Administrator	AP	MGAD1	General Education	8/31/1994	12/30/2016	WH	F
Tidwell	Michael	Academic Dean	AP	MGAD3	COB Deans Office	7/1/2012	12/31/2016	BL	M
Fox	Angelina	Data Analyst, IRIM	PT	08	Institutional Res and Info Mgt	1/31/2011	12/31/2016	WH	F
Gentile	Courtney	Asst Coach Sftb,Cc/Trk.vol,Bsb	AC	11	I A Womens Softball	11/4/2016	12/31/2016	WH	F

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 4

DATE:

February 7, 2017

RECOMMENDATION

EMERITUS STAFF STATUS

ACTION REQUESTED

It is recommended that the Board of Regents grant Emeritus Staff Status to Two (2) staff members: Marsha McDonald, Senior Secretary, Office of Housing & Residence Life, who retired June 29, 2016 and Kathleen Graham, Administrative Secretary, Office of Extended Programs, who retired January 6, 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


Date



EASTERN MICHIGAN UNIVERSITY

EMERITUS STAFF STATUS RECOMMENDATION

Housing & Res. Life

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

Residence Life

Name of staff member: Marsha McDonald

Title upon retirement: Senior Secretary CS-05

Date of hire at EMU: 8/6/1974 Retirement date: 6/29/2016

Number of years at EMU: 28 (Minimum of 15 years of service required) (not continuous)

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 1974

Masters: EMU 1992

Doctoral: _____

Please attach 2 letters of support to this application

Ms. Aida Beard
Recommended by _____ Date _____

Dr. Irene Allen 12-6-16
Recommended by _____ Date _____

X [Redacted] 12-6-14
Department Head and/or Supervisor _____ Date _____

[Redacted] _____
Executive Council Member _____ Date _____

[Redacted] 1/20/17
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.

June 17, 2016

To Whom It May Concern

I have known Marsha McDonald since 2004. She is a pleasure to work with because of her pleasant and positive attitude. She has been a dedicated and loyal employee to Eastern Michigan University who is willing to go above and beyond her normal required work duties. Marsha's service to our organization has been exemplary.

On a personal note, she exhibits good work ethics and loyal dedication to EMU.

*I would strongly recommend that you grant her Emeritus Staff Status when she retires.
June 30, 2016*

If you have any questions please feel free to contact me. I would greatly appreciate the opportunity to support my request further.

Sincerely,

[REDACTED]

*Aida Beard
Eastern Michigan University
Facilities Manager, Housing
Office: 734 487 2278
Cell: [REDACTED]*

December 6, 2016

To Whom It May Concern:

This letter is submitted to endorse and recommend **Marsha McDonald** for emeritus staff status. I have known Marsha since 1986 when we worked together in the Teacher Education Department. She accumulated a total of 28 years of service to Eastern Michigan University before retiring last June. Her dedication to EMU is exemplified in her willingness to be a volunteer helper for many of the commencement ceremonies, starting in 1991. She tells me she plans to work at the upcoming Winter ceremony as well.

I support Marsha McDonald's application for emeritus staff status.

Sincerely,

Dr. Irene Allen
Eastern Michigan University
Teacher Education Department – retired



EASTERN MICHIGAN UNIVERSITY
EMERITUS STAFF STATUS RECOMMENDATION

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

retiring/retired staff member:

Name of staff member: Kathleen Graham

Title upon retirement: Administrative Secretary

Date of hire at EMU: 01/08/1996

Retirement date: 01/06/2017

Number of years at EMU: 21 (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: kgraham@emich.edu

Name of spouse: [REDACTED]

Degree(s)/institutions/year: Baccalaureate: Library Science / EMU / 1974

Masters: _____

Doctoral: _____

Please attach 2 letters of support to this application

David Clifford

Mary Sue Marz

Recommended by _____ Date _____

Recommended by _____ Date _____

[REDACTED] 12-19-16
 Department Head and/or Supervisor Date

[REDACTED] 12-19-16
 Executive Council Member Date

[REDACTED] 1/20/17
 President Date

REC'D DEC 20 2016

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.

November 7, 2016

Mr. David Turner
Vice President for University Human Resources
140 Mckenny Hall
Eastern Michigan University
Ypsilanti, Michigan 48197

Re: Recommendation of Kathleen Graham for Emeritus Status

Dear Mr. Turner:

It is with great pleasure that I recommend Ms. Kathleen Graham for emeritus status.

I have known Kathy since 2001. Between October 2001 and September 2004 I had the pleasure of working with her directly, as I served first as Interim Dean of Continuing Education, and then as Interim Associate Vice President for Extended Programs. Kathy served as my Administrative Secretary.

To say that she was an exemplary employee (the main criteria for being granted emeritus status) would be to understate her case. She was my chief organizer, my memory, and the one who saw that I always had the information I needed – for any meeting, report or decision to be made. She maintained a wide network of contacts across the university. She had the respect (and friendship) of everyone who worked in our division. She was invariably prepared, helpful, pleasant and courteous to everyone, and discreet. I would remind you that in this period of time CE and Extended Programs were self-funded, entrepreneurial operations. This meant that real dollars and real relationships over our wide-spread market and educational/training/community engagement operations were more challenging and more demanding of timely and quality work from every employee in the division than typical in other posts. Kathy was exemplary in this setting.

EMU has been fortunate to have such a great employee for so many years. Granting her emeritus status is a small recognition for someone who has made a very real and important contribution to the Eastern Michigan University.

Sincerely,



David L. Clifford, Ph.D.
Professor Emeritus

December 21, 2016

To Whom it may Concern:

I would like to recommend Emeritus status for Kathy Graham. Mrs. Graham served as my assistant during my tenure as Associate Vice-President for Extended Programs which later became the position titled Dean of Continuing Education. During that time she was instrumental in assisting me acclimate to this new position and learn the policies, procedures, and personnel in this large department. She often worked extra to complete projects and help me lead the division to assure continued success.

Kathy's network at EMU was very valuable in assisting CE's work across the campus. She always maintained a professional demeanor and handled difficult situations with tact and understanding. Her organizational skills helped keep the varied entities within Extended Programs on track and move forward toward achieving goals.

Mrs. Graham is very deserving of emeritus status at EMU and I am in full support of this award for her.

Respectfully,

A large black rectangular redaction box covering the signature of Mary Sue Marz.

Mary Sue Marz, PhD, RN

Marsha McDonald retired on June 29, 2016 **after** 28 years of service at EMU. Marsha was a Senior Secretary in the Office of Housing and Residence Life. She has been a dedicated and loyal employee her entire career. Marsha has worked in many areas at the University. She always goes beyond her duties to help the student and the department. Marsha has been a volunteer helper at the commencement ceremonies starting in 1991 and she plans on continuing to volunteer after retirement. We are pleased to award the Emeritus Staff Award to Marsha McDonald.

Kathleen Graham retired on January 6, 2017 **after** 21 years of service at EMU. Kathleen was an administrative secretary in the Office of Extended Programs. Kathleen has been an invaluable source of support to the department. She has always maintained a professional demeanor and handled difficult situations with tact and understanding. She provides excellent student customer service helping problem solve quickly and efficiently. Kathleen has been a true ambassador and keeps the department together with professionalism and compassion. We are pleased to award the Emeritus Staff Award to Kathleen Graham.

SECTION: 5

DATE:

February 7, 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 2016-2017 academic year at the rank, salary, and effective date shown on the attached listing.

STAFF SUMMARY

The new faculty member is male.

FISCAL IMPLICATIONS

The salary would be absorbed in the 2016-2017 personnel budget.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

1/18/17
Date

NEW FACULTY APPOINTMENTS

Noel Brock (Accounting & Finance)

Assistant Professor effective January 1, 2017 at an academic year base salary of \$140,000.

Education

L.L.M.(tax) Georgetown University, 2001 (with distinction)
J.D. West Virginia University, 1996
M.P.Acy West Virginia University, 1990
B.S.B.A. Concord University, 1989

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

FACULTY TENURE APPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve the granting of tenure, effective beginning with the 2017 fall semester, for one (1) faculty member.

STAFF SUMMARY

The probationary faculty member listed on the attachment is recommended for tenure, effective at the beginning of the 2017 fall semester.

Newly-hired tenure-track faculty are “on probation” for a period of time that varies according to rank. Instructors are eligible to apply for tenure for five (5) or six (6) years, Assistant Professors for four (4) or five (5) years, Associate Professors for three (3) or four (4) years, and Professors for two (2) or three (3) years. During this time, probationary faculty must be evaluated annually, undergoing either interim (partial) evaluations or full evaluations in accordance with the Eastern Michigan University / Eastern Michigan University – American Association of University Professors’ contract. An interim evaluation reviews the applicant’s instructional effectiveness and service. A full evaluation also reviews those two performance areas and the applicant’s scholarly and/or creative activity. A series of favorable probationary evaluations and a favorable final full evaluation leads to a recommendation for tenure.


The faculty member listed on the attached page meets the general contractual requirements for tenure, as well as the specific performance standards, which have been defined in her respective department evaluation document.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

1/18/17
Date

<u>Last Name</u>	<u>First Name</u>	<u>Department</u>
Zhang	Yu	Accounting & Finance

SECTION: 7
DATE: February 7, 2017

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

LECTURER APPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve seven (7) new lecturer appointments for the 2016-2017 academic year at the rank, salary, and effective date shown on the attached listing.

STAFF SUMMARY

Demographics show that four (4) of the lecturers are male and three (3) are female.

FISCAL IMPLICATIONS

The salaries would be absorbed in the 2016-2017 personnel budget.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

1/18/17
Date

LECTURER APPOINTMENTS

Name	Department	Rank	Effective Date	Salary
Brennan, Nina	CMTA	Lecturer II	9/1/2016	\$36,500
Bumstead, Brandon	CMTA	Lecturer II	9/1/2016	\$36,500
Catarino, Jeremy	SVBE	Lecturer I	9/1/2016	\$36,000
Delaney II, Jerard	STPSM	Lecturer III	9/1/2016	\$40,000
DeLong, Alissa	HP & HP	Lecturer III	9/1/2016	\$40,000
Kominsky, Paul	SET	Lecturer III	9/1/2016	\$43,000
Nothnagel, Tracy	STPSM	Lecturer III	9/1/2016	\$42,000

SECTION: 8

DATE:

February 7, 2017

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

ACADEMIC RETIREMENTS / SEPARATIONS

ACTION REQUESTED

It is recommended that the Board of Regents approve one (1) retirement and one (1) separation for the period of October 1, 2016 through December 31, 2016.

STAFF SUMMARY


Of the two (2) retirements and separations, both are male. Demographics show that one (50%) is Caucasian, and one (50%) is Asian.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

Date

1/18/17

NAME	E CLASS	CURRENT HIRE DT	TERM DATE	JOB TITLE	DEPARTMEN T	GENDER	ETHNICITY	TERM REASON
Baghdachi, Jamil	FA	8/27/97	12/31/2016	Professor	School of Engineering Technology	M	AS	Retirement
Jaber, Adnan H	VF	8/29/16	10/07/2016	Post-Doctoral Research Fellow	Arts & Sciences Dean	M	WH	Personal

SECTION: 9

DATE:

February 7, 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 one (1) former faculty member: Margaret Crouch, Department of History and Philosophy from 1987 to 2017, who retired January 2017 after 29 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.

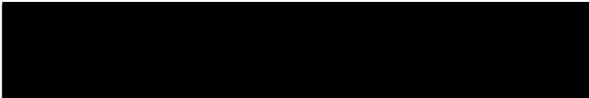
The nomination for this individual has received the support of the department head or school director, the dean of the college, and the Provost and Executive Vice President.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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

 _____
University Executive Officer

1/18/17

Date

**EASTERN MICHIGAN UNIVERSITY
EMERITUS FACULTY STATUS RECOMMENDATION
February 7, 2017**

Margaret Crouch

Professor, Department of History and Philosophy from 1987 to 2017
(29 years)

Doctoral	University of Minnesota
Baccalaureate	Colorado State University



EASTERN MICHIGAN UNIVERSITY
Division of Academic and Student Affairs

EMERITUS FACULTY STATUS RECOMMENDATION

The Department of History and Philosophy recommends the awarding of **Emeritus Faculty Status** for the following retiring/retired faculty member:

Name of Faculty Member: Margaret Crouch

Current Status/Rank at EMU: Professor

Date of Hire at EMU: August 30, 1987 Retirement Date: January 3, 2017

Number of Years at EMU: 29 1/2 (Minimum of 15 years of service required)

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

Home Address: [Redacted]

Home Telephone: () E-Mail Address: mcrouch@emich.edu

Name of Spouse: [Redacted]

Degree(s)/Institutions/Year: Baccalaureate: B.A. in Philosophy, Colorado State University (1978)

Masters:

Doctoral: Ph.D. in Philosophy, University of Minnesota (1985)

Please Attach a Brief Statement of Support to this Form

Emeritus Faculty status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Provost's Office.

James Egge 11/29/16
 Recommended by (please print) Date

[Redacted] 11/29/16
 Department Head Date

[Redacted]
 Dean Date

[Redacted] 12/2/16
 Provost Date

 Date Submitted to Board of Regents

Please forward this completed form to: Debbie Clearwater
 Academic and Student Affairs, 106 Welch Hall

I am delighted to have the honor of nominating Professor Margaret Crouch for Emerita status. During her 29 years in our department Dr. Crouch has excelled as a teacher, scholar, colleague, and leader. She has developed and taught a wide range of both graduate and undergraduate courses in philosophy, women's and gender studies, and environmental studies. She has published several articles and given numerous conference presentations on topics including sexual harassment, bias, and food ethics. Her extensive service to the University includes serving as Chair of the Title IX Committee on Research and Assessment, Chair of the Philosophy Section, Chair of the EMU Women's Commission, Director of the Women's Studies Program, Chair of the College of Arts and Sciences Advisory Council, Co-director of General Education Implementation, and Co-director of the Global Learning Seminar. In recognition of her work Dr. Crouch has been given several awards, including the Distinguished Faculty Award in Teaching, the Michigan Governing Board Distinguished Faculty Award, the Michigan ACE Distinguished Woman Leader award, and the William Fennel Symposium Faculty Mentor Award. In sum, Dr. Crouch has been a model member of our academic community, and the University should strive to maintain our relationship with her by granting her Emerita status.

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 Dr. Linda Pritchard, who served EMU for fourteen years, and provided exceptional leadership in her roles as faculty member, Head of the Women and Gender Studies Department and Dean of the College of Arts and Sciences. During this time, she provided outstanding leadership on a number of initiatives including establishing the Women and Gender Studies Department, raising \$25,000 for two WGST endowed scholarships, and establishing the Women in Philanthropy 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.

Dr. Pritchard has been employed at EMU for 14 years, and has demonstrated exemplary service to the students and faculty in the College of Arts & Sciences and the university as a whole, 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

1/18/17
Date



EASTERN MICHIGAN UNIVERSITY
Division of Academic and Student Affairs

RECEIVED

SEP 13 2016

ARTS AND SCIENCES DEAN'S OFFICE

EMERITUS FACULTY STATUS RECOMMENDATION

The Department of Women's + Gender Studies recommends the awarding of Emeritus Faculty Status for the following retiring/retired faculty member:

Name of Faculty Member: Dr. Linda Pritchard

Current Status/Rank at EMU: Professor / PTL

Date of Hire at EMU: Sept 1, 2002 Retirement Date: Aug. 31, 2016

Number of Years at EMU: 14 (Minimum of 15 years of service required)

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

Home Address: [Redacted]

Home Telephone: [Redacted] Email Address: Linda.pritchard@emich.edu

Name of Spouse: [Redacted]

Degree(s)/Institutions/Year: Baccalaureate: Univ of Michigan

Masters: MA Univ. of Pittsburgh

Doctoral: PhD

Please Attach a Brief Statement of Support to this Form

Emeritus Faculty status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Provost's Office.

[Redacted] 9/13/16
Recommended by (please print) Date

[Redacted] 9/13/16
Department Head Date

[Redacted] 9/15/16
Dean Date

[Redacted] 9/19/16
Provost Date

Date Submitted to Board of Regents

Please forward this completed form to: Debbie Clearwater
Academic and Student Affairs, 106 Welch Hall

MEMORANDUM

TO: Rhonda Longworth, Provost, Eastern Michigan University
FROM: Jacqueline Goodman, Department Head, Women's and Gender Studies
RE: Honorary Emeritus Faculty Status Recommendation
DATE: September 6, 2016

I am extremely pleased to recommend Dr. Linda Pritchard for the Honorary Emeritus status at Eastern Michigan University, on behalf of the Women's and Gender Studies Department. She has been employed at EMU for 14 years, and has demonstrated exemplary service to the students and faculty in the College of Arts & Sciences and the university as a whole, as evidenced by her outstanding record of achievements. Dr. Pritchard has provided exceptional institutional leadership in a variety of ways.

Dr. Pritchard was a Professor of History at EMU from 2002 through 2016, and was a former Dean of the College of Arts & Sciences from 2002 through 2005. During that time Dr. Pritchard facilitated a monumental change in the Women's and Gender Studies Program at EMU. She facilitated department status for WGST and rendered the Interim Program Director in WGST equivalent to a Department Head. She was the Interim Program Director, Interim Department Head, and became the Department Head of WGST from 2008-2012, hiring the first full time WGST program Advisor.

As Department Head of WGST Linda hired the first full time faculty member in 2010, and organized a WGST matching fund-raising program in 2012, raising approximately \$25,000 for WGST's two endowed scholarships.

Dr. Pritchard has been a Department Member in WGST between 2009-2016 (a status which requires sustained teaching in WGST), and has served on search committees for the Department Head and the second full-time faculty member, has been a regular contributor to WGST endowed scholarships since 2012, was the Co-chair of the 40th anniversary celebration of WGST in 2015, and is currently a PTL in the Fall of 2016. Linda is a founding and continuing member of the WGST Community Board, established in 2014, and helped to plan the WGST's Starkweather Award, given to former State Representative Alma Wheeler Smith, an annual award for the outstanding contributions by a local woman to the EMU and Ypsilanti community. Dr. Pritchard co-organized the 40th anniversary celebration of WGST at the College President's residence, and the procured the donation for the reception in October 2015.

Dr. Pritchard is a Charter member, Executive Board Member, and Grants Co-chair of Women in Philanthropy (WIP), from 2010 to the present. She is involved in evaluating the annual grant cycle of awards, up to \$5,000 for projects that benefit EMU. WIP has provided more than \$250,000 in grants to the EMU community thus far, and participated in statewide MI-ACE panels that describe the WIP-EMU endeavors.

Linda has received prestigious awards such as the Fulbright Specialist Award, which funds projects related to “starting, reinvigorating, reorganizing, and/or community-building in the field of women’s and gender studies,” 2012-2017. She was assigned to the Fatima Jinnah Women University, in Rawalpindi, Pakistan, in 2013, where she has worked with administrators and faculty on developing a Women’s and Gender Studies program, and has also developed an ongoing relationship between EMU-FJWU students in a Women’s and Gender Studies graduate seminar.

Dr. Pritchard also received the Woman of Excellence award from the EMU Women’s Resource Center in 2010, and has been a member of the EMU Women’s Commission, from 2008 to 2012 (ex-officio); and was appointed from 2012-2016.

Given Dr. Pritchard’s outstanding administrative and scholarly contributions to the WGST Department, the College of Arts and Sciences, and the EMU community as a whole, it is without reservation that I highly recommend her for the Honorary Emeritus Status at EMU due to her outstanding leadership at the university.

September 15, 2017

Dear Dr. Rhonda Longworth,

It is with great enthusiasm that I support the recommendation of Dr. Jacqueline Goodman to award Dr. Linda Pritchard Honorary Emeritus Status for Meritorious Service. This status is granted to a faculty member who has served less than 15 years at EMU and has a substantive record of meritorious performance. Dr. Pritchard is such a faculty member.

Dr. Pritchard has served Eastern Michigan University for 14 years in a variety of capacities including but not limited to faculty member, Head of the Women and Gender Studies Department and Dean of the College of Arts and Sciences. During this time, she provided outstanding leadership on a number of initiatives including establishing the Women and Gender Studies (WGST) Department, raising \$25,000 for two WGST endowed scholarships, and establishing the Women in Philanthropy program.

Dr. Goodman does an exceptional of providing even more evidence of why Dr. Pritchard is more than deserving of Honorary Emeritus Status for Meritorious Service. It is my hope that you also concur that there is substantial evidence that Dr. Pritchard has made significant contributions To Eastern Michigan University and is well deserving of this honor.

Sincerely,



Kathleen H. Stacey, Ph.D.
Interim Dean
College of Arts and Sciences

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 February 7, 2017 and the Minutes of November 1, 2016 be received and placed on file.

STAFF SUMMARY

The February 7, 2017 agenda for the Student Affairs Committee includes a presentation about the 2017 Michigan Sexual Assault Grant, a presentation about the Student Food Advisory Board, an update on 2016-17 Student Leader Group priorities, and an update on 2016-17 Student Government priorities.


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

1/17/17
Date

Eastern Michigan University
Board of Regents
Student Affairs Committee

February 7, 2017
10:30-11:15 am

Room 201
Welch Hall

Agenda

- | | |
|--|----------------------------------|
| 1. Approval of agenda and November 1, 2016 minutes | Committee Chair |
| 2. Michigan Sexual Assault Grant for 2017 | Ellen Gold |
| 3. Student Food Advisory Board | Lauretta Minor |
| 4. Student Leader Group Update on 2016-2017 Priorities | Tanasia Morton |
| 5. Student Government Update on 2016-2017 Priorities | Tanasia Morton &
Joshua Starr |
| 6. Announcements | |

Eastern Michigan University
Board of Regents
Student Affairs Committee
Minutes of November 1, 2016

MEMBERS PRESENT

Regents: Dennis Beagen, James Stapleton

Administration: Ellen Gold, Lucas Langdon, Calvin Phillips

Students: Abby Allman, Adam Baraka, Kevin Hillman, Emily Jannaro, Sam Jones-Darling, Matthew Leddy, Kellie Majcher, Tanasia Morton

GUESTS

Administration: Ellen Collier, Regent Crumm, Regent Fitzsimmons, Esther Gunel, Lisa Lauterbach, Lourdes Mir-Orrange, Regent Stapleton, Chris VanWasshenova, Jeanette Zalba

Regent Stapleton convened the meeting at 10:00 am. The minutes from June 21, 2016 were approved.

Introduction of 2016-17 Student Leader Group Members

Student Leader Group members introduced themselves and shared the group on campus that they represent.

University of Michigan Sexual Assault Summit

Ellen Collier and Ellen Gold shared a presentation about the Smart Project, a state grant. The purpose and objectives of the Smart Project are to increase help-seeking behaviors and reduce the stigma for seeking support and reporting incidents; reduce negative attitudes and myths about sexual assault victim blaming; increase the number of campus members who know about the EMU Sexual Misconduct Policy, reporting protocol, and available resources; and create a coordinated campus network to promote sexual assault prevention, education, and victims' rights. The Smart Project was divided into two components – a social norms marketing campaign, which includes a website, posters and videos, as well as publications, including a survivor handbook, a faculty/staff Title IX Guide, and a reporting and resource wallet card. All components of the marketing were derived as a result of student focus groups. Posters and videos were selected to highlight diversity on campus.

Move-In Day Recap

Amy Barnhart, Esther Gunel, Lucas Langdon and Jeanette Zalba shared a presentation about 2016 Move-in events. Jeanette shared some key facts about Housing and Residence Life training, which takes place during the month of August. Twenty-one Graduate Hall Directors spent two weeks in training, and 140 student staff spent two and a half weeks in training. All apartment and halls were

“turned over” during the summer. This includes cleaning, painting and repairs. All keys are checked to make sure that they are working.

During residence hall move-in, 169 volunteers from 38 student organizations helped move in approximately 3,900 residents, including moving heavy boxes and furniture into the halls. Move-in Survey results showed that 89% said the check in process was moderately to very efficient, 94% said that the residence hall staff were moderately to very welcoming, and 20% brought four or more people to help them move in.

Amy Barnhart and Lucas Langdon shared that more than 1,900 students participated in Orientation events. More than 23,000 meals were served over Orientation weekend. 170 NSOAs, who are the heartbeat of this event, provided more than 12,000 hours of service to EMU. The goals of New Student Orientation: First Four are to provide opportunities for expectation setting, community building, way-finding and mentorship. Expectation setting is accomplished in many ways, including the Convocation Ceremony, residence hall floor meetings, Life in the Classroom, Eastern Expectations, CloseUp Performance and Debrief, and Yes Means Yes! Preventing Gender Based Violence. Community building happens at the Family Picnic, Convocation Ceremony, Small Group Kickoff and periodic Small Group Time, residence hall floor meetings, Playfair, Late Night at the Rec, EaglePalooza, receptions, movie screening, and Fajita Fest. Way finding is strengthened by the First Four Help Center, Small Group Kickoff and periodic Small Group Time, Commuter Student and Family Session, residence hall floor meetings, Life in the Classroom, Explore EMyou!, Eastern Expectations, CloseUp Performance and Debrief, EaglePalooza, Fajita Fest and receptions. Mentorship takes place during Small Group Kickoff and group time, Commuter Student and Family session, residence hall floor meetings, Life in the Classroom, EaglePalooza, Fajita Fest and receptions.

Esther Gunel stated that many international students arrive two to three days before orientation. The 189 students who participated in orientation this year spent three days in small groups with group leaders. Group leaders shared details about American culture; maintaining immigration status; acclimation to a new environment; and building relationships with peers, Office of International Students and Scholars staff, and EMU support services. One of the highlights of the 2016 international orientation was the picnic lunch with President Smith and Dr. Ruhl-Smith.

International Student Support Program

Lisa Lauterbach, Lourdes Mir-Orrange, and Christopher VanWasshenova discussed EMU’s pilot partnership with the International Student Support Program (ISSP). This program supplements Counseling and Psychological Services’ outreach to international students. International students face a number of unique challenges, including adapting to a new culture, using English to communicate, learning the different approaches or expectations in an American classroom, and feeling isolated from friends and family. These challenges result in an increased risk of developing mental health issues. The ISSP allows students to call or chat online with a counselor. Several languages are staffed around the clock. Access to a counselor who speaks a language not staffed around the clock is usually available within a few hours. The ISSP will provide EMU with data once per semester, which will include how many students have utilized the service and the primary languages of users.

Announcements

Calvin Phillips thanked Regent James Stapleton and Regent Beth Fitzsimmons for their participation with and service to the Student Affairs Committee.

Respectfully submitted,

Michele Rich
Student Affairs Committee Recording Secretary




MOST CARE Project: EMU Men of Strength Creating a Respectful Environment

Ellen Gold, Project Director

2016-17 State of Michigan Campus Sexual Assault Program Grant

- ▶ 18 schools awarded
- ▶ Eastern awarded third largest amount at \$51,186
- ▶ 11 schools received the grant for the second year
- ▶ EMU has received the largest total funding of \$105,112 over the two years



“Attempts to reduce sexual assault through the education of women are not primary prevention and will not be successful until we also address directly the male violence that causes it.”

Todd Denny, *Unexpected Allies: Men Who Stop Rape*

A White House task force convened in 2014 to address the problem of college sexual assault reported:

“Most men are not perpetrators – and when we empower men to step in when someone’s in trouble, they become an important part of the solution.”



Project Objectives

1. Provide our male students with a safe, supportive space to connect with male peers.
2. Promote an understanding of the ways in which traditional masculinity contributes to sexual assault and other forms of men's violence against women.
3. Expose male students to healthier, non-violent models of manhood.
4. Build the capacity for our male students to become peer leaders and allies with women.



MOST CARE Program Components

- Awareness Campaign (tied into our "I Choose" campaign)
 - Posters
 - Videos
 - Website
- Peer Education Program
- Educational Workshops
- Active Bystander Training
- Campus-wide Events with National Experts
- Campus MOST Student Organization

Targeted intact groups

- Student-athletes
- Greek affiliated
- Student veterans
- ROTC
- Brotherhood
- International students



Questions ?



STUDENT DINING ADVISORY BOARD

2016-17



Committee Charge

- The Student Dining Advisory Board is intended to allow key student leaders to provide input about venues, menu options, meal plan options, and marketing.

Committee Members

- Alexandria Judkins - Commuter
- Ayshia Abinojar - Diversity & Community Involvement
- Elina Angastionioti & Kareem Al Jundi - International Students
- Joshua Starr & Tanasia Morton-- Student Government
- Laretta Minor - Graduate Student
- Michael Trombley - Residence Hall Association
- Nathaniel Pyle - Greek Life
- Olga Cheianu-Marshall - Dietetics Student
- Chris Yeadon & Don Bargo - EMU Dining
- Calvin Phillips & Michele Rich - EMU Student Affairs

Meetings

- Held in October, November and December 2016
- Scheduled for January, February and March 2017

Positive

- Over 500 student workers were hired for the fall semester.
- Total number of student work hours has been increased.
- Renovation is planned for several dining spaces.
- Dining Commons now has weekend hours
- Dedicated station is planned for people with special dietary needs.
- Deli items have been added at the Commons.
- Pizza at the Eateries is much better than in the past.
- Receipts for food purchases are now being offered.

Positive

- Flyer has been developed to help students locate vegetarian and vegan options.
- Dining is working with the Food Recovery Network, which is a national program. Over 3000 lbs. of food from The Commons has been donated since the fall of 2014.
- Growing Hope Farm Stand was on campus once a week from October to early December.
- Food is being purchased from local vendors.
- Avenues for composing waste are being explored.
- Some recipes have been reworked due to student feedback.
- Ice cream machine in the Dining Commons has been replaced.

Opportunities

- Reports of undercooked food. Chris Yeadon encouraged students to bring issues like this to the attention of the manager immediately.
- Feedback can also be given on the Dining website.
- Increase variety of vegetarian food options available in convenience stores.
- Include expiration dates on vegetarian food options in the convenience stores.
- Extend food vendor hours in the Student Center on the weekend.
- Improve the wait time to pay in the Eateries between 9:00-11:00pm.
- Offer more halal meats on campus.
- Review convenience store prices, as they seem a bit high.

Changes – Implemented and Upcoming

- Mondo Subs in Student Center - hours have been extended on Saturday and Sunday
- Meal plan friendly items have been added at Smashburger
- Hot line menu has been re-engineered at Crossroads
- Deli menu has been re-worked at Crossroads
- Chick-fil-A and Starbucks additions to campus

Student Leader Group

Areas of Inquiry

Sexual Misconduct & Title IX

Melody Werner, Title IX Coordinator

Topics discussed:

- The role of the Title IX Coordinator
- Sexual Assault on campus
- Prevention measures and Resources Available
- Reporting Process and Guidelines

Physical Campus

Scott Storrar, Director of Facilities Planning & Construction

Bilal Sarsour, Director of Facilities Maintenance

Dieter Otto, Director of Buildings, Grounds, Motor Pool, & Waste Mgmt

Questions generated by SLG members:

- What is the master plan for campus buildings/projects?
- How can students report areas in need of repair/cleaning?
- What is the long term plan for parking/traffic?
- What is the plan for Jones/Goddard?
- Is there a plan to find better spaces for the Women's Center, LGBTRC, and Multicultural Resource Center?

Financial Transparency/Communication

Mike Valdez, Chief Financial Officer

Jim Carroll, Assc. Provost & Assc. Vice President for Administration

Questions generated by SLG Members:

- What is a CFO responsible for?
- How is the university budget committee comprised, and what authority do they have?
- How are decisions made to fund certain student programs over others?
- When costs increase, could more information about rationale be communicated?
- Is there a plan to replace outdated laboratory equipment?

Academic Planning

Michael Tew, Interim Director of Undergraduate Studies

Questions generated by SLG members:

- How can students plan in advance for required major courses so that graduation is not delayed?
- Is there a way in the registration system to alert students for course conflicts?
- How are new majors/programs decided upon?
- Is an Engineering program in EMU's future?
- Is it possible to have a cultural competency requirement in the Gen Ed?

Other areas of Inquiry

- What is being done, or could be done to address:
Mental health issues?
Hunger & Homelessness?
- What is the protocol for determining what, how, and when to communicate to the university community?
- Could there be student representation on the Board of Regents and Board Committees?



Printing

Accomplished

Printing Rollover

Extended hours for Halle computer lab- \$5,000 to IT

In Progress

Add one Printing Station in the Student Center

Sustainability

Make Eastern Green Again
Bike Fix It Station



Connecting Eastern Michigan University and Ypsilanti

Donated \$300 Dollars to Ypsilanti Community Schools for a Field Trip

Donated \$100 Dollars to Ypsilanti Community Schools for school supplies

Donated \$50 Dollars to Growing Hope

Vigil in Collaboration with the City of Ypsilanti after vandalism incidents

2016 Election

Rock the Vote

Registered 500 Students to vote

Hosted Debate Watch Party

Hosted Result Watch Party



Campus Climate

Black Student 10 Point Plan Commission

Meetings with President Smith, Calvin Phillips, Leigh Greden, Ellen Gold, Community Leaders, Black Alumni, and many more

Rec

Approved resolution supporting new student fees to support Rec/IM improvements

Mental Health Awareness Week

Black Mental Health Matters

Mental Fitness: Living Life on the Offense

Send Silence Packing



Represent the Students



BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 13
DATE: 2-7-17

RECOMMENDATION

ATHLETIC AFFAIRS COMMITTEE

ACTION REQUESTED

It is requested that the Board of Regents receive and place on file the working agenda for the February 7, 2017 meeting and November 1, 2016 minutes.

STAFF SUMMARY

- Approval of Tuesday, November 1, 2016 Minutes
- New Eagles
- Facility Updates
- Academic News
- Student-Athlete Advisory Committee
- Football-Year in Review
- 2016 Popeyes Bahamas Bowl
- Aspire Survey Findings
- Basketball Updates
- Development Updates-Dan McLean
- Budget News
- Highlight Team-Media Relations-Greg Steiner-Associate Athletics Director

FISCAL IMPLICATIONS

To be determined

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

1/20/17

Date

BOARD OF REGENTS

ATHLETIC AFFAIRS COMMITTEE

February 7, 2017

201 Welch Hall

9:30 a.m.

A G E N D A

- A. New Eagles
 - a. Associate Athletic Director for Student-Athlete Support Services-Karen Schiferl
 - b. Football Offensive Coordinator-Aaron Keen
 - c. Football Offensive Line Assistant Coach-Luke Mcadows
 - d. Football Tight Ends/Special Teams Coordinator-TBD
- B. Facility Updates
 - a. Bowen Indoor Track-repaired sections of torn track
 - b. Hosting MAC Men's and Women's Indoor Track Championships-February 24 and 25
- C. Academic News
 - a. Fall semester review
 - b. 4.0 Luncheon-January 30
- D. Student-Athlete Advisory Committee
 - a. Letter Jacket and Coin Ceremony-January 17
 - b. Jock Jams-January 26
 - c. Ypsi Awards-April 17
- E. Football-Year in Review
 - a. Season ticket update
 - b. Attendance
 - c. Revenues (e.g., Concessions, Parking, Beer Sales, Merchandise) (attached)
 - d. *USA Today* article-FBS schools cost per win (attached)
 - e. Bahamas Bowl Game
 - i. Financial analysis
 - ii. ESPN analysis
 - iii. Merchandise sales
 - iv. Pep Rally
 - v. Our ticket sales
 - vi. Game attendance
- F. 2016 Popeyes Bahamas Bowl
 - a. The Popeyes Bahamas Bowl delivered 3,691,667,408 impressions, driving brand awareness
 - b. Print/Online: 3,635,260,918
 - c. Broadcast: 56,406,490
 - d. More than 1,800 print and online pieces and 355 broadcast mentions, the Popeyes Bahamas Bowl brought the Popeyes brand to people all over the country and beyond creating a total publicity value of approximately \$28,926,821 for the bowl.
 - e. CEO of Popeyes-Cheryl Bachelder
- G. Aspire Survey Findings
 - f. Season tickets updated (attached)
 - g. Bowl game options and preparation
 - h. Future football schedules through 2020
 - i. Building Bright Futures event

- H. Basketball Updates
 - a. Men's Basketball
 - i. Season tickets sold
 - ii. Floor seats
 - ii. Champions Club
 - b. Women's Basketball
 - i. Season tickets sold
- I. Development Updates-Dan McLean
 - a. FY17-Update
 - b. Staff All-In Campaign- 100% participation for 3rd consecutive year
- J. Budget news
 - a. FY16 Revenue report (attached)
- K. Winter Sports are underway
- L. Highlight Department-Media Relations-Greg Steiner-Associate Athletics Director

**Eastern Michigan University
Board of Regents
ATHLETIC AFFAIRS COMMITTEE
Minutes of November 1, 2016**

Members:

Regents: Michael Hawks, Jim Stapleton
Athletics: Heather Lyke, Athletics Director/Vice President

Regent Mike Hawks called the Athletic Affairs Committee meeting to order at 9:00a.m.

Heather Lyke began the meeting with showing off the the Excellence in Management Cup. Texas A & M awards this award to the Athletic Department that maximizes fiscal resources through championship victories. This was the first time Eastern Michigan University has received this award. Heather Lyke provided each Regent with an updated Executive Summary and Staff Summary. She also provided a copy of the Athletics Department Cornerstones. The Cornerstones are a summary of our goals tied to the Athletics Strategic Plan. Each Regent also received a Student-Athlete calendar of events.

Updated Staff News:

As the new year began we started with a handful of new Athletics staff. Sarah Brown-Head Coach, Women's Gymnastics, Dallas Becerra-Assistant Coach, Women's Gymnastics, Dylan Saccone-Director of Football Operation, LaKita Gantz-Director of Men's Basketball Operations, Amanda Randall Sorrier-Director of Women's Basketball Operations, Julie Quoss-Assistant Coach, Rowing, Andrea Vangoss-Assistant Coach, Softball, Derick Roe-Assistant Coach, Swimming, Christian Hanselmann-Assistant Coach, Swimming, Solomon Simmons-Assistant Coach, Men's Track & Field, Mari Rakijas-Assistant Director, Compliance, Sean Conaty-Assistant Coach, Sports Performance.

Facility Updates:

We started the new year with several facility updates. The infield turf was replaced at Oestrike Stadium. For safety purposes Gymnastics received new equipment and mats. The Eagle Pride Loge area was completed at Rynearson Stadium and 14 spots out of 15 were sold. The Men's Basketball locker room renovation and updates to the Women's Basketball locker room are in progress.

Academic News:

After winter semester 2016, we achieved our 2nd highest term (3.194) and cumulative (3.252) GPAs in the department's history. In October, Athletics had a 4.0 Luncheon/Staff Tailgate for the 42 student-athletes with a 4.0. We are in search of a new Associate Athletic Director for Student-Athlete Support Services. The NCAA Graduation Success Rate takes into account incoming transfers who graduate from EMU and student-athletes who transfer from EMU, but leave in good academic standing. Currently, 81% NCAA Graduation Success Rate is the highest in school history.

Student-Athlete Advisory Council:

Chris Cutter from Men's Swimming is the new SAAC President. Once again, the student-athletes are participating in the 2nd and 7 reading program. EMU student-athletes will be visiting local elementary schools, reading to kids and reminding them why reading is important. The student-athletes are participating in a student-athlete All-In Campaign. They are looking to raise money for a statue, where they can go to take pictures once they graduate. There is a student-athlete tailgate on November 16.

Football News:

The Athletics Department partners with The Aspire Group to sell tickets. In 2014 we sold 280 season tickets and have increased 44% to 560 season ticket sales in 2016. In other news, football will honor the election with a white helmet that will be adorned with a patriotic inspired Block E design for Tuesday's November 8 game against Ball State. The Athletics Department along with Dr. Edward Sidlow, Faculty Athletic Representative, has created an entire "Presidential Leadership Week" leading up to the game. We are sharing with our football team lessons that can be learned from President John F. Kennedy, President Barak Obama, President Ronald Reagan and President Lyndon B. Johnson. When planning upcoming schedules, you always try to play 6 away games and a destination game. In 2019 we play Kentucky, the first power 5 school that we play.

Through a generous gift from an athletics donor, we partnered with the Detroit chapter of buildOn and EMU Bright Futures for a one of a kind annual event, "Building Bright Futures at the Factory" that combines service learning with our EMU football game experience for the unique populations served by these groups. We host students from 6 member high schools within the Detroit buildOn chapter and their families, about 50-60 participants, along with the students of the EMU Bright Futures network of Wayne and Washtenaw County and their families, about 200-300 students) to our football game.

Development Updates:

As FY16 comes to a close EMU Athletics has had some incredible highlights. We have received \$795,9820.44 in cash. Most in EMU Athletics history dating back to when the Foundation recording keeping began in 1981 and 45% increase over FY15. 1,316 donors most since FY89 (A 27 year high) and 21% increase over FY 15. Number of \$5,000+ cumulative giving athletics donors increased more than double FY15 to 29 unique individuals. Total cash/gifts/pledges was \$886,638 a 45 % increase over FY15. Today, we have received \$244,280 in cash \$1,449,558 in new pledges and 333 Donors. EMU Athletics Staff All-In effort underway. Going for third consecutive year of 100% participation. 32 of 78 full time employees participated thus far, more than \$10,000 in cash and pledges back to Eastern Michigan. \$1,696,341 total cash/gifts/pledges received; already 52% ahead of FY16 total.

Budget News:

Christian Spears began by reviewing the FY16 Budget and then discussed some key highlights of the FY17 Athletics Revenues. For Rentals we budgeted \$80,000 and already have received 25% of that. IMG is above the royalties'. We have a good goal set for Parking @ \$25,000, especially since we sold every single parking spot at Homecoming. We are still waiting to get the numbers from Arbor Brewing Company, Men's Basketball Ticket Sales and NCAA Sponsorships. We have a new merchandising partnership with MSW Print.

Fall Sports-Update:

Both Men's and Women's Cross Country were MAC Champions, both Head Coaches were named Coaches of the Year and both programs were nationally ranked. Football has three remaining big games that could lead them to being a bowl contender this year. Soccer made it to the MAC Tournament and finished in 7th place. Volleyball is struggling with 12 losses, but they are a young team and will hopefully bounce back next year.

Highlight Sport – Baseball-Mark VanAmeyde:

Coach VanAmeyde is entering his third year as Head Coach of EMU Baseball. He came from Michigan State University. He worked at Eastern as an Assistant Coach in 2008. During that year they won the MAC Championship. When he came back the baseball program it was in a disarray. He looks at his job in phases. The 1st year they won 20 games and did not make the conference tournament. The 2nd year they made the conference tournament, were the 8th seed and went 3 and 2 in the tournament. This year they need to Rise Up to the occasion and compete for the MAC West Championship. He needs the support of the University. His Assistant Coach needs to be full time as of right now he gets paid through fundraising. An indoor hitting facility is at the top of his list. Availability is not good currently in the Indoor Practice Facility. A new locker room, recruiting area is also needed. You take pride in something when someone cares.

Meeting was adjourned at 9:54am

Respectfully submitted,



Lori Barron
Administrative Secretary

Board of Regents Meeting
Athletic Affairs
February 7, 2017



Department of Athletics – Staff news

New Eagles:

1. Associate Athletic Director for Student-Athlete Support Services – Karen Schiferl
2. Football Offensive Coordinator – Aaron Keen
3. Football Offensive Line - Luke Meadows
4. Football Tight Ends/Special Teams Coordinator - TBD



Facility Updates

- Bowen Indoor Track – repaired sections of torn track
- Hosting MAC men's and women's indoor track championships – February 24 and 25



Academic News

- After fall semester 2017, we achieved our 2nd highest term (3.28 GPA) and cumulative (3.266 GPA) GPAs in the department's history.
- 4.0 Luncheon – January 27th – Celebrating 46 student-athletes with a 4.0
- 3.0 GPAs – 387 out of 534 student-athletes (73%)
- 17 of 21 teams have a 3.0 fall 2016 and Cumulative GPA (Football just missed because they have a 2.965 GPA)



Academic News

- Male team leader is Men's golf with a 3.643 GPA
- Women's team leader is Women's Cross Country with a 3.735. Women's Soccer was a close second with a 3.716 fall term GPA



- We achieved our highest term (3.238) and cumulative (3.266) GPA's in the Department's History!
- Men's Golf achieved the highest term GPA of the Men's teams with a 3.643
- Women's Cross Country achieved the highest term GPA of the Women's teams with a 3.735
- We had 46 4.0 GPA's this term.
- Women's Rowing had the most number of 4.0 GPA's in the fall term (10)
- 534 student-athletes attempted 7,682 credits this fall and passed 7,423- a 96% completion rate.
- There were also some teams who achieved record highs academically:
- Baseball-highest term GPA (3.421) and cumulative GPA (3.379) in team's history
- Football-highest term GPA (2.908) and cumulative GPA (2.965) in team's history
- Men's Golf-highest term GPA (3.643) and cumulative GPA (3.576) in team's history
- Women's Rowing-highest cumulative GPA (3.458) in team's history
- Women's Soccer-highest term GPA (3.716) and highest cumulative GPA (3.626) in team's history



Student-Athlete Advisory Council

- Letter Jacket and Coin Ceremony – January 17
- Jock Jamz – student-athlete talent show – January 26
- Ypsi Awards – April 17



Football Year in Review

- Football Season Tickets sold

2014:	280	
2015:	390	(39% increase)
2016:	560	(44% increase)
- Attendance
 - 2014: 3,957 average actual attendance per game
 - 2015: 3,532 average actual attendance per game
 - 2016: 4,398 average actual attendance per game
(26% increase - highest actual attendance since 2010)
- Most season tickets sold since records began being kept in 2003
- 308 more students attended per game in 2016 vs 2015
- Home game vs Toledo had largest actual attendance (7,055) that was a non-home opener since 2008



Football – Year in Review

- *USA Today* Article – FBS schools cost per win (attached)



Football – Year in Review

Bahamas Bowl Game – December 23, 2016

1. Financial Analysis
2. ESPN Analysis – 1.3 million viewers
3. Exposure value per Joyce Julius & Associates, Inc. = \$6,215,000
4. Merchandise sales – \$2,250 (we sold everything we brought)
5. Pep Rally – Main lobby of the Atlantis Resort – over 400 people in attendance, which included coaches, student-athletes, cheerleaders, dance team, mascot, alumni, donors, family and friends
6. Ticket sales – 194 tickets sold = \$9,700 revenue
7. Game attendance – 13,422 announced
8. Community service events – 34 events – emergency hostel, RanFurly house and children's football clinic



Football – Year in Review

Popeyes Bahamas Bowl sponsor

- CEO – Cheryl Bachelder

Advertising Value from 2015

- The bowl game delivered **3,691,667,408** impressions, driving brand awareness
- Print / Online: 3,635,260,918
- Broadcast: 56,406,490
- More than **1,800** print and online pieces and **355** broadcast mentions, the Popeyes Bahamas Bowl brought the Popeyes brand to people all over the country and beyond creating a **total publicity value of approximately \$28,926,821.**



The Aspire Group Survey Findings

- Day and time of games, and weather are some of the most important factors in fans attending games since fans seem to fit EMU football games into their schedule rather than adjusting their schedule.
- Fans have expressed that they want flexibility in their purchasing experience - more flex packages and food and beverage included with their ticket.
- It will be beneficial to drive fans to purchase tickets in advance of the game so it helps improve their experience with both cost savings and wait time on the day of the game.
- Enhancements to the EMU Athletics ticketing website would make it easier to navigate and improve the purchasing experience for fans.
- Fans had a much higher purchase satisfaction when they bought tickets through the ticket office over the phone or online, rather than on game day.
- Season ticket holders felt valued by EMU Athletics because of positive customer service experiences and communication from EMU Athletics. While season ticket holders feel that football tickets are fairly priced, additional benefits and further loyalty appreciation can increase feelings of value and improve their overall experience.
- 79% of fans who attended games are satisfied with the game day experience.



Basketball Updates

Men's Basketball

- Season tickets sold
 - 2014: 88
 - 2015: 112
 - 2016: 118
- Floor Seats
 - 2014: 0
 - 2015: 22
 - 2016: 19
- Champions Club – NEW for 2016-17
 - Total members: 102
 - New season tickets: 13

Women's Basketball

- * Season tickets sold
 - * 2014: 33
 - * 2015: 59
 - * 2016: 38
- * Floor Seats
 - * 2014: 0
 - * 2015: 8
 - * 2016: 7



Fundraising Update

Dan McLean – Associate AD for Development


- FY17 Updates
- Staff All-In Campaign – 100% participation for 3rd consecutive year
- Student-Athlete Thank-a-Thon (video)
- Coming Events:
 - Baseball Lead Off Dinner – February 11th
 - Track & Field Alumni Gathering – February 25th



Budget News

Christian Spears - Deputy AD

- FY16 Revenue Report



FY17 Intercollegiate Athletics Revenues						
Org#	Acct Code	Organization Description	Approved FY17 Budget	YTD Actual Rev	YTD Projections	YTD Totals
103700	232	Rentals	80,000	36,708	43,292	80,000
103700	308	IMG Royalties	60,000	3,667	65,000	68,667
103700	366	Pouring Rights	200,000	-	280,000	280,000
103700	306	Licensing	75,000	36,249	38,751	75,000
104425	376	FB ticket sales	450,000	140,723	309,277	450,000
103700	382	FB Program Sales	5,000	3,742	-	3,742
104425	392	FB Game Guarantees	1,450,000	150,000	1,300,000	1,450,000
104425	418	Non Gift fundraiser ESPN/FB Playoff	- 1,300,000	9,037	- 1,300,000	9,037 1,300,000
103700	256	Parking	25,000	17,620	-	17,620
104325	376	MBB ticket sales	65,000	17,962	47,038	65,000
104325	392	MBB Game Guarantees	250,000	-	250,000	250,000
104800	376	WBB ticket sales	5,000	3,901	1,099	5,000
103700	384	Other sport receipts (GYM/MWR)	7,500	-	4,500	4,500
105250	376	VB ticket sales	-	4,646	1,000	5,646
103700	624	Concessions/ABC	-	-	14,053	14,053
103700	142	Merchandise	-	-	-	-
103700	624	Misc. revenue	-	6,690	-	6,690
103700	390	NCAA Grant-in-aid	900,000	852,086	-	852,086
103700	390	NCAA Sports Sponsorship	268,443	283,061	-	283,061
103700	390	NCAA Academic Enhancement	75,000	-	75,000	75,000
103700	390	NCAA Supplement revenue dist.	75,000	-	75,000	75,000
103700	392	NCAA B/W Tournament	150,000	129,408	135,000	264,408
REVENUE TOTALS			5,440,943	1,695,500	3,939,010	5,634,510

as of 1/12/17

Winter Sports – Underway

- Men's Basketball
- Women's Basketball
- Gymnastics
- Men's Swimming & Diving
- Women's Swimming & Diving
- Men's Indoor Track & Field
- Women's Indoor Track & Field
- Women's Tennis
- Wrestling



Highlight Department

- Media Relations – Greg Steiner – Associate Athletic Director (15 years)



Our Office



Greg Steiner
Associate A.D.
Football, Golf, &
Women's Basketball



Sean Hostetter
Assistant Director
Men's Basketball,
Volleyball, & Tennis



Our Office



Katie Gonzales
Graduate Assistant
Soccer, Softball, &
Swimming & Diving

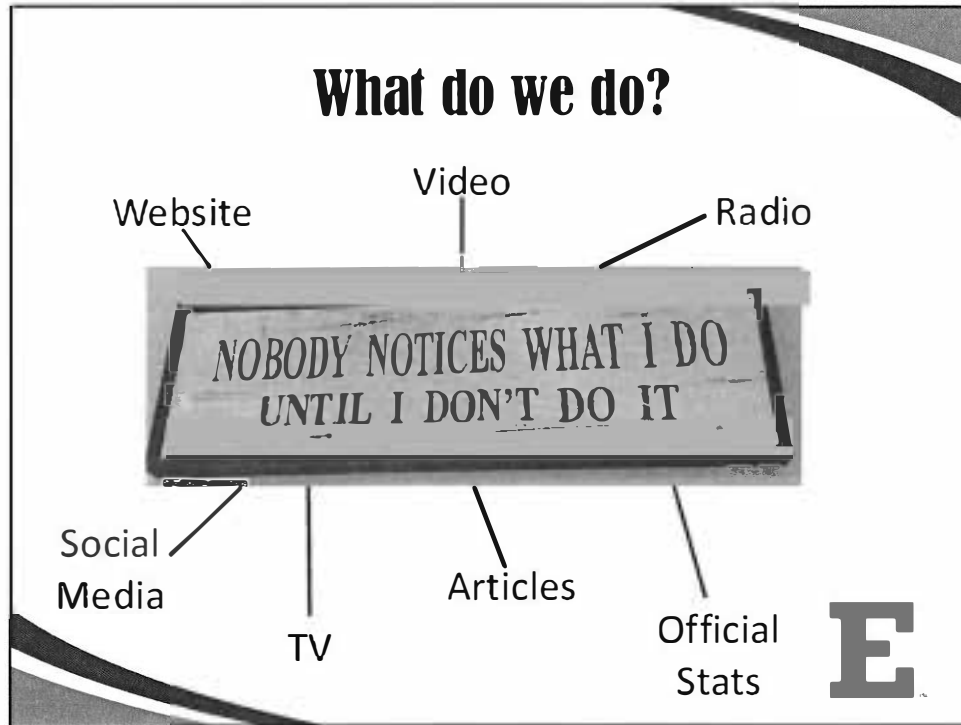


Mark Panhorst
Graduate Assistant
Cross Country,
Gymnastics, &
Track & Field



Dan Whitaker
Graduate Assistant
Baseball, Rowing,
& Wrestling





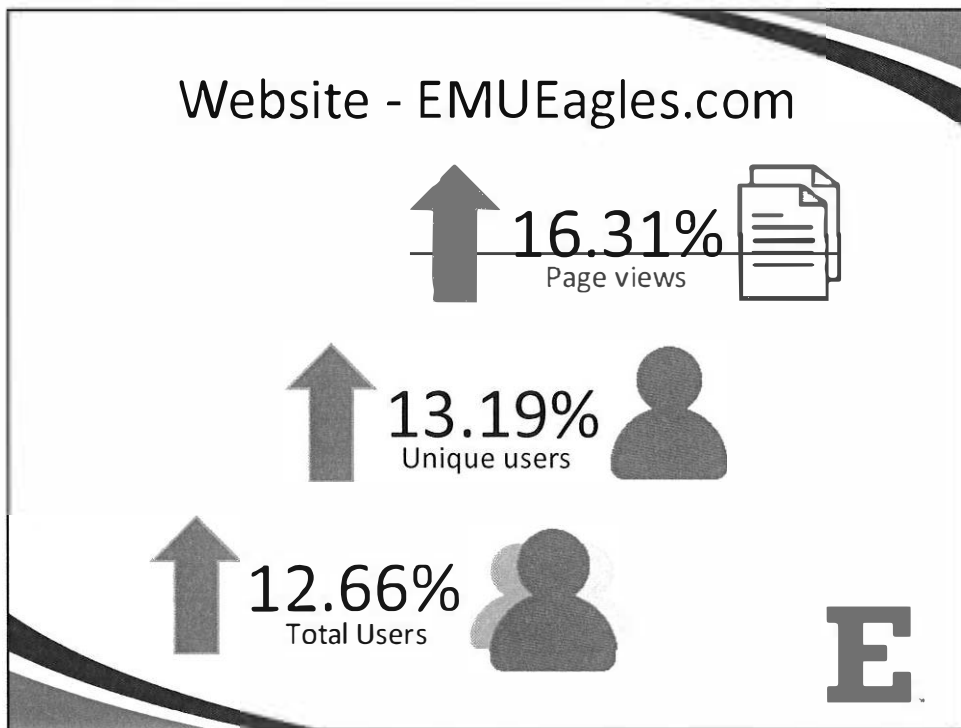
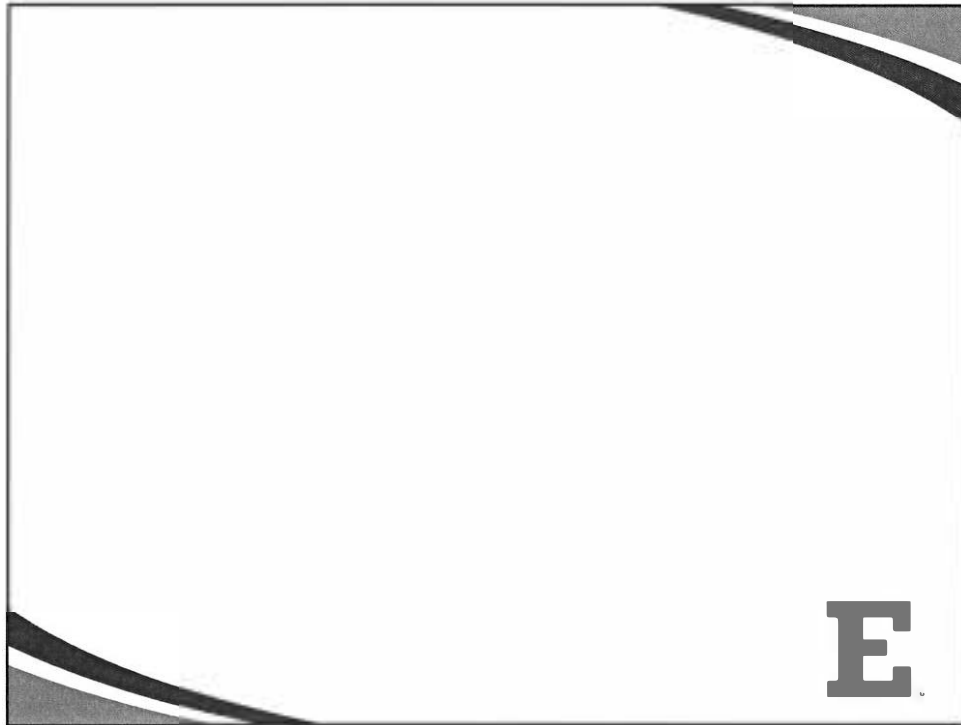
Website - EMUEagles.com



Website - EMUEagles.com

- Traffic
 - All-time highest days of page views since 2005
 - Two of the top eight stories were from football
 - No. 3 Bahamas Bowl = 36,278
 - No. 6 Bowl Announcement = 28,994
 - Since Aug. 1, 2016
 - 1,930,747 page views
 - 341,433 unique users
 - 596,566 total users





Social Media

 @EMUAthletics

 /EMUAthletics

 @EMUAthletics



Social Media

Account	% Increase
@EMUAthletics	30.04
@EMUHoops	29.00
@EMUFB	39.60
@EMUGYM	33.00
@EMUSoccer	36.5
@EMUVolleyball	44.20

*Increases in Twitter accounts since July 20, 2016



ESPN3

- 35 Broadcasts Per Year
 - Second Year of Agreement
 - Basketball, Volleyball, Gymnastics, & Wrestling
 - Campus Connection Initiative



Radio

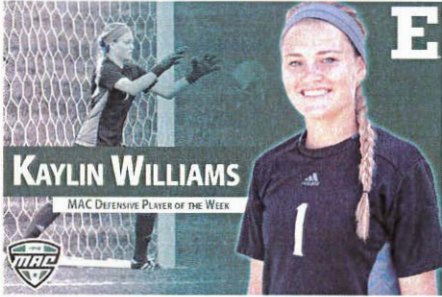


ALLE
SHOW




WEMU 89.1 **E**

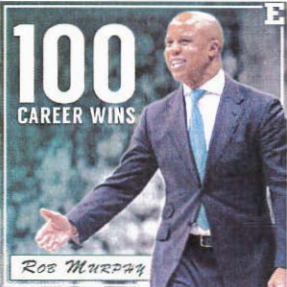
Graphic Design



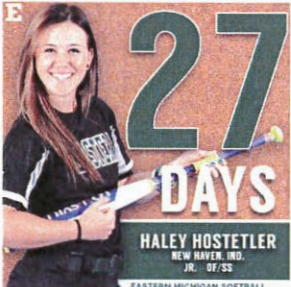
KAYLIN WILLIAMS
MAC DEFENSIVE PLAYER OF THE WEEK



Cole Gardner
Second Team All-MAC

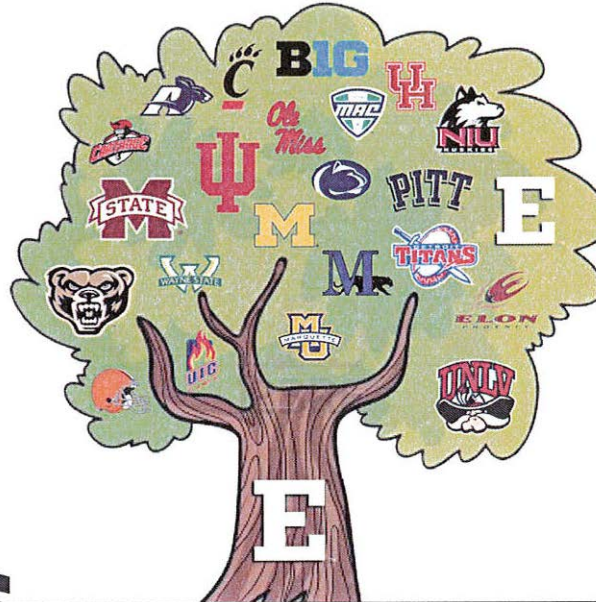


100
CAREER WINS
ROB MURPHY



27
DAYS
HALEY HOSTETTLER
NEW HAVEN, IND.
JR., OF SS

Graduate Student Success



Questions?

GO EAGLES!

Here's to an exceptional 2017!



BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

EDUCATIONAL POLICIES COMMITTEE: APPROVAL OF AGENDA AND MINUTES

ACTION REQUESTED

It is requested that the Educational Policies Committee Agenda for February 7, 2017 and the Minutes of the June 21, 2016 meeting be received and placed on file.

SUMMARY

The primary items for the February 7, 2017 Educational Policies Committee meeting include:


Agenda and Minutes; Faculty Appointments; Faculty Tenure Appointments; Lecturer Appointments; Academic Retirements/Separations; Emeritus Faculty Recommendation; Honorary Emeritus for Meritorious Service Recommendation; Academic Calendars for 2019/20-2020/21; Charter Schools Board Member Appointments; 2015-16 Charter Schools Annual Report and Update; Summer 2017 Research Awards; New Major: Bachelor of Science, Mechanical Engineering; New Academic Program: Doctor of Nursing Practice.

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

1/18/17
Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Educational Policies Committee

February 7, 2017
9:30 – 10:15 a.m.
205 Welch Hall

AGENDA

- 9:30** **Section 14:** Agenda and Minutes (*Regent Crumm, Chair*)
- 9:33** **Section 5:** Faculty Appointments (*David Woike*)
Section 6: Faculty Tenure Appointments (*David Woike*)
Section 7: Lecturer Appointments (*David Woike*)
Section 8: Academic Retirements/Separations (*David Woike*)
Section 9: Emeritus Faculty Recommendation (*Rhonda Longworth*)
Section 10: Honorary Emeritus Status for Meritorious Service (*Rhonda Longworth*)
Section 15: Academic Calendars for 2019/20-2020/21 (*Rhonda Longworth*)
Section 16: Charter Schools Board Member Appointments (*Malverne Winborne*)
Section 17: 2015-16 Charter Schools Annual Report and Update (*Malverne Winborne*)
Section 18: Summer 2017 Research Awards (*Wade Tornquist*)
Section 19: New Major: Bachelor of Science, Mechanical Engineering (*Rhonda Longworth and Mohamad Qatu*)
Section 20: New Academic Program: Doctor of Nursing Practice (*Rhonda Longworth and Murali Nair*)

Discussion Items:

- 10:00** Brief Update on Degree Completion and Retention Plan (*Michael Tew*)
10:03 Overview of Accreditations (*Rhonda Longworth, Bin Ning, Deans*)

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

EDUCATIONAL POLICIES COMMITTEE MINUTES

November 1, 2016
9:00 – 9:45 a.m.
205 Welch Hall

Attendees: (seated at tables) Regent Crumm (Chair), D. Clearwater, A. Dow, Regent Fitzsimmons, R. Longworth, M. Tew, M. Tidwell, M. Winborne and D. Woike

Guests: (as signed in) A. Balazs, J. Brocks, C. Hensley, J. Hunsberger, K. Kucera, C. Phillips, M. Qatu, M. Sayler, B. Sipe, W. Tornquist and R. Woody.

Regent Crumm convened the meeting at 9:00 a.m.

Report and Minutes (Section 1)

Regent Crumm requested that the Educational Policies Committee Agenda for November 1, 2016 and Minutes of the June 21, 2016 meeting be received and placed on file.

Faculty Appointments (Section 5)

Dr. David Woike, Assistant Vice President for Academic Affairs recommended that the Board of Regents approve one (1) new faculty appointment for the 2016-2017 academic year at the rank, salary, and effective date shown on listing.

STAFF SUMMARY

The new faculty member is female.

Academic Retirements and Separations Section 6)

Dr. David Woike recommended that the Board of Regents approve twenty (20) retirements and five (5) separations for the period of April 1, 2016 through September 30, 2016.

STAFF SUMMARY

Of the twenty-five (25) retirements and separations, thirteen (13) are male and twelve (12) are female. Demographics show that eighteen (72%) are Caucasian, four (16%) are Asian, two (8%) are African-American, and one (4%) is Hispanic.

Emeritus Faculty Recommendations (Section 7)

Dr. Longworth, Interim Provost and Executive Vice President recommended that the Board of Regents grant Emeritus Faculty Status to sixteen (16) former faculty members: Phillip Arrington, Department of English Language and Literature from 1984 to 2016, who retired August 2016 after 31 years; Jean L. Bush-Bacelis, Department of Management from 1984 to 2016, who retired August 2016 after 32 years; Yvonne Callaway, Department of Leadership and Counseling from 1992 to 2015 (posthumously; she had been at EMU for 24 years); Timothy Carroll, Department of Mathematics from 1986 to 2016, who retired August 2016 after 30 years; Kathleen Chamberlain, Department of History and Philosophy from 2001 to 2016, who retired August 2016 after 15 years; John Dugger, Department of Technology & Professional Service Management from 2000 to 2016, who retired August 2016 after 15 years; Walter Hogan, Halle Library from 1984 to 2016, who retired August 2016 after 32 years; Michael Kasenow, Department of Geography and Geology from 1989 to 2016, who retired August 2016 after 27 years;

Mary Sue Marz, School of Nursing from 1989 to 1992 and 2001 to 2016, who retired August 2016 after 18 years; Joseph Ohren, Department of Political Science from 1985 to 2016, who retired August 2016 after 31 years; Carole Pawloski, School of Art and Design from 1992 to 2016, who retired August 2016 after 25 years; Melvin Peters, Department of Africology & African American Studies from 1992 to 2016, who retired August 2016 after 24 years; James Pinson, Department of English Language and Literature from 1990 to 2015, who retired August 2015 after 25 years; Valerie Polakow, Department of Teacher Education from 1988 to 2016, who retired August 2016 after 28 years; Weidian Shen, Department of Physics & Astronomy from 1991 to 2016, who retired August 2016 after 25 years; Marjorie Ziefert, Department of Social Work from 1981 to 2016, who retired August 2016 after 35 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 these individuals has received the support of the department head or school director, the dean of the college, and the Provost and Executive Vice President.

Charter Schools Board Member Appointments (Section 12)

Dr. Malverne Winborne, Director of Charter Schools, recommended that the Eastern Michigan University Board of Regents appoint Ashleigh Bell and Jeffrey Sorensen to three year terms and Roger Verhey to a two year term to the Board of Directors of Ann Arbor Learning Community; and re-appoint Renee Newman to a three year term to 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.

Commencement Speaker and Honorary Degree Recipients (Section 13)

Dr. Rhonda Longworth recommended that the Board of Regents approve Michigan Supreme Court Justice Bridget Mary McCormack as Commencement Speaker at the Saturday, December 17, 2016 commencement ceremony. In addition, it is recommended that the Board award an honorary Doctor of Public Service degree to Justice McCormack.

It is further recommended that the Board of Regents award an honorary Doctor of Public Service degree to Lieutenant Colonel Charles Kettles.

Granting of Tenure to President James Smith (Section 14)

Dr. Rhonda Longworth recommended that President James Smith be granted tenure in the Department at the rank of Professor, effective November 1, 2016 based on the recommendation of the faculty in the Department of Leadership and Counseling.

SUMMARY

Dr. Smith had served as president of Northern State University (NSU) in Aberdeen, South Dakota since June 2009. For the past seven years (2008-2015), NSU has been named by US News and World Report as one of the best undergraduate public institutions in the Midwest.

Prior to accepting the presidency at NSU, Smith was vice president for Economic Development at Bowling Green State University (BGSU) in Bowling Green, Ohio. A veteran educational leader, Dr. Smith has also served as a professor, branch campus CEO, education dean, doctoral program director, and university liaison to K-12 schools.

Accomplishments include the West Texas A&M University Distinguished Teaching Award, which Dr. Smith received in 1994, and a long and successful history of significant fundraising. He was instrumental in helping NSU obtain the largest donation in its history, a \$15 million gift. Dr. Smith also fostered a collaboration with the University of Jinan, in Jinan, China, to develop the first and only Confucius Institute in the Dakotas, for which he was able to gain local and regional support of nearly \$500,000 to launch, in addition to the traditional start-up provided. He brings with him an extensive publication and teaching record, focusing on issues in educational leadership, social justice, and educational reform (see enclosed curriculum vitae for additional details.)

Dr. Smith holds a B.S. from Miami University in Oxford, Ohio, M.S. from Xavier University, and a Ph.D. in Educational Leadership from Miami University. His hometown is Washington Court House, Ohio, located south of Columbus.

Update to Board Policy: 6.2.1.3: Undergraduate Grades and Academic Progress (Section 20)

Dr. Longworth recommended that the Board of Regents approve a modification to Board of Regents Policy 6.2.1.3 Undergraduate Grades and Academic Progress.

SUMMARY

The proposed policy revision corrected a typographical error in the semester credits required to reach sophomore and junior class levels.

Update to Board Policy: 8.1: Student Conduct Code and Judicial Structure (Section 21)

Dr. Chiara Hensely, Assistant Vice President for Student Affairs recommended that the Board of Regents approve revisions to the Student Conduct Code and Judicial Structure. Dr. Hensley gave a summary and rationale for the changes.

SUMMARY

The following changes were recommended by the Student Judicial Review Committee: 1) remove legal language in order to provide greater distance between the legal system and the student conduct process; 2) add language to the purpose and violations sections in order to reinforce the commitment to academic integrity; 3) amend the jurisdiction section to add more clarity to the breadth of cases that are eligible to be reviewed under the Student Conduct Code; 4) add and amend definitions in order to clearly identify language that was used throughout the document; 5) change and amend sanction definitions in order to ensure due process and add transparency; 6) develop Section VII providing a clearer representation of the rights and responsibilities of students and of the University; 7) remove sections regarding the organization of the judicial system in order to allow the system to adapt to the needs of the students, department, and university; 8) remove all process related information from this policy as processes change over time and their inclusion in this document hinders the ability to meet the needs of the students, the department, and the university; and 8) remove section regarding Greek Life as the policies listed with this section are interwoven into other areas of the code and provisions have been made to recognize their jurisdiction in the overall code.

Consistent with #1 and #2, the office's name is being changed from the Office of Student Conduct and Community Standards to the Office of Student Conduct, Community Standards, and Wellness. In

addition, updates were made to administrator titles that oversee this policy to accurately align with the administrator titles currently at EMU.

Discussion Items:

Dr. Michael Tew provided an update on the Degree Completion and Retention Plan Report. The April report will include more comprehensive metrics/graphics and will detail key ongoing retention and completion projects.

Dr. Michael Tidwell, Dean, College of Business presented a COB College profile.

Regent Crumm thanked those in attendance, and adjourned the meeting at 9:45 a.m.

Respectfully submitted,



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

Retention Update

Educational Policies Committee
Board of Regents
February 7, 2017

Annual Report – Fall					Update – Winter	
	FA 2015	FA 2016	WI 2016	WI 2017		
Student Characteristics						
Percent Pell Grant Eligible	FTIACs – 48.5% UG – 44.2%	FTIACs – 46.8% UG – 41.9%				
Average High School GPA	3.28	3.28				
Average ACT Score	22.1	21.94				
Progress to Degree						
Average Credit Hours Per Semester	UG – 12.0 GR – 6.3	UG – 12.1 GR – 6.5	UG – 12.0 GR – 6.3	UG – 12.0 GR – 6.5		
Average Credit Hours Per Academic Year	UG – 21.7 GR – 11.6	UG – 21.9 GR – 11.8				
Percent of Students with GPA Less than 2.0			FTIACs – 15.7% UG – 7.9%	FTIACs – 18.5% UG – 7.9%		
Percent of Students with Course Completion Rate Below 67%			FTIACs – 13.1% UG – 10.4%	FTIACs – 14.7% UG – 9.8%		
Success Metrics						
Retention Rate – Semester-to-Semester			Fall 2015 Cohort – 90.3%	Fall 2016 Cohort – 88.8%		
Retention Rate – Year-to-Year	Fall 2014 Cohort – 74.7%	Fall 2015 Cohort – 74.63%				
Graduation Rate – 6-year	Fall 2009 Cohort – 40.1%	Fall 2010 Cohort – 40.72%				

College	Dept	Program	Agency	Current Status	Next Site Visit
AA	EMU	EMU institution-wide accreditation	HLC	Accredited	Fall 2017
AS	ART	Fine Arts, MFA, Studio Arts, MA	NASAD	Applied	
AS	ART	Visual Arts Education, MA	CAEP-no SPA	Accredited	S 2018
AS	ART	Art History, Baccalaureate	NASAD	Applied	
AS	ART	Studio Art, Baccalaureate	NASAD	Applied	
AS	ART	Fine Arts, Baccalaureate	NASAD	Applied	
AS	ART	K-12 Visual Arts Education, Baccalaureate (BFA+ K-12 Certification)	CAEP-no SPA	Accredited	S 2018
AS	BIOL	Biology for Secondary Education, Baccalaureate	CAEP-NSTA	Accredited	S 2018
AS	CHEM	Professional Chemistry, Baccalaureate	ACS	Accredited	2019/20
AS	CHEM	Chemistry for Secondary Education, Baccalaureate	CAEP-NSTA	Accredited	S 2018
AS	CMTA	Theatre Arts, MA	NAST	Planning	
AS	CMTA	Applied Drama/Theatre for the Young, MFA	NAST	Planning	
AS	CMTA	Communication for Secondary Education and Theatre Arts Teaching, Baccalaureate	CAEP-no SPA	Accredited	S 2018
AS	CMTA	Theatre Arts, Baccalaureate	NAST	Planning	
AS	CMTA	Entertainment Design and Technology, Baccalaureate	NAST	Planning	
AS	CMTA	Interdisciplinary Children's Literature & Drama & Theatre for the Young, Baccalaureate	NAST	Planning	
AS	ENGL	Language, Literature, Writing for Secondary Education, Baccalaureate	CAEP-NCTE	Accredited	S 2018
AS	ESL	English as a Second Language for non-native speakers, minor	CEA	Accredited	2018/19
AS	GEOG	General Historic Preservation, MS	NCPE	Accredited	2019/20
AS	GEOG	Urban and Regional Planning, MS	PAB	Accredited	2021/22
AS	GEOG	Historic Preservation, Baccalaureate	NCPE	Accredited	2019/20
AS	GEOG	Geography/History - Secondary Education, Baccalaureate	CAEP-NCSS	Accredited	S 2018
AS	GEOG	Earth Science for Secondary Education, Baccalaureate	CAEP-NSTA	Accredited	S 2018
AS	GEOG	Urban and Regional Planning, Baccalaureate	PAB	Accredited	2021/22
AS	HIST	History/Geography - Secondary Education, Baccalaureate	CAEP-NCSS	Accredited	S 2018
AS	HIST	Social Studies/History - Secondary Education, Baccalaureate	CAEP-NCSS	Accredited	S 2018
AS	HIST	Social Studies/Economics Secondary Education, Baccalaureate	CAEP-NCSS	Accredited	S 2018
AS	HIST	Social Studies/Political Science Secondary Education, Baccalaureate	CAEP-NCSS	Accredited	S 2018

AS	HIST	Social Studies/Geography Secondary Education, Baccalaureate	CAEP-NCSS	Accredited	S 2018
AS	MATH	Mathematics for Elementary Education, Baccalaureate	CAEP-NCTM	Accredited	S 2018
AS	MATH	Mathematics for Secondary Education, Baccalaureate	CAEP-NCTM	Accredited	S 2018
AS	MUSD	Music Composition, MM	NASM	Accredited	2021/22
AS	MUSD	Music Education, MM	NASM	Accredited	2021/22
AS	MUSD	Music Performance, MM	NASM	Accredited	2021/22
AS	MUSD	Piano Pedagogy, MM	NASM	Accredited	2021/22
AS	MUSD	Music, Baccalaureate	NASM	Accredited	2021/22
AS	MUSD	Music Education, Vocal, Baccalaureate	NASM, CAEP	Accredited	(CAEP) S 2018
AS	MUSD	Music Education, Instrumental, Baccalaureate	NASM, CAEP	Accredited	(CAEP) S 2018
AS	MUSD	Music Performance, Baccalaureate	NASM	Accredited	2021/22
AS	MUSD	Music Therapy, Baccalaureate	NASM, AMTA	Accredited	2021/22
AS	PHY	Integrated Science for Secondary Education, Baccalaureate	CAEP-NSTA	Accredited	S 2018
AS	PHY	Physics for Secondary Education, Baccalaureate	CAEP-NSTA	Accredited	S 2018
AS	PLSC	Public Administration, MPA	NASPAA	Accredited	F 2019
AS	PSY	Clinical Psychology, PhD	APA	Accredited	F 2017
AS	PSY	Psychology for Secondary Education, Minor	CAEP	Accredited	S 2018
AS	WL	Teaching English to Speakers of Other Languages (TESOL), MA	TESOL	Accredited	F 2017
AS	WL	TESOL Undergraduate Certificate Endorsement	CAEP-TESOL	Accredited	S 2018
AS	WL	Arabic (Experimental Arabic Certification, MDE approved)	CAEP-TESOL	Accredited	S 2018
AS	WL	Chinese (Experimental Chinese Certification, MDE approved)	CAEP-TESOL	Accredited	S 2018
AS	WL	French for Secondary Education, Baccalaureate	CAEP-ACTFL	Accredited	S 2018
AS	WL	French Certification, Minor	CAEP-ACTFL	Accredited	S 2018
AS	WL	German Language, Literature for Secondary Education, Baccalaureate	CAEP-ACTFL	Accredited	S 2018
AS	WL	German for Secondary Education, Baccalaureate	CAEP-ACTFL	Accredited	S 2018
AS	WL	German Certification, Minor	CAEP-ACTFL	Accredited	S 2018
AS	WL	Japanese Language, Culture for Secondary Education, Baccalaureate	CAEP-ACTFL	Accredited	S 2018
AS	WL	Spanish for Secondary Education, Baccalaureate	CAEP-ACTFL	Accredited	S 2018
AS	WL	Spanish Certification, Minor	CAEP-ACTFL	Accredited	S 2018
BU	ACFN	Accounting Information Systems, Baccalaureate	AACSB	Accredited	S 2020

BU	ACFN	Accounting Information Systems/Accounting 550 hours, Baccalaureate	AACSB	Accredited	S 2020
BU	ACFN	Accounting, Baccalaureate	AACSB	Accredited	S 2020
BU	ACFN	Accounting, Master's	AACSB	Accredited	S 2020
BU	ACFN	Accounting/Accounting 550 hours, Baccalaureate	AACSB	Accredited	S 2020
BU	ACFN	Accounting/Accounting 550 hours, Master's	AACSB	Accredited	S 2020
BU	ACFN	AIS/Accounting 550 hours, Master's	AACSB	Accredited	S 2020
BU	ACFN	Finance, Baccalaureate	AACSB	Accredited	S 2020
BU	BU	Business Administration, MBA	AACSB	Accredited	S 2020
BU	BU	E-Business, MBA	AACSB	Accredited	S 2020
BU	BU	Enterprise Business Intelligence, MBA	AACSB	Accredited	S 2020
BU	BU	Entrepreneurship, MBA	AACSB	Accredited	S 2020
BU	BU	Finance, MBA	AACSB	Accredited	S 2020
BU	BU	Human Resources, MBA	AACSB	Accredited	S 2020
BU	BU	Information Systems, MBA	AACSB	Accredited	S 2020
BU	BU	Internal Auditing, MBA	AACSB	Accredited	S 2020
BU	BU	International Business, Baccalaureate	AACSB	Accredited	S 2020
BU	BU	International Business, MBA	AACSB	Accredited	S 2020
BU	BU	International Business/Accounting Information Systems, Baccalaureate	AACSB	Accredited	S 2020
BU	BU	International Business/Accounting, Baccalaureate	AACSB	Accredited	S 2020
BU	BU	International Business/Computer Information Systems, Baccalaureate	AACSB	Accredited	S 2020
BU	BU	International Business/Economics, Baccalaureate	AACSB	Accredited	S 2020
BU	BU	International Business/Entrepreneurship, Baccalaureate	AACSB	Accredited	S 2020
BU	BU	International Business/Finance, Baccalaureate	AACSB	Accredited	S 2020
BU	BU	International Business/General Business, Baccalaureate	AACSB	Accredited	S 2020
BU	BU	International Business/Management, Baccalaureate	AACSB	Accredited	S 2020
BU	BU	International Business/Marketing, Baccalaureate	AACSB	Accredited	S 2020
BU	BU	Marketing, MBA	AACSB	Accredited	S 2020
BU	BU	Nonprofit Management, MBA	AACSB	Accredited	S 2020
BU	BU	Supply Chain Management, Baccalaureate	AACSB	Accredited	S 2020
BU	BU	Supply Chain Management, MBA	AACSB	Accredited	S 2020
BU	CIS	Computer Information Systems, Baccalaureate	AACSB	Accredited	S 2020
BU	CIS	Information Systems, Master's	AACSB	Accredited	S 2020
BU	MGMT	Entrepreneurship, Baccalaureate	AACSB	Accredited	S 2020
BU	MGMT	General Business, Baccalaureate	AACSB	Accredited	S 2020
BU	MGMT	Human Resource/Organization Development, Master's	AACSB	Accredited	S 2020

BU	MGMT	Management, Baccalaureate	AACSB	Accredited	S 2020
BU	MKTG	Marketing, Baccalaureate	AACSB	Accredited	S 2020
ED	TCED	Three Minors - Elementary Education, Baccalaureate	CAEP	Accredited	S 2018
ED	SPED	Elementary/Secondary/Healthcare Track Speech & Language Pathology, Baccalaureate	ASHA	Accredited	S 2018
ED	SPED	Speech & Language Pathology, Master's	ASHA	Accredited	S 2018
ED	SPED	Elementary & Secondary Hearing Impairment, Baccalaureate	ASHA	Accredited	S 2018
ED	LDCN	College Counseling, Master's	CACREP	Accredited	F 2021
ED	LDCN	Community Counseling, Master's	CACREP	Accredited	F 2021
ED	LDCN	School Counseling, Graduate Certificate	CACREP	Accredited	F 2021
ED	SPED	Elementary & Secondary Hearing Impairment, Baccalaureate	CAEP	Accredited	S 2018
ED	SPED	Elementary & Secondary Cognitive Impairment, Baccalaureate	CAEP	Accredited	S 2018
ED	SPED	Elementary & Secondary Emotional Impairment, Baccalaureate	CAEP	Accredited	S 2018
ED	SPED	Elementary & Secondary Physically and Otherwise Health Impaired, Baccalaureate	CAEP	Accredited	S 2018
ED	SPED	Elementary & Secondary Visual Impairment, Baccalaureate	CAEP	Accredited	S 2018
ED	SPED	Learning Disabilities, Master's	CAEP	Accredited	S 2018
ED	SPED	Special Education, Master's (includes CI, EI, HI, MI, POHI, VI & TE certificate)	CAEP	Accredited	S 2018
ED	SPED	Elementary & Secondary Hearing Impairment, Baccalaureate	CAEP	Accredited	S 2018
ED	LDCN	Educational Leadership - K-12 Administration, Master's	CAEP	Accredited	S 2018
ED	LDCN	Educational Leadership, Specialist	CAEP	Accredited	S 2018
ED	TCED	Reading, Master's	CAEP	Accredited	S 2018
ED	TCED	Educational Media & Technology, Master's	CAEP	Accredited	S 2018
ED	TCED	Early Childhood Education, Master's	CAEP	Accredited	S 2018
ED	LDCN	Educational Leadership, EdD	CAEP	Accredited	S 2018
ED	LDCN	Educational Leadership - Higher Education/ General Administration, Master's	CAEP	Accredited	S 2018
ED	LDCN	Educational Leadership - Higher Education Student Affairs, Master's	CAEP	Accredited	S 2018
ED	TCED	Curriculum & Instruction, Master's	CAEP	Accredited	S 2018
ED	TCED	Educational Psychology - Research & Assessment, Master's	CAEP	Accredited	S 2018
ED	TCED	Educational Psychology, Master's	CAEP	Accredited	S 2018

ED	TCED	Elementary Education, Master's	CAEP	Accredited	S 2018
ED	TCED	Integrated Science - Teaching (Elementary), Baccalaureate	CAEP	Accredited	S 2018
ED	TCED	Language Arts Group, Baccalaureate	CAEP	Accredited	S 2018
ED	TCED	Reading, Baccalaureate	CAEP	Accredited	S 2018
ED	TCED	Secondary Education, Master's	CAEP	Accredited	S 2018
ED	TCED	Social Foundations of Education, Master's			
ED	TCED	Urban/Diversity Education, Master's			
ED	TCED	Education Studies, Ph.D.			
ED	TCED	Social Studies Group for Elementary Education, Baccalaureate	CAEP	Accredited	S 2018
ED	TCED	Middle Level Education, Master's	CAEP	Accredited	S 2018
HH	HLS	Dietetics - Coordinated, Master's	ACEND	Accredited	2022
HH	HLS	Dietetics, Baccalaureate	ACEND	Accredited	2022
HH	HLS	Combined Occupational Therapy (BS/MOT)	AOTA-ACOTE	Accredited	2022
HH	HLS	Occupational Therapy, Master's	AOTA-ACOTE	Accredited	2022
HH	HPHP	Physician Assistant	ARC-PA	Provisional	Fall 2017
HH	SW	Social Work, Baccalaureate	BPD	Accredited	
HH	HPHP	Orthotics/Prosthetics, Master's	CAAHEP	Accredited	Fall 2017
HH	HPHP	Orthotics/Prosthetics, Master's	NCOPE	Accredited	Fall 2017
HH	HPHP	Sports Medicine (Athletic Training), Baccalaureate	CAATE	Accredited	1/11/17
HH	NUR	Nursing, Baccalaureate	CCNE	Accredited	Spring 2022
HH	NUR	Nursing, BSN Completion	CCNE	Accredited	Spring 2022
HH	NUR	Nursing, Master's	CCNE	Accredited	Spring 2022
HH	NUR	Nursing, DNP	CCNE	Seeking Provisional	Spring 2017
HH	SW	Family & Children's Services, Master's	CSWE	Accredited	Winter 2023
HH	SW	Mental Health & Chemical Dependence, Master's	CSWE	Accredited	Winter 2023
HH	SW	Services to the Aging	CSWE	Accredited	Winter 2023
HH	SW	Social Work, Baccalaureate	CSWE	Accredited	Winter 2023
HH	HLS	Clinical Lab Sciences (Professional), Baccalaureate	NAACLS	Accredited	Spring 2016
HH	HLS	Clinical Lab Sciences, Baccalaureate	NAACLS	Accredited	2026
HH	SW	Social Work, Baccalaureate	NADD	Accredited	
HH	HPHP	Physical Education Teaching, Baccalaureate	SHAPE	Accredited	10/24/17
HH	HPHP	Health Education, Minor	SHAPE	Accredited	10/24/17
HH	HPHP	Orthotics/Prosthetics, Master's	NCOPE	Accredited	Fall 2017
TC	ENGT	Mechanical Engineering Technology	ABET	Accredited	F 2017
TC	ENGT	Technology, Design Education, Baccalaureate	ITEA	Accredited	10/24/16
TC	SISAC	Information Assurance, Baccalaureate	NSA CSS	Pending	5/1/14

TC	STPSM	Paralegal Studies, Baccalaureate	ABA	Accredited	Fall 2022
TC	STPSM	Hotel and Restaurant Management, Baccalaureate	ACPHA/CHRIE	Accredited	F 2021
TC	SVBE	Construction, Master's	GAC PMI	Pending	TBD
TC	SVBE	Interior Design, Baccalaureate	CIDA	Accredited	2020
TC	SVBE	Construction Management, Baccalaureate	ACCE	Accredited	2020
TC	SVBE	Apparel, Textile Merchandising, Baccalaureate	TI		TBD
TC	SVBE	Art Accrediation (SAG and IDE)	NASAD	Pending	TDB

Updated on September 28, 2016

BOARD OF REGENTS

EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

ACADEMIC CALENDAR

ACTION REQUESTED

It is recommended that the Board of Regents approve the Academic Calendar for 2019-2020 and 2020-2021.

STAFF SUMMARY

An Academic Calendar Committee--comprising representatives from Faculty Senate, the Colleges and Department/Schools, Academic Advising, Financial Aid, Student Business Services, the Physical Plant and Housing--works with the Provost's Office and the Registrar to develop the University Calendar.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

1/18/17
Date

Fall Semester 2019 Full Term 15 weeks	
Wednesday, September 4	Classes Begin
Wednesday, November 27	No classes - University Open (Thanksgiving)
Thursday, November 28-Sunday, December 1	Thanksgiving Recess - University Closed
Monday, December 2	Classes Resume
Friday, December 13	Last Day of Classes
Monday, December 16 - Friday, December 20	Final Exams
Friday, December 20	Close of Fall Semester
Sunday, December 15	Commencement
Tuesday, December 24 - Wednesday, January 1	University Closed
Winter Semester 2020 Full Term 15 weeks	
Tuesday, December 24 - Wednesday, January 1	University Closed
Thursday, January 2	University Reopens
Monday, January 6	Classes Begin
Monday, January 20	MLK Jr. Day - No Classes; Campus-wide Celebration
Monday, February 24 - Sunday, March 1	Winter Recess - No Classes; Campus Open
Monday, March 2	Classes Resume
Friday, April 10 - Sunday, April 12	Spring Recess - No Classes; University Closed
Monday, April 20	Last Day of Classes
Tuesday, April 21 - Monday, April 27	Final Exams
Monday, April 27	Close of Winter Semester
Saturday, April 25	Commencement
Summer Semester 2020 Full Term 15 Weeks	
Monday, May 4	Classes Begin
Monday, May 25	Memorial Day - No Classes; University Closed
Friday, July 3	Independence Day Recognized - No Classes; University Closed
Monday, August 10	Last Day of Classes
Monday, August 10	Close of Summer Semester

Fall Semester 2020 Full Term 15 weeks	
Monday, August 31	Classes Begin
Monday, September 7	Labor Day - University Closed
Wednesday, November 25	No classes - University Open (Thanksgiving)
Thursday, November 26-Sunday, November, 29	Thanksgiving Recess - University Closed
Monday, November 30	Classes Resume
Sunday, December 13	Last Day of Classes
Monday, December 14 - Friday, December 18	Final Exams
Friday, December 18	Close of Fall Semester
Saturday, December 19	Commencement
Thursday, December 24 - Sunday, January 3	University Closed
Winter Semester 2021 Full Term 15 weeks	
Thursday, December 24 - Sunday, January 3	University Closed
Monday, January 4	University Reopens
Wednesday, January 6	Classes Begin
Monday, January 18	MLK Jr. Day - No Classes; Campus-wide Celebration
Monday, March 1 - Sunday, March 7	Winter Recess - No Classes; Campus Open
Monday, March 8	Classes Resume
Friday, April 2 - Sunday, April 4	Spring Recess - No Classes; University Closed
Tuesday, April 20	Last Day of Classes
Wednesday, April 21 - Tuesday, April 27	Final Exams
Tuesday, April 27	Close of Winter Semester
Sunday, April 25	Commencement
Summer Semester 2021 Full Term 15 Weeks	
Wednesday, May 5	Classes Begin
Monday, May 31	Memorial Day - No Classes; University Closed
Monday, July 5	Independence Day Recognized - No Classes; University Closed
Wednesday, August 11	Last Day of Classes
Wednesday, August 11	Close of Summer Semester

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 16
DATE:
February 7, 2017

RECOMMENDATION

APPOINTMENT OF CHARTER SCHOOLS BOARD MEMBERS

ACTION REQUESTED

It is recommended that the Board of Regents re-appoint Catherine Jones to a three year term to the Board of Directors of Ann Arbor Learning Community; re-appoint Marvin Jennings Jr. and Tammy Smith to three year terms to the Board of Directors of the Academy for Business and Technology; re-appoint Soloman Spann III to a three year term to the Board of Directors of the Commonwealth Community Development Academy; and re-appoint Leatrice Eagleson to a three year term to the Board of Directors of Hope Academy.

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.

Ann Arbor Learning Community

Catherine Jones is a Director of Marketing & Events for the Ann Arbor/Ypsilanti Regional Chamber in Ann Arbor, Michigan since 2007. She has earned a Bachelor of Science degree in Network and Information Technology Administration at Eastern Michigan University in Ypsilanti, Michigan. She has also served on the Ypsilanti Area Jaycees Board of Directors from 2006 to 2008 and was the Girl Scouts Heart of Michigan, Assistant Camp Director from 1999 to 2013. Ms. Jones is the parent of a student at Ann Arbor Learning Community. This is a re-appointment.

Academy For Business and Technology

Marvin Jennings Jr. is an attorney at Giaramarco, Mulins & Horton, P.C. in Troy, Michigan since 2013. He earned a Juris Doctor from Thomas M. Cooley Law School in Lansing, Michigan and a Bachelor of Science in Kinesiology from the University of Michigan in Ann Arbor, Michigan. He has been a member of the State Bar of Michigan since 2006. This is a re-appointment.

Tammy Smith is employed at the Ford Motor Company in Dearborn, Michigan as a forward planning analyst since 1996. She earned a Bachelor of Arts degree in Business Administration from Davenport University, Dearborn, Michigan. This is a re-appointment.

Commonwealth Community Development Academy

Solomon Spann III is an integrated marketing specialist for Radio One, Inc. in Detroit, Michigan since 2007. He earned a Bachelor of Science in Broadcast/Journalism from Georgia Southern University in Statesboro, Georgia. He is a member of Who's Who in Black Detroit in 2007 and 2009. This is a re-appointment.

Hope Academy

Leatrice Eagleson is a retiree of New Detroit, Inc. in Detroit, Michigan where she worked as Vice President of Administration since 1985. She earned both a Master of Business Administration and a Bachelors of Arts in Political Science from Wayne State University in Detroit, Michigan. She was also a Board President for YMCA from 1996 to 2005. This is a re-appointment.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

1/18/17

Date

Catherine (Katie) Jones

Objective

A marketing professional with 7+ years in non-profit management focusing on Marketing & Events Management.

Professional Experience

Events Management

- Responsible for managing monthly and yearly events
- Promote events through Social Media, Networking, Email and Web Postings
- Manage monthly committee meetings to support events
- Secure appropriate local and relevant speaker for events
- Manage Event registration

Business and Management

- Develop, plan and manage event & marketing budget
- Help to acquire event sponsors including food donations as well as cash contributions
- Assist in converting/merging, implementing, & maintaining a database
- Develop and maintain a company calendar with 200+ events
- Manage the marketing team and coordinate between several different departments

Marketing

- Develop & implement marketing plan and strategy for promoting events and membership
- Manage email communications
- Plan and implement social media strategy for Twitter, Facebook, LinkedIn for the Chamber and its subgroups (A2Y Converge, A2Y Chamber Public Policy, Leadership A2Y)
- Oversee redesign of website as well as maintain & update the website

Work History

Director of Marketing & Events for the Ann Arbor / Ypsilanti Regional Chamber
August 2007 – Present

Video Editor for Great Lakes Sports Publications (glsp.com)
January 2002 – August 2007

Education

Eastern Michigan University, Ypsilanti, MI, Bachelors of Science, June 2003
Major: Network and Information Technology Administration
Minor: Communications

Awards and Non Profit Experience

Ypsilanti Area Jaycees Board of Directors, 2006-2008
Ambassador of the Year, Ypsilanti Area Chamber of Commerce, 2007
Girl Scouts Heart of Michigan, Assistant Camp Director 1999-2013

MARVIN A. JENNINGS, JR.



PROFESSIONAL EXPERIENCE & ACCOMPLISHMENTS CONTINUED

Stillman Law Office - West Bloomfield, MI 07/2010 - 03/2012
Attorney

- Identified issues and counselled clients in all areas of creditors' rights, including commercial law and collections, retail collections, insurance subrogation and commercial litigation.
- Recovered a substantial amount of money on defaulted claims.

Jennings Law Office - Grand Blanc, MI 01/2008 - 07/2010
Attorney

- Appointed to the Criminal Defenders Program in the 7th Circuit Court of Genesee county, representing clients accused of committing criminal offenses, negotiating favorable dispositions prior to trial.
- Represented clients in domestic relations litigation, including dissolution of marriage, child support, and child custody matters.
- Successfully appointed to the Child Abuse/Neglect Panel in the 7th Judicial Circuit of Genesee county, representing clients in general civil matters, including HIPAA rights violations, creditors' rights, labor and employment discrimination, and landlord/tenant disputes.

City of Flint Mayor's Office- Flint, MI 09/2006 - 01/2008
Attorney

- Successfully prosecuted on behalf of the city of Flint for municipal civil infraction violations of the property nuisance ordinance.
 - Prepared and interviewed city employees for formal hearings.
 - Spearheaded facilitation and negotiated settlement offers.

Previous Experience:

City of Flint Attorney's Office - Law Student Intern

Genesee County Prosecutors Office - Law Student Intern

Standard Federal Bank - Branch Manager

EDUCATION

Juris Doctor (JD), Law

Thomas M. Cooley Law School - Lansing, MI

Bachelor of Science (BS), Kinesiology

University of Michigan - Ann Arbor, MI

Division I Football Player (1 year)

Tammy A. Smith



OBJECTIVE A self-motivated, result oriented organizer seeking a position with a company offering challenges and career opportunities.

EMPLOYMENT 2004 – Current Ford Motor Company. Dearborn, Michigan

Forward Planning Analyst

- Develop and track Department's Operating Budget (Training, Travel & Overtime)
- Provide security access and support for CPARS, Sharepoint Sites, and other financial systems
- Assist in daily operations of CPARS and Financial Costing Process (WERS/MEARS/PCAM/PFR)

1999 - 2000 Computer Horizons, Inc/Ford Motor Company, Michigan

WERS (World Wide Engineering Release Systems) Financial Coordinator

- Coordinate and implemented WERS Process for Department
- Maintain and audit department expenditures per New Vehicle Program
- Create, track and update matrix to process Change Control for all New Vehicle Program

1996 - 2004 Computer Horizons, Inc/Ford Motor Company, Michigan

PCA Assistant/Change Specialist/ Administrative Assistant

- Assist DEW98/ FN145/ M205 Body Launch Leader w/ daily operations of Bodyshop.
- Create, track and update matrix to process Change Control System
- Create, track and update Engineering Changes/Issues in WERS
- Support Body Closures Manufacturing Engineering Launch Staff

1995 - 1996 Children's Learning Institute, Detroit, Michigan

Office Manager/School Leader

- Supervise daily operation in school office
- Audit and distribute employee payroll
- Collect tuition and post ledgers
- Design School forms/ Write school newsletters
- Input children's financial records and genral data in computer system
- Effectively communicate with staff, parents and students

EDUCATION June 2003

Bachelor of Arts, Business Administration- General Business

- Davenport University, Dearborn, MI

COMPUTER SKILLS Microsoft Word,Excel,Outlook,Publisher,PowerPoint/PageMaker/Ford Motor Company: WERS, CPARS, GPAS/ PFR/ AIMS/FEU

References Available Upon Request

SOLOMON SPANN, III

OBJECTIVE: Seeking to become a valued Wayne State team member through the securing major gifts, developing fundraising initiatives and creating new business relationships with metro Detroit corporations while exceeding all assigned metrics.

EDUCATION: Bachelor of Science in Broadcast/Journalism, 1997
Georgia Southern University, Statesboro, Georgia
CCU Collaborative Negotiations and Perfect Projections Workshop 2005
NAB Executive Training Program Georgetown University 2008

CIVIC DUTIES: Board Member of Commonwealth Academy, Detroit, Michigan 2008-present
Commonwealth Academy, Chairman of the Board 2012
Who's Who in Black Detroit 2007, 2009

EXPERIENCE: NTR Director/Sales, 2007 to present
Radio One Inc, Detroit, Michigan
Hired to market and sell special event, commercial and internet contracts for a four station cluster WGPR, WDMK, WPZR and WCHB. Prospect for new business to business contracts and maintain existing client relationships often negotiation a variety of both short-term and long term contracts. Assist clients and advertisers in gaining market share. Negotiate based on supply and demand and budgetary awareness while driving the fiduciary responsibility and meeting sales quotas. Develop marketing campaigns based on customer focused selling approach, client need analysis, market conditions and target audience of the client and customer. Research via qualitative analysis to determine a viable plan. Write and develop proposals and write commercial copy for clients. Analyze marketing campaign during all phases of the flight both pre and post developing a recap summaries clients to determine campaign success and profit margin. Work closely in team environment to develop, implement clients and community projects. Work closely with accounting, promotions, traffic, programming and production departments to ensure proper execution of marketing campaign and proper lead time. Have the ability to communicate both written and orally.

Account Manager, 2005 to 2007
Clear Channel Radio, Detroit, Michigan
Develop, implement and negotiate and sell marketing strategies based on market conditions for potential clients. Develop promotional opportunities in conjunction with marketing plan/recommendation to develop brand awareness, higher market share and return on investment. Research client profit, loss and client needs to determine the best process in which to advertise based on external competitive factors. Research qualitative metrics to place advertising dollars on the property that suites demographic, psychographic research. Balance supply with demand for station commercial inventory. Prospect for new business relationships and opportunities daily. Market internet and turn key special event opportunities to perspective clients. Copy writing and proposal development skills. Analyze internal working process to determine the best means to an end in reference to customer loyalty and retention. Worked effectively both in team and individual environment.

SOLOMON SPANN, III

Account Executive/Marketing Consultant, 2001 to 2005

Liberty Cooperation (Cable Vantage), Columbia, South Carolina

Marketed local cable television advertising company representing 35 cable networks. Worked with cable networks directly conducting market analysis for target demographic. Executed turn key promotional opportunities for clients. Prospect for new business daily and consistently exceeded sales quotas. Develop and maintain strong business relationships. Develop marketing and advertising proposal based on client needs analysis. Works closely with production and promotions process to execute marketing plan. Supply research to client as competitive advantage and worked closely with advertising agencies to execute marketing campaigns. Supply advertising agencies with additional research to show competitive advantage of media entity. Performed client needs analysis daily to determine potential marketing effectiveness. Purchased media for in house advertising agency on behalf on a regional advertising agency in nine outer markets cable system based on budget, competitive market conditions and return on investment. Fielded proposal request from competing cable station entities. Worked closely with advertising agency to determine acquisition strategy and proper lead time. Negotiated aggressive rate structure and solicited market research from competing media outlets before awarding contracts. Prepared insertion orders to award contracts.

Account Executive/Marketing Consultant, 1999 to 2001

Rainbow Radio, L.L.C./Inner City Broadcasting, Columbia, South Carolina

Hired to market and sell radio advertising to businesses for two new radio stations in the Columbia, SC area. Generate new business and develop existing accounts through a consultative sales process. Prospect for potential clients, consult with businesses on their advertising and marketing objectives, research and develop marketing strategies. Develop and present marketing proposals to clients. Maintain accounts and develop additional promotional opportunities to diversify the business relationship. Performed personal accounting receivables duties for the station. Recognized as the company's Top Salesman for the past two years. Consistently exceed monthly sales goals.

In School Suspension Supervisor, 1998 to 1999

Richland County School District One, Columbia, South Carolina

Performed and executed supervisory duties to the In School Suspension program. Performed and executed corrective behavior modification education for problem students. Utilize conflict resolution techniques to minimize situation escalation. Restructured the school discipline handbook and developed the school video demo as the primary marketing tool for the vocational high school. Provided voice over work in media department, served as lead substitute teacher and execute designed lesson plans for absent teachers from vocational program

On Air Personality/Promotions Assistant WWDM 101.3 FM, 1997-1998

Produced the On the Move with Russ Parr syndicated morning show. Executed the time deadlines of the Russ Parr Morning Show to ensure proper time clock maintenance and to remain on schedule. Executed commercial sheet logs for proper commercial inventory placement with no discrepancies. Performed a clean on air shift as an on air personality Saturday morning from 6a-12n, Sundays 3p-7p and other fill-in time slots. Produced radio commercials and voiced commercial production. Performed copy writing duties as assigned along with daily promotional activities, executing press releases, promotional van hits, processing winner sheets and remote broadcast. Constantly interacted with station listeners. Served as promotional set up contact for station.

SOLOMON SPANN, III

Security Monitor, 1997 to 1998

Richland County School District One, Columbia, South Carolina

Hired to monitor and control the school grounds as needed

Developed and supervised the attendance tardy control system

Conduct and maintain clerical duties regarding student records

Head Junior Varsity Basketball Coach/Assistant Head Coach, 1997 to 1999

Richland County School District One (Eau Claire H.S.), Columbia, South Carolina

Coached the Girls Junior Varsity Basketball team and to be the Head Assistant Coach for the Girls Varsity. Plan logistics for travel to away games, gain and maintain trust of parents.

Develop, plan and conducted practice schedule and execute player development. Lead Lady Shamrocks Junior Varsity to a two-year record of 25-8. Helped lead the varsity to the 1997 3-A State Championship Game and the 1998 Lower State Final. Executed mandatory study hall to ensure proper channel for academic success. Assist the head coach in conducting practice, team travel, and player development and collegiate placement of student athletes.

WNBA Promotions Assistant, 1997

Charlotte Sting Promotion, Charlotte, North Carolina

Served as a liaison between the Charlotte' Women's National Basketball Association team and the public. Assisted in developing and coordinating special projects and promotions.

Distributed literature and advertising information for upcoming Sting and WNBA events.

Internship, 1997

Jefferson Pilot Communications, Charlotte, North Carolina

Served as an intern in the production department, rip and read scripts to proof read before reaching the anchor's desk. Floor director and Camera Operator.

WBH-TV 48 Statesboro, 1994-1996

Served as station's stand up on location reporter and fill in anchor. Created and maintained valuable relationships with community dignitaries and elected officials. Developed and executed news worthy stories for the community via the interviewing process. Wrote and edited copy for story lead in and lead outs. Execute and edited voice overs for video b-roll, cut ins and station stories.

Promotions Assistant/Production Intern WWDM 101.3 FM, 1993-1995

Performed copy writing duties as assigned along with daily promotional activities, executing press releases, promotional van hits, processing winner sheets and remote broadcast. Constantly interacted with station listeners. Production Intern duties included cutting commercials, dubs and voicing commercials. Served as promotional set up technician for station.

**SYNOPSIS OF RESUME
FOR
LEATRICE EAGLESON**



EDUCATION:

Wayne State University
Post-Degree for MBA
Business Administration

Wayne State University
BA – Political Science

EMPLOYMENT:

1985 – 2012 Retired	New Detroit, Inc. Vice President of Administration
1980 – 1985	Detroit Urban League Vice President of Administration
1973 – 1980	Wayne County Youth Services Director of The Office of Youth Services

AFFILIATIONS:

1993 - 2005	YMCA Board Member
1996 – 2005	YMCA Board President

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 17

DATE:
February 7, 2017

RECOMMENDATION

2015-16 CHARTER SCHOOLS ANNUAL REPORT

ACTION REQUESTED

It is recommended that the 2015-16 Charter Schools Annual Report be received and placed on file.

STAFF SUMMARY

During the 2015-16 school year, eleven charter schools operated under the auspices of the Board of Regents of Eastern Michigan University. These schools enrolled approximately 3,460 students. As the fiscal agent for the schools, Eastern Michigan University's accounting office processed approximately \$24.26 million of state aid funding to the schools. The Charter Schools Office paid approximately \$152,000 in indirect costs to the University's General Fund.


The Annual Report includes a discussion of the history of the Charter Schools Office at Eastern Michigan University as well as a state and national perspective. Complete descriptions of each school, their mission statements, their performance indicators, vital statistics and a financial report are contained in the Annual Report.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

1/18/17
Date

SECTION: 18
DATE:
February 7, 2017

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

REPORT

REPORT: 2017 SUMMER RESEARCH AWARD

ACTION REQUESTED

It is recommended that the Board of Regents accept and place on file the Report on the 2017 Summer Research Awards.

STAFF SUMMARY


The Summer Research/Creative Activity Award (SRA) is intended to encourage and support the research, creative, artistic, and scholarly endeavors of full-time tenured or tenure-track EMU faculty during the summer months (May-August) by providing stipends of \$12,000 for outstanding proposals in lieu of summer teaching assignments. Faculty may apply in teams. Each team member is allowed to request a full award, but each benefiting member must submit a full electronic application.

FISCAL IMPLICATIONS

None. The cost of the fellowships will be absorbed in the faculty salary budget.

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

1/18/17
Date

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC & STUDENT AFFAIRS

2017 SUMMER RESEARCH AWARD

1. Eamonn Arble, (Psychology). "Personality as a Modifier of Age-Related Decline in Decision Making: Cognitive and Neural Correlates in Healthy Aging."
2. Leslie Atzmon, (Art & Design). "Design and Science: Catalyzing Collaborations."
3. Logan Bearden, (English Language and Literature). "Transformative Writing Programs: Toward Models of Multimodal Curricular Transformation."
4. Meriam Caboral-Stevens, (Nursing). "Knowledge, Attitudes and Cultural Competence of Nursing Faculty on Lesbian, Gay, Bisexual and Transgender (LGBT) Population."
5. Vernnaliz Carrasquillo, (Engineering Technology). "The Effect of Cycle-to-Cycle Variations in Mixed Model Assembly Lines on Workers' Posture and Recovery Time."
6. Stephanie Casey, (Mathematics). "Student Reasoning about Statistical Association with Dynamic Representations."
7. Anne Casper, (Biology). "Formation of Copy Number Variations (CNVs) in DNA."
8. Chong Man Chow, (Psychology). "Body Talk in Lesbian Couples: Implications for Body Image and Eating Behaviors."
9. Matthew Cook, (Geography & Geology). "Historical Geographies of the African American Experience: Analyzing Museums' Changing Narratives."
10. Joseph Csicsila, (English Languages and Literature). "Grieving Tom Sawyer: Mark Twain, Loss, and the Transformation of a Writer."
11. Claudia Drossel, (Psychology). "Examining Behavioral Variability in Alzheimer's and Other Progressive Neurocognitive Disorders."
12. Emily Grman, (Biology). "Plant Mutualisms: Integrating Theory and Data."
13. Kelly Grossmann, (Library). "High School Datathons: A Model for Early Engagement in STEM."

14. Kristin Judd, (Biology). "How Does Wetland Restoration Affect the Balance of Ecosystem Services?"
15. Andriiii Kashliev, (Computer Science). "A Software Tool for Automating the Design of Big Data Databases."
16. Matthew Kirkpatrick, (English Language and Literature). "The Vast."
17. Anthony Koschmann, (Marketing). "Promotional Activity, Consumption, and Brand Relevance After the Great Recession."
18. You Li, (Communication, Media, & Theater Arts). "Discovering Native Advertising and Its Effects on Media Credibility."
19. Harriet Lindsay, (Chemistry). "A New, Microwave-Assisted Reaction to Form Privileged Scaffolds for Pharmaceuticals."
20. Dustin London, (Art & Design). "Landscape's Influence on Abstract Painting in a Digital Era."
21. Christina Marsack, (Social Work). "Older Parents of Adult Children with ASD: Experiences with Formal Social Support."
22. Carmen McCallum, (Leadership & Counseling). "Graduate Student Mental Health: Exploring Perceptions and Reasonable Accommodations."
23. Salar Mesdaghinia, (Management). "Unethical Pro-Organizational Behaviors Reduce Employees' Psychological Well-Being."
24. Megan Moore, (Sociology, Anthropology, & Criminology). "A Forensic Anthropology Analysis of the Tomb of Casimir Pulaski, American Revolutionary War Hero: A Question of Gender."
25. Rebecca Moore, (Health Promotion & Human Performance). "Predictability of VO₂max from Three Commercially Available GPS Watches."
26. Mary-Elizabeth Murphy, (History & Philosophy). "Journeys through Jim Crow: African Americans, Interstate Bus Segregation, and Black Protest Politics, 1915-1948."
27. Biswajit Panja, (Computer Science). "Security in SCADA System using Hybrid Cryptography Algorithms to avoid Cyber-attacks on Power Grids."
28. Keon Pettitway, (Communication, Media, & Theater Arts). "Filling Up the Jails of the North and South: Rhetorical Trajectory of Non-violent Direct Action in Martin Luther King's Civil Rights Public Addresses, 1956-1968."

29. Paul Price, (Biology). "Bacterial Transduction as a Means of Studying Legume-Microbe Interactions."
30. Chris Reilly, (Art & Design). "Parametric Design Studies in Fine Art."
31. Jodonnis Rodriguez, (Accounting & Finance). "Do Institutional Investors Avoid Women?"
32. Katherine Ryker, (Geography & Geology). "Fear of the Unknown: Developing Positive Science Teaching Attitudes while Reducing Math Anxiety."
33. Joel Schoenhals, (Music & Dance). "Bach on the Arno: Johann Sebastian Bach's Complete Keyboard Partitas Recorded on the Arno 284 Piano."
34. Hannah Seidel, (Biology). "Understanding Cell Division in a Model Organism."
35. Jonathan Skuza, (Physics & Astronomy). "Inception of Magneto-Optical and Plasmonic Research and Instrumentation at Eastern Michigan University."
36. John Sonnega, (Health Promotion & Human Performance). "Disentangling the Role of Stress in Sleep Disparities and Deficits."
37. Macarthur Lamar Stewart, (Engineering Technology). "A Virtual Prototyping Method to Simulate a Lower Limb Prosthesis During Normal Walking."
38. Pamela Stewart, (Art & Design). "Imagining Christ, Performing the Passion: Visual Culture and Confraternal Devotion in Renaissance Milan."
39. Stephanie Wladkowski, (Social Work). "Current Practice of Live Discharge from Hospice Care: Perspectives of Hospice Agencies."
40. Xining Yang, (Geography & Geology). "Measuring Food Access for U.S. Cities and their Health Correlates using Geospatial Big Data."
41. Mehmet Yaya, (Economics). "The Impact of Trust Acts on Crime and Victimization Reporting."

RESEARCH SPOTLIGHT: PROFESSOR CORY EMAL AND US PATENT NO 9,527,878

As we bring the 2017 Summer Research Awards before the Board of Regents, it seems opportune to illustrate the transformative impact on faculty research provided by university-funded internal research support.

Attached is a patent awarded to EMU through the research efforts of Dr. Cory Emal, Professor of Chemistry at EMU, and his collaborators at the University of Michigan. EMU's internal research awards programs supported Professor Emal's efforts in this research area, culminating in this patent, by previously awarding him a 2013 Faculty Research Fellowship, a 2014 Research Support Award, and a 2015 Faculty Research Fellowship.

Issued on December 27, 2016, this is EMU's 23rd United States patent, and is Professor Emal's fourth patent in this area. US Patent No. 9,527,878 was awarded to the team for their work in developing a class of chemical compounds that can be used as drug candidates for treating several diseases, including thrombosis, myocardial infarction, atherosclerosis, and obesity. The EMU Office of Research Development and Administration (ORDA) and the Technology Transfer Office assisted Professor Emal and his colleagues in the patent application process. Professor Emal also has an impressive record of competing for and winning federal research grants. He was instrumental in developing the new Fermentation Science Program at EMU.



US009527878B2

(12) **United States Patent**

Lawrence et al.

(10) Patent No.: **US 9,527,878 B2**

(45) Date of Patent: **Dec. 27, 2016**

(54) PLASMINOGEN ACTIVATOR INHIBITOR-1 INHIBITORS AND METHODS OF USE THEREOF TO MODULATE LIPID METABOLISM

C07C 229/12 (2006.01)
C07C 229/34 (2006.01)

(Continued)

(71) Applicants: THE REGENTS OF THE UNIVERSITY OF MICHIGAN, Ann Arbor, MI (US); EASTERN MICHIGAN UNIVERSITY, Ypsilanti, MI (US)

(52) U.S. Cl.
CPC C07H 15/203 (2013.01); A61K 31/166 (2013.01); A61K 31/18 (2013.01); A61K 31/235 (2013.01); A61K 31/27 (2013.01); A61K 31/444 (2013.01); A61K 31/495 (2013.01); A61K 31/50 (2013.01); A61K 31/5375 (2013.01); A61K 31/7034 (2013.01); A61K 38/1741 (2013.01); A61K 38/182 (2013.01); C07C 69/88 (2013.01); C07C 69/90 (2013.01); C07C 69/91 (2013.01); C07C 229/12 (2013.01); C07C 229/34 (2013.01); C07C 235/68 (2013.01); C07C 271/22 (2013.01); C07C 271/54 (2013.01); C07C 311/29 (2013.01); C07C 311/49 (2013.01); C07D 213/82 (2013.01); C07D 295/195 (2013.01); C07D 295/26 (2013.01); C07H 13/08 (2013.01); C07C 2101/14 (2013.01); C12Y 304/21073 (2013.01)

(72) Inventors: Daniel A. Lawrence, Ann Arbor, MI (US); Cory Emal, Ann Arbor, MI (US); Jacqueline Cale, Minneapolis, MN (US); Enming Joe Su, Ann Arbor, MI (US); Mark Warnock, Brighton, MI (US); Shih-Hon Li, Ypsilanti, MI (US); Jeanne Ann Cupp, Fenton, MI (US)

(73) Assignees: THE REGENTS OF THE UNIVERSITY OF MICHIGAN, Ann Arbor, MI (US); EASTERN MICHIGAN UNIVERSITY, Ypsilanti, MI (US)

(58) Field of Classification Search
None
See application file for complete search history.

(*) Notice: Subject to any disclaimer, the term of this patent is extended or adjusted under 35 U.S.C. 154(b) by 0 days.

(56) References Cited

(21) Appl. No.: 14/817,690

U.S. PATENT DOCUMENTS

(22) Filed: Aug. 4, 2015

4,618,692 A 10 1986 Scheffler et al.
4,652,631 A * 3 1987 Belfa C09B 55/001
534 582

(65) Prior Publication Data

US 2016/0009748 A1 Jan. 14, 2016

(Continued)

Related U.S. Application Data

FOREIGN PATENT DOCUMENTS

(60) Division of application No. 12/624,126, filed on Nov. 23, 2009, now Pat. No. 9,120,744, which is a (Continued)

EP 1124157 A2 8 2001
WO WO-94 29267 A1 12/1994
(Continued)

(51) Int. Cl.

C07H 15/203 (2006.01)
A61K 31/7034 (2006.01)
A61K 38/17 (2006.01)
C07C 69/91 (2006.01)
A61K 31/235 (2006.01)
C07C 271/22 (2006.01)
A61K 31/27 (2006.01)
C07C 311/29 (2006.01)
A61K 31/18 (2006.01)
C07C 235/68 (2006.01)
A61K 31/166 (2006.01)
C07D 213/82 (2006.01)
A61K 31/444 (2006.01)
C07D 295/192 (2006.01)
A61K 31/495 (2006.01)
C07C 311/49 (2006.01)
C07D 295/26 (2006.01)
A61K 31/50 (2006.01)
A61K 31/5375 (2006.01)
C07C 69/88 (2006.01)
C07C 69/90 (2006.01)

OTHER PUBLICATIONS

Itō et al. in Cancer Science 94(1), 3-8 (2003)*
(Continued)

Primary Examiner — Dennis Heyer
(74) Attorney, Agent, or Firm Marshall, Gierstein & Barton LLP

(57) ABSTRACT

The invention relates to plasminogen activator-1 (PAI-1) inhibitor compounds and uses thereof in the treatment of any disease or condition associated with elevated PAI-1. The invention includes, but is not limited to, the use of such compounds to modulate lipid metabolism and treat conditions associated with elevated PAI-1, cholesterol, or lipid levels.

SECTION: 19

DATE:

February 7, 2017

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

NEW ACADEMIC PROGRAMS

ACTION REQUESTED

It is recommended that the Board of Regents approve a New Academic Program: *Bachelor of Science in Mechanical Engineering*

SUMMARY


The Bachelor of Science in Mechanical Engineering (ME) program at Eastern Michigan University (EMU) is dedicated to preparing students for productive careers in Mechanical Engineering with an emphasis on design and materials. Students will take courses that involve engineering materials, solid mechanics, thermodynamics, fluid mechanics, heat transfer, and manufacturing processes to evaluate and synthesize mechanical and thermal systems. Laboratory experiments and the use of computer aided engineering tools will be integrated into the program. Students will also study engineering design theories and will acquire numerous engineering design experiences. The mechanical engineering curriculum will culminate with a capstone design project experience. The capstone design project experience will require students to draw from their previously acquired knowledge in mathematics and the engineering sciences to solve engineering design problems supplied by external customers. Students that complete EMU's Mechanical Engineering program will be prepared to help solve tomorrow's engineering problems.

FISCAL IMPLICATIONS

Program costs will be absorbed with the current Academic Affairs budget.

ADMINISTRATIVE RECOMMENDATION


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


University Executive Officer

1/18/17
Date

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AND STUDENT AFFAIRS
INTEROFFICE MEMORANDUM

TO: Chris Shell, Registrar
Bob Lahidji, Director, School of Engineering Technology

FROM: Michael Tew, Interim Director, Undergraduate 

SUBJECT: Mechanical Engineering, Bachelor of Science (New Major)

DATE: October 31, 2016

The attached proposal from the School of Engineering Technology and the College of Arts and Sciences for a new **Bachelor of Science in Mechanical 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.

If you have any questions, please contact Evan Finley, Course and Program Development Associate (487-8954, efinley2@emich.edu).

cc: Rhonda Longworth, Interim Provost
Winifred Martin, Executive Assistant, Provost Office
Mohamad Qatu, Dean, College of Technology
Mary Brake, Associate Dean, College of Technology
Judith Kullberg, President, Faculty Senate
Original, Course and Program Development

Mechanical Engineering | BS

New Major | Effective Date TBD

The Bachelor of Science in Mechanical Engineering (ME) program at Eastern Michigan University (EMU) is dedicated to preparing students for productive careers in Mechanical Engineering with an emphasis on design and materials. Students will take courses that involve engineering materials, solid mechanics, thermodynamics, fluid mechanics, heat transfer, and manufacturing processes to evaluate and synthesize mechanical and thermal systems. Laboratory experiments and the use of computer aided engineering tools will be integrated into the program. Students will also study engineering design theories and will acquire numerous engineering design experiences. The mechanical engineering curriculum will culminate with a capstone design project experience. The capstone design project experience will require students to draw from their previously acquired knowledge in mathematics and the engineering sciences to solve engineering design problems supplied by external customers. Students that complete EMU's Mechanical Engineering program will be prepared to help solve tomorrow's engineering problems.

Learn

Opportunities

School Information

Engineering Technology, College of Technology

Bob Lahidji, Ph.D. | Director | 118 Sill Hall | 734.487.2040 | blahidji@emich.edu

Advisor Information

Contact department for advisor information

Program Admission

Admission Requirements

To be considered for admission students must meet the following requirements

- A minimum EMU cumulative GPA of 2.7. (If a student has not yet established an EMU GPA, a combined GPA of 2.7 from all transfer institutions will be accepted)
- Completion of [PHY 223](#) with a grade of C or higher (or equivalent Transfer Credit)
- Completion of [MATH 120](#) and [MATH 121](#), with a grade of C or higher (or equivalent Transfer Credit)

Application Process

Students who wish to be admitted must do the following

- Submit an Application on-line by *October 1, February 1, or July 1*
- Attend a mandatory meeting a Mechanical Engineering faculty member or COI Staff Advisor. (Student will be contacted to schedule appointment after the receipt of their application)

Decision Notification Process

Students will be notified by letter after a decision is made. This notification will be made no later than the start of the semester following the application.

General Education Requirements:

For specific General Education requirements, click [here](#)

Major Requirements: 85-88 hours

Math and Science Requirements: 32 hours

- [CHEM 121 - General Chemistry I | GEKN](#) 3 hrs
- [CHEM 122 - General Chemistry I Laboratory | GEKN](#) 1 hr
- [MATH 120 - Calculus I | GEOR](#) 4 hrs
- [MATH 121 - Calculus II](#) 4 hrs
- [MATH 122 - Elementary Linear Algebra](#) 3 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: 9 hours

- [CET 151 - Introduction to Computing in Engineering Technology](#) 3 hrs
- [ELEC 212 - Engineering Circuit Analysis](#) 3 hrs
- [SET 350W - Engineering Communication | GEWI](#) 3 hrs

Technical Requirements: 44-47 hours

- ME 100 - Introduction to Engineering Design & Manufacturing 3 hrs
- ME 211 - Statics 3 hrs
- ME 312 - Dynamics 3 hrs
or PHY 230 - Engineering Dynamics 4 hrs
- ME 313 - Mechanics of Materials 3 hrs
- ME 316 - Thermodynamics 3 hrs
or PHY 360 - Heat and Thermodynamics 4 hrs
- ME 317 - Fluid Mechanics 3 hrs
or PHY 485 - Fluid Dynamics 4 hrs
- ME 325 - Mechanics of Composite Materials 2 hrs
- ME 326 - Composite Design and Processes 1 hr
- ME 330 - Machine Design 3 hrs
- ME 418 - Heat Transfer 3 hrs
- ME 420 - Thermo/ Fluids Lab 2 hrs
- ME 431 - Mechanical Design and Analysis 3 hrs
- ME 432 - Machine Dynamics 3 hrs
- ME 435 - Computational Solid Mechanics 3 hrs
- ME 492 - Senior Capstone I 3 hrs
- ME 493 - Senior Capstone II 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: Mechanical Engineering Major **Degree:** Bachelor of Science
Department(s)/School(s): School of Engineering Technology **College(s):** Technology

Requested Start Date: Fall 2016

Contact Person: Dr. Mary Brake **Contact Phone:** 7-0551 **Contact Email:** mbrake@emich.edu

I. Description:

The B.S. in Mechanical Engineering (ME) program at Eastern Michigan University (EMU) is dedicated to preparing students for productive careers in Mechanical Engineering with an emphasis on design and materials. Students will take courses that involve engineering materials, solid mechanics, thermodynamics, fluid mechanics, heat transfer, and manufacturing processes to evaluate and synthesize mechanical and thermal systems. Laboratory experiments and the use of computer aided engineering tools will be integrated into the program. Students will also study engineering design theories and will acquire numerous engineering design experiences. The mechanical engineering curriculum will culminate with a capstone design project experience. The capstone design project experience will require students to draw from their previously acquired knowledge in mathematics and the engineering sciences to solve engineering design problems supplied by external customers. Students that complete EMU's Mechanical Engineering program will be prepared to help solve tomorrow's engineering problems.

A. Goals

The goal of Eastern Michigan University's Mechanical Engineering program is to prepare graduates to become Licensed Professional Mechanical Engineers. Our graduates will be equipped to pursue careers in engineering design, analysis, development, research, and the production of various products. Our students will also be prepared to solve engineering problems in global industries, including: automotive, aerospace, medical devices, defense, robotics, and others. In addition to preparing graduates to be technically competent, another goal of the Mechanical Engineering program is to prepare graduates for the professional environment of engineering practice by developing industry desired soft skills, including: acting as team player; the ability to effectively communicate with both technical and non-technical personnel; the ability to accept and learn from criticism; being able to work under pressure; and being flexible/adaptable.

B. Program Objectives

Eastern Michigan University's Mechanical Engineering program will graduate engineers who will solve engineering problems in both local and global industries.

- The program will train graduates to be ethical, productive, and contributing members to society.
- Our graduates will be effective communicators, valued team members, and will embrace change.
- Our graduates will be lifelong learners and will pursue graduate study in mechanical engineering or other post-graduate education.

C. Student Learning Outcomes

- Eastern Michigan University's Mechanical Engineering program will provide graduates with the knowledge and skills needed to achieve the program's objectives after graduation.
- ME graduates will demonstrate their skills in the following areas, ABET¹.
- an ability to apply knowledge of mathematics, science, and engineering
- an ability to design and conduct experiments, as well as to analyze and interpret data
- 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
- an ability to function on multidisciplinary teams
- an ability to identify, formulate, and solve engineering problems
- an understanding of professional and ethical responsibility
- an ability to communicate effectively
- the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- a recognition of the need for, and an ability to engage in life-long learning
- a knowledge of contemporary issues
- an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

¹ <http://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2015-2016/#outcomes>

D. Program

The proposed Mechanical Engineering Major requires 86-89 credit hours.

- 32 Math/Science credits
- 9 Additional Requirements credits (SET 350W, CET 151, ELEC 212)
- 45-48 Technical credits

Major Requirements: 85-88 hours

Math and Science Requirements: 32 hours

- CHEM 121 - General Chemistry I (GEKN) 3 hrs
- CIEM 122 - General Chemistry I Laboratory (GEKN) 1 hr
- MATH 120 - Calculus I (GEQR) 4 hrs
- MATH 121 - Calculus II 4 hrs
- MATH 122 - Elementary Linear Algebra 3 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: 9 hours

- CET 151 - Introduction to Computing in Engineering Technology 3 hrs
- ELEC 212 - Engineering Circuit Analysis 3 hrs
- SET 350W - Engineering Communication (GEWI) 3 hrs

Technical Requirements: 44-47 hours

- ME 100 – Introduction to Engineering Design and Manufacturing 3 hrs
- ME 211 – Statics 3 hrs
- ME 313 – Mechanics of Materials 3 hrs
- ME 325 – Mechanics of Composite Materials 2 hrs
- ME 326 – Composite Design and Processes 1 hr
- ME 330 – Machine Design 3 hrs
- ME 418 – Heat Transfer 3 hrs
- ME 420 – Thermo/Fluids Lab 2 hrs
- ME 431 – Mechanical Design and Analysis 3 hrs
- ME 432 – Machine Dynamics 3 hrs
- ME 435 – Computational Solid Mechanics 3 hrs
- ME 492 – Senior Capstone I 3 hrs
- ME 493 – Senior Capstone II 3 hrs

One course from the following:

- ME 312 – Dynamics 3 hrs
- PHY 230 – Engineering Dynamics 4 hrs

One course from the following

- ME 316 – Thermodynamics 3 hrs
- PHY 360 – Heat and Thermodynamics 4 hrs

One course from the following:

- ME 317 – Fluid Mechanics 3 hrs
- PHY 485 – Fluid Dynamics 4 hrs

Please see Appendix A for proposed Mechanical Engineering Major courses.

E. Admission

Requirements for Admission - Students must meet the following requirements to be admitted to the Mechanical Engineering Program:

- A minimum EMU cumulative GPA of 2.7. (If a student has not yet established an EMU GPA, a combined GPA of 2.7 from all transfer institutions will be accepted)
- Completion of PHY 223 with a grade of C or higher (or equivalent Transfer Credit)
- Completion of MATH 120 and MATH 121, with a grade of C or higher (or equivalent Transfer Credit)

Application Process - Students who wish to be admitted to the Mechanical Engineering Program must do the following:

- Submit an Application on-line by October 1, February 1, or July 1
- Attend a mandatory meeting a ME faculty member or COT Staff Advisor. (Student will be contacted to schedule appointment after the receipt of their application)

Decision Notification Process – Students will be notified by letter after a decision is made. This notification will be made no later than the start of the semester following the application.

F. Projections

Based upon current student interest, we anticipate graduating our first class of 15 – 20 students by April 2019 and plan on building the enrollment as we advertise the new major.

II. Justification/Rationale

The Mechanical Engineering Technology Major is well established at Eastern Michigan University and is accredited by the Accreditation Board of Engineering and Technology (ABET). According to ABET, mechanical engineering technology and mechanical engineering are separate but closely related professional areas that differ in curriculum focus and possible career paths. Mechanical Engineering Technology programs typically focus on application and implementation. Mechanical Engineering programs generally focus on theory and conceptual design. The proposed new Mechanical Engineering program will be based on the success of our MET program, drawing from our strengths in product design, development, and manufacturing.

In the State of Michigan, Mechanical Engineering Technology graduates cannot become Licensed Professional Engineers. Which means they cannot prepare, sign, seal or submit engineering plans and drawings to a public authority, or seal engineering work for public and private clients. In other words, our MET graduates have a limited scope of practice. However, Mechanical Engineering graduates can become Licensed Professional Engineers.

The total number of ME's that are employed in the U.S. according to a national poll from the Bureau of Labor Statistics is 238,260. The U.S. Bureau of Labor Statistics latest projections of national employment taken in 2010 projected a 9% growth in mechanical engineering employment in the 2010-2020 timeframe.

Overall employment for mechanical engineers stood at 243,200 in 2010 and is projected to reach 264,600 in 2020.²

According to Pure Michigan, Talent Connect and Department of Labor statistics, Michigan has the most number of mechanical engineering jobs compared to any other State in the U.S. Similarly, within the Metropolitan areas, Warren-Troy-Farmington Hills, has the highest employment level in this occupation. Our MET graduates are very successful in gaining technical employment in Southeast Michigan as evidenced by alumni surveys and senior exit surveys. We anticipate that graduates from the new ME program will be just as successful.

A.

When mechanical engineering technology (MET) students/graduates are surveyed in senior exit surveys and alumni surveys many often comment that they would have liked to have earned a B.S. in Mechanical Engineering. For this and other reasons, we propose that Eastern Michigan University offers a Bachelor of Science in Mechanical Engineering to provide our students with the opportunity to pursue a career in mechanical engineering. Specifically, our proposal to establish a Bachelor of Science in Mechanical Engineering program is based on five rationales:

Rational 1: The technological integration of modern society and economy continues to rapidly accelerate which reinforces the importance of a STEM based education and engineering research at all major universities.

Rationale 2: Eastern Michigan University does not have any engineering program. 12 of the 15 Public Universities in the State of Michigan have a bachelor level mechanical engineering degree program.

Rationale 3: The proposed B.S. in Mechanical Engineering program will provide our students with the opportunity to pursue careers in mechanical engineering.

Rationale 4: The proposed B.S. in Mechanical Engineering program will prepare our students for professional licensure.

Rationale 5: The BS in Mechanical Engineering program will contribute to EMU's vision of being a premier public university.

B.

Ferris State University, Northern Michigan University, and Eastern Michigan University do not have any engineering programs, with the exception of surveying engineering at Ferris State. The other 12 Public Universities in the State of Michigan have engineering programs, including a bachelor level degree in mechanical engineering. Our program is unique because the General Education program at Eastern Michigan is integrated into it. Besides our students having to successfully complete the general education requirements at EMU, which prepares them to participate in a global community, the proposed B.S. in Mechanical Engineering program is aligned with the mission of Eastern Michigan University. Students in

² <http://www.bls.gov/ocs/current/ocs172141.htm>

the B.S. in Mechanical Engineering program will learn in and beyond the classroom, and graduates will be prepared to solve future engineering problems both locally and globally

C. Present evidence of support for the proposed program from within and outside the University.

See email letter from the Physics Department, attached.

D. Additional justification (if appropriate).

III. Preparedness.

Eastern Michigan University has a strong mechanical engineering technology (MET) program that is ABET accredited and it is a natural progression to build a mechanical engineering program from the success of the MET program. The MET program has 90+ students who have been admitted to the program via a second admit and over 100 more who would like to be admitted after they meet the criteria. In senior exit surveys and in alumni surveys, many students indicate that they would have preferred an engineering program to a technology program. There are currently 9 faculty members in SET who have Ph.D.'s in mechanical engineering, three of whom are dedicated to MET.

IV. Assessment/Evaluation

The program will be assessed in a rigorous way so that ABET accreditation will be sought as soon as possible after the program is initiated and graduates its first class.

V. Program Costs


The program will use existing facilities and labs. There are 9 faculty members with a Ph.D. in Mechanical Engineering who teach in the School of Engineering Technology and for the first few years, the courses can be covered by these faculty.

VI. Action of the Department/College

1. Department/School (Include the faculty votes signatures from all submitting departments/schools.)

Vote of faculty: For 15 Against 0 Abstentions 0
(Enter the number of votes cast in each category.)

I support this proposal. The proposed program can X cannot _____ be implemented without additional College or University resources.



Department Head/School Director Signature

Oct 16/2015
Date

2. College/Graduate School (Include signatures from the deans of all submitting colleges.)

A. College.

I support this proposal. The proposed program can X cannot _____ be implemented within the affected College without additional University resources.



College Dean Signature

11/13/15
Date

B. Graduate School (new graduate programs ONLY)

Graduate Dean Signature

Date

VII. Approval

Associate Vice-President for Academic Programming Signature

Date

Appendix A

Typical Course Sequence

Prefix	Code	Title	Course Restrictions		Alternative Courses	Course Restrictions	
Year 1							
<i>Fall</i>							
MATH	120	Calculus I					4
CHEM	121/ 122	General Chemistry I and Lab					4
ME	100	Intro. to Engineering Design & Mfg	None				3
WRTG	121	General Educations (Written Communication)	None				3
GEKA	xxx	General Education (Arts)	TBD				3
							17
<i>Winter</i>							
MATH	121	Calculus II					4
CET	151	Introduction to Engineering Computing	None				3
CTAC	124	General Education (Speech Communication)	None				3
		Elective	TBD				3
							13
Year 2							
<i>Fall</i>							
MATH	122	Linear Algebra					3
PHY	223	Mechanics and Sound	MATH 120				5
GEKA	xxx	Global Awareness	TBD				3
GEKA	xxx	General Education (Humanities)	TBD				3
							14
<i>Winter</i>							
ME	211	Statics	A minimum grade of "C" in MATH 120 and PHY 223				3
ELEC	212	Engineering Circuit Analysis	Concurrent Pre-req: PHY 224				3
MATH	223	Multivariable Calculus					4
PHY	224	Electricity and Light	PHY 223 and MATH 121				5
GEKS	xxx	General Education (Social Science)	TBD				3
							18
Year 3							
<i>Fall</i>							
MATH	325	Differential Equations					3
ME	312	Dynamics	A minimum grade of "C" in ME 211	or	PHY 230 – Engineering Dynamics	PHY 223 and MATH 121 and MATH 122	3/4
ME	313	Mechanics of Materials	ME 211				3
ME	316	Thermodynamics	A minimum grade of "C" in PHY 223, MATH 120, and MATH 121	or	PHY 360 – Heat and Thermodynamics	(at least a C in PHY 222) or (at least a C in PHY 224) and MATH 223	3/4
GEKA	xxx	General Education (2nd Arts)	TBD				3
							15/17
<i>Winter</i>							
ME	317	Fluid Mechanics	ME 211 and (ME 316 or PHY 360)	or	PHY 485 – Fluid Dynamics	(PHY 230 or PHY 330) and PHY 360	3/4
ME	325	Mechanics of Composite Materials	ME 211 and (ME 312 or PHY 230) and ME 313				2
ME	326	Composite Design and Processes	ME 325				1
ME	330	Machine Design	ME 313				3

SET	350 W	General Engineering (Writing Intensive)	WRG 121				3
GEKH	xxx	General Education (2nd Humanities)	TBD				3
							15/17
Year 4							
<i>Fall</i>							
ME	431	Mechanical Design and Analysis	ME 100, ME 313				3
ME	418	Heat Transfer	(ME 316 or PHY 360) and ME 317 and MATH 223				3
ME	420	Thermo/Fluids Lab	(ME 316 or PHY 360) and (ME 317 or PHY 485) and MATH 325 <i>Concurrent Pre-req: ME 418</i>				2
ME	432	Machine Dynamics	(ME 312 or PHY 230) and ME 431				3
ME	492	Senior Capstone I	SET 350W, co-req's: ME 431, 432				3
		Elective					3
							17
<i>Winter</i>							
ME	435	Computational Solid Mechanics	ME 431, MATH 122, MATH 325				3
GEUS	xxx	General Education (U.S. Diversity)	TBD				3
ME	493	Senior Capstone II	ME 492				3
GEKS	xxx	General Education (2nd Social Science)	TBD				3
		Elective	TBD				3
							15
							124/127



NEW COURSES

Introduction to Engineering Design & Manufacturing 2017-2018 Undergraduate Catalog (Working Draft)

ME 100 - Introduction to Engineering Design & Manufacturing

In addition to studying the ethical and professional practice of engineering, students will be introduced to engineering graphics and various manufacturing processes. Topics include resume writing, interviewing, project management, professional registration, engineering design, design for manufacturing, and computer aided design (CAD) techniques. In teams, students will work on projects and write a written report and give an oral presentation.

Credit | 3 hrs *May not be repeated for additional credit*

Grade Mode | Normal (A-F) **Course Rotation** | Fall

Class-Level Restriction | Undergraduate standing

Updates | New Course 10/2016, effective Fall 2017

[Click here for Winter 2017 Course Offerings](#)

Statics

2017-2018 Undergraduate Catalog (Working Draft)

ME 211 - Statics

The fundamental principles that are needed to analysis and evaluate load carrying members are considered in this course, including: stress and strain, factor of safety, deformation, torsion, statically indeterminate structures, and buckling. Students will also conduct physical experiments to underscore selected topics.

Credit | 3 hrs *May not be repeated for additional credit*

Grade Mode | Normal (A-F) **Course Rotation** | Winter

Prerequisite(s) | (a minimum grade of "C" in [MATH 120](#)) and (a minimum grade of "C" in [PHY 223](#))

Class-Level Restriction | Undergraduate standing

Major Restriction(s) | [Mechanical Engineering](#) | [BS](#)

Updates | New Course 10/2016, effective Fall 2017

[Click here for Winter 2017 Course Offerings](#)

Dynamics

2017-2018 Undergraduate Catalog (Working Draft)

ME 312 - Dynamics

In this course, the fundamental principles of kinematics and kinetics of motion with an emphasis on engineering applications are studied. The construction of complete and accurate free body diagrams and the corresponding application of the equations of motion are integral parts of this course.

Credit | 3 hrs *May not be repeated for additional credit*

Grade Mode | Normal (A-F) **Course Rotation** | Fall

Prerequisite(s) | a minimum grade of "C" in [ME 211](#)

Class-Level Restriction | Undergraduate standing

Major Restriction(s) | [Mechanical Engineering](#) | [BS or Engineering Physics Major](#)

Equivalent Courses | [PHY 230](#)

Updates | New Course 10/2016, effective Fall 2017

[Click here for Winter 2017 Course Offerings](#)

Mechanics of Materials

2017-2018 Undergraduate Catalog (Working Draft)

ME 313 - Mechanics of Materials

The fundamental principles that are needed to analysis and evaluate load carrying members are considered in this course, including: stress and strain, factor of safety, deformation, torsion, statically indeterminate structures, and buckling. Students will also conduct physical experiments to underscore selected topics.

Credit | 3 hrs *May not be repeated for additional credit*

Grade Mode | Normal (A-F) **Course Rotation** | Fall

Prerequisite(s) | [ME211](#)

Class-Level Restriction | Undergraduate standing

Major Restriction(s) | [Mechanical Engineering](#) | [BS](#)

Updates | New Course 10/2016, effective Fall 2017

[Click here for Winter 2017 Course Offerings](#)

Thermodynamics 2017-2018 Undergraduate Catalog (Working Draft)

ME 316 - Thermodynamics

The theory of thermodynamics including the first and second laws of thermodynamics, entropy, exergy, properties of substances and mass and energy analysis will be covered. The theory will be applied to steady flow devices, gas power cycles, and refrigeration cycles.

Credit | 3 hrs *May not be repeated for additional credit*

Grade Mode | Normal (A-F) **Course Rotation** | Fall

Prerequisite(s) | (a minimum grade of "C" in [PHY 223](#)) *and* (a minimum grade of "C" in [MATH 120](#)) *and* (a minimum grade of "C" in [MATH 121](#))

Class-Level Restriction | Undergraduate standing

Major Restriction(s) | [Mechanical Engineering](#) | [BS, Physics Major](#), *or* [Engineering Physics Major](#)

Equivalent Courses | [PHY 360](#)

Updates | New Course 10/2016, effective Fall 2017

[Click here for Winter 2017 Course Offerings](#)

Fluid Mechanics 2017-2018 Undergraduate Catalog (Working Draft)

ME 317 - Fluid Mechanics

The theory of fluid mechanics including Bernoulli's Equation, conservation of mass, momentum and energy, laminar and turbulent flow will be covered. Fluid kinematics, control volume, and differential analysis will also be included. Applications to viscous flow in pipes, flow over immersed bodies, open channel flow and compressible flow will be discussed.

Credit | 3 hrs *May not be repeated for additional credit*

Grade Mode | Normal (A-F) **Course Rotation** | Winter

Prerequisite(s) | (ME 316 or PHY 360) and ME 211

Class-Level Restriction | Undergraduate standing

Major Restriction(s) | Mechanical Engineering | BS or Engineering Physics Major

Equivalent Courses | PHY 485

Updates | New Course 10/2016, effective Fall 2017

[Click here for Winter 2017 Course Offerings](#)

Mechanics of Composite Materials

2017-2018 Undergraduate Catalog (Working Draft)

ME 325 - Mechanics of Composite Materials

The fundamentals of the mechanics of composite materials used in manufacturing will build upon a student's knowledge of the strength of materials and knowledge of manufacturing. The course will cover the terminology of composites as well as fibrous, laminated, and particulate composites. The macro- and micro-mechanical behavior of lamina will also be covered such as stress-strain relations, strength, stiffness and elasticity. Buckling, bending and vibration will also be covered.

Credit | 2 hrs *May not be repeated for additional credit*

Grade Mode | Normal (A-F) **Course Rotation** | Winter

Prerequisite(s) | [\(ME 312](#) or [PHY 230\)](#), [ME 211](#), and [ME 313](#)

Class-Level Restriction | Undergraduate standing

Major Restriction(s) | [Mechanical Engineering](#) | [BS](#)

Updates | New Course 10/2016, effective Fall 2017

[Click here for Winter 2017 Course Offerings](#)

Composite Design and Processes

2017-2018 Undergraduate Catalog (Working Draft)

ME 326 - Composite Design and Processes

This course will cover composites product design and manufacturing processes. It will include short fiber composites, long fiber composites, and continuous fiber materials. It will involve the fabrication of molds to create composite objects. *This course is a laboratory.*

Credit | 1 hr *May not be repeated for additional credit*

Grade Mode | Normal (A-F) **Course Rotation** | Winter

Concurrent Prerequisite(s) | [ME 325](#)

Class-Level Restriction | Undergraduate standing

Major Restriction(s) | [Mechanical Engineering](#) | BS

Updates | New Course 10/2016, effective Fall 2017

[Click here for Winter 2017 Course Offerings](#)

Machine Design 2017-2018 Undergraduate Catalog (Working Draft)

ME 330 - Machine Design

The principles and practices that are required to evaluate and design mechanical components are studied in this course. The engineering principles that are presented include: stress and strain, impact, fatigue, failure theories, tribology, safety, engineering economics, and ethics. These theories will be used to solve engineering design problems involving commonly used mechanical components.

Credit | 3 hrs *May not be repeated for additional credit*

Grade Mode | Normal (A-F) **Course Rotation** | Winter

Prerequisite(s) | [ME 313](#)

Class-Level Restriction | Undergraduate standing

Major Restriction(s) | [Mechanical Engineering](#) | [BS](#)

Updates | New Course 10/2016, effective Fall 2017

[Click here for Winter 2017 Course Offerings](#)

Thermo/Fluids Lab 2017-2018 Undergraduate Catalog (Working Draft)

ME 420 - Thermo/Fluids Lab

This lab course will cover experimental methods in thermodynamics, fluids, and heat transfer. Students will learn about simple error in making measures of temperature and pressure, about uncertainty analysis in converting electrical energy into heat energy, validate Bernoulli's Equation in measure pressure and static heads of a venture, minor losses in fluid systems, and heat transfer from a fluid flowing over a plate and in tubular heat exchangers.

Credit | 2 hrs *May not be repeated for additional credit*

Grade Mode | Normal (A-F) **Course Rotation** | Fall

Prerequisite(s) | ([ME 316](#) or [PHY 360](#)) and ([ME 317](#) or [PHY 485](#)) and ([MATH 325](#))

Concurrent Prerequisite(s) | [ME 418](#)

Class-Level Restriction | Undergraduate standing

Major Restriction(s) | [Mechanical Engineering | BS](#)

Updates | New Course 10/2016, effective Fall 2017

[Click here for Winter 2017 Course Offerings](#)

Mechanical Design and Analysis

2017-2018 Undergraduate Catalog (Working Draft)

ME 431 - Mechanical Design and Analysis

This course is a continuation of Engineering Graphics and Solid Mechanics. The course objective is to bridge the gap between fundamental principles and practical engineering problem solving. Modern Computer Aided Engineering (CAE) problem-solving skills will be developed through the use of analysis assignments and a design project.

Credit | 3 hrs *May not be repeated for additional credit*

Grade Mode | Normal (A-F) **Course Rotation** | Fall

Prerequisite(s) | [ME 100](#) and [ME 313](#)

Class-Level Restriction | Undergraduate standing

Major Restriction(s) | [Mechanical Engineering](#) | BS

Updates | New Course 10/2016, effective Fall 2017

[Click here for Winter 2017 Course Offerings](#)

Machine Dynamics 2017-2018 Undergraduate Catalog (Working Draft)

ME 432 - Machine Dynamics

Analytical and modern computer aided engineering (CAE) problem-solving skills will be developed to solve kinematic and dynamic motion problems involving machines and mechanical systems used in the automotive, medical, energy conversion, and other industries. The design of mechanical mechanisms will also be presented.

Credit | 3 hrs *May not be repeated for additional credit*

Grade Mode | Normal (A-F) **Course Rotation** | Fall

Prerequisite(s) | [\(ME 312 or PHY 230\)](#) and [\(ME 431\)](#)

Class-Level Restriction | Undergraduate standing

Major Restriction(s) | [Mechanical Engineering](#) | [BS](#)

Updates | New Course 10/2016, effective Fall 2017

[Click here for Winter 2017 Course Offerings](#)

Computational Solid Mechanics

2017-2018 Undergraduate Catalog (Working Draft)

ME 435 - Computational Solid Mechanics

The objective of this course is to introduce the theory of the finite element method (FEM). This course is delivered with an emphasis on using FEM as a solid mechanics analysis tool. 1D and 2D finite element formulations will be discussed and FEA software will be used to bridge the gap between theory and practice.

Credit | 3 hrs *May not be repeated for additional credit*

Grade Mode | Normal (A-F) **Course Rotation** | Winter

Prerequisite(s) | [ME 431](#), [MATH 122](#), and [MATH 325](#)

Class-Level Restriction | Undergraduate standing

Major Restriction(s) | [Mechanical Engineering](#) | [BS](#)

Updates | New Course 10/2016, effective Fall 2017

[Click here for Winter 2017 Course Offerings](#)

Senior Capstone I 2017-2018 Undergraduate Catalog (Working Draft)

ME 492 - Senior Capstone I

This course sequence is a Capstone Design Project Experience. The intent of the Capstone Design Project Experience is to nurture the transition from student to practicing engineering problem solver. Students are taught how to apply their math, science, and technology knowledge to solve engineering design problems supplied by external customers.

Credit | 3 hrs *May not be repeated for additional credit*

Grade Mode | Normal (A-F) **Course Rotation** | Fall

Prerequisite(s) | [SET 350W](#)

Concurrent Prerequisite(s) | [ME 431](#) and [ME 432](#)

Class-Level Restriction | Undergraduate standing

Major Restriction(s) | [Mechanical Engineering | BS](#)

Updates | New Course 10/2016, effective Fall 2017

[Click here for Winter 2017 Course Offerings](#)

Senior Capstone II 2017-2018 Undergraduate Catalog (Working Draft)

ME 493 - Senior Capstone II

This course sequence is a Capstone Design Project Experience. The intent of the Capstone Design Project Experience is to nurture the transition from student to practicing engineering problem solver. Students are taught how to apply their math, science, and technology knowledge to solve engineering design problems supplied by external customers.

Credit | 3 hrs *May not be repeated for additional credit*

Grade Mode | Normal (A-F) **Course Rotation** | Winter

Prerequisite(s) | [ME 492](#)

Class-Level Restriction | Undergraduate standing

Major Restriction(s) | [Mechanical Engineering](#) | [BS](#)

Updates | New Course 10/2016, effective Fall 2017

[Click here for Winter 2017 Course Offerings](#)

Engineering Circuit Analysis

2017-2018 Undergraduate Catalog (Working Draft)

ELEC 212 - Engineering Circuit Analysis

The fundamental principles of DC and AC circuit analysis with an emphasis on engineering applications are studied in this course. Topics include circuit parameters and elements (resistors, inductors, capacitors, and transformers); circuit analysis techniques; and sinusoidal steady-state analysis with power applications. Students will also conduct physical experiments to underscore selected topics.

Credit | 3 hrs *May not be repeated for additional credit*

Grade Mode | Normal (A-F) **Course Rotation** | Winter

Concurrent Prerequisite(s) | PHY 224

Class-Level Restriction | Undergraduate standing

Major Restriction(s) | Mechanical Engineering | BS

Updates | New Course 10/2016, effective Fall 2017

[Click here for Winter 2017 Course Offerings](#)

EASTERN MICHIGAN UNIVERSITY

COLLEGE of TECHNOLOGY

About CoT

- Established in 1980
- 1900 undergraduate, 400 graduate students
- Four schools and one department within the college
- Programs that emphasize practical applications of scientific knowledge
 - 17 Undergraduate programs (BS)
 - 10 Graduate programs (9 MS and 1 PhD)
 - 9 Graduate Certificates

Challenges

- **Declining programs**
 - Shelved Distribution Operations and Technical Sales and Applied Technology programs
- **Student and program portfolio**
 - Mostly able to attract 18-24 ACT
- **Employer portfolio**
 - Jobs offered to recent graduates (\$30K-60K)
- **Challenge from community colleges**
 - Some starting to offer BA
 - Enrollment (and transfer students) are declining



EASTERN
MICHIGAN UNIVERSITY
COLLEGE OF TECHNOLOGY

Why EMU Engineering

- **Substantial data suggests shortages in engineering at all levels**
 - National
 - State (e.g. Michigan's top 50)
 - Regional community and industry
 - Washtenaw county



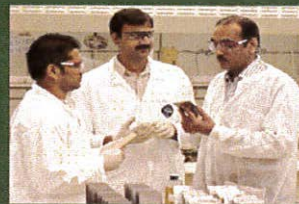
EASTERN
MICHIGAN UNIVERSITY
COLLEGE OF TECHNOLOGY

Why EMU Engineering



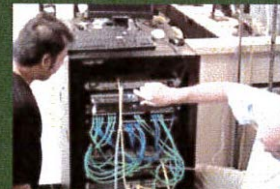
- **CoT Enrollment**

- Replace declining disciplines with popular programs
- Ensure controlled and responsible enrollment growth
- Assure sustainability



EASTERN
MICHIGAN UNIVERSITY
COLLEGE of TECHNOLOGY

Why EMU Engineering



- **Student demand**

- Recruitment: students are not enrolling because we are not offering engineering
- Retention: current students transferring out after 2 years to other universities offering engineering
- Alumni requests

EASTERN
MICHIGAN UNIVERSITY
COLLEGE of TECHNOLOGY

Why EMU Engineering



- **Attract and retain competitive faculty (and research)**
 - Need to advance research portfolio at CoT
 - Need to attract faculty from research intensive universities with experience in grants and scholarship
 - More research opportunities in engineering disciplines

EASTERN
MICHIGAN UNIVERSITY
COLLEGE OF TECHNOLOGY

Why EMU Engineering



- **Program/Student portfolio**
 - Students who succeed in engineering program have ACT between 24 and 36
 - Students who graduate with a BS in engineering
 - have a higher (almost 100%) employment rate
 - Starting salaries of (\$55K-\$75K)
 - More successful graduates
 - Graduation rate with 6 years > 80%
 - Salaries \$100K within 5-10 years (successful alums)

EASTERN
MICHIGAN UNIVERSITY
COLLEGE OF TECHNOLOGY

Why EMU Engineering



- **College reputation and ranking**
 - No reputable system for ranking technology as a stand alone college
 - Chance to enter more rankings by US News & World Report
 - Become full member of ASEE (American Society of Engineering Education)
 - All our peer institutions are members because they offer engineering programs

EASTERN
MICHIGAN UNIVERSITY
COLLEGE OF TECHNOLOGY

Why EMU Engineering



- **Faculty ready**
 - More than 15 faculty members with PhD in engineering or computer science
- **Lab ready**
 - Existing labs (with natural growth and maintenance)
- **EMU has already invested in labs and faculty but did not secure all benefits**

EASTERN
MICHIGAN UNIVERSITY
COLLEGE OF TECHNOLOGY

EMU Engineering

- **Ready for ABET accreditation and licensing exams**
 - Puts us on par with our peers
- **Small classes**
 - 15-30 students
- **Application oriented**
 - Requests by industrial partners
- **Engaged with Industry and community**
 - co-op required



EASTERN
MICHIGAN UNIVERSITY
COLLEGE of TECHNOLOGY

EMU Engineering

- **Mechanical Engineering**
 - Admit freshman, sophomore and juniors in Fall 2017
- **Electrical and Computer Engineering**
 - Admit freshman, sophomore and juniors in Fall 2018
- **Other programs are being investigated**



EASTERN
MICHIGAN UNIVERSITY
COLLEGE of TECHNOLOGY

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

NEW ACADEMIC PROGRAMS

ACTION REQUESTED

It is recommended that the Board of Regents approve a New Academic Program and Degree Type: *Doctor of Nursing Practice*.

SUMMARY


The Doctor of Nursing Practice (DNP) program prepares advanced practice nurses with the knowledge, skills and attributes necessary for accountable and comprehensive nursing practice. With the increasing scope of clinical scholarship in nursing and the growth of scientific knowledge, doctoral level education is highly recommended for advanced nursing practice in the clinical setting. The DNP curriculum includes content which enables the student to conduct complex diagnostic and treatment modalities, employ sophisticated informatics and decision-making technology, and integrate in-depth knowledge of bio-physical, Psychosocial, behavioral, and organizational sciences. The DNP program will accentuate student development as an expert clinician with an emphasis on leadership and education (at both the organizational and academic level), service and skills that will translate in improved health care.

FISCAL IMPLICATIONS

Program costs will be absorbed with the current Academic Affairs budget.


ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

1/18/17
Date

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AND STUDENT AFFAIRS
OFFICE OF THE ASSOCIATE VICE-PRESIDENT FOR ACADEMIC PROGRAMMING AND SERVICES
INTER OFFICE MEMORANDUM

TO: Chris Shell, Registrar
Michael Williams, Director, School of Nursing 

FROM: Rhonda Longworth, Associate Vice-President for Academic Programming and Services

SUBJECT: **Doctor of Nursing Practice (new graduate program)**

DATE: April 23, 2015

The attached request from the School of Nursing and the College of Health and Human Services for a new graduate program, **Doctor of Nursing Practice**, is approved.

The effective date will be determined following consideration by the Academic Officers Committee, Presidents Council, State Universities of Michigan, the Eastern Michigan University Board of Regents, and the Higher Learning Commission.

If you have any questions, please contact Evan Finley, Course and Program Development (487-8954, efinley2@emich.edu).

Attachment: New Graduate Program Proposal

cc:

Kim Schatzel, Provost and Vice-President of Academic and Student Affairs
Jeffrey D. Kentor, Associate Provost and Vice President of Graduate Studies and Research
Ronald Flowers, Chair, Graduate Council
Murali Nair, Dean, College of Health and Human Services
Susan Booth, Chair, Academic Development Committee, Graduate Council
Sandy Norton, President, Faculty Senate
Julie Knutson, Director, Extended Programs
Ramona Milligan, Coordinator, Registration
Carol Evans, Transfer Equivalency Coordinator, Records & Registration
Ann Richards, Assistant Director, Admissions Processing
Mary Butkovich, Halle Library
Bin Ning, Assistant Vice President and Executive Director, IRIM
Sherry Bumpus, School of Nursing
Angela Lukomski, School of Nursing
Original, Catalog Folder

October 23, 2014

Dear Colleagues:

The faculty and staff of the School of Nursing is pleased to introduce this proposal for the Doctorate of Nursing Practice (DNP) degree at Eastern Michigan University. The DNP is considered the terminal degree for nurses in advanced practice *clinical* roles within our profession. This proposal has been thoughtfully considered, critiqued, revised, and approved by the faculty within the School of Nursing as a post-baccalaureate degree. It is our desire, as a School, to advance clinical practice through the advanced educational preparation of nurses and thereby the health of our communities.

The proposed curriculum plan uses our current graduate courses with only two new courses added at the 500-600 level. All 800 level courses proposed are new courses. The proposed plan of study for this 84 credit DNP program includes the following courses:

Advanced Practice Clinical Core Courses (24 cr):

- NURS 500: Advanced Pathophysiology (3 CH)
- NURS 502: Advanced Health Assessment (3 CH)
- NURS 505: Health Status Trends and Health Care Delivery Systems (3 CH)
- NURS 506: Nursing Theory for Practice and Research (3 CH)
- NURS 606: Advanced Practice Nursing Role Development (3 CH)
- NURS 608: Health Promotion and Disease Prevention (3 CH)
- NURS 610: Advanced Pharmacology (3 CH)
- NURS 640: Research for Evidence Based Nursing Practice (3 CH)

Clinical Courses: Adult-Gerontology Health Courses (19 cr):

- NURS 653/664: Advanced Adult-Gerontology Nursing I (5 credits)
 - NURS 663/666: Advanced Adult-Gerontology Nursing II (5 credits)
 - NURS 668/669: Practicum in Advanced Adult-Gerontology (6 credits)
 - NURS 691: Advanced Practice Registered Nurse Capstone (3 CH)
- **NURS 653, 663, 668 are taken by students pursuing a clinical nurse specialist practice
**NURS 664, 666, 669 are taken by students pursuing a nurse practitioner practice

DNP Courses (41):

- NURS 810: Introduction to Doctoral Studies and Nursing Science (3 CH)
- NURS 830: Quality and Safety Across Settings (3 CH)
- NURS 851: Advanced Nursing Research 1: Design and Methods (3 CH)
- NURS 840: Epidemiology and Health Disparity in Health Systems, for Advanced Nursing Practice (3 CH)
- NURS 852: Advanced Nursing Research II: Data Management and Analysis (3 CH)
- NURS 891: Doctorate of Nursing Practice Scholarly/Capstone Project I: Proposal Development (3 CH)
- NURS 860: Health Policy & Advocacy for Health Care Professionals (3 CH)
- NURS 831: Leadership for Advance Practice Nurses (3 CH)
- NURS 892: Doctorate of Nursing Practice Scholarly/Capstone Project II: Project Development (2 CH)
- NURS 870: Health Care Delivery & Informatics: For Advance Practice Nurses (3 CH)
- NURS 811: Nursing Education: Teaching, Learning, Evaluation and the Faculty Role (3CH)
- NURS 880: Doctor of Nursing Practice Clinical Practicum (6 CH)
- NURS 893: Doctorate of Nursing Practice Scholarly/Capstone Project III: Dissemination (3CH)
- NURS 894: Doctorate of Nursing Practice Scholarly/Capstone Project: Continuous Enrollment

These courses are the 500 & 600 level courses covered in the MSN Program Revision Proposal. Submitted at this time as well.


Each of these course proposals and attached syllabi have been developed by small groups of nursing faculty, reviewed by the School input committees (both Master's and Doctoral level), critiqued and revised and approved at our April 2014 faculty retreat. Throughout the 2014 Summer semester, the proposal was critiqued by Evan Finley and Chris Shell and revisions were made based on their expert advice. Subsequently, the proposal was reviewed once again by the Master's committee and the entire faculty at the October 3, 2014 faculty meeting. A re-vote for the proposal and each course approval was taken based on these revisions (votes are noted in the attached materials).

While this program is a post-baccalaureate program, applicants with a current MSN degree, after review and analysis of their prior coursework, may be eligible to start courses at the doctoral level (800 level courses) to receive the DNP degree. Additionally, a unique feature of this program, is that students upon completion of all 500 and 600 level courses are eligible to sit for national certification as either a nurse practitioner or clinical nurse specialist and an MSN degree can be conferred at that time as well.

Lastly, simultaneous to this DNP proposal, the School of Nursing faculty took the opportunity to review and revise our current MSN courses and degree offerings. Based on advice from Chris Shell and Evan Finley, we are proposing the discontinuation of our current MSN program to be replaced by 3 MSN degree programs. These changes are consistent with the changes occurring in our discipline, but also increase our flexibility in program revisions in the future.

I, along with my faculty, are available for any questions about this proposal. We are excited at this opportunity and look forward to your review.

Sincerely,



Michael L. Williams, PhD, RN, CCRN, CNE
Director & Associate Professor
734-487-2070
michael.williams@emich.edu

Form	Course #	Title	Program			Course							
			Revision	Phase Out	New	Course #	Title	Credit Hours	Description	Prerequisites	Restrictions	Syllabus Inc.	
New Program		Doctorate of Nursing Practice / NUR/DNP-HH			X								
New Course	NURS 810	Introduction to Doctoral Studies and Nursing Science				X	X	X	X	X	X	X	X
New Course	NURS 811	Nursing Education: Teaching, Learning, Evaluation and the Faculty Role				X	X	X	X	X	X	X	X
New Course	NURS 830	Quality & Safety Across Settings				X	X	X	X	X	X	X	X
New Course	NURS 831	Leadership for Advanced Practice Nurses				X	X	X	X	X	X	X	X
New Course	NURS 840	Epidemiology and Health Disparity in Health Systems for Advanced Nursing Practice				X	X	X	X	X	X	X	X
New Course	NURS 851	Advanced Nursing Research 1: Design and Methods				X	X	X	X	X	X	X	X
New Course	NURS 852	Advanced Nursing Research 2: Data Management and Analysis				X	X	X	X	X	X	X	X
New Course	NURS 860	Health Policy & Advocacy for Health Care Professionals				X	X	X	X	X	X	X	X
New Course	NURS 870	Health Care Delivery & Informatics: For Advanced Practice Nurses				X	X	X	X	X	X	X	X
New Course	NURS 880	Doctor of Nursing Practice Clinical Practicum				X	X	X	X	X	X	X	X
New Course	NURS 891	Doctorate of Nursing Practice Scholarly/Capstone Project I: Proposal Development				X	X	X	X	X	X	X	X
New Course	NURS 892	Doctorate of Nursing Practice Scholarly/Capstone Project II: Project Development				X	X	X	X	X	X	X	X
New Course	NURS 893	Doctorate of Nursing Practice Scholarly/Capstone Project III: Completion/Dissemination				X	X	X	X	X	X	X	X
New Course	NURS 894	Doctorate of Nursing Practice Scholarly/Capstone Project II: Continuous Enrollment				X	X	X	X	X	X	X	X

PROPOSAL 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: DOCTOR OF NURSING PRACTICE
DEGREE: DOCTOR OF NURSING PRACTICE REQUESTED START DATE FALL 2016
DEPARTMENT(S)/SCHOOL(S): NURSING COLLEGE(S): COLLEGE OF HEALTH & HUMAN SERVICES
CONTACT PERSON: SHERRY BUMPUS/ANGELA LUKOMSKI CONTACT PHONE: 487-2779/487-0045
CONTACT EMAIL: SBUMPUS2@EMICH.EDU/ALUKOMSK@EMICH.EDU

Purpose: The purpose of this new program proposal is to seek approval to develop and offer a new doctoral degree in nursing. This program will provide the necessary content, skills, and clinical experience for Advanced Practice Registered Nurses to earn their Doctor of Nursing Practice (DNP) credential.

Description:

The Doctor of Nursing Practice (DNP) program prepares advanced practice nurses with the knowledge, skills and attributes necessary for accountable and comprehensive nursing practice. With the increasing scope of clinical scholarship in nursing and the growth of scientific knowledge, doctoral level education is highly recommended for advanced nursing practice in the clinical setting. The DNP curriculum includes content which enables the student to conduct complex diagnostic and treatment modalities, employ sophisticated informatics and decision-making technology, and integrate in-depth knowledge of bio-physical, psychosocial, behavioral, and organizational sciences. The DNP program will accentuate student development as an expert clinician with an emphasis on leadership and education (at both the organizational and academic level), service and skills that will translate into improved health care.

The American Association of Colleges of Nursing (AACN) is the national organization for graduate nursing education programs. AACN works to establish quality standards, by which programs are evaluated and initial accreditation or re-accreditation is granted based on the quality in which the standards are met. These standards are meant to guide and improve nursing education, evaluate the effectiveness of the program, improve health care, and promote support of graduate education, research, and nursing practice. AACN is the accreditation organization for over 500 schools of nursing including Eastern Michigan University.

In 2003, an AACN organized task force of professional nursing organizations and other healthcare disciplines drafted and approved the initial DNP position statement. Broadly, this task force defined the need and roles for two distinct doctoral degrees within nursing: 1). The traditional research focused Ph.D. and 2). The clinically focused DNP. In 2004, AACN endorsed the development of the practice doctorate, Doctor of

Nursing Practice (DNP), as the terminal degree for nurses in advanced clinical practice roles. These roles include; clinical nurse specialist (CNS), nurse practitioners (NP), certified nurse anesthetists (CRNA), certified nurse midwives (CNM).

DNP applicants will be able to enter the program either post-baccalaureate or post-master level. Students entering post-baccalaureate will be more recent graduates who wish to complete both their advanced practice training and earn their DNP at EMU. Post-Master's applicants may qualify to have Terms 1-6 waived if they already have a masters degree in Nursing as advance practice CNSs, NPs, CRNAs, and CNMs. Individualized plans of study will be developed after a "Gap Analysis" for any applicants in between. Both options are in high demand as the result of the AACN mandate requiring a DNP as the entry level for advanced nursing practice by 2015. EMU School of Nursing currently offers a masters degree with options to prepare students as either clinical nurse specialists or nurse practitioners (beginning fall 2014). This DNP program was designed in concert with our revised master's degree program and will provide the additional doctoral content in research, nursing theory, leadership, informatics, health systems management, health policy, and education necessary for achieving practice doctorate essentials and competencies.

Goals, Objectives, Student Learning Outcomes:

State the general philosophy and intent of the proposed program

The goal of the DNP program is to prepare nurses for advanced practice roles as clinical scholars, and educators. These expert clinicians will be prepared to translate research into evidence-based practice, assess and manage patient outcomes, and transform health care systems to ensure patient safety. DNP graduates will be leaders in healthcare policy and advocacy, and will be setting national guidelines for standards of practice, research, and education toward improve health outcomes.

List the goals, objectives, and student learning outcomes as specifically as possible. These should be stated in such a way as to facilitate assessment of whether or not they are being met.

DNP Program Objectives

1. Integrate theory and knowledge from the nursing sciences and bio-physical, psychosocial, behavioral, and organizational sciences as a foundation for the highest level of advanced nursing practice.
2. Integrate teaching methodologies, curriculum design and development, and program evaluation into educational services at the organizational (healthcare and/or academic) level.

-
3. Develop standards of advanced practice nursing to deliver culturally competent care for individuals, populations and systems.
 4. Develop and advocate for health care policy addressing issues of social justice and equity.
 5. Support leadership, critical thinking and effective therapeutic communication skills to design, evaluate, and improve the implementation of quality advanced practice nursing services.
 6. Lead and support inter-professional development/collaboration to facilitate and improve desired health outcomes for individuals, populations, and systems.
 7. Integrate health care informatics and an evidenced base practice approach in clinical scholarship to critically evaluate, design, and implement health care services for individuals, systems, and populations.
 8. Investigate the epidemiological, financial, social, and political influences in health care that impacts the advanced practice nurse role and health care outcomes.

DNP Learning Outcomes

1. Demonstrate safe and high quality patient care in a defined area of advanced nursing practice.
2. Integrate nursing theory and science with the bio-physical, psychosocial, behavioral, and organizational sciences as the foundation for innovations in advanced nursing practice.
3. Use analytical methods to critically evaluate research and scientific literature in order to translate evidence into standards of care.
4. Implement standards of care and develop effective strategies to ensure safety and quality health care for individuals, families and populations.
5. Design, direct, and evaluate quality improvement methodologies to promote safe, effective, and equitable patient centered care.
6. Evaluate information systems and patient care technology, considering related ethical, regulatory and legal issues, to improve patient care and healthcare systems.
7. Demonstrate collaborative and leadership skills on intra-professional and inter-professional teams to improve effective communication, enhance patient outcomes, and create a positive change in complex health care delivery systems.
8. Design, implement, and evaluate teaching methodologies at the healthcare organization and academic levels.

More specifically, DNP program/curricula are designed so that all students attain DNP competencies that define advanced clinical nursing practice. These include:

Scientific Foundation Competencies

1. Critically analyzes data and evidence for improving advanced nursing practice.
2. Integrates knowledge from the humanities and sciences within the context of nursing science.
3. Translates research and other forms of knowledge to improve practice processes and outcomes.
4. Develops new practice approaches based on the integration of research, theory, and practice knowledge

Leadership Competencies

1. Assumes complex and advanced leadership roles to initiate and guide change.
2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policymakers) to improve health care..
3. Demonstrates leadership that uses critical and reflective thinking.
4. Advocates for improved access, quality and cost effective health care.
5. Advances practice through the development and implementation of innovations incorporating principles of change.
6. Communicates practice knowledge effectively both orally and in writing.
7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.

Quality Competencies

1. Uses best available evidence to continuously improve quality of clinical practice.
2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.
3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.
4. Applies skills in peer review to promote a culture of excellence.
5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.

Practice Inquiry Competencies

1. Provides leadership in the translation of new knowledge into practice.
2. Generates knowledge from clinical practice to improve practice and patient outcomes.
3. Applies clinical investigative skills to improve health outcomes.
4. Leads practice inquiry, individually or in partnership with others.
5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.
6. Analyzes clinical guidelines for individualized application into practice.

Technology and Information Literacy Competencies

1. Integrates appropriate technologies for knowledge management to improve health care.
2. Translates technical and scientific health information appropriate for various users' needs.
 - 2a). Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.
 - 2b). Coaches the patient and caregiver for positive behavioral change.
3. Demonstrates information literacy skills in complex decision making.
4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care.
5. Uses technology systems that capture data on variables for the evaluation of nursing care.

Policy Competencies

1. Demonstrates an understanding of the interdependence of policy and practice.
2. Advocates for ethical policies that promote access, equity, quality, and cost.
3. Analyzes ethical, legal, and social factors influencing policy development.
4. Contributes in the development of health policy.
5. Analyzes the implications of health policy across disciplines.
6. Evaluates the impact of globalization on health care policy development.

Health Delivery System Competencies

1. Applies knowledge of organizational practices and complex systems to improve health care delivery.
2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.
3. Minimizes risk to patients and providers at the individual and systems level.
4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.
5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.
6. Analyzes organizational structure, functions and resources to improve the delivery of care.
7. Collaborates in planning for transitions across the continuum of care.

Ethics Competencies

1. Integrates ethical principles in decision-making.
2. Evaluates the ethical consequences of decisions.

3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.

Independent Practice Competencies

1. Functions as a licensed independent practitioner.
2. Demonstrates the highest level of accountability for professional practice.
3. Practices independently managing previously diagnosed and undiagnosed patients.
 - 3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.
 - 3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.
 - 3c). Employs screening and diagnostic strategies in the development of diagnoses.
 - 3d). Prescribes medications within scope of practice.
 - 3c). Manages the health/illness status of patients and families over time.
4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.
 - 4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.
 - 4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.
 - 4c). Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.
 - 4d). Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.

How do stated goals, objectives, and student learning outcomes reflect current departmental/school, college and divisional goals and university strategic planning directions?

How do stated goals and objectives compare with those of the professional community in the area of study proposed?

Currently, health care reform focuses largely on cost containment, access to quality healthcare and prevention. In the U.S. there are presently more than 6,000 designated Health Care Professional Shortage Areas (HCPSA) and this number is expected to rise (U.S. DHHS, 2014). Over the next 10 years demand for primary care services is expected to continue to outpace supply and the aging baby boomer population will account for approximately 81% of this change (U.S. DHHS, 2013). In fact, by the year 2020, it is projected that facilities caring for the elder population alone will need approximately 25,000 nurses with advanced

preparation to care for the Adult/Gerontological population. Nursing's blend of inter-disciplinary healthcare that uses a primary care preventative approach will offer a solution that is consistent with the Affordable Healthcare Act (2010). Advanced Practice Registered Nurses (APRNs) have long been successful in providing cost-effective, quality care, and have documented increased patient satisfaction levels with improved health outcomes.

As the School of Nursing moves forward to train the next generation of health care providers, we (EMU SON) acknowledge the recommendation coming forth that will require APRNs to have a doctoral degree in order to practice in their respective roles. "On October 25, 2004, the member schools affiliated with the American Association of Colleges of Nursing (AACN) voted to endorse the *Position Statement on the Practice Doctorate in Nursing*. This decision called for moving the current level of preparation necessary for advanced nursing practice from the master's degree to the doctorate-level by the year 2015. This endorsement was preceded by almost four years of research and consensus-building by an AACN task force charged with examining the need for the practice doctorate with a variety of stakeholder groups" (AACN: Fact Sheet, 2013). Furthermore, the DNP program includes coursework that prepares the graduate with additional preparation in the science of pedagogy to augment their ability to transmit the science and profession of nursing in academia. This addresses the need for more doctorally prepared nursing faculty as the profession is currently faced with a shortage. According to the AACN, "faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for nurses continues to grow. Budget constraints, an aging faculty, and increasing job competition from clinical sites have contributed to this emerging crisis" (AACN: website, 2013).

How do stated goals and objectives reflect current departmental, college, and divisional goals, the outcome of the department's most recent program review, and university strategic planning?

The Doctorate of Nursing Practice program at EMU is in alignment with the University's mission and values of innovation and supports the current strategic plan for the College of Health and Human Services (CHHS). The DNP program is an example of an innovative program that meets the market demands of our surrounding community and is demonstrated by the careful design that addresses the current needs of society. The DNP program is preparing nurses to improve access to quality care, increase the number of primary health care providers, and increase access to quality healthcare which is the main objective in the Affordable Health Care Act (2010). More specifically, the DNP program will prepare nurses to assume clinical and leadership roles in both academia (addressing the nursing faculty shortage) and a variety of clinical settings. The program objectives and student learning outcomes in the DNP program promote inter-professional collaboration and research which is consistent with the strategic plan within CHHS. Our

students will be working in healthcare systems as part of collaborative teams as well as working with other students within CHHS.

The School of Nursing (SON) is growing. One of our largest growth areas is our RN to BSN program which is adding new sites each year. While many of these BSN completion students are furthering their education to maintain employment, more are completing their baccalaureate degree as a requirement toward advanced practice. These graduates are seeking out schools with DNP programs to fulfill their desire in becoming an APRN. Our current undergraduate programs will therefore provide a pool of students to the post-BSN to DNP program. Further, our MSN program has recently been revised to add a Primary Care Adult-Gerontology Nurse Practitioner program in addition to our Adult-Gerontology Clinical Nurse Specialist program. Students completing these programs will be eligible to fill seats in our post-Masters DNP program. Students at both of these levels have been asking, and in some circumstances waiting, for EMU's DNP program. We are fortunate that the School of Nursing has a strong alumni base who have verbalized that they prefer to complete their doctoral education at EMU.

Program:

The EMU DNP will be a four-year post-BSN program. The curriculum includes foundational course work that culminates into a clinical practicum (DNP Practicum) and dissertation equivalent doctoral project. Students must have a Bachelor of Science in Nursing from an accredited school of nursing (or complete Bridge requirements if RN with other baccalaureate degree) and be eligible for a Michigan Nursing License. The post-BSN track is designed for both full-time and part-time study. Full-time study consists of 6-9 credit hour semesters and part-time study consists of 3-4 credit semesters. However, students completing the full post-BSN curriculum will be encouraged to attend full time through their 600 level course work. Separating the foundational 3 P courses (Advanced Health Assessment, Advanced Pathophysiology and Advanced Pharmacology) and associated clinical content is inadvisable for successful board certification. We however recognize, that some students may have reason to reduce a semester load on occasion and this will be determined on a case-by-case basis. Full-time or part time study for is available for applicants who already have a Master of Science in Nursing from an accredited school of nursing and are eligible for certification as a CNS, NP, CRNA, or CNM, and are also eligible for a Michigan Nursing Specialty License. For these individuals Terms 1-6 will be waived (as "competency met") and applicants may choose either full or part-time study. Applicants who fall in between post-BSN and post-MSN requirements will require a "Gap Analysis" to be conducted by the program coordinator/or the Associate Director of Graduate Programs prior to enrollment. The minimum number of credits required to complete this program is 41 credit hours. This

DNP program will be offered as a hybrid model where classes will be available both online and in seats and through alternative designs (such as: one week immersion or extended weekend programming). Students will matriculate into the appropriate course sequence for full or part time enrollment. These courses include:

DNP PROGRAM

Advanced Practice Clinical Core Courses (24 cr):

- NURS 500: Advanced Pathophysiology (3 CH)
NURS 502: Advanced Health Assessment (3 CH; 20 hours of precepted clinical practice)
¹NURS 505: Health Status Trends and Health Care (3 CH)
NURS 506: Nursing Theory for Practice and Research (3 CH Delivery Systems (3 CH)
NURS 606: Advanced Practice Nursing Role Development (3 CH)
²NURS 608: Health Promotion and Disease Prevention (3 CH)
³NURS 611: Advanced Pharmacology (3 CH)
NURS 640: Research for Evidence Based Nursing Practice (3 CH)

Clinical Courses: Adult-Gerontology Health Clinical Nurse Specialist (19 cr):

- NURS 653: Advanced Adult-Gerontology Nursing I - CNS (5 credits; includes 120 hours of precepted clinical practice)
NURS 663: Advanced Adult-Gerontology Nursing II - CNS (5 credits; includes 120 hours of precepted clinical practice)
NURS 668: Practicum in Advanced Adult-Gerontology for CNS Track (6 credits; includes 240 hours of precepted clinical practice)
⁴NURS 691: Advanced Practice Registered Nurse Capstone (3 CH)

OR

Clinical Courses: Adult-Gerontology Health Primary Care Nurse Practitioner (19 cr):

- NURS 664: Advanced Adult-Gerontology Health Nursing I - NP (5 credits; includes 120 hours of precepted clinical practice)
NURS 666: Advanced Adult-Gerontology Health Nursing II - NP (5 credits; includes 120 hours of precepted clinical practice)
NURS 669: Practicum in Advanced Adult-Gerontology Health Nursing III – NP (6 credits; includes 240 hours of precepted clinical practice and capstone project)
⁵NURS 691: Advanced Practice Registered Nurse Capstone (3 CH)

¹ NURS 505 is currently NURS 605 in the catalog. This course number change is being submitted along with a program revision for the Nursing MSN program.

² NURS 608 Health Promotion and Disease Prevention Capstone is being submitted as a new course along with a program revision for the Nursing MSN program and is not currently in the catalog.

³ NURS 611 is currently NURS 510 in the catalog. This course number change is being submitted along with a program revision for the Nursing MSN program.

⁴ NURS 691 Advanced Practice Registered Nurse Capstone is being submitted as a new course along with a program revision for the Nursing MSN program and is not currently in the catalog.

⁵ NURS 691 Advanced Practice Registered Nurse Capstone is being submitted as a new course along with a program revision for the Nursing MSN program and is not currently in the catalog.

Students who complete the 43 credit hours and 500 clinical practicum hours in good graduate standing for either the CNS or the NP program will apply to graduate from the MSN program at the end of Term 5 (or equivalent part time) and graduate with a MSN in the end of Term 6 (or part time equivalent). Transcripts will reflect the conferral of an MSN degree at this point. Students will continue to complete the remainder of their doctoral work within the DNP program Terms 7-12 and will be required to supply evidence of sitting for their certification exam by the end of Term 9 (or part-time equivalent).

Further, the above 43 credits in Advanced Practice Clinical Core and Practicum courses (500-600 level) will be waived (as “competency met) for students who have a Master of Science in Nursing from an accredited school of nursing and are eligible for certification as a CNS, NP, CRNA, or CNM and eligible for a Michigan Nursing Specialty License. These students will be required to supply evidence of sitting for their certification exam by the end of Term 9 (or part-time equivalent). Students may also claim up to 500 practicum hours from their MSN program toward the 1000 practicum hours necessary to be awarded a DNP.

DNP Courses (41):

NURS 810: Introduction to Doctoral Studies and Nursing Science (3 CH)

NURS 830: Quality and Safety Across Settings (3 CH)

NURS 851: Advanced Nursing Research 1: Design and Methods (3 CH)

NURS 840: Epidemiology and Health Disparity in Health Systems, for Advanced Nursing Practice (3 CH)

NURS 852: Advanced Nursing Research II: Data Management and Analysis (3 CH)

NURS 891: Doctorate of Nursing Practice Scholarly/Capstone Project I: Proposal Development (3 CH)

NURS 860: Health Policy & Advocacy for Health Care Professionals (3 CH)

NURS 831: Leadership for Advance Practice Nurses (3 CH)

NURS 892: Doctorate of Nursing Practice Scholarly/Capstone Project II: Project Development (2 CH)

NURS 870: Health Care Delivery & Informatics: For Advance Practice Nurses (3 CH)

⁶NURS 811: Nursing Education: Teaching, Learning, Evaluation and the Faculty Role (3CH)

⁷NURS 880: Doctor of Nursing Practice Clinical Practicum (6 CH)

NURS 893: Doctorate of Nursing Practice Scholarly/Capstone Project III: Completion/Dissemination (3CH)

⁸NURS 894: Doctorate of Nursing Practice Scholarly/Capstone Project: Continuous Enrollment

⁶ NURS 811 can be waived for students who satisfactorily completed both NURS620 and NURS622

⁷ NURS 880 is a clinical practicum. Students are required to complete 6 credit hours of NURS 880 and a total of 500 practicum hours within these credits. NURS 880 sections 001, 002, 003, 004 will correspond to 1, 2, 3, or 4 credit hours. Students will elect to register for the number of credits each term that is appropriate for where they are at in developing their Scholarly/Capstone project and will be determined in conjunction with their faculty advisor.

⁸ NURS 894 is not a separate course, nor is it a program requirement. It is for 1 credit continuous enrollment. Any student who does not complete NURS 893 in the semester enrolled will be required to register for NURS 894. This may be repeated a maximum of 3 consecutive semesters after which students will be required to repeat NURS 893 provided that they are within the time restriction required by Graduate policy.

DNP Full-time Program Plan

Term 1	Term 2	Term 3
NURS 500 Advanced Pathophysiology (3) NURS 506 Nursing Theory (3)	NURS 502 Advanced Health Assessment (3) NURS 606 Advanced Practice Role Development (3)	NURS 611 Pharmacology for Advance Practice Nurses (3) NURS 505 Health Status and Trends (3)
Term 4	Term 5 <i>(Apply for MSN graduation)</i>	Term 6 <i>(MSN Graduation and degree conferral)</i>
NURS 640 Evidence Based Practice (3) NURS 653/664 Advanced Clinical Course I CNS or NP (5) ¹	NURS 608 Health Promotion and Disease Prevention (3) NURS 663/666 Advanced Clinical Course II CNS or NP (5) ¹	NURS 691 Advanced Practice Registered Nurse Capstone CNS and NP (3) NURS 668/669 Advanced Clinical Course III CNS or NP (6) ¹
Term 7 <i>(Start of DNP for students entering with a MSN, Dept. permission required for all others)</i>	Term 8	Term 9
NURS 810 Intro to Doctoral Studies (3) NURS 830 Quality & Safety (3)	NURS 851 Adv Nurs Research (3) NURS 840 Epidemiology/Health Disparity in the U.S and Global (3)	NURS 852 Adv Nurs Research (3) NURS 891 Capstone Project I: Proposal Development (3)
Term 10	Term 11	Term 12
NURS 860 Health Policy & Advocacy (3) NURS 831 Leadership (3) NURS 892 Capstone Project II: Project Development (2)	NURS 870 Health Systems Theory, Informatics, Policy & Practice (3) NURS 880 DNP Practicum (1-6) ^{2, 3}	NURS 811 Nursing Education: The Faculty Role (3) NURS 893 Capstone project III: Dissemination (3)

¹MSN candidates must have a minimum of 500 clinical hours to apply for national certification exams.

²DNP candidates must have 1000 practicum hours for graduation (500 may be applied from their MSN program).

³DNP Practicum hours may be taken in any term for a total of 6 CH completed by end of program.

Outline of Typical Program

The DNP program plan is outlined above in table form. Further, a detailed timeline is included in Appendix A that describes term-by-term, coursework and program expectations for clarity. This timeline will be provided upfront as part of the student handbook. As students begin work on their DNP project this reference will ideally facilitate time management in order to foster success in the program and help the student complete coursework and their final DNP project in a timely manner. Program level student learning outcomes for Terms 7-12 (as listed above in Section A) are aligned with the AACN DNP Essentials. Similarly, learning outcomes for Terms 1-6 satisfy role related competencies for NP or CNS Advanced Nursing Practice. Detailed mapping of both accreditation essentials and role competencies across the full program are available upon request.

Location of Program

The DNP program will be in the School of Nursing (SON) and the College of Health and Human Services. The School of Nursing currently hosts its programs (BSN; traditional, RN to BSN and Second Degree and MSN program) in a variety of on campus and off campus/satellite sites to meet the needs of our students. The PhD program is on campus. The DNP program may be offered both on EMU's main campus as well as at our satellite Livonia or Brighton sites. These sites will be determined on a course-by-course basis. Courses that have a seminar format may be considered for all day or weekend alternate delivery at one of our satellite sites where students will have access to surrounding resources (i.e. hotels and restaurants) for longer daytime coursework and parking will not be an issue. This type of flexibility will be essential to accommodate the demographic demands of our students.

Undergraduate Programs Only

Not applicable

Graduate Programs Only

All courses for the DNP program will be 500 - 800 level courses. Advanced Practice role course work will be a combination of 500 and 600 level courses (Terms 1-6 or part time equivalent) and post-APRN courses will be at the 800 level (Terms 7-12 or part time equivalent). Courses will be a mix of lecture, hybrid, seminar, clinical and community application. Further, DNP students will be required to complete a capstone clinical practicum (DNP Residency) and dissertation equivalent doctoral project (capstone) appropriate for the degree and demonstrating translational research at the patient, organizational, community, and/or policy level.

Adequate Research

Scholarship and research are the hallmarks of doctoral education. Although basic research has been viewed as the first and most essential form of scholarly activity, the DNP program will have a strong emphasis on applied research. This application involves the translation of research into practice and the dissemination and integration of new knowledge into clinical practice (core competency of the DNP graduate and DNP student learning outcome). The DNP curriculum incorporates a two semester Evidence-Based and Translational Research experience that parallels the Scholarly/Capstone work for proposal development, implementation, evaluation and dissemination. Students will be able to take an advanced quantitative methods or qualitative methods courses as electives beyond the required course of study if they choose. The

Introduction to Doctoral Studies course encompasses nursing theory, philosophy and theory development. This course will provide essential background for students to apply a theoretical foundation for research programs. The last two semesters will require a formal research project appropriate for each student's identified focus area that will culminate in an oral defense and written document. For example, some projects involving political advocacy or program development may lend themselves to nontraditional research programs at the discretion of the committee. Refer to Appendix C for the "DNP Scholarly/Capstone Project and Practicum Definitions."

Admission:

Criteria for Applicants

Earned BSN from an accredited School of Nursing (Applicants holding an R.N. license with a bachelor's in another discipline may apply for a conditional admission).

GPA 3.0 or above on a 4.0 scale

Resume or Curriculum Vitae

Current licensure as a registered nurse in the state in which practice will occur (Applicants who are eligible for a license may apply for a conditional admission)

Transcripts from all post-secondary institutions

Three letters of reference pertaining to academic ability, professional competency and personal character.

Personal statement

Writing sample

Telephone or in-person interview may be a part of the admission process

Additional Criteria for Terms 1-6 Waiver

- Earned master's in nursing in an advanced nursing practice specialty from a nationally accredited CCNE or NLNAC program or master's degree from a regionally accredited institution in a health related profession (Nurse Practitioner (NP), Clinical Nurse Specialist (CNS), Certified Registered Nurse Anesthetist (CRNA), Certified Nurse Midwife (CNM)).
- License and Certification as an advanced practice nurse in the state in which practice will occur (Applicants who are eligible for license and Certification may apply for a conditional admission).
- Partial Waiver may be granted for students in between (i.e. a transfer student from an outside institution midway through their MSN or DNP program) based on a "Gap Analysis."

Projections

Proposed timeline for implementation

Winter 2015 and Fall 2016

Enrollment

Initial enrollment: 20 (10 new MSN-prepared students into Term 7 *plus* 5-10 currently enrolled MSN students to transfer into DNP program)

Average number of students within 3 years: 15 – 20 students

Average number of graduates per year: 15-20 students

Anticipated Directions

As described above, we anticipate that within 3-5 years of implementation we may expand the role to include clinical nurse leaders and would require new role competency courses and clinical practicums.

Scheduling Needs

The current MSN program is housed off campus in Livonia and the PhD program is offered on campus. The School of Nursing (SON) has been active in implementing online technology for graduate education. It is anticipated that this will continue and the DNP program will be a combination of hybrid courses with in seat courses primarily on main campus with the option to move off campus per students needs.

Justification/Rationale

Why Move to the DNP?

The changing demands of the United States' healthcare environment require the highest level of scientific knowledge and clinical expertise to assure quality patient outcomes. The Institute of Medicine, Joint Commission, Robert Wood Johnson Foundation, and other authorities have called for the "re-conceptualizing" of educational programs to better prepare today's healthcare professionals. Many factors currently building momentum for change in nursing education include: the rapid expansion of knowledge underlying practice, increased complexity of patient care, national concerns about the quality of care and patient safety, shortages of nursing personnel, shortages of doctorate-prepared nursing faculty, and increasing educational expectations for the preparation of other members of the healthcare team (AACN, 2013).

In a 2005 report titled *Advancing the Nation's Health Needs: NIH Research Training Programs*, the National Academy of Sciences called for nursing to develop a non-research clinical doctorate to prepare expert practitioners who also serve as clinical nursing faculty. AACN's work to advance the DNP is consistent with this call to action. Nursing is moving in the direction of other health professions in the transition to the DNP. Medicine (MD), Dentistry (DDS), Pharmacy (PharmD), Psychology (PsyD), Physical Therapy (DPT), and Audiology (AudD) all offer practice doctorates.

Sustaining Momentum for the DNP

After a two-year consensus-building process, AACN member institutions voted to endorse the *Essentials of Doctoral Education for Advanced Nursing Practice* on October 30, 2006. Schools developing a DNP program are encouraged to use this document, which defines the curricular

elements and competencies that must be present in a practice doctorate in nursing. Note: the DNP Proposal put forth by the School of Nursing (SON) is based on this document.

In July 2006, the AACN Board of Directors endorsed the final report of the *Task Force on the Roadmap to the DNP*, which was developed to assist schools navigating the DNP program approval process. This report includes recommendations for securing institutional approval to transition a MSN into a DNP program, preparing faculty to teach in DNP programs, addressing regulatory, licensure, accreditation, and certification issues, and collecting evaluation data. Schools nationwide that have implemented a DNP program are reporting sizable and competitive student enrollment (AACN, 2013). Employers are quickly recognizing the unique contribution these expert nurses are making in the practice arena, and the demand for DNP-prepared nurses continues to grow. According to the AACN position statement, APRNs will need to have a practice doctorate for national certification. According to the American Association of Colleges of Nursing (AACN: Fact Sheet, 2013) some of the rationales for this movement are:

In many institutions, advanced practice registered nurses in master's-degree programs already carry a credit load equivalent to doctoral degrees in the other health professions.

DNP curricula build on traditional master's programs by providing education in evidence-based practice, quality improvement, and systems leadership, among other key areas.

The DNP is designed for nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs.

The changing demands of this nation's complex healthcare environment require the highest level of scientific knowledge and practice expertise to assure quality patient outcomes.

Some of the many factors building momentum for change in nursing education at the graduate level include: rapid expansion of knowledge underlying practice; increased complexity of patient care; national concerns about the quality of care and patient safety; shortage of nursing personnel which demands a higher level of preparation for leaders who can design and assess care; shortage of doctorally-prepared nursing faculty; and increasing educational expectations for the preparation of other members of the healthcare team.

Schools nationwide that have initiated the DNP are reporting sizable and competitive student enrollment. Employers are quickly recognizing the unique contribution these expert nurses are making in the practice arena, and the demand for DNP-prepared nurses continues to grow.

According to the 2011 salary survey conducted by *ADVANCE for Nurse Practitioners* magazine, DNP-prepared NPs earned \$8,576 more than master's-prepared NPs. The Commission on Collegiate Nursing Education (CCNE), the leading accrediting agency for baccalaureate- and graduate-degree nursing programs

in the U.S., began accrediting DNP programs in fall 2008. To date, 116 DNP programs have been accredited by CCNE.

Current DNP Statistics

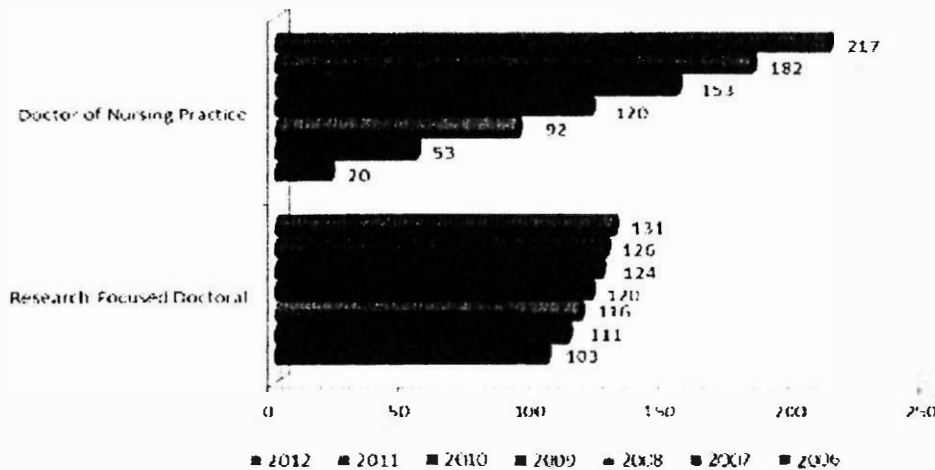
According to the AACN (2013),

217 DNP programs are currently enrolling students at schools of nursing nationwide, and an additional 97 DNP programs are in the planning stages.

DNP programs are now available in 40 states plus the District of Columbia. States with the most programs (more than 5) include Florida, Illinois, Massachusetts, Minnesota, New York, Ohio, Pennsylvania, and Texas.

From 2011 to 2012, the number of students enrolled in DNP programs increased from 9,094 to 11,575.

During that same period, the number of DNP graduates increased from 1,595 to 1,858.



(AACN: Fact Sheet, 2013)

Doctoral of Nursing Practice Program in Michigan

Presently there are 9 DNP programs in Michigan (<http://www.aacn.nche.edu/dnp/program-schools#MI>):

Grand Valley State University

Madonna University

Michigan State University

Oakland University

Saginaw Valley State University

University of Detroit Mercy

University of Michigan

University of Michigan-Flint

Wayne State University

The EMU program will be different in a number of ways. First, our DNP program will be offered in a variety of traditional and non-traditional methods including hybrid and potentially extended weekend offerings. Second, our program is the only program explicitly developed to ensure timely progression through the Doctoral Scholarly Project with a 3-part series of courses aimed at providing continuous support for students to complete the process in a timely manner. Lastly, and consistent with the EMU mission, this program is the only program that incorporates a course in teaching methods and pedagogy. While DNPs are clinical leaders, many will hold faculty roles. In fact, the “ American Association of Colleges of Nursing (AACN) is confident that a DNP faculty member will compete favorably with other practice doctorates in tenure and promotion decisions, as is the case in law, education, audiology, physical therapy, pharmacy, public policy, and administration, public health, and other disciplines. AACN data from 2011 show that doctoral students who also teach are just as likely to have a DNP as a PhD. This indicates that graduates of both types of doctoral programs are finding teaching positions” (<http://www.aacn.nche.edu/dnp/faqs>). Further, we believe that our program meets the needs of our current students who have indicated a strong desire to return to EMU for this degree.

Preparedness

Faculty Qualifications

Schools offering DNP programs should have faculty who are actively engaged in practice as an integral part of their faculty role (DNP Essentials). Active practice programs provide the same type of applied learning environments for DNP students as active research programs provide for PhD students. The School of Nursing faculty will focus on developing and providing avenues of research that represent knowledge development from original research as well as the application of research in practice. Faculty will individually and collaboratively engage in a learning environment that exemplifies rapid translation of new knowledge into practice and evolution of practice-based initiatives. At present we have 24 faculty with 17 faculty with doctoral degrees. More specifically we have 7 DNP prepared faculty. We were approved for 4 new tenure lines this year and will be seeking candidates who can teach in, build and sustain this program. Faculty curriculum vitae can be found in Appendix D. In addition, each student will be assigned a faculty advisor at the beginning of the program. Faculty will meet with the student and complete a plan of study and advise the student accordingly throughout the program. The faculty advisor will not necessarily be the student’s chair or clinical mentor for the DNP project and practicum. Qualifications for teaching in the DNP

program will include faculty that are doctorally prepared, demonstrate expertise in advanced clinical practice, have an active research agenda, and expertise in the course(s) taught.

Library Resources

Presently with the addition of the MSN NP program, and the joint COE-Nursing doctoral program, along with resources associated with the Physician's Assistant Program we do not anticipate exorbitant library needs. Instead, we will likely need and seek materials that support not only the DNP program but other programs on campus and more specifically within CHHS. The School of Nursing has consulted with Elizabeth Bucciarelli to identify which resources/material would support student success in the DNP program. In addition to professional journals, electronic resources, and reference textbooks, the School of Nursing believes that the following three resources are imperative for our students and will prove useful in coursework and scholarly work.

Joann Briggs Institute and more specifically the *JB I Content Database*.

http://www.ovid.com/webapp/wcs/stores/servlet/content_landing_JBI_13051_1_13151?cmpid=Home:Aspot1-JBIlanding

Clinical Key which is a point-of-care evidence based practice tool (replacement for *Up-to-Date*). This will prove invaluable for both graduate and doctoral nursing students as well as other practice disciplines across campus. <https://www.clinicalkey.com/>

Health and Psychosocial Instrumentation (HaPI). This is a resource where students would be able to locate survey tools easily that are consistent with their research interest and question(s)

<http://bmdshapi.com/>

In speaking with Ms. Bucciarelli, she has been very active in seeking resources for our students that are appropriate and fiscally responsible. See Appendix D for statement and budget (~\$10,461.00) from Elizabeth Bucciarelli.

Facility Needs

We anticipate that in addition to classroom space we will require space in the Rackham skills laboratory and in the high fidelity simulation laboratory at St Joseph Mercy Hospital. Collaboration with the Physician Assistant's program is underway with negotiations of how to share space in the Rackham skills lab and the simulation lab for our DNP students (as applicable). Specifically, students completing the Advanced Practice Nursing portion of the curriculum (Terms 1-6) will need access to the simulation lab as part of their

Advanced Health Assessment course and clinical practicum courses that are required in their CNS and NP curricula.

Support Services

We anticipate that one additional Administrative Secretary/Coordinator may be needed to support this program. The additional clerical services will be needed to absorb the paperwork and organizational issues of a new program, the additional students, and managing clinical placements.

Marketing

The primary source of students (initially) will be graduates from our own MSN program. We anticipate that those students will immediately fill the 10 seats in the first year of the program. In fact, we currently have students “waiting” for this program to be offered. With the new NP track starting and the daily inquiries our department receives about a DNP program, we believe that student recruitment will not be an issue and we can feed this program with our own students initially. The program can easily be advertised through our other programs (faculty advisors, classes, etc). We consistently have students who graduate from our BSN program and immediately apply to advanced practice nursing programs elsewhere. We recognize and are cognizant to the fact that we want a diverse student body and one that reaches beyond own students and graduates. We will market this program via press releases, radio interviews on WEMU, EMU and CHHS internet home pages, mailings, social media, open houses, and conferences.

Undergraduate programs:

Not Applicable

Graduate Programs Only: Existing Programs

Enrollment in the SON's undergraduate program is expanding. Our traditional undergraduate track currently has 301 students and is steadily admitting 112 students each year (maximum number). Our RN to BSN program is experiencing tremendous growth with new sites being offered and we currently have 348 students in this BSN completion program. For many of these students the impetus for returning to school is to earn their BSN and then continuing on to become an APRN. Our MSN program currently has 48 students. These students have expressed an interest in the DNP program and as stated previously are “waiting for the DNP at EMU”. With the Affordable Health Care Act (2010), enrollment in health insurance is growing and

the need for advanced practice nurses and more specifically primary care providers are needed to serve these patients. Our MSN program offers two such APRN tracks. In order to ensure expert clinicians, the recommendation is that APRNs be doctorally prepared to handle the complex needs and demands of healthcare. This DNP program is in alignment with the national trend and is in accordance with these recommendations coming for AACN.

Assessment/Evaluation

The DNP program will be evaluated as part of the EMU's general program evaluations and will follow those guidelines in gathering appropriate data. In addition, student assessment is built into the program. The student progress assessments provide additional measures of program success and are sources of information for program evaluation. The following components of the assessment plan include:

Program of study: All students will be assigned to an advisor who will assist in the development of a plan of study. The plan of study should be completed no later than the first semester of enrollment.

Identification of a research interest upon admission to the program. Students will need to identify a clear idea that they want to pursue and explore through research while in the program that culminates in their DNP project.

Annual review of student performance and participation in the community of scholars. All students will submit an annual review and one page reflection on their progress through the program to be reviewed by their academic advisor and, if necessary, a committee of doctoral faculty in the SON.

The SON's DPC committee is responsible for program evaluation of the DNP program. DPC will work in conjunction with the Associate Director of Graduate Studies and the SON program evaluation committee (PAC) to assess student competency at the end of the program and at specified intervals following graduation. Four surveys related to the program objectives that target DNP students, faculty of DNP graduates, and DNP Alumni, Colleagues and Employers will be used in these evaluations:

- 1) DNP End of Program Evaluation,
- 2) DNP Practice Inquiry Scale,
- 3) DNP Alumni survey, and
- 4) DNP Colleague Evaluation.

DPC will review data via an annual program report, assessing outcomes of students who complete the program against specific benchmarks, and when indicated, appoint work groups to address areas of desired curricular change.

Program Costs

The following budget describes the anticipated costs of the Proposed DNP program over the first five years of operation. Overall cost in the first five years are \$360,731.00, \$254,107.00, \$176,147.00, \$126,147.00, and \$23,987.00 respectively for a grand total of \$951,580.00 including all salaries, start-up costs, and expenses. Only costs related to the start-up and operation of the DNP program are reported. Current operation budgets for existing programs are anticipated to continue with modifications as warranted by enrollment and other factors. The budget describes the one-time costs and recurring costs for the program start-up. Recurring cost estimates (clerical support and faculty salaries) include adjustments for the anticipated cost of living increase and inflation. The budget assumes that the School of Nursing will continue both the Undergraduate at capacity and the Master's programs at current capacity with the opportunity to grow given the new Nurse Practitioner program. The revenue generated by the DNP program will grow considerably and with the high demand for this program, we anticipate that our enrollment will stay constant at 20 students⁹ each year thus creating a sustainable program that will demonstrate profit in the first three years. Initial five-year projections demonstrate estimated cumulative revenue of \$3,255,480.00 for a **profit of approximately \$2,303,900.00** over this five-year period.

⁹ We anticipate this program to be in high demand and hope to grow beyond our initial projection of 20 students/year.

Proposed Cost Budget for Doctor of Nursing Practice

Listed below is the projected five-year budget cycle for the DNP program. It lists personnel costs both annually and cumulatively (**in bold**) for the program.

Item	1st Year	2nd Year	3rd Year	4th Year	5th Year
New Tenure Track Faculty: Six new faculty with benefits (38.8%) will need to be hired in the first four years. Base salary (70k)	\$194,320.00 \$194,320.00	\$194,320.00 \$388,640.00	\$97,160.00 \$485,800.00	\$97,160.00 \$582,960.00	\$0 \$582,960.00
Summer1/Summer2 Pay: The Summer salary lines need to be adjusted by the following amounts to incorporate 22% of the AY base salary with benefits for the 4 new faculty	\$30,800.00 \$30,800.00	\$30,800.00 \$61,600.00	\$0 \$61,600.00	\$0 \$61,600.00	\$0 \$61,600.00
Associate Director Release Time: The Associate Director for the DNP program will receive 25% release time to manage the program	\$18,987.00 \$18,987.00	\$18,987.00	\$18,987.00	\$18,987.00	\$18,987.00
Replacement: Costs associated with DNP project release for doctoral faculty- a permanent adjustment in the 2 year.	\$0 \$0	\$0 \$0	\$50,00.00 \$50,00.00	\$0 \$50,00.00	\$0 \$50,00.00
Administrative Secretary: with benefits needs to be hired for clerical management of the program.	\$66,624.00 \$66,624.00	\$0 \$66,624.00	\$0 \$66,624.00	\$0 \$66,624.00	\$0 \$66,624.00
SSM: Controllable expenses associated with additional funding in the DNP program.	\$10,000.00 \$10,000.00	\$5,000.00 \$15,000.00	\$5,000.00 \$20,000.00	\$5,000.00 \$25,000.00	\$0 \$25,000.00
Item	1st Year	2nd Year	3rd Year	4th Year	5th Year
Travel: Funding associates with travel & professional development of new doctoral teaching faculty	\$10,000.00 \$10,000.00	\$5,000.00 \$15,000.00	\$5,000.00 \$20,000.00	\$5,000.00 \$25,000.00	\$5,000.00 \$25,000.00
Library Resources	\$10,461.00 \$10,461.00				
Equipment: Costs associated with technology and printing for new personnel and faculty	\$30,000.00 \$30,000.00	\$0 \$30,000.00	\$0 \$30,000.00	\$0 \$30,000.00	\$0 \$30,000.00
Annual Totals	\$360,731.00	\$254,107.00	\$176,147.00	\$126,147.00	\$23,987.00
Cumulative Totals over 5-years	\$371,192.00	\$371,192.00	\$801,446.00	\$927,593.00	\$951,580.00

Estimated Revenues for Doctor of Nursing Practice

Item (5% increase each year)	1st Year	2nd Year	3rd Year	4th Year	5th Year
Tuition and Fees for 1 st Cohort (10 students/18 credits) **Based on full-time study	\$109,440.00	\$114,840.00	5th Cohort (20 students) \$241,200.00	\$253,440.00	\$266,040.00
Tuition and Fees for 2 nd Cohort (20 students/18 credits)		\$229,680.00	\$241,200.00	6th Cohort \$253,440.00	\$266,040.00
Tuition and Fees for 3 rd Cohort (20 students/18 credits)			\$241,200.00	\$253,440.00	7th Cohort \$266,040.00
Tuition and Fees for 4 th Cohort (20 students/18 credits)				\$253,440.00	\$266,040.00
Annual Totals	\$109,440.00	\$344,520.00	\$723,600.00	\$1,013,760.00	\$1,064,160.00
Cumulative Totals over 5-years	\$109,440.00	\$453,960.00	\$1,177,560.00	\$2,191,320.00	\$3,255,480.00

Estimated Profit/Loss for Doctor of Nursing Practice

Item	1st Year	2nd Year	3rd Year	4th Year	5th Year
Cumulative Costs 5-years	\$371,192.00	\$371,192.00	\$801,446.00	\$927,593.00	\$951,580.00
Cumulative Revenue 5-years	\$109,440.00	\$453,960.00	\$1,177,560.00	\$2,191,320.00	\$3,255,480.00
Cumulative Profit/Loss 5-years	-\$261,752.00)	\$82,768.00	\$376,114.00	\$1,263,727.00	\$2,303,900.00

Assumptions/Comments:

Estimated revenue is based on annual cohort of 10 (first year) and 20 each subsequent year paying minimally for 18 credits/year.

Estimated tuition (5% increase) and fee charges:

FY 2015: 608.00/credit hour

FY 2016: 638.00/credit hour

FY 2017: 670.00/credit hour

FY 2018: 704.00/credit hour

FY 2019: 739.00/credit hour

Beginning with the 3rd year of the DNP program, the program will generate a cumulative surplus. This surplus will continue to increase with time and it will offset any additional expenses. The DNP program will create seed money for additional specialty areas due to the continued annual increase of 5% in tuition costs.

References

- American Association of Colleges of Nursing (AACN). (2013) *AACN: Fact Sheet, 2013*. Washington, DC: Author.
- American Association of Colleges of Nursing (AACN). (2012) *AACN: Frequently asked questions*. Retrieved from <http://www.aacn.nche.edu/dnp/faqs>
- American Association of Colleges of Nursing (AACN) website: <http://www.aacn.org/>
- American Association of Colleges of Nursing. (2006). *The essentials of doctoral education for advanced nursing practice*. Washington, DC: Author.
- National Organization of Nurse Practitioner faculties. (2013). *Advanced nursing practice: Curriculum guidelines and program standards for nurse practitioner education*. Washington, DC: Author.
- Newhouse, R. P., Stanik-Hutt, J., White, K. M., Johantgen, M., Bass, E. B., Zangaro, G., . . . Weiner, J. P. (2011). Advanced practice nurse outcomes 1990-2008: a systematic review. [Comparative Study]. *Nursing economic\$, 29(5)*, 230-250- quiz 251.
- U.S. Department of Health and Human Service (U.S. DHHS). (2013). Projecting the supply and demand for primary care practitioners through 2020. Retrieved from <http://bhpr.hrsa.gov/healthworkforce/supplydemand/usworkforce/primarycare/>
- U.S. Department of Health and Human Service (U.S. DHHS). (2014). Shortage designation: health professional shortage areas & medically underserved areas/populations. Retrieved from <http://www.hrsa.gov/shortage/>

Action of the Department/College

1. Department/School (Include the faculty votes signatures from all submitting departments/schools.)

Vote of faculty: For 19 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 Date 10/23/14

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 Date 11/17/14

B. Graduate School (new graduate programs ONLY)

Graduate Dean Signature Date

Approval

Associate Vice-President for Academic Programming Signature Date 4/23/15

Appendices

Please see attached Appendices A-D

Appendix A

The DNP Scholarly/Capstone Project Description

Capstone Project

The DNP doctoral/capstone project is the culmination of knowledge gained through DNP coursework and provides an opportunity for the student to demonstrate an analytical approach to clinical practice or organizational policy issue in a format that supports the synthesis, transfer and utilization of knowledge. This project will demonstrate the identification and solution to a practice related issue through applied research. This project is aimed at applying the skills and knowledge acquired in the program to use in the clinical practice arena. The goal of this project is to make a significant contribution in clinical practice, the community or in academia. It is expected that students and faculty will work collaboratively and engage the population in which the capstone project is focused.

Capstone Practicum

Clinical experiences in this practicum are designed to integrate knowledge of nursing theory, evidence based nursing practice, physiologic foundations, ethical and legal principles and health care systems into their advanced clinical practice. In consultation with their DNP faculty mentor, students will select an area of clinical practice and implement advanced clinical decision-making in the provision of culturally sensitive, socially just, patient centered, evidence based care. Case presentations from the student's clinical practicum experience will be used to identify clinical trends, demonstrate expert clinical judgment, and provide individual and population focused interventions. Expertise, knowledge and data gained from this course will be used in the development of the final project proposal. Seminars will focus on guiding the student through all aspects of project design, implementation and evaluation using their clinical experiences.

DNP Doctoral/Capstone Project Requirements

Students are expected to create and lead an innovative change for populations at the local, regional, national, and/or international systems level. During the DNP scholarly project and practicum, students will develop, implement, and evaluate an, ethical, evidence-based solution to a problem or issue encountered in the students' clinical practice. Regular seminars will be held during each semester that students are enrolled in the Scholarly/Capstone Project courses in order to provide a forum for students and faculty to discuss role development and plans/progress for the DNP project. If additional time is needed to complete the project, students will need to register for 1 credit of NUR XXX per semester until the project is successfully completed up to a maximum of 3 semesters.

Appendix B
The DNP Scholarly/Capstone Project Timeline

Term 1	
Course Work	Intro to Doctoral Studies (3CH) Quality and Safety (3CH)
DNP Student Expectations	Familiarize yourself with EMU systems Meet with DNP Adviser* Determine practice area of interest Develop phenomenon of interest**
Term 2	
Coursework	Research Methods I (3CH) Epidemiology/Health Disparity in the US and Global (3CH)
DNP Student Expectations	Clinical practicum hours may be earned as you begin to identify your research problem You may need to meet with people in the organization that you plan to conduct your research You may need to develop relationships with people both in and outside the organization to help facilitate your research Your clinical mentor should be identified and contract signed and a plan in place for goals of clinical practicum
Term 3	
Coursework	Research Methods II (3CH) Scholarly/Capstone Project I: Proposal Development
DNP Student Expectations	Your project proposal will be complete by the end of this term Meet with your DNP advisor Ongoing meetings with your clinical mentor should be occurring Clinical practicum hours may be earned as you work on your project. For example, if you attended a conference, or you are rounding with a clinical team that relates directly to your project
Term 4	
Coursework	Health Policy and Advocacy (3CH) Scholarly/Capstone Project II (2 CH)
DNP Student Expectations	Project design, data collection procedure, sample identified, consents and IRB approvals completed. You will need to obtain IRB approval other than EMU if you are collecting data in another

Appendix B
The DNP Scholarly/Capstone Project Timeline

	<p>institution.**Please prepare for this as this may take additional time. You CANNOT collect your data without IRB approval**</p> <p>Data collection to begin if all above areas are met.</p> <p>Meet with DNP Adviser</p> <p>Ongoing meetings with Clinical Mentor</p> <p>Clinical practicum hours may be earned here as you work on your project</p>
Term 5	
Coursework	<p>Health Systems Theory, Informatics, Policy and Practice (3CH)</p> <p>DNP Practicum (1-6 CH)</p>
DNP Student Expectations	<p>Complete data collection</p> <p>Complete clinical activity for Scholarly project</p> <p>Begin analysis of your results</p> <p>This term is light for coursework so you are expected to complete the clinical hours needed to graduate.</p>
Term 6	
Coursework	<p>Developing DNP Faculty(3CH)</p> <p>Scholarly/Capstone Project III: Project Completion/Dissemination</p>
DNP Student Expectations	<p>Complete analysis of project</p> <p>Scholarly Capstone Project is completed</p> <p>Present/Dissemination of project</p>

*Post MSN DNP students will be assigned a doctorally-prepared faculty advisor upon admission into the program. The identification of the doctorally-prepared faculty chair and clinical mentor should occur by the completion of Term 2 in the program. Determination will be based on the student's past and present clinical practice population experience and interests.

**Post MSN DNP students will be expected to have already identified the probable topic of their project upon admission into the program while BSN DNP students will collaborate with DNP/NP program faculty chair in identification of their project topic early on in their plan of study.

***The timeline for part-time students will be adjusted accordingly.

Appendix B
The DNP Scholarly/Capstone Project Timeline

Terms 1-6	
Course Work	<p>NURS 500: Advanced Pathophysiology (3 CH) NURS 502: Advanced Health Assessment (3 CH) NURS 506: Nursing Theory (3 CH) NURS 611: Advanced Pharmacology (3 CH) NURS 505: Health Status Trends & Health Care Delivery Systems(3 CH) NURS 606: Advanced Practice Role Development (3 CH) NURS 640: Research for Evidence Based Nursing Practice I (3 CH) NURS 642: Research for Evidence Based Nursing Practice II (3 CH) NURS 691: Advanced Practice Registered Nurse Capstone (3 CH)</p> <p><u>Clinical Courses: Adult-Gerontology Health Clinical Nurse Specialist (16 cr):</u> NURS 653: Advanced Adult-Gero Health Nursing CNS I (5 CH) NURS 663: Advanced Adult Health-Gero Nursing CNS II (5 CH) NURS 668: Practicum in Advanced Adult-Gero Health Nursing for CNS Track (6 CH)</p> <p style="text-align: center;">OR</p> <p><u>Clinical Courses: Adult-Gerontology Health Primary Care Nurse Practitioner (16 cr):</u> NURS 664: Advanced Adult Health Nursing NP I (5 CH) NURS 666: Advanced Adult Health Nursing NP II (5 CH) NURS 669: Practicum in Advanced Adult Health Nursing for NP Track (5 CH)</p>
DNP Student Expectations	<p>Meet with DNP Adviser¹ Familiarize yourself with EMU systems Complete 27 CH of Advanced Practice Clinical Core Complete 16 CH of Advanced practice Role specialty (CNS or NP) Complete 500 clinical practicum hours in role specialty area (CNS or NP)</p>
Term 7	
Course Work	<p>Intro to Doctoral Studies (3CH) Quality and Safety (3CH)</p>
DNP Student Expectations	<p>Familiarize yourself with EMU systems Meet with DNP Adviser² Determine practice area of interest Develop phenomenon of interest**</p>
Term 8	
Coursework	<p>Research Methods I (3CH) Epidemiology/Health Disparity in the US and Global (3CH)</p>
DNP Student Expectations	<p>Clinical practicum hours may be earned as you begin to identify your research problem (Suggested: 1 CH Clinical Practicum) You may need to meet with people in the organization that you plan to conduct your research You may need to develop relationships with people both in and outside the organization to help facilitate your research Your clinical mentor should be identified and contract signed and a plan in place for goals of clinical practicum²</p>
Term 9	
Coursework	<p>Research Methods II (3CH)</p>

Appendix B
The DNP Scholarly/Capstone Project Timeline

	Scholarly/Capstone Project I: Proposal Development
DNP Student Expectations	Your project proposal will be complete by the end of this term Meet with your DNP advisor Ongoing meetings with your clinical mentor should be occurring Clinical practicum hours will be earned as you work on your project. For example, if you attended a conference, or you are rounding with a clinical team that relates directly to your project (Suggested: 2 CH Clinical Practicum)
Term 10	
Coursework	Health Policy and Advocacy (3CH) Leadership (3CH) Scholarly/Capstone Project II (2 CH)
DNP Student Expectations	Project design, data collection procedure, sample identified, consents and IRB approvals completed. You will need to obtain IRB approval other than EMU if you are collecting data in another institution. Please prepare for this as this may take additional time. You CANNOT collect your data without IRB approval** Data collection will begin when all the above areas are met. Meet with DNP Adviser Ongoing meetings with Clinical Mentor Clinical practicum hours will be earned here as you work on your project (Suggested 1CH Clinical Practicum)
Term 11	
Coursework	Health Systems Theory, Informatics, Policy and Practice (3CH) DNP Practicum (1-6 CH)
DNP Student Expectations	Complete data collection Complete clinical activity for Scholarly project Begin analysis of your results This term is light for coursework so you are expected to complete the clinical hours needed to graduate. (Suggested: 2 CH Clinical Practicum although you will register for more to complete the practicum requirement if you will not have 6 CH by the end of this term)
Term 12	
Coursework	Developing DNP Faculty (3CH) Scholarly/Capstone Project III: Project Completion/Dissemination
DNP Student Expectations	Complete analysis of project Scholarly Capstone Project is completed Present/Dissemination of project

Note: The timeline for part-time students will be adjusted accordingly.

¹All DNP students will be assigned a doctorally prepared faculty advisor upon admission into the program.

²The identification of the doctorally prepared faculty chair and clinical mentor for their Capstone project should occur by the completion of Term 8 in the program. Determination will be based on the student's past and present clinical practice population experience and interests.

All DNP students will be expected to identify the probable topic of their Capstone project by Term 7; which may be on admission for students that Terms 1-6 are waived.

Appendix B
The DNP Scholarly/Capstone Project Timeline

Term 1	Term 2	Term 3
NURS 500 Advanced Pathophysiology (3) NURS 506 Nursing Theory (3)	NURS 502 Advanced Health Assessment (3) NURS 606 Advanced Practice Role Development (3)	NURS 611 Pharmacology for Advance Practice Nurses (3) NURS 505 Health Status and Trends (3)
Term 4	Term 5 <i>(Apply for MSN graduation)</i>	Term 6 <i>(MSN Graduation and degree conferral)</i>
NURS 640 Evidence Based Practice (3) NURS 653/664 Advanced Clinical Course I CNS or NP (5) ¹	NURS 608 Health Promotion and Disease Prevention (3) NURS 663/666 Advanced Clinical Course II CNS or NP (5) ¹	NURS 691 Advanced Practice Registered Nurse Capstone CNS and NP (3) NURS 668/669 Advanced Clinical Course III CNS or NP (6) ¹
Term 7 <i>(Start of DNP for students entering with a MSN. Dept. permission required for all others).</i>	Term 8	Term 9
NURS 810 Intro to Doctoral Studies (3) NURS 830 Quality & Safety (3)	NURS 851 Adv Nurs Research (3) NURS 840 Epidemiology/Health Disparity in the U.S and Global (3)	NURS 852 Adv Nurs Research (3) NURS 891 Capstone Project I: Proposal Development (3)
Term 10	Term 11	Term 12
NURS 860 Health Policy & Advocacy (3) NURS 831 Leadership (3) NURS 892 Capstone Project II: Project Development (2)	NURS 870 Health Systems Theory, Informatics, Policy & Practice (3) NURS 880 DNP Practicum (1-6) ^{2, 3}	NURS 811 Nursing Education: The Faculty Role (3) NURS 893 Capstone project III: Dissemination (3)

¹MSN candidates must have a minimum of 500 clinical hours to apply for national certification exams.

²DNP candidates must have 1000 practicum hours for graduation (500 may be applied from their MSN program).

³DNP Practicum hours may be taken in any term for a total of 6 CH completed by end of program.

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION
FINANCE AND INVESTMENT COMMITTEE

SECTION: 21

DATE:

February 7, 2017

ACTION REQUESTED

It is recommended that the Board of Regents receive and place on file the minutes from the November 1, 2016 Finance and Investment Committee meeting and the Working Agenda for the February 7, 2017 meeting.

STAFF SUMMARY

November 1, 2016 Meeting Agenda

Agenda items

- Financial Statements FY16
- Increasing Research at EMU
- Financial Aid Authorization
- Bond Financing
- HIPAA Policy
- Emeritus Staff Awards

February 7, 2017 Meeting Agenda

Agenda items


- FY18 Room and Board, Apartment Rates
- 2015-16 Eastern Michigan University Foundation Financial Reports (June 30, 2016)
- FY18 Capital Budget
- Appointment of External Audit Firm and Contract for Service
- Presentation: Department of Public Safety Annual Update
- Emeritus Staff Awards

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

February 7, 2017
Date

BOARD OF REGENTS
Eastern Michigan University
201 Welch Hall
(734) 487-2410

FINANCE and INVESTMENT COMMITTEE
Tuesday, February 7, 2017
11:30 a.m.

REGULAR AGENDA

- Minutes from November 1, 2016
- February 7, 2017 Finance and Investment Committee Agenda
- FY18 Room and Board, Apartment Rates
- 2015-16 Eastern Michigan University Foundation Financial Reports (June 30, 2016)
- FY18 Capital Budget
- Appointment of External Audit Firm and Contract for Service
- Presentation: Department of Public Safety Annual Update
- Emeritus Staff Awards

Eastern Michigan University
Finance and Investment Committee
Meeting Minutes
November 1, 2016

The meeting was called to order by Regent Beth Fitzsimmons at 11:00 a.m.

A motion was made, seconded and approved to accept the minutes from the June 21, 2016 Finance and Investment Committee meeting.

The agenda includes (4) items.

Section 16: Recommendation: Consolidated Financial Statements and Supplementary Information as of June 30, 2016

It is recommended that the Board of Regents receive and place on file the University's audited fiscal year 2015-2016 financial statements and auditor's report.

Section 17: Recommendation: 2017-18 General Fund Scholarships, Awards and Grants Request

It is recommended that the Board of Regents approve the 2017-18 General Fund Scholarships, Awards and Grants proposal for \$57,080,000.

Section 18: 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 Six (6) staff members: Mary Reeves, Admissions Processor, Office of Admissions, who retired June 1, 2016, Marsha Bolden, Secretary, Office of Music and Dance, who retired October 20, 2016, Jeanne Torok, Senior Account Specialist, Office of the Convocation Center, who retired June 10, 2016, Judith McBride, Senior Curator, Office of Biology, who retired September 7, 2016, Shelia Bentrum, Clinical Supervisor, Speech and Hearing, who retired April 26, 2016 and Linda Moore, Administrative Secretary, Office of Admission/Enrollment Management, who retired June 30, 2016.

The meeting was adjourned at 11:36 p.m.

Respectfully submitted,
Jada Wester
Executive Assistant to the
Chief Financial Officer



EMU Board of Regents

Department of Public Safety Update

February 7, 2017

Chief Robert Heighes

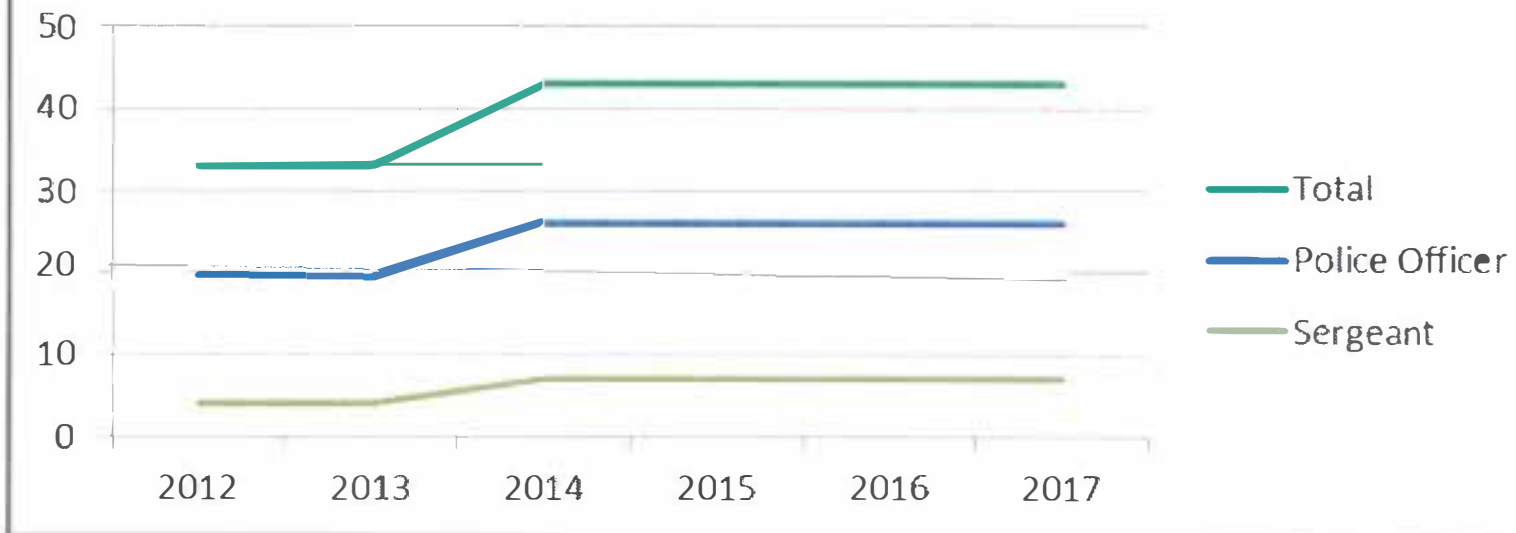


Agenda:

- EMU Department of Public Safety Staffing
- EMU Investments in Public Safety
- EMU Department of Public Safety Crime Statistics & Trends
- EMU Department of Public Safety Response to National Trends
- EMU Department of Public Safety Patrol Coverage

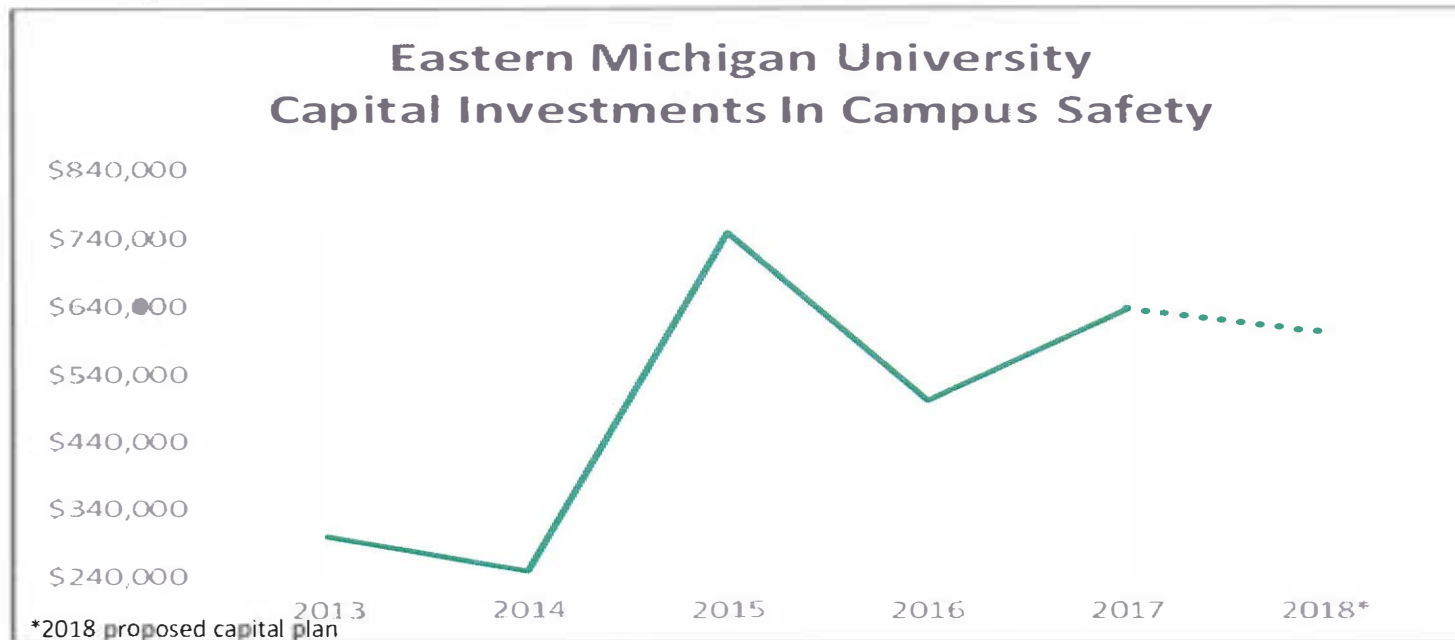


Eastern Michigan University - Public Safety Staffing



- 10 positions added during 2014 calendar year
- In 2016/2017 DPS down 4 officers – currently interviewing to fill roles

EMU Investments in Campus Safety



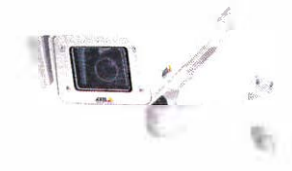
Investments in public safety and security include:

- Cameras
- Emergency Assistance Stations
- Evacuation Signage
- Lighting
- Fencing
- AED Implementation

EMU DPS Capital Priorities

Shorter-Term Priorities

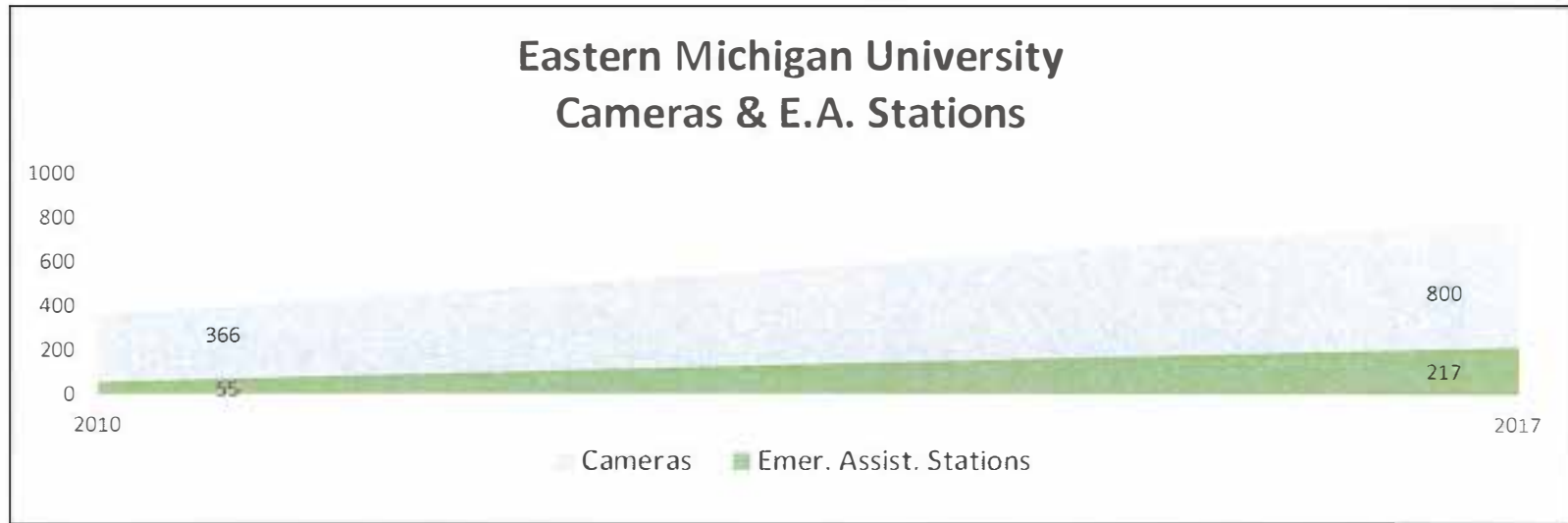
- Fiber-optic Cable to EMU Radio Tower
- Camera Coverage
 - Mall
 - West Campus
 - Entrance Points to Campus
 - Residence Halls
- Upgrade Cameras to Digital
- Building Lockdown Capabilities – New Construction
- Blue Light Phones
- Lighting Coverage



Longer-Term Priorities

- Full Campus Building Lockdown Capabilities

EMU Investments in Public Safety



Future projects will bring more cameras to needed areas including:

- 50 cameras to Mall area

413 signs/maps installed across 59 campus buildings

- 35 additional signs/maps to be installed in 2017

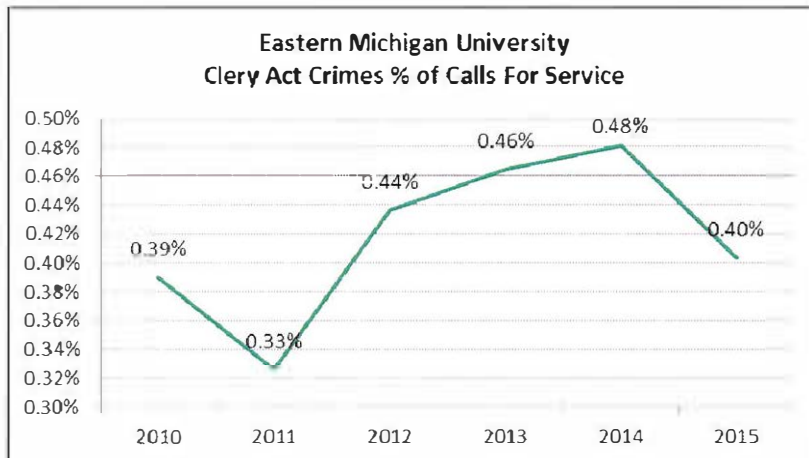
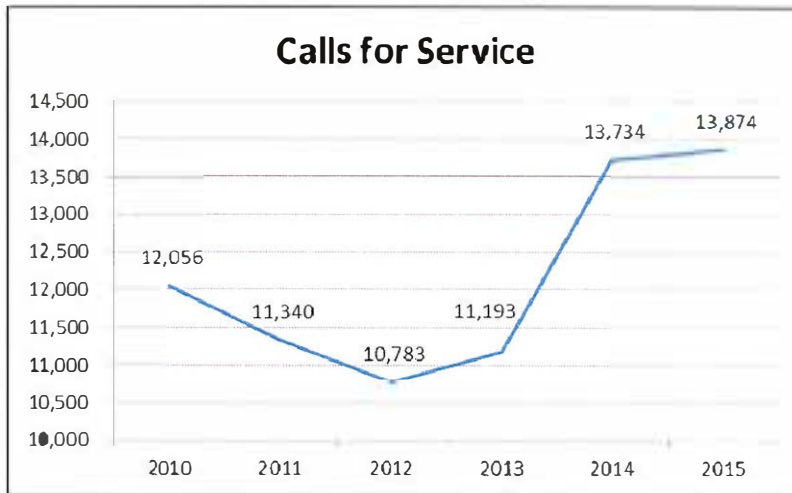
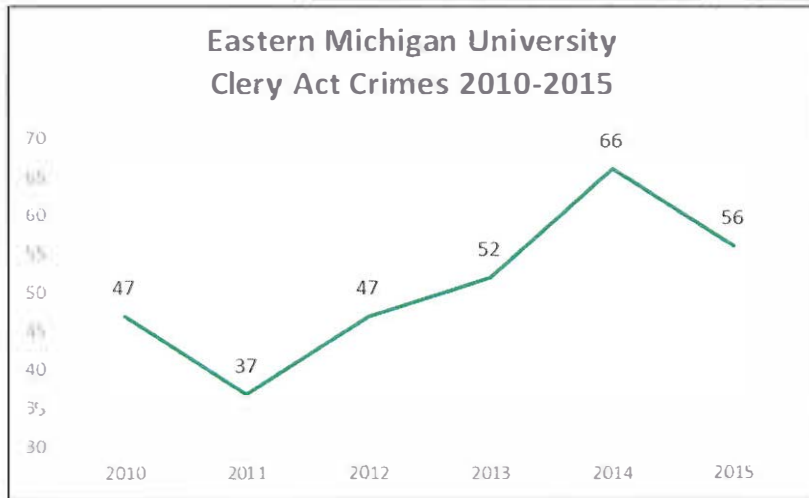
Clery Act

The Clery Act requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses. Compliance is monitored by the United States Department of Education, which can impose civil penalties, up to \$35,000 per violation, against institutions for each infraction and can suspend institutions from participating in federal student financial aid programs.

The law is named after Jeanne Clery, a 19-year-old Lehigh University student who was raped and murdered in her campus hall of residence in 1986. Her murder triggered a backlash against unreported crime on campuses across the country.

Every year EMU must provide an Annual Security Report that provides crime statistics for the prior three years, policy statements regarding various safety and security measures, campus crime prevention program descriptions and procedures to be followed in the investigation and prosecution of campus crimes.

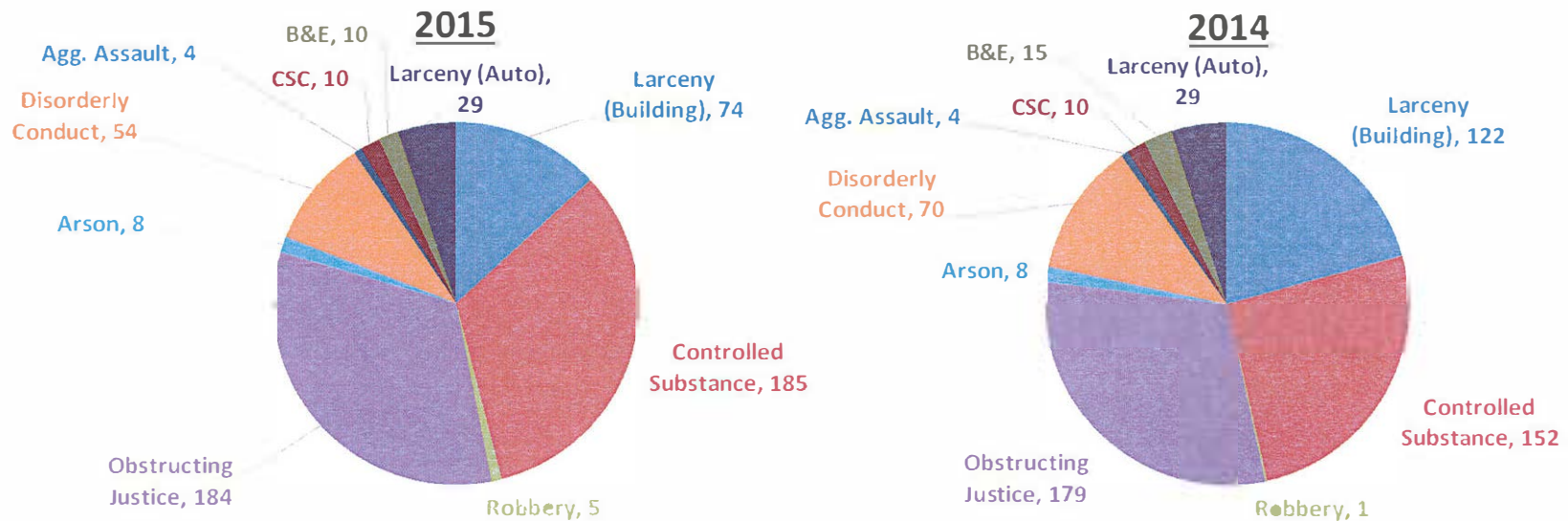
Public Safety Statistics & Trends



- 2013 change in reporting requirements/crime definitions resulted in increased Clery Act crimes
- Clery Act crimes make up less than 0.5% of all EMU DPS calls of service
- Calls of Service experienced 1% increase in 2015 vs. 2014, partially due to increased staffing and community involvement

Public Safety Statistics & Trends

- Year end 2016 crime statistics being finalized
- 2016 EMU DPS Clearance rate – 76.9%
 - 2016 State of Michigan Clearance Rate – 37%
- Significant reduction in Burglary crimes 2010 vs. 2015 – over 50%
- 2015 crimes decreased 5.2% from 2014, which included:
 - 39% reduction in on campus larceny crimes in 2015 vs. 2014



Racist Vandalism Incidents On EMU Campus

During the fall semester EMU experienced several instances of racist vandalism across the campus involving hateful messages on some buildings and verbal harassment via phone calls.

Since the first incident occurred, DPS has committed six officers and more than 610 hours, equivalent to 76 full work days, in the investigation into identifying the criminal(s) responsible for the incidents.

These efforts include:

- the execution of seven search warrants
- 40 interviews conducted
- review of more than 900 hours of video from more than 75 campus cameras and cameras from nearby businesses
- Investigating leads via social media and online search engines
- Review of card swipe and wireless access logs
- In addition, a \$10,000 reward remains in effect

EMU's Response to National Trends

Trend: Sexual assaults on and near campuses

Stats/Facts (per National Sexual Violence Resource Center):

- One in five women and one in 16 men are sexually assaulted while in college
- Over 90% of sexual assault victims never report the assault

EMU's Response:

- Since 2013 EMU's Special Victims Unit, consisting of five DPS Officers, have been trained to support survivors of sexual assault, domestic violence and stalking.



EMU's Response to National Trends

Trend: Active Shooter Increased Activity

Stats/Facts (per FBI):

- 40 active shooter incidents from 2014-2015 across 26 states

EMU's Response:

- Since 2014 EMU DPS has provided 49 sessions & trained 1,040 faculty and staff on active shooter response (A.L.I.C.E)
- EMU's Emergency Management website includes an Active Shooter Awareness Guide to educate any students, faculty or staff
- 413 Evacuation signs installed across 59 campus buildings to support situational awareness in an active shooter incident

EMU's Response to National Trends

Trend: Increase in Heroin/Opioid Overdoses

Stats/Facts (per Center for Disease Control & Prevention):

- Michigan experienced a 13.3% increase in heroin overdose deaths between 2014 and 2015
- Michigan experienced 1,980 heroin overdose deaths in 2015

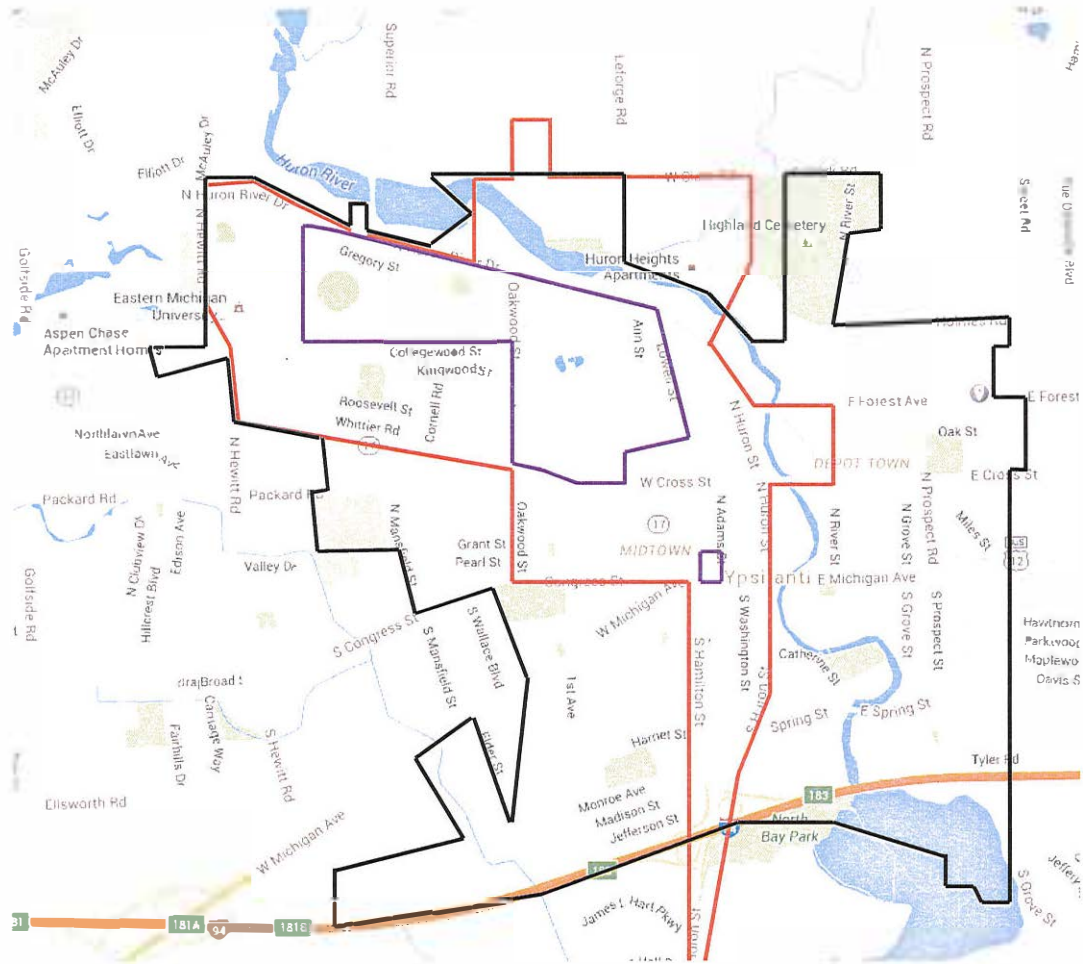
EMU's Response:

- Effective April 2016 all officers have been trained and equipped with the Naloxone which reverses Opioid overdoses such as a Heroin overdose
 - DPS serves both the campus and local community with Naloxone Overdose Rescue Kit
- DPS successfully saved 2 non-students from overdose death in Ypsilanti in 2016

Public Safety Joint Community Support

- In 2015 EMU DPS began a K-9 Explosive Detection / Tracking Unit – Primarily for campus needs but available for outside agency support if necessary
- In 2015-2016 EMU DPS contracted with Fair and Impartial Policing, a nationally recognized organization, to provide training on police bias to all EMU officers and additional outside agencies
- All EMU DPS officers are sworn Sherriff Deputies and City Officers
- EMU Officers are embedded with Washtenaw Country Community Action Team & LAWNET within Washtenaw County
- EMU officers are on the Washtenaw County Hostage Negotiation and S.W.A.T. teams – serving all of Washtenaw County
- EMU Police actively participate in Eastern Washtenaw Safety Alliance with Ypsilanti Police and Washtenaw County Sherriff's Office

Public Safety Patrol Coverage



EMU DPS Patrol Area



Clery Act Reporting Area



Ypsilanti City Limits

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 22
DATE: February 7, 2017

RECOMMENDATION
2017-18 ROOM, APARTMENT AND BOARD RATES

ACTION REQUESTED

It is recommended that the Board of Regents approve an average increase of 3.0% for all University housing and increases between 2.0% and 4.0% for meal plan rates for FY17-18.

STAFF SUMMARY

This proposal requests an average increase of 3.0% for all University housing, comprised of an average increase of 3.3% on residence hall rates and an average of 2.2% increase for apartment rates. The increase will support the University's ongoing investment in improving the quality of residential facilities and also help address a portion of the deferred maintenance associated within these buildings.

This proposal also requests an increase of between 2.0% and 4.0% on meal plans, depending on plan. This meal plan increase corresponds to the expected inflation rate for food services, and allows for the maintenance of high quality food offerings within our dining facilities.

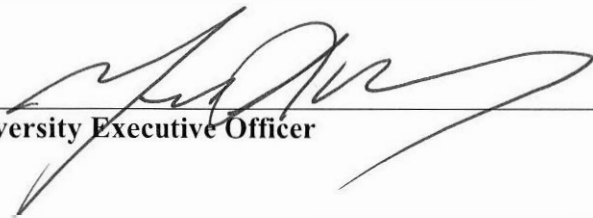
These increases are all below the 5 year average for the University, in the respective categories, with the residence hall increase being the lowest in this time period, and apartment and meal plan increases representing the second lowest in the past 5 years.

FISCAL IMPLICATIONS

These proposed rates will be reflected in the Housing and Dining sections of the FY17-18 Auxiliary budget recommendation that will be presented to the Board in June 2017.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

February 7, 2017

Date

Residence Halls	Fall 2016	Winter 2017	Academic Year 2016-2017	Recommended Increase %	Recommended Increase \$	Academic Year 2017- 2018
Best, Buell, Downing, Phelps, Sellers, Walton, Wise, & Putnam						
Double Occupancy	\$2,305	\$2,305	\$4,610	3.5%	\$161.35	\$4,771
Hill, Hoyt, & Pittman						
Double Occupancy	\$2,054	\$2,054	\$4,108	3.0%	\$123.24	\$4,231
Single Occupancy	\$3,318	\$3,318	\$6,636	3.0%	\$199.08	\$6,835
Village						
Double Occupancy	\$2,648	\$2,648	\$5,296	3.5%	\$185.36	\$5,481
Single Occupancy	\$3,819	\$3,819	\$7,638	3.5%	\$267.33	\$7,905
On-Campus Apartments						
Fall 2016						
Winter 2017						
Academic Year						
Brown/Munson						
Single Occupancy						
Efficiency/Studio	\$3,004	\$3,004	\$6,008	3.0%	\$180.24	\$6,188
Large Studio/Small One Bedroom	\$3,276	\$3,276	\$6,552	3.0%	\$196.56	\$6,749
Regular One Bedroom	\$3,492	\$3,492	\$6,984	5.0%	\$349.20	\$7,333
Double Occupancy						
Large One Bedroom	\$2,292	\$2,292	\$4,584	5.0%	\$229.20	\$4,813
Suite	\$2,292	\$2,292	\$4,584	5.0%	\$229.20	\$4,813
Cornell Courts/Westview						
Single Occupancy						
One Bedroom - ST UF	\$2,894	\$2,894	\$5,788	3.5%	\$202.58	\$5,991
One Bedroom - UP UF	\$3,167	\$3,167	\$6,352	1.0%	\$63.52	\$6,416
One Bedroom - ST F	\$3,113	\$3,113	\$6,226	3.5%	\$217.91	\$6,444
One Bedroom - UP F	\$3,276	\$3,276	\$6,552	1.0%	\$65.52	\$6,618
Double Occupancy						
Two Bedroom - ST UF	\$1,966	\$1,966	\$3,932	3.5%	\$137.62	\$4,070
Two Bedroom - UP UF	\$2,184	\$2,184	\$4,368	1.0%	\$43.68	\$4,412
Two Bedroom - ST F	\$2,184	\$2,184	\$4,368	3.5%	\$152.88	\$4,521
Two Bedroom - UP F	\$2,402	\$2,402	\$4,804	1.0%	\$48.04	\$4,852
601 West Forest (all units)	\$2,354	\$2,354	\$4,708	1.0%	\$47.08	\$4,755

Room, Board and Tuition Increase History

Academic Year	Residence Halls	Apartments	Board	Tuition
2017-18 (Proposed)	3.33%	2.20%	2.00%	TBD
2016-17	4.00%	4.00%	1.50%	4.10%
2015-16	4.00%	5.00%	5.00%	7.85%
2014-15	4.00%	4.00%	4.00%	3.20%
2013-14	3.75%	1.55%	3.75%	3.75%
2012-13	4.95%	4.95%	4.95%	3.95%
5-Year Avg.	4.14%	3.9%	3.84%	4.57%
6-Year Avg. (w/Proposed)	4.01%	3.6%	3.53%	N/A

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 23

DATE:

February 7, 2017

RECOMMENDATION

REPORT: The 2015-2016 Eastern Michigan University Foundation Consolidated Financial Report

ACTION REQUESTED

It is requested that the Eastern Michigan University Board of Regents receive and place on file the Eastern Michigan University Foundation Consolidated Financial Report for the year ended June 30, 2016.

STAFF SUMMARY

In accordance with Section C.8. of the Agreement Between Eastern Michigan University and the Eastern Michigan University Foundation, it is our responsibility and privilege to present for your review the consolidated financial report of the Eastern Michigan University Foundation for the year ended June 30, 2016. The annual financial audit of the Foundation and its subsidiary was performed by Plante & Moran, PLLC, and they have provided an unqualified financial opinion.

Total endowment and planned gift assets reported at year-end were \$67,908,058, which represents \$67,235,806 (Note 11 of Consolidated Financial Statements, pg. 20) of endowment assets and \$672,252 (Consolidated Balance Sheet, pg. 3) of planned gift assets. This represents a 0.4 percent increase from the June 30, 2015 market value, which was \$67,641,503. Fundraising during 2015-2016 totaled \$8,873,916 (Note 8 of Consolidated Financial Statements, pg. 14) of which \$8,612,159 represents cash gifts and \$261,757 represents gifts-in-kind.

During this fiscal year, the endowment portfolio experienced an investment return of negative 1.7 percent vs. the portfolio benchmark of negative 0.7 percent, which is comparable to endowment portfolio returns at other institutions with endowments in the \$51-\$100 million range. The average annual return since inception on September 30, 1992, of 7.8 percent continues to surpass the benchmark of 7.4 percent.


Current expendable gifts and gifts-in-kind distributed to and received directly by Eastern Michigan University for programs and scholarships totaled \$3,702,095 for the year ended June 30, 2016. Of that total, \$3,600,788 (Consolidated Statement of Activities and Changes in Net Assets, pg. 4) represents cash and gifts of property and equipment that was transferred to EMU by the EMU Foundation, and \$101,307 (Note 8 of Consolidated Financial Statements, pg. 14) represents cash gifts that were received by EMU directly. In addition, funding distributed to EMU from endowed scholarships and endowments totaled \$1,902,654 (Consolidated Statement of Activities and Changes in Net Assets, pg. 4).

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

February 7, 2017
Date

Eastern Michigan University Foundation

Consolidated Financial Report
June 30, 2016

Eastern Michigan University Foundation

Contents

Report Letter	1-2
Consolidated Financial Statements	
Balance Sheet	3
Statement of Activities and Changes in Net Assets	4
Statement of Cash Flows	5
Notes to Consolidated Financial Statements	6-23

Independent Auditor's Report

To the Board of Trustees
Eastern Michigan University Foundation

We have audited the accompanying consolidated financial statements of Eastern Michigan University Foundation (the "Foundation"), which comprise the consolidated balance sheet as of June 30, 2016 and the related consolidated statement of activities and changes in net assets and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated 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 consolidated 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 consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated 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 consolidated 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 consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

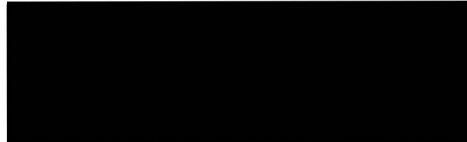
To the Board of Trustees
Eastern Michigan University Foundation

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Eastern Michigan University Foundation as of June 30, 2016 and the consolidated changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Eastern Michigan University Foundation's 2015 consolidated financial statements, and we expressed an unmodified audit opinion on those audited consolidated financial statements in our report dated September 21, 2015. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015 is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived.



September 19, 2016

Eastern Michigan University Foundation

Consolidated Balance Sheet June 30, 2016 (with comparative totals for June 30, 2015)

	June 30, 2016	June 30, 2015
Assets		
Cash and cash equivalents	\$ 128,115	\$ 223,323
Investments (Note 4)	66,387,308	65,552,180
Contributions receivable (Note 2)	1,449,492	1,572,556
Other assets:		
Cash surrender value of life insurance	209,138	317,851
Accounts receivable	9,992	9,838
Building held for sale and equipment (Note 3)	1,397,068	1,837,662
Investments held under split-interest agreements (Note 4)	672,252	810,259
Total assets	<u>\$ 70,253,365</u>	<u>\$ 70,323,669</u>
Liabilities and Net Assets		
Liabilities		
Accounts payable	\$ 457,510	\$ 347,111
Split-interest obligations	500,240	523,591
Other liabilities	4,474	4,474
Total liabilities	962,224	875,176
Net Assets (Note 5)		
Unrestricted	1,055,481	1,807,542
Temporarily restricted	19,475,235	23,516,374
Permanently restricted	48,760,425	44,124,577
Total net assets	69,291,141	69,448,493
Total liabilities and net assets	<u>\$ 70,253,365</u>	<u>\$ 70,323,669</u>

Eastern Michigan University Foundation

Consolidated Statement of Activities and Changes in Net Assets Year Ended June 30, 2016 (with comparative totals for year ended June 30, 2015)

	Year Ended June 30				2015 Total
	2016			Total	
	Unrestricted	Temporarily Restricted	Permanently Restricted		
Revenue, Gains, and Other Support					
Contributions (Note 8)	\$ 333,395	\$ 3,680,302	\$ 4,635,848	\$ 8,649,545	\$ 5,808,505
Administrative and management fee (Note 6)	1,593,000	-	-	1,593,000	1,593,000
Investment income (Note 4)	145,229	-	-	145,229	606,724
Net realized and unrealized loss on investments (Note 4)	(523,480)	(993,546)	-	(1,517,026)	(33,366)
Miscellaneous income	19,318	13,460	-	32,778	71,198
Net assets released from restrictions	6,741,135	(6,741,135)	-	-	-
Total revenue, gains, and other support	8,308,597	(4,040,919)	4,635,848	8,903,526	8,046,061
Expenses					
Contributions to EMU:					
Expendable contributions	3,600,788	-	-	3,600,788	3,949,877
Contributions from endowment income	1,902,654	-	-	1,902,654	1,570,703
General and administrative - Foundation management	1,110,080	-	-	1,110,080	438,762
Fundraising (Note 9)	2,447,136	-	-	2,447,136	2,613,959
Total expenses	9,060,658	-	-	9,060,658	8,573,301
(Decrease) Increase in Net Assets - Before other changes in net assets	(752,061)	(4,040,919)	4,635,848	(157,132)	(527,240)
Funds Transferred from EMU	-	50,137	-	50,137	135,618
Change in Value of Split-interest Agreements	-	(50,357)	-	(50,357)	37,879
(Decrease) Increase in Net Assets	(752,061)	(4,041,139)	4,635,848	(157,352)	(353,743)
Net Assets - Beginning of year	1,807,542	23,516,374	44,124,577	69,448,493	69,802,236
Net Assets - End of year	\$ 1,055,481	\$ 19,475,235	\$ 48,760,425	\$ 69,291,141	\$ 69,448,493

Eastern Michigan University Foundation

Consolidated Statement of Cash Flows Year Ended June 30, 2016 (with comparative totals for year ended June 30, 2015)

	Year Ended	
	June 30, 2016	June 30, 2015
Cash Flows from Operating Activities		
Decrease in net assets	\$ (157,352)	\$ (353,743)
Adjustments to reconcile decrease in net assets to net cash from operating activities:		
Depreciation	86,923	93,495
Net realized and unrealized loss on investments	1,517,026	33,366
Change in cash surrender value of life insurance	108,713	(8,530)
Change in value of split-interest agreements	50,357	(37,879)
Contributions restricted for long-term purposes	(4,635,848)	(1,994,375)
Impairment expense on property	370,000	-
Changes in operating assets and liabilities which provided (used) cash:		
Contributions receivable	123,064	(1,054,031)
Dividend and interest receivable	-	44,708
Accounts receivable	(154)	388
Accounts payable	110,399	(182,500)
Other liabilities	-	(3,607)
Net cash used in operating activities	(2,426,872)	(3,462,708)
Cash Flows from Investing Activities		
Purchases of property and equipment	(16,329)	(1,698)
Purchases of investments	(27,504,297)	(66,566,617)
Proceeds from sales and maturities of investments	25,290,150	65,777,536
Net cash used in investing activities	(2,230,476)	(790,779)
Cash Flows from Financing Activities		
Payments on split-interest agreements	(73,708)	(78,173)
Proceeds from new split-interest agreements	-	61,333
Proceeds from contributions restricted for long-term purposes	4,635,848	1,994,375
Net cash provided by financing activities	4,562,140	1,977,535
Net Decrease in Cash and Cash Equivalents	(95,208)	(2,275,952)
Cash and Cash Equivalents - Beginning of year	223,323	2,499,275
Cash and Cash Equivalents - End of year	\$ 128,115	\$ 223,323

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note 1 - Nature of Business and Significant Accounting Policies

Eastern Michigan University Foundation (the "Foundation"), located in Ypsilanti, Michigan, receives, holds, invests, and administers funds for the purpose of contributing to and making expenditures on behalf of Eastern Michigan University (EMU). Under governmental accounting principles, the Foundation is considered a component unit of EMU. Planned Real Estate Corp. (PREC), a wholly owned nonprofit subsidiary of the Foundation, was incorporated as a title holding company for the purpose of owning and managing real estate donated to the Foundation.

Significant accounting policies are as follows:

Principles of Consolidation - The consolidated financial statements include the accounts of the Foundation and its wholly owned subsidiary, PREC. PREC had no activity during the year ended June 30, 2016.

Cash Equivalents - The Foundation considers all highly liquid investments purchased with original maturities of three months or less to be cash equivalents.

Investments - Investments in mutual funds, corporate stocks, government securities, and CDs are carried at quoted fair market value whenever available. Fair value is determined based on the fair value measurement principles described in Note 10. The commingled funds, hedge funds, and private equity funds, which are not readily marketable, are measured at fair value, valued at net asset value per share as the practical expedient. Those estimated fair values may differ significantly from the values that would have been used had a ready market for these securities existed. The investments in the real estate holding and land are recorded at cost or historical donated value. The cost of real estate holding was determined by appraisal when real estate was originally contributed to the Foundation in a prior year. Purchases and sales of investments are recorded as of the trade date. Gain or loss on the sale of investments is computed using the average cost method. Investment income is recorded on the accrual basis and is reported in the consolidated statement of activities and changes in net assets, net of related expenses. These expenses amounted to \$373,502 for the year ended June 30, 2016.

The methods described above and in Note 10 may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the Foundation believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note 1 - Nature of Business and Significant Accounting Policies (Continued)

Contributions Receivable - Contributions receivable that are expected to be collected within one year are recorded at net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at the present value of their estimated future cash flows. The discounts on those amounts are computed using risk-free interest rates applicable to the years in which the promises are received. The rates range from 0.11 to 5.00 percent. Amortization of the discounts is included in contribution revenue. An allowance for uncollectible contributions is provided when evidence indicates amounts promised by donors may not be collectible.

Functional Allocation of Expenses - The costs providing the program and support services have been reported on a functional basis in the consolidated statement of activities and changes in net assets. Indirect costs have been allocated between various programs and support services based on estimates, as determined by management. Although the methods of allocation used are considered reasonable, other methods could be used that would product a different amount.

Life Insurance Cash Surrender Value - The Foundation is the owner of certain life insurance policies on various donors who have named the Foundation as beneficiary. These policies are valued at their cash surrender value. The cash surrender value is based on the amount paid less any surrender charges and outstanding loans or interest. Changes in the cash surrender value are recorded on the consolidated statement of activities and changes in net assets within interest income.

Property and Equipment - Property and equipment are recorded at cost when purchased and at estimated fair market value when donated. Depreciation on property and equipment is provided on a straight-line basis over the estimated useful lives of the assets, ranging from 3 to 39 years. Depreciation expense for the year ended June 30, 2016 amounted to \$86,923.

Impairment of Long-lived Assets - The Foundation reviews the recoverability of long-lived assets, including buildings, equipment, and furniture and fixtures, when events or changes in circumstances occur that indicate that the carrying value of the asset may not be recoverable. The assessment of possible impairment is based on the ability to recover the carrying value of the asset from the expected future cash flows (undiscounted and without interest charges) of the related operations. If these cash flows are less than the carrying value of such asset, an impairment loss is recognized for the difference between estimated fair value and carrying value. The measurement of impairment requires management to make estimates of these cash flows related to long-lived assets, as well as other fair value determinations.

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note 1 - Nature of Business and Significant Accounting Policies (Continued)

Split-interest Agreements - The Foundation is a remainder beneficiary of several charitable annuities and unitrusts. Required distributions to other beneficiaries range from 4.9 to 11.9 percent of gift or market value, as defined by each agreement. The discount rates used to calculate the present value range from 1.2 to 10.0 percent.

Classification of Net Assets - Net assets of the Foundation are classified as unrestricted, temporarily restricted, or permanently restricted depending on the presence and characteristics of donor-imposed restrictions limiting the Foundation's ability to use or dispose of contributed assets or the economic benefits embodied in those assets.

Donor-imposed restrictions that expire with the passage of time or can be removed by meeting certain requirements result in temporarily restricted net assets. Permanently restricted net assets result from donor-imposed restrictions that limit the use of net assets in perpetuity. Earnings, gains, and losses on restricted net assets are classified as temporarily restricted until expended unless the donor or applicable law specifies them as permanently restricted.

Contributions - Contributions to the Foundation of cash and other assets, including unconditional promises to give in the future, are reported as revenue when received, measured at fair value. Donor promises to give in the future are recorded at the present value of estimated future cash flows. Contributions resulting from split-interest agreements, measured at the time the agreements are entered into, are based on the difference between the fair value of the assets received or promised and the present value of the obligation to the third-party recipient(s) under the contract.

Contributions received with donor-imposed time or purpose restrictions are reported as restricted revenue. All other contributions are reported as unrestricted revenue.

Contributions to EMU are recorded as expense when approved by the Foundation.

Fundraising - Fundraising costs are charged to expense as incurred. The majority of all development activities for the benefit of EMU and the Foundation are conducted by the Foundation.

Tax Status - The Foundation is exempt from federal income taxes under Section 501(c)(3) of the United States Internal Revenue Code. PREC is exempt from federal income taxes under Section 501(c)(2) of the United States Internal Revenue Code.

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note 1 - Nature of Business and Significant Accounting Policies (Continued)

Use of Estimates - The preparation of consolidated financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenue, expenses, and other changes in net assets during the reporting period. Actual results could differ from those estimates.

Concentration of Credit Risk Arising from Deposit Accounts - The Foundation maintains cash balances at several banks. Accounts at each institution are insured by the Federal Deposit Insurance Corporation up to \$250,000. The Foundation evaluates the financial institutions with which it deposits funds; however, it is not practical to insure all cash deposits.

Summarized Comparative Information for the Year Ended June 30, 2015 - The consolidated financial information presented for comparative purposes for the year ended June 30, 2015 is not intended to be a complete financial statement presentation in accordance with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Foundation's 2015 consolidated financial statements, from which the summarized information was derived.

Risks and Uncertainties - The Foundation invests in various investment securities. Investment securities are exposed to various risks such as interest rate, market, and credit risks. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported in the consolidated balance sheet.

Subsequent Events - The consolidated financial statements and related disclosures include evaluation of events up through and including September 19, 2016, which is the date the consolidated financial statements were available to be issued.

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note I - Nature of Business and Significant Accounting Policies (Continued)

Upcoming Accounting Changes

The Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities* in August, 2016. ASU 2016-14 requires significant changes to the financial reporting model of organizations that follow FASB not-for-profit rules, including moving from three classes of net assets down to two classes, net assets with donor restrictions and net assets without donor restrictions. The ASU will also require changes in the way certain information is aggregated and reported by the Foundation, including required disclosures about the liquidity and availability of resources. The new standard is effective for the Foundation's year ending June 30, 2019 and thereafter and must be applied on a retrospective basis. The Foundation is currently evaluating the impact this standard will have on the consolidated financial statements.

The Financial Accounting Standards Board also issued ASU No. 2016-02, *Leases*, which will supersede the current lease requirements in ASC 840. The ASU requires lessees to recognize a right-of-use asset and related lease liability for all leases, with a limited exception for short-term leases. Leases will be classified as either finance or operating, with the classification affecting the pattern of expense recognition in the statement of operations. Currently, leases are classified as either capital or operating, with only capital leases recognized on the balance sheet. The reporting of lease-related expenses in the statements of operations and cash flows will be generally consistent with the current guidance. The new lease guidance will be effective for the Foundation's year ending June 30, 2021 and will be applied using a modified retrospective transition method to the beginning of the earliest period presented.

In May 2014, the Financial Accounting Standards Board issued Accounting Standards Update No. 2014-09, *Revenue from Contracts with Customers (Topic 606)*, which will supersede the current revenue recognition requirements in Topic 605, *Revenue Recognition*. The ASU is based on the principle that revenue is recognized to depict the transfer of goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. The ASU also requires additional disclosure about the nature, amount, timing, and uncertainty of revenue and cash flows arising from customer contracts, including significant judgments and changes in judgments and assets recognized from costs incurred to obtain or fulfill a contract. The new guidance will be effective for the Foundation's year ending June 30, 2020. The ASU permits application of the new revenue recognition guidance to be applied using one of two retrospective application methods. The Foundation has not yet determined which application method it will use or the potential effects of the new standard on the consolidated financial statements, if any.

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note 2 - Contributions Receivable

Included in contributions receivable are the following unconditional promises to give at June 30, 2016:

Gross contributions promised	\$ 1,826,059
Less allowance for uncollectibles	<u>(365,212)</u>
Subtotal	1,460,847
Less unamortized discount	<u>(11,355)</u>
Net unconditional promises to give	<u>\$ 1,449,492</u>
Amounts due in:	
Less than one year	\$ 1,008,203
One to five years	<u>817,856</u>
Total	<u>\$ 1,826,059</u>

Note 3 - Building Held For Sale and Equipment

The cost of property and equipment at June 30, 2016 is summarized as follows:

Building held for sale	\$ 1,129,855
Equipment and software	<u>380,536</u>
Total cost	1,510,391
Less accumulated depreciation	<u>(113,323)</u>
Net carrying amount	<u>\$ 1,397,068</u>

During the year ended June 30, 2016, the Foundation's board of trustees concluded to vacate its building. The building had a carrying value of \$2,307,423, with accumulated depreciation of \$807,567, resulting in net value of \$1,499,856. The Foundation has prepared the building for immediate sale and has engaged a professional broker to actively market the property and review potential offers. Management estimated a fair value of this property to be approximately \$1,130,000, which is based on market information provided by the real estate expert. Accordingly, an impairment loss of approximately \$370,000 was recognized during 2016. This amount is included in the general and administrative line item in the consolidated statement of activities and changes in net assets.

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note 4 - Investments

Investments consisted of the following at June 30, 2016, including investments held under split-interest agreements:

Mutual funds - Equity	\$ 4,561,564
Mutual funds - Fixed income	6,716,216
Mutual funds - Real asset	3,509,628
Corporate stock securities	220,599
U.S. government securities	438,642
Certificates of deposit (long term)	621,450
Commingled funds - Equity	20,358,367
Commingled funds - Fixed income	6,334,182
Commingled funds - Balanced	14,303,349
Hedge funds	8,785,580
Private equity funds	542,649
Subtotal	<u>66,392,226</u>
Real estate holding	55,000
Land	<u>612,334</u>
Total	<u>\$ 67,059,560</u>

Net realized and unrealized gains in the accompanying consolidated financial statements have been offset with related losses. Investment income for the year ended June 30, 2016 is as follows:

Dividend and interest income	\$ 145,229
Realized losses - Net	<u>(763,499)</u>
Net realized loss	(618,270)
Net unrealized loss	<u>(753,527)</u>
Total investment loss	<u>\$ (1,371,797)</u>

Note 5 - Net Assets

Temporarily restricted net assets are available for the following purposes:

Purpose-restricted:	
Scholarships	\$ 11,391,550
Specific program use	7,911,673
Time-restricted - Annuity trust agreements	<u>172,012</u>
Total	<u>\$ 19,475,235</u>

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note 5 - Net Assets (Continued)

Permanently restricted net assets are endowments invested in perpetuity, the income from which is expendable for distributions to EMU for scholarships and other programs.

Unrestricted net assets consist of the following:

Designated to support underfunded EMU priorities and endowments that support scholarships and academic programs and departments:	
Funds functioning as endowments for specific purposes	\$ 579,441
Funds not yet allocated	<u>426,196</u>
Total designated	1,005,637
Undesignated:	
Foundation operations	493,730
Permanently restricted endowment losses in excess of corpus	<u>(443,886)</u>
Total undesignated	<u>49,844</u>
Total unrestricted net assets	<u>\$ 1,055,481</u>

Note 6 - Related Party Transactions

Under operating agreements with EMU, the Foundation has the responsibility to manage and invest endowment and other contributed assets held for the benefit of EMU and manage development and fundraising programs for the benefit of EMU, including management of gift records and receipts.

In order to support fundraising activities on behalf of EMU, EMU pays to the Foundation an amount to be determined annually. For the year ended June 30, 2016, the amount paid to the Foundation was \$1,593,000.

As of June 30, 2016, the Foundation has contributions payable to EMU of \$352,372 and management, general, and fundraising payables to EMU of \$45,147 recorded in accounts payable. During the year ended June 30, 2016, the Foundation incurred \$525,255 in management, general, and fundraising expenses payable to EMU.

Note 7 - Defined Contribution Plans

The Foundation sponsors a defined contribution 403(b) plan for all eligible full-time employees, as defined. Employees may make elective contributions to the 403(b) plan in accordance with IRS regulations. The Foundation may make contributions to the 403(b) plan up to 6 percent of the employees' base salaries. During fiscal year 2016, the Foundation contributed 4 percent of the employees' base salaries.

Total contributions to the plan for the year ended June 30, 2016 amounted to approximately \$53,000.

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note 8 - Fundraising Collections

Fundraising efforts of the Foundation result in both currently collectible gifts and pledged gifts for the benefit of EMU that are recorded as revenue in the Foundation's consolidated financial statements but are collectible over a period of years. The Foundation's fundraising efforts also result in current gifts made directly to EMU that are not reported as contributions by the Foundation. Total fundraising collections for the year ended June 30, 2016 were as follows:

Accrual basis contribution revenue	\$ 8,649,545
Collections on deferred gifts in excess of current gift deferrals and amortization	123,064
Gifts deposited directly at EMU	<u>101,307</u>
Total fundraising collections	<u>\$ 8,873,916</u>

Note 9 - Fundraising Expenses

Fundraising expenses are comprised of the following:

Gifts and records	\$ 765,752
Other fundraising	<u>1,681,384</u>
Total	<u>\$ 2,447,136</u>

Note 10 - Fair Value Measurements

Accounting standards require certain assets and liabilities be reported at fair value in the financial statements and provide a framework for establishing that fair value. The framework for determining fair value is based on a hierarchy that prioritizes the inputs and valuation techniques used to measure fair value.

The following table presents information about the Foundation's assets measured at fair value on a recurring basis at June 30, 2016, and the valuation techniques used by the Foundation to determine those fair values.

Fair values determined by Level 1 inputs use quoted prices in active markets for identical assets or liabilities that the Foundation has the ability to access.

Fair values determined by Level 2 inputs use other inputs that are observable, either directly or indirectly. T

hese Level 2 inputs include quoted prices for similar assets and liabilities in active markets, and other inputs such as interest rates and yield curves that are observable at commonly quoted intervals.

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note 10 - Fair Value Measurements (Continued)

Level 3 inputs are unobservable inputs, including inputs that are available in situations where there is little, if any, market activity for the related asset. These Level 3 fair value measurements are based primarily on management's own estimates using pricing models, discounted cash flow methodologies, or similar techniques taking into account the characteristics of the asset.

In instances whereby 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 Foundation'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 Foundation's policy is to recognize transfers between levels of the fair value hierarchy as of the end of the reporting period. For the year ended June 30, 2016, there were no transfers between levels of the fair value hierarchy.

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note 10 - Fair Value Measurements (Continued)

Assets Measured at Fair Value on a Recurring Basis 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)	Net Asset Value	Balance at June 30, 2016
Investments - Including investments held under split-interest agreements:					
Mutual funds - Fixed income	\$ 6,716,216	\$ -	\$ -	\$ -	\$ 6,716,216
Mutual funds - Equity	4,561,564	-	-	-	4,561,564
Mutual funds - Real asset	3,509,628	-	-	-	3,509,628
Corporate stock securities	220,599	-	-	-	220,599
U.S. government securities	-	438,642	-	-	438,642
Certificates of deposit (long term)	621,450	-	-	-	621,450
Commingled funds - Equity measured at net asset value	-	-	-	20,358,367	20,358,367
Commingled funds - Fixed-income measured at net asset value	-	-	-	6,334,182	6,334,182
Commingled funds - Balanced measured at net asset value	-	-	-	14,303,349	14,303,349
Hedge funds measured at net asset value	-	-	-	8,785,580	8,785,580
Private equity funds measured at net asset value	-	-	-	542,649	542,649
Total	<u>\$ 15,629,457</u>	<u>\$ 438,642</u>	<u>\$ -</u>	<u>\$ 50,324,127</u>	<u>\$ 66,392,226</u>

The fair value of U.S. government securities at June 30, 2016 was determined primarily based on Level 2 inputs. The Foundation estimates the fair value of these investments by using contractual cash flows, benchmark yield and credit spreads, prepayment speeds, and collateral performance.

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note 10 - Fair Value Measurements (Continued)

The Foundation has processes in place to select the appropriate valuation technique and unobservable inputs to perform fair value measurements. These processes include quarterly meetings with the Foundation's investment committee for calibration and review of investment monthly or quarterly fund manager statements and annual audited financial statements. The Foundation cannot independently assess the value of these underlying positions through a public exchange or over-the-counter market. The Foundation utilizes a third-party investment manager to monitor, participate in fund manager calls, and obtain underlying financial information on the investments.

Land and real estate held for investment of \$612,334 and \$55,000, respectively, are valued at cost or historical donated value. Accordingly, these investments are therefore not included in the fair value measurements above.

Assets Measured at Fair Value on a Nonrecurring Basis at June 30, 2016

The Foundation also has an asset that under certain conditions is subject to measurement at fair value on a nonrecurring basis. This asset is the building held for sale, which is measured at fair value because events or changes in circumstances occurred that indicate that the carrying value of the asset may not be recoverable. The Foundation has estimated the fair value of this asset based primarily on Level 3 inputs, which include real estate broker market data and potential third-party offers to purchase. The Foundation recognized a noncash impairment charge of approximately \$370,000 at June 30, 2016, to adjust the asset to its estimated fair value as disclosed in Note 3.

Investments in Entities that Calculate Net Asset Value per Share

The Organization holds shares or interests in investment companies where the fair value of the investments is 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 Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note 10 - Fair Value Measurements (Continued)

At year end, the fair value, unfunded commitments, and redemption rules of those investments is as follows:

Investments Held at June 30, 2016

	Fair Value	Unfunded Commitments	Redemption Frequency, if Eligible	Redemption Notice Period
Equity funds (a)	\$ 20,358,367	\$ -	Daily	2-30 days
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>		

- (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.

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note 11 - Donor-restricted and Board-designated Endowments

The Foundation's endowment includes donor-restricted endowment funds and funds designated by the board of trustees to function as endowments. Net assets associated with endowment funds, including funds designated by the board of trustees to function as endowment funds, are classified and reported based on the existence or absence of donor-imposed restrictions.

Interpretation of Relevant Law

The board of trustees of the Foundation has interpreted the Uniform Prudent Management of Institutional Funds Act (UPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the Foundation classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the Foundation in a manner consistent with the standard of prudence prescribed by UPMIFA.

In accordance with UPMIFA, the Foundation considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

- (1) The duration and preservation of the fund
- (2) The purpose of the Foundation and the donor-restricted endowment fund
- (3) General economic conditions
- (4) The possible effect of inflation and deflation
- (5) The expected total return from income and the appreciation of investments
- (6) Other resources of the Foundation
- (7) The investment policies of the Foundation

Endowment Net Asset Composition by Type of Fund as of June 30, 2016

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-restricted endowment funds	\$ (443,885)	\$ 18,339,825	\$ 48,760,425	\$ 66,656,365
Board-designated endowment funds	579,441	-	-	579,441
Total funds	\$ 135,556	\$ 18,339,825	\$ 48,760,425	\$ 67,235,806

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note 11 - Donor-restricted and Board-designated Endowments (Continued)

Changes in Endowment Net Assets for the Fiscal Year Ended June 30, 2016

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets -				
Beginning of year	\$ 536,592	\$ 22,170,077	\$ 44,124,575	\$ 66,831,244
Investment return - Net of depreciation (realized and unrealized)	(406,036)	(857,570)	*	(1,263,606)
Contributions and board transfers to endowment funds	5,000	226,844	4,635,850	4,867,694
Appropriation of endowment assets for expenditure	*	(3,199,526)	*	(3,199,526)
Endowment net assets -				
End of year	\$ 135,556	\$ 18,339,825	\$ 48,760,425	\$ 67,235,806

Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor or UPMIFA requires the Foundation to retain as a fund of perpetual duration. In accordance with GAAP, deficiencies of this nature that are reported in unrestricted net assets were \$443,885 as of June 30, 2016. These deficiencies resulted from unfavorable market fluctuations that occurred after the investment of permanently restricted contributions and continued appropriation for certain programs that was deemed prudent by the board of trustees.

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note 11 - Donor-restricted and Board-designated Endowments (Continued)

Return Objectives and Risk Parameters

The Foundation has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Endowment assets include those assets of donor-restricted funds that the Foundation must hold in perpetuity or for a donor-specified period, as well as board-designated funds. Under this policy, as approved by the board of trustees, the endowment assets are invested in a manner that is intended to satisfy the spending policy and allow for additional growth in the portfolio at least equal to the rate of inflation net of investment management fees, in order to maintain the portfolio's purchasing power. The asset allocation approach is to diversify portfolio exposures to balance risks across markets and strategies. The target policy of the Foundation is 10 percent domestic all cap equities, 4 percent international equities, 4 percent emerging international equities, 12 percent global equity, 10 percent core fixed income, 5 percent absolute return fixed income, 5 percent emerging market debt, 15 percent global asset allocation/risk parity, 15 percent hedge funds, 10 percent real assets, and 10 percent opportunistic/private equity. The Foundation expects its endowment funds, over time, to provide an average rate of return of approximately 6.2 percent annually. Actual returns in any given year may vary.

Strategies Employed for Achieving Objectives

To satisfy its long-term rate of return objectives, the Foundation relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The endowment funds are well diversified and include investments in cash and cash equivalents, equity, fixed income, multi-asset, and alternative asset classes. The asset allocation policy adopted by the Foundation's board of trustees defines the investment goals and objectives as well as asset class targets and ranges. The diversification of investment assets is designed to control risk and dampen the variability of endowment returns from year to year.

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements

June 30, 2016

Note 11 - Donor-restricted and Board-designated Endowments (Continued)

Spending Policy and How the Investment Objectives Relate to Spending Policy

The Foundation has a policy of appropriating for distribution each year 3 percent of an eligible endowment fund's average market value over the prior 12 quarters through the second fiscal year end preceding the fiscal year in which the distribution is planned; the fiscal year 2015-2016 appropriation was based on the 12-quarter average market value of the fund as of June 30, 2014. In establishing this policy, the Foundation considered the long-term expected return on its endowment. In addition to this specific appropriation, the Foundation also distributes up to 2.0 percent of an endowment fund's 12-quarter average market value to the Foundation's operating budget as a source of revenue for the Foundation's operating expenses. Accordingly, over the long term, the Foundation expects the current spending policy to allow its endowment to grow at an average of 6.2 percent annually. This is consistent with the Foundation's objective to maintain the purchasing power of the endowment assets held in perpetuity or for a specified term, as well as to provide additional real growth through new gifts and investment return.

Mortgage Payable to the Endowment Fund

In October 2009, the Foundation utilized temporarily restricted earnings on endowment assets to settle a mortgage due to an unrelated party. The total mortgage paid with endowment funds was \$2,031,499. A 25-year note payable was established to reimburse the endowment fund with monthly principal and interest payments of \$12,842. The amount due to the endowment fund from unrestricted funds or the release of temporarily restricted funds is \$1,737,120 at June 30, 2016.

Note 12 - Lease Commitments

The Foundation is obligated under certain operating leases for office equipment. During fiscal year 2012, the Foundation entered into a 60-month equipment lease for a postage machine requiring quarterly payments of \$654. Additionally, during fiscal year 2016, the Foundation entered into a 60-month equipment lease for Xerox machines requiring monthly base payments of \$2,602.

Eastern Michigan University Foundation

Notes to Consolidated Financial Statements June 30, 2016

Note 12 - Lease Commitments (Continued)

The future minimum lease payments are as follows:

Years Ending <u>June 30</u>	<u>Amount</u>
2017	\$ 33,189
2018	31,227
2019	31,227
2020	31,227
2021	<u>13,011</u>
Total	<u>\$ 139,881</u>

Rent expense for 2016 was \$22,594.

EMU Board of Regents Update Advancement Division

February 7, 2017

FY16 Annual Update

- Present FY16 Consolidated Financial Report
- Report on FY16 Fundraising Results
- Report on FY16 Endowment Activity
- Report on FY16 Endowment Spending

FY16 Consolidated Financial Report

- Audit went very well; unqualified opinion on audited financial statements
- Total Assets = **\$70.3M**
- Total Liabilities = **\$1.0M**
- Total Net Assets = **\$69.3M**; decrease of **\$0.1M** from 6/30/15 balance

3

EASTERN
MICHIGAN UNIVERSITY
FOUNDATION

FY16 Financial Highlights Total Fundraising

Reconciliation of Accrual Basis Fundraising to Total Reported Fundraising:

Accrual Basis Contribution Revenue (per EMUF Fin Stmt)	\$8,649,545
Reverse Change in Contributions Receivable Adjustment (Inc in Cont Rev)	123,064
Reverse New Split Interest Agreement Adjustment (Inc in Cont Rev)	0
Add Gifts Deposited Directly at EMU (not in EMUF Fin Stmt)	101,307
Add Pledges/Revocable Bequests Documented (not in EMUF Fin Stmt)	2,772,821
Total Fundraising	\$11,646,737
Cash Received	\$8,612,159
GIKs Received	261,757
Pledges/Revocable Bequests Documented	2,772,821
Total Fundraising	\$11,646,737
Total FY16 Fundraising Goal	\$10,000,000

EASTERN
MICHIGAN UNIVERSITY
FOUNDATION

FY16 Financial Highlights

Immediate Use Gifts & Endowment Funding

Expendable Contributions to EMU (per EMUF Fin Stmt)	\$3,339,031
Gifts-in-Kind Made Directly to EMU (per EMUF Fin Stmt)	261,757
Gifts Deposited Directly at EMU (not in EMUF Fin Stmt)	<u>101,307</u>
Total Immediate Use Gifts to EMU for Scholarships & Programs	\$3,702,095
Funding Provided to EMU from Endowed Scholarships & Endowments (per EMUF Fin Stmt)	<u>\$1,902,654</u>
Total Impact of Immediate Use and Endowment Spending (compared to \$5.6M in FY15)	\$5,604,749

EASTERN
MICHIGAN UNIVERSITY
FOUNDATION

FY16 Summary of Endowment Activity

Market Value @ 6/30/15	\$ 65.7M
Gifts and Transfers	5.0M
Spending and Transfers (EMU)	(1.9M)
Spending and Transfers (EMUF)	(1.3M)
Investment Return	(0.9M)
Investment Fees	(0.4M)
Market Value @ 6/30/16	66.2M
Split Interest Agreements @ 6/30/16	0.7M
End and SI Agreement Value @ 6/30/16	\$ 66.9M

EASTERN
MICHIGAN UNIVERSITY
FOUNDATION

FY16 Summary of Endowment Activity

- EMUF FY16 investment return = **negative 1.7%** vs benchmark return of **negative 0.7%**. Consistent with returns for endowments in the \$51M - \$100M range
- Cumulative average return since inception in September 1992 = **7.8%** vs benchmark return of **7.4%**
- FY16 endowment spending (amount transferred to EMU + amount used by EMUF for operations) = **5.0%** of 6/30/15 3-year average endowment market value (\$62,300,000) vs goal in 5-year plan of **5.0%**, which is favorable

7

EASTERN
MICHIGAN UNIVERSITY
FOUNDATION

EASTERN
MICHIGAN UNIVERSITY
FOUNDATION

Advancement Division Highlights and Initiatives

February 7, 2017

Points of Pride

- Most successful fundraising year in EMU history – \$11.6M FY16; \$3.2M Bill and Dee Brehm (Fuller Foundation) and \$1.7M Bruce and Diane Halle Foundation
- Most successful Giving Tuesday – 773 donors gave \$287,000; 88% increase in donors (410 in FY16) and 69% increase in donations (\$170,000 in FY16)
- Major software conversion to Blackbaud Raiser's Edge – late February 2017
- Preparation for future comprehensive fundraising campaign
- Identified new location to house the Office of Advancement (Starkweather Hall)

9

EASTERN
MICHIGAN UNIVERSITY
FOUNDATION

Strategic Action Committees

Strategic action committees are integrated into Foundation Board projects and initiatives.

Events

- Created 2 year rolling engagement event calendar
- Created campus-wide event consortium for improved coordination

Culture of Philanthropy

- Partnership with Human Resources – Campus training

Staff Development

- Opportunities for education and training
- Enhanced HR processes

10

EASTERN
MICHIGAN UNIVERSITY
FOUNDATION

FY17 Initiatives

Advancement Services

- All focus on software conversion and training

Alumni Engagement

- Increased focus on engaging segmented groups of alumni
- “Month-long” homecoming initiatives month of October
- 2-year rolling event calendar

Development

- Laying groundwork for future campaign
- Gift pyramid build-out
- Case development

11

EASTERN
MICHIGAN UNIVERSITY
FOUNDATION

Foundation & Alumni Board Initiatives

- Thank A Professor/Mentor (Senior giving initiative)
- Increased involvement in orientation to encourage student and parent giving
- “Homecoming” to include month-long activities for alumni participation
- Inviting campus/community members to join Board sub-committees

12

EASTERN
MICHIGAN UNIVERSITY
FOUNDATION

FY17 New Staff

Carole Booms, '91 & '97

- Director of Annual Giving

Dr. Connie Ruhl-Smith

- Director of Development-International Relations

Donna Moffett

- Data Integrity Coordinator

13

EASTERN
MICHIGAN UNIVERSITY
FOUNDATION

Moving Forward

- Continue focus on key prospects
- Enhance customer service through education and training
- Continue working with fundraising counsel to be well-prepared for future campaign
- Invest in staff and volunteer training

Thank you for your continued support!

14

EASTERN
MICHIGAN UNIVERSITY
FOUNDATION

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 24
DATE:
February 7, 2017

RECOMMENDATION
FY 2017-18 CAPITAL BUDGET

ACTION REQUESTED

It is recommended that the Board of Regents approve the Fiscal Year 2017-18 University Capital Budget appropriation of \$13.76 million.

STAFF SUMMARY


The projects in the recommended \$13.76 million Fiscal Year 2017-2018 Capital Budget are listed on Attachment A. These projects include investments supporting improvements to academic facilities (Mark Jefferson, College of Business and Quirk), renovation to student housing and information technology. This budget also reflects continuing investment in classroom and other technologies, safety and security and other University operations.

FISCAL IMPLICATIONS

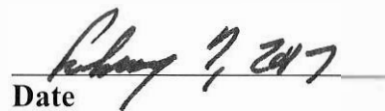
Approval of the capital budget recommendation establishes the University's authorization for 2017-2018 capital spending.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer



Date

Eastern Michigan University
Capital Expenditure Budget
Fiscal Year 2017-2018

(In thousands)

Recommended
2017-2018 Budget

Academic Facility Enhancements

Faculty Offices, Abatement, etc. - SH	\$	660
Mark Jefferson Neuroscience/Fermentation Buildout (Strong Hall Uses)	\$	1,880
COB Elevator	\$	250
Quirk Cosmetic Renovation	\$	400
Total Academic Facilities	\$	3,190

Housing, Dining, Student Programming

Wise Renovation	\$	2,800
Housing Refresh (Asset. Preservation - Aux)	\$	150
Total Housing, Dining, Student Programming	\$	2,950

Technology

Classroom Technology	\$	870
Networks & Servers	\$	1,033
Campus Wireless (Phase 4)	\$	451
Data Center Floor Replacement	\$	253
Total Technology	\$	2,608

Safety and Security

Safety Enhancements (AED, Cameras, ADA)	\$	1,050
Total Safety and Security	\$	1,050

Other Campus Capital Investment

Pease Renovation	\$	200
Roof Allowance	\$	450
DC-2 Sanitary Replacement	\$	125
Rynearson Stadium Lighting Standards	\$	500
Signage (Rynearson/Convo/Cross)	\$	300
Parking Allowance	\$	1,000
Rynearson Stadium - Concrete/Repairs/Aesthetics	\$	390
Contingency	\$	1,000
	\$	3,965

Total 2016-2017 Capital Plan	\$	13,763
------------------------------	----	--------

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 25

DATE:

February 7, 2017

RECOMMENDATION

APPOINTMENT OF EXTERNAL AUDIT FIRM AND CONTRACT FOR SERVICES

ACTION REQUESTED

It is recommended that the Board of Regents approve the one year extension on the existing contract of services with Plante Moran, PLLC to provide external audit services to the University consistent with the parameters outlined below.

STAFF SUMMARY

The Board of Regent bylaws (4.06 Auditor) provide that the Board's Audit Committee shall recommend to the Board the selection of an external auditor, who shall be appointed by the Board, and who shall receive supervision from the Chairperson of the Audit Committee.

The University issued an RFP March 28, 2014 seeking proposals and qualification of firms to perform external audit services for the University. In June 2014, the University awarded the contract for external audit services to Plante Moran for a three (3) year term with options for extension up to two (2) years if mutually agreeable.


Plante Moran is a leader in external audit services within the higher education sector. Plante Moran currently maintains many long standing external audit relationships with other universities in the State of Michigan. Plante Moran also provides external audit services to the State of Michigan, which provides the University with valuable insight regarding reporting requirements.

FISCAL IMPLICATIONS

The cost for these external audit services will be included in the recommended Fiscal Year 17-18 General Fund operating budget.

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

February 7, 2017
Date

RESOLUTION

Recognition of Beth Fitzsimmons, Ph.D.

WHEREAS, Beth Fitzsimmons was appointed to the Eastern Michigan University Board of Regents by Governor Rick Snyder in 2011 and has served with distinction; and,

WHEREAS, during her appointment she served as vice chair of the Educational Policies Committee, chair of the Student Affairs Committee, chair of the Finance and Investment Committee, and as a member of the Personnel and Compensation Committee; and,

WHEREAS, having been a member of the American Chemical Society for more than 25 years, her expertise has been an asset to the University's focus on STEM careers and the sciences; and,

WHEREAS, Regent Fitzsimmons worked for more than 20 years with government agencies such as the U.S. National Commission on Libraries and Information Science, the U.S. Patent and Trademark Office, and CENDI, an executive branch interagency; and,

WHEREAS, she has served the community as president of the Rotary Club of Ann Arbor, and on the boards of the YMCA, the University of Michigan Libraries, and the Library of Michigan Foundation.

NOW, THEREFORE, BE IT RESOLVED, that the Eastern Michigan University Board of Regents expresses its appreciation to Beth Fitzsimmons for her contributions to the success of the University; and,

NOW, THEREFORE, BE IT FURTHER RESOLVED, that the Board of Regents of Eastern Michigan University confers upon Beth Fitzsimmons the title "Regent Emeritus," with all the rights, honors and privileges thereto.

February 7, 2017

RESOLUTION

Recognition of James F. Stapleton

WHEREAS, James F. Stapleton was appointed to the Eastern Michigan University Board of Regents by Governor Jennifer Granholm in 2007, was reappointed in 2009, and has served with distinction; and,

WHEREAS, during his appointment he served as chair of the Student Affairs Committee, and as a member of the Personnel and Compensation Committee; and,

WHEREAS, Regent Stapleton is the president and CEO of B&R Consultants, and has served on the boards of the Fellowship of Christian Athletes, the Wayne State University Shiffman Medical Library, and the Detroit Commerce Bank; and,

WHEREAS, from 2001 through 2004, Regent Stapleton served as Senior Vice President of Business Affairs of the Detroit Tigers, making him the highest-ranking African-American within the business operations of a Major League Baseball franchise until July 2004, when he left to participate in a group that purchased the Minnesota Vikings; and,

WHEREAS, he has served his community as president of the Think Twice Foundation and chairman of the Detroit Chapter of the Urban League.

NOW, THEREFORE, BE IT RESOLVED, that the Eastern Michigan University Board of Regents expresses its appreciation to James F. Stapleton for his contributions to the success of the University; and,

NOW, THEREFORE, BE IT FURTHER RESOLVED, that the Board of Regents of Eastern Michigan University confers upon James F. Stapleton the title "Regent Emeritus," with all the rights, honors and privileges thereto.

February 7, 2017