

2018

Board of Regents Meeting Materials, April 20, 2018

Eastern Michigan University

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EASTERN MICHIGAN UNIVERSITY
Board of Regents Meeting
December 15, 2017

These are the proposed minutes of the December 15, 2017 Board of Regents meeting.

The meeting of the Eastern Michigan University Board of Regents was called to order by Chairman Morris at 1:02 p.m. in Room 201, Welch Hall, Ypsilanti, Michigan.

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

Board members absent: None

There was a quorum.

Section 1

PROPOSED MINUTES OF THE OCTOBER 20, 2017 REGULAR BOARD MEETING

Regent Crumm moved and Regent Webb seconded that the proposed minutes for the October 20, 2017 Board Meeting be approved as submitted.

Motion Carried

CONSENT AGENDA

Chairman Morris asked the Board if there were any items on the consent agenda the Board members wished to vote on separately. Hearing none, it was moved by Regent Treder Lang and seconded by Regent Hawks that sections 2-5 be approved in their entirety as presented.

Section 2

STAFF APPOINTMENTS

Recommended that the Board of Regents approve 11 staff appointments for the reporting period of October 1, 2017 through November 15, 2017: Matthew O'Brien, Benjamin Bigelow, Sean McCarthy, Garrett Hotchkiss, Erin Donahue, Brian Korn, Andrew Rowdon, Katherine Dotson, Justin Shields, Xingbei Ye and Michael Brown.

Section 3

STAFF SEPARATIONS/RETIREMENTS

Recommended that the Board of Regents approve 12 separations and retirements for the reporting period of October 1, 2017 through November 15, 2017: Amy Barnhart, Mark Bazy, Nicholas Beaudrie, Roberta Bowling, George Cook, Timothy Griffith, Michael Morton, Cynthia Palombit, Benjamin Peters, Clifford Quiel, Emily Tefft, and Mary Zdrojkowski.

Section 4

EMERITUS STAFF STATUS

Recommended that the Board of Regents grant Emeritus Staff Status to five (5) staff members: Cynthia Palombit, Luciano Gianino, Candace Dorsey, Mary Jo St. Louis and Wendy Kivi.

Section 5

EMERITUS FACULTY STATUS

Recommended that the Board of Regents grant Emeritus Faculty Status to five (5) former faculty members: Betty Beard, Rita Bullard, Joan Jones, David Leopard, and Alexandra Norton.

Motion Carried

REGULAR AGENDA

Section 6

STUDENT AFFAIRS COMMITTEE: APPROVAL OF AGENDA AND MINUTES

Regent Beagen moved and Regent Crumm seconded that the Student Affairs Committee Agenda for the December 15, 2017 meeting and the Minutes of October 20, 2017 meeting be received and placed on file.

Motion Carried

Section 7

ATHLETIC AFFAIRS COMMITTEE: APPROVAL OF AGENDA AND MINUTES

Regent Hawks moved and Regent Crumm seconded that the Board of Regents receive and place on file the working agenda for the December 15, 2017 meeting and October 20, 2017 minutes.

Motion Carried

Section 8

FACULTY AFFAIRS COMMITTEE: APPROVAL OF AGENDA AND MINUTES

Meeting was cancelled – no report.

Chairman Morris asked the Board if there were any items in the Educational Policies Committee section the Board members wished to vote on separately. Hearing none, it was moved by Regent Beagen and seconded by Regent Jeffries that sections 9-12 be approved in their entirety as presented.

Section 9

EDUCATIONAL POLICIES COMMITTEE: APPROVAL OF AGENDA AND MINUTES

Recommended that the Educational Policies Committee Agenda for the December 15, 2017 meeting and the Minutes of the October 20, 2017 meeting be received and placed on file.

Section 10

APPOINTMENT OF CHARTER SCHOOLS BOARD MEMBERS

Recommended that the Board of Regents appoint Tracey Carpenter and Pamela Theriot to three-year terms on the Board of Directors of the Commonwealth Community Development Academy and re-appoint Jonathan Kinloch to a three-year term to the Board of Directors of Detroit Public Safety Academy.

Section 11

APPROVAL OF NEW ACADEMIC PROGRAM

Recommended that the Board of Regents approve a New Academic Program: Information Technology Major (Bachelor of Science).

Section 12

REPORT: FALL 2017 BRICKLEY ENDOWMENT FOR FACULTY PROFESSIONAL DEVELOPMENT AND INNOVATION AWARDS

Recommended that the Board of Regents accept and place on file the Report on the Fall 2017 Brickley Endowment for Faculty Professional Development and Innovation awards.

Motion Carried

Section 13

FINANCE AND INVESTMENT COMMITTEE: APPROVAL OF AGENDA AND MINUTES

Regent Crumm moved and Regent Beagen seconded that the Board of Regents receive and place on file the minutes from the October 20, 2017 Finance and Investment Committee meeting and the Working Agenda for the December 15, 2017 meeting.

Motion Carried

Section 14

2018-19 ROOM, APARTMENT AND BOARD RATES

Regent Crumm moved and Regent Beagen seconded that the Board of Regents approve an average increase of 2.95% for all University housing and an average increase of 2.75% for meal plan rates for FY18-19.

Motion Carried

Section 15

REPORT: THE 2016-2017 EASTERN MICHIGAN UNIVERSITY FOUNDATION CONSOLIDATED FINANCIAL REPORT

Regent Crumm moved and Regent Beagen seconded that the Board of Regents receive and place on file the Eastern Michigan University Foundation Consolidated Financial Report for the year ended June 30, 2017.

Motion Carried

Section 16

RECOMMENDATION REGARDING THE APPROVAL AND ADOPTION OF A NEW PARKING ORDINANCE

Regent Webb moved and Regent Crumm seconded that the Board of Regents approve and adopt a new Parking Ordinance, to replace in its entirety the Parking Ordinance originally adopted by the Board in 1979.

Motion Carried

Section 17

RECOMMENDATION REGARDING THE APPROVAL AND EXECUTION OF A PARKING SYSTEM CONCESSION AGREEMENT AND RATIFICATION OF THE SELECTION OF THE CONCESSIONAIRE THEREUNDER

Regent Webb moved and Regent Beagen seconded that the Board of Regents (1) approve the Concession Agreement for Eastern Michigan University Parking System (the Concession Agreement), which grants a concession to the Concessionaire named therein to operate, maintain and improve the University's parking assets for thirty-five years, and (2) approve Preston Hollow Capital, LLC, a Delaware limited liability company, as the Concessionaire under the Concession Agreement.

Motion Carried

Section 18

CAPTIAL PROJECT EXPENDITURES

Regent Crumm moved and Regent Beagen seconded that the Board of Regents approve the following supplemental FY 2018 capital project expenditures:

- Renovation and expansion of Sill Hall supporting the existing, new and future engineering programs. The estimated cost of the project is \$40,000,000.
- New construction of a building to house the student athlete training facilities and sports medicine services. The estimated cost of the project is \$20,000,000.
- Renovation of the Rec/IM facility to be initiated in summer of 2018. The estimated cost of this project is \$16,000,000.

Total supplemental capital projects - \$76,000,000.

Motion Carried

NEW BUSINESS AND PRESENTATIONS

TAB A

PRESENTATION ON PRESIDENT'S COMMISSION ON DIVERSITY AND INCLUSION

Dr. Ron C. Woods and Dr. Deveika Dibya Choudhuri presented an update on the President's Commission on Diversity and Inclusion. This included: preliminary recommendations and next steps for the Commission and University.

TAB B

RECOMMENDATION TO APPROVE AMENDMENTS TO BOARD POLICIES

Regent Treder Lang moved and Regent Simpson seconded that the Board of Regents approve the attached fifteen revisions and five deletions to Board Policies. Revisions: 6.1.1, 6.1.2, 6.2.1.3, 6.2.1.4, 6.2.1.5, 6.2.1.6, 6.3.1.2, 8.1, 8.3, 9.3.1, 9.3.2, 9.3.6, 12.1.11, 12.1.12 and 12.2.3. Deletions: 6.3.1.1, 6.3.1.3, 9.3.3, 9.3.4 and 9.3.5.

Motion Carried

TAB C

APPOINTMENT OF EAGLE ADMINISTRATIVE SERVICES BOARD MEMBER

Regent Simpson moved and Regent Hawks seconded that the Board of Regents appoint Regent Dennis Beagen to serve a two-year term on the Eagle Administrative Services Board from January 1, 2018 – December 31, 2019 in accordance with the Eagle Administrative Services By-Laws, Article III, Section 3.2.

Motion Carried

TAB D

REVISION OF REGENTS' BYLAWS, SECTIONS 4.01 AND 4.02

Regent Jeffries moved and Regent Simpson seconded that Article IV of Regents Bylaws, Section 4.01 (Chairperson) and 4.02 (Vice Chairperson) be amended.

Motion Carried

TAB E

ELECTION OF BOARD OFFICERS – CHAIR AND VICE CHAIR(S)

Regent Jeffries moved and Regent Simpson seconded that the Board of Regents elect Jim Webb as Chair of the Board of Regents for a two-year term, Michelle Crumm as Vice Chair of the Board of Regents for a two-year term, and Mary Treder Lang as Vice Chair of the Board of Regents for a one-year term.

Motion Carried

TAB F

RESOLUTION FOR THE RECOGNITION OF THE WOMEN’S CROSS COUNTRY TEAM AND HEAD COACH SUE PARKS

Regent Hawks moved and Regent Webb seconded that the Board of Regents approve the resolution congratulating the Women’s Cross Country Team for winning the 2017 Mid-American Conference Championship and Head Coach Sue Parks for being named MAC Women’s Cross Country Coach of the Year.

Motion Carried

TAB G

RESOLUTION FOR THE RECOGNITION OF THE MEN’S CROSS COUNTRY TEAM AND HEAD COACH JOHN GOODRIDGE

Regent Hawks moved and Regent Beagen seconded that the Board of Regents approve the resolution congratulating the Men’s Cross Country team for winning the 2017 Mid-American Conference Championship and Head Coach John Goodridge for being named MAC Men’s Cross Country Coach of the Year.

Motion Carried

TAB H

RESOLUTION FOR THE RECOGNITION OF LINDA YOHN, WEMU MUSIC DIRECTOR

Regent Treder Lang moved and Regent Beagen seconded that the Board of Regents approve the resolution congratulating Linda Yohn on her 30 years of exemplary service and for her boundless commitment to WEMU, the University and the jazz/blues community.

Motion Carried

TAB I

RESOLUTION FOR THE RECOGNITION OF THE 10th ANNIVERSARY OF THE EARLY COLLEGE ALLIANCE

Regent Beagen moved and Regent Hawks seconded that the Board of Regents approve the resolution congratulating the Early College Alliance for 10 years of extraordinary educational support for students in our community.

Motion Carried

TAB J

President's Report
EASTERN MICHIGAN UNIVERSITY
Board of Regents Meeting
December 15, 2017

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

Tomorrow morning, one of the annual milestone events at Eastern Michigan University will take place at our Convocation Center. More than 1,700 new graduates will walk across the stage at our winter Commencement ceremony. The graduates include students from all walks of life and all backgrounds. This is always a great day and I speak for our faculty, staff, administrators and alumni in celebrating Eastern's newest graduates. We are pleased to welcome DTE Energy Vice President, Legal and Chief Tax Officer JoAnn Chávez as our commencement speaker.

The new parking agreement provides Eastern with \$55 million in exchange for the 35-year operation of our parking system. It is an innovative partnership that will benefit our University for decades, and Eastern is the first university in Michigan to implement such a partnership. The partnership provides Eastern with a new level of parking services by a top operator in the nation, one that manages more than 2,500 parking systems, including The Ohio State University.

It is important to note that Eastern's core business is not parking operations, nor should it be. The new operator will bring enhancements to our operations, including capital investments to upgrade parking lots, and technology that brings faster, easier and more seamless entry, exit and payment. Full details about the agreement will be posted on the University's website following this meeting.

Funds from this agreement will help the University in our investment in the renovation and building plans approved today for Sill Hall, the Rec/IM and the sports medicine and performance training facility. This is the next step in the building, renovation and updating of campus facilities over the last five years, a process that has included the new and expanded Science Complex; upgrades to the Rackham Building to accommodate expansion in the health sciences; the comprehensive renovation of Pray-Harrold, Eastern's largest classroom building; the new Honors College building; and, major upgrades to student housing including Wise, Best and Hoyt halls.

At the same time, we have made significant investments in sustainability and in reducing our carbon footprint with the installation of the new 55-ton co-generation turbine that will generate more than 90 percent of the heat and electricity that our campus uses. The new unit is scheduled to begin operating next month and is projected to reduce the University's energy costs by nearly \$3 million annually.

We continue to introduce new academic programs in high demand fields. The new degree in Information Technology will help meet the growing demand for skilled IT talent. Analysts project a 22 percent growth in IT jobs by 2020, including a 20 percent increase in the healthcare field. No other university in Southeast Michigan offers a bachelor's degree in Information Technology.

The new Information Technology program continues our plans to create programs that meet the needs of today's students and employers. Last February, we announced a new degree program in Mechanical Engineering that began this fall. In October, we announced a new program in Electrical and Computer Engineering that will begin next fall.

The Commission on Diversity and Inclusion issued its preliminary recommendations that set a plan for increased support of institutional diversity, equity and inclusion at Eastern. I would like to acknowledge the fine work of Commission Chair, Professor Ronald Woods and Vice-Chair, Associate Professor Devika Dibya Choudhuri, as well as all of the Commission members. The preliminary recommendations and a mechanism for providing input can be found on the [President's Commission on Diversity and Inclusion website](#). The site also includes further information about the Commission and a full list of members.

We are pleased to host our 32nd annual Martin Luther King, Jr. celebration from January 11th to the 16th. We are excited to welcome Joy-Ann Reid, political analyst and correspondent for MSNBC, who is our keynote speaker for the President's Luncheon on Monday, January 15.

A few other accomplishments to note:

- Eastern's Dietetics program was ranked fourth in the nation by AffordableColleges.com.
- Eastern's Music Therapy program, one of two programs in Michigan, was named one of the 10 best in the nation by TheBestSchools.org.
- For the 14th consecutive year, the College of Business was ranked as one of nation's best business schools by The Princeton Review.
- The EMU Foundation raised more than \$468,000 during its #GivingTRUEDay campaign on Tuesday, November 28, eclipsing the previous single-day record by nearly \$200,000.

Other accomplishments are listed in the Appendix to this report on the University website. As I conclude, I would like to wish everyone a happy, restful and peaceful holiday season. I also would like to personally acknowledge the outstanding work of our Board Chair, Mike Morris. Chairman Morris has served with great accomplishment and distinction as Board Chair since January 2015. And, though he will no longer be Board Chair, it is uplifting to know he will remain on the Board through the end of next year.

Thank you, Chairman Morris.

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

Recognition

- EMU is producing a new **"EMU Today" television program** that is running on Xfinity On Demand and on the Eastern YouTube channel. **Sarah Poeracki**, a junior double majoring in Electronic Media and Film Studies, and Entertainment Design and Technology, is a co-host with **Mark Lee**, EMU alumnus, local radio host, and part-time lecturer in the College of Business. **Dereka Bennett**, a senior majoring in Media Studies and Journalism, is the field reporter. Other CMTA students, as well as faculty and staff, will be involved in the production.

Events

- EMU's **Center for Digital Engagement** held its seventh annual **Digital Marketing Workshop** on Nov. 17.
- The internationally-known **Kikuno-Kai** dance troupe performed at EMU on Nov. 6 and at the Detroit Institute of Art on Nov. 4-5 as part of the DIA's "Japan Cultural Days" exhibit.

- The **Digital Divas** event for area middle school girls was held on Nov. 3. The event provides a venue for connecting young women with career opportunities in science, technology, engineering and mathematics.
- EMU's annual **German Week** celebration was held Oct. 23-27. Sponsored by the German Section of the department of **World Languages**, the event brings together area high school students, teachers of German, EMU students, guests and donors to celebrate the German heritage.
- EMU hosted the **Michigan Drone Conference** on Oct. 24.

Athletics

- Cross Country (Women): The Eagles earned their **third consecutive MAC Championship**. **Alsu Bogdanova** finished second and **Jordann McDermitt** finished fourth. **Head Coach Sue Parks** was named Head Coach of the Year for the fourth time in her career, and the third time as an Eagle.
- Cross Country (Women): **Alsu Bogdanova** and **Jordann McDermitt** were named to the First Team All-MAC. **Natalie Cizmas** and **Sydney Meyers** were named to the Second Team All-MAC.
- Cross Country (Women): The Eagles placed fourth at the NCAA Great Lakes Regional Championship. **Jordann McDermitt** earned a fifth-place finish and **Alsu Bogdanova** placed 11th overall. The Eagles received an at-large bid to the NCAA Championships for the second consecutive year.
- Cross Country (Women): **Ann Aldrich, Alsu Bogdanova, Natalie Cizmas, Allie Knoll, Jordann McDermitt, Sydney Meyers, Lauren Pottschmidt, and Jenna Wyns** were named to the Academic All-MAC Team.
- Cross Country (Men): The Eagles earned their **eighth consecutive MAC Championship** and tied the conference record for the most consecutive titles. **Hlynur Andresson** finished first, **Lahsene Bouchikhi** finished second and **Abel Flores** placed fifth. **Head Coach John Goodridge** won the Head Coach of the Year award for the 12th time, and the seventh consecutive year.
- Cross Country (Men): **Hlynur Andresson, Lahsene Bouchikhi, Abel Flores** and **Mitch Lenneman** were named First Team All-MAC. **Austin Wicker** was named Second Team All-MAC.
- Cross Country (Men): The Eagles placed fourth at the NCAA Great Lakes Regional Championship. **Hlynur Andresson** placed second and qualified for the NCAA Championships.

- Cross Country (Men): **Caleb Hess, Tom Jozwiak, and Austin Wicker** were named to the Academic All-MAC Team.
- Football (Men): **Sergio Bailey II, Maxx Crosby, and Brody Hoying** were named First Team All-MAC. Named Second Team All-MAC were **Jeremiah Harris and Jimmy Leatiota**. **Jason Beck, Vince Calhoun, and Brogan Roback** garnered Third Team All-MAC honors.
- Football (Men): **Brogan Roback** has been selected to play in the 2018 NFLPA Collegiate Bowl.
- Football (Men): **Maxx Crosby** has been named to the Hendricks Award Final Watch List, one of 27 defensive players in the nation.
- Soccer (Women): **Peyton Davis** was named to the Second Team All-MAC, and **Madeline Olson** earned All-Freshman honors.
- Soccer (Women): **Mia Colavito, Mikayla Cupp, Peyton Davis, Mackenzie Etienne, Aubrey Martin, Maggie McCullough, Kristin Nason, Chanel Vani, Alex Wilbanks, and Kaylin Williams** were named to the Academic All-MAC Team.
- Volleyball (Women): **Kelly Ferguson, Ariel Hamby, Cassie Haut, Alyssa LaFace, Mallory Rajewski and Jordan Smith** were named to the Academic All-MAC Team.
- Volleyball (Women): **Kelly Ferguson** was named to the All-MAC Honorable Mention team.
- Eastern student-athletes recorded a **Graduation Success Rate of 83 percent**, and increase of two points over last year's rate. Four women's teams – **golf, gymnastics, tennis and volleyball** – each boasted a 100 percent rate.
- Assistant football coach **Neal Neathery** is one of 58 nominees for the Broyles Award, given to college football's assistant coach. Neathery is only one of three nominees from the MAC.

At the conclusion of the President's Report, President Smith presented Chairman Morris with a plaque and EMU gifts thanking Chairman Morris for his dedicated service as Board Chairman the past three years.

TAB K

OPEN COMMUNICATIONS

Vice President Reaume announced that six (6) people requested to address the Board of Regents. Each speaker was given up to three (3) minutes to speak.

1. Miles Payne (Student Government) – Student update
2. Larry Borum III (Student Government) – Student update
3. Mark Higbee – The institutional urgency of EMU increasing the transparency of its decision-making, and the related need for greater accountability for decisions – *did not speak, unable to attend*
4. Judith Kullberg (EMU-AAUP) – A better university is possible
5. Caroline Sanders – Engage EMU
6. Karen Paciorek and Kelly Quilter – Giving TruDay results

Chairman Morris reminded attendees that the next meeting is scheduled for Friday, February 9, 2018. He called for any further business to be brought before the Board. There being none, Regent Hawks made a motion to adjourn. Regent Treder Lang seconded to adjourn the meeting.

Motion Carried

The meeting was adjourned at 2:03 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 9, 2018

RECOMMENDATION

STAFF APPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve 14 staff appointments for the reporting period November 16, 2017 through January 15, 2018.

STAFF SUMMARY


Of the 14 appointments, 10 (71 percent) are females, 4 (29 percent) are males. Demographics of the total group indicate 4 (29 percent) African Americans, 1 (7 percent) Asian, and 9 (64 percent) Caucasians.

FISCAL IMPLICATIONS

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

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

February 9, 2018
Date

**EASTERN MICHIGAN UNIVERSITY
STAFF APPOINTMENTS
For Activity Date Reporting Period
November 16, 2017 through January 15, 2018**

LastName	First Name	JobTitle	IE Class	Grade	OrgTitle	Current Hire Date	Annual Salary	Appt%	Ethnicity	Gender
Jones	Elise	Speech Language Pathologist	PE	08	Autism Collaborative Center	11/17/2017	\$51,189.00	100	WH	F
Jones	Gia	Site Coordinator	PT	07	Stdy Childrn and Family	11/17/2017	\$45,681.00	100	BL	F
Gary	Cherise	HR Coordinator	AH	CDEA1	HRIS	11/27/2017	\$38,000.00	100	BL	F
Guider	Danielle	Assistant Coach, Women's Gymnastics	AC	11	I A Womens Gymn	12/3/2017	\$49,000.00	100	WH	F
Deshpande	Jaylaxmi	Web Analyst/Programmer	PT	09	Apps and Services	12/4/2017	\$66,000.00	100	AS	F
Davis	Elissa	Upward Bnd Acad Supp Prog Spec	PT	06	Upward Bound Program	12/4/2017	\$40,557.00	100	BL	F
Siecinski	Timothy	Officer Campus Police	CP	01*	Public Safety	12/10/2017	\$47,796.81	100	WH	M
McGuire	Margaret	Assistant Coach, Rowing	AC	11	IA Womens Crew	1/2/2018	\$32,000.00	100	WH	F
Learman	Christin	Data Analyst, Accr & Lrn Asses	PT	08	COB Deans Office	1/2/2018	\$59,800.00	92	WH	F
Wallace	Roderick	Dir Project Upward Bound	AP	MGIL2	Upward Bound Program	1/8/2018	\$65,000.00	100	BL	M
Smith	Mark	Complex Director	AP	PFSP1	Housing Admin	1/8/2018	\$47,476.00	100	WH	M
Kenney	Kaitlyn	Complex Director	AP	PFSP1	Housing Admin	1/8/2018	\$47,476.00	100	WH	F
Abdallah	Batoul	Program Coordinator, Title III	PT	08	Arts and Sciences Dean	1/8/2018	\$25,594.00	50	WH	F
Reeves	Robert	Assistant Coach, Football	AC	12	I A Mens Football	1/11/2018	\$87,000.00	100	WH	M

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 3

DATE:
February 9, 2018

RECOMMENDATION

STAFF SEPARATIONS/RETIREMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve 7 separations and retirements for the reporting period of November 16, 2017 through January 15, 2018.

STAFF SUMMARY


Of the 7 separations and retirements there are 5 (71 percent) females and 2 (29 percent) males. Demographics of the total group indicate 6 (86 percent) Caucasians and 1 (14 percent) Hispanic.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer/

February 9, 2018
Date

EASTERN MICHIGAN UNIVERSITY
STAFF SEPARATIONS and RETIREMENTS
For Termination Date Reporting Period
November 16, 2017 through January 15, 2018

Last Name	First Name	Job Title	E Class	Grade	Org Title	Termination		Ethnicity	Gender
						Current Hire Date	Date		
Moroz	Julie	HR Coordinator	AH	CDEA1	Employee Benefits	3/1/2017	12/8/2017	WH	F
Van Ameyde	Mark	Head Coach, Baseball	AC	16	I A Baseball	7/11/2014	12/15/2017	WH	M
Luyendyk	Erin	ESL Test & Assessment Asst Dir	AP	CDAP2	English as a Second Language ESL	1/3/2013	1/2/2018	WH	F
Adams	Kate	Financial Aid Advisor	PT	07	Financial Aid Office	12/5/2002	1/2/2018	WH	F
Bundridge	John	Sr Corp Relations Manager	PE	08	Univ Advising and Career Devel Ctr	5/8/2000	1/5/2018	WH	M
Calandrino	Ana	Program Asst, Trio SSS Program	PT	06	Stdy Chldrn and Family	1/13/2017	1/14/2018	HI	F
Curley	Katherine	Prog Coord Stu Org and Ldr Dvl	PE	08	Campus Life	7/11/2014	12/15/2017	WH	F

SECTION: 4
DATE: February 9, 2018

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

**ACADEMIC AFFAIRS ADMINISTRATIVE/PROFESSIONAL
APPOINTMENTS/TRANSFERS**

ACTION REQUESTED

It is recommended that the Board of Regents approve (3) Administrative/Professional appointments and (3) Administrative/Professional transfers at the rank and effective date shown on the attached listing.

FISCAL IMPLICATIONS

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

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

1/23/18

Date

ADMINISTRATIVE PROFESSIONAL HIRING REPORT

Name	Effective Date	Salary	Rank
Saunoris, James	11/1/2017	\$125,000	Academic Department Head, Economics
Heyl-Clegg, Deborah	12/1/2017	\$147,053	Academic Department Head, Chemistry
Winters, David	1/1/2018	\$145,607	Academic Department Head, Special Education

TRANSFERS

Ramsey, Mary	9/16/2017	\$136,000	Interim AVP, Honors College
Csicsila, Joseph	10/16/2017	\$137,785	Interim Academic Department Head, English Language and Literature
Gregory, Susan	1/1/2018	\$148,476	Interim Academic Department Head, School of Technology & Professional Services Management

SECTION: 5

DATE:

February 9, 2018

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

ACADEMIC RETIREMENTS / SEPARATIONS

ACTION REQUESTED

It is recommended that the Board of Regents approve three (3) retirements and one (1) separation for the period of September 1, 2017 through January 31, 2018.

STAFF SUMMARY

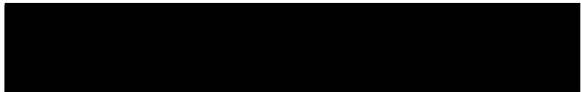
Of the four (4) retirements and separations, one (1) is female and three (3) are male. Demographics show all are Caucasian.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

Date

1/17/18

NAME	E CLASS	CURR HIRE DT	TERM DATE	JOB TITLE	DEPARTMENT	GENDER	ETHNICITY	TERM REASON
Gore, David	FA	8/6/1983	1/2/2018	Assistant Professor	School of Visual & Built Environment	M	WH	Term - Retirement
Ryker, Katherine	FA	8/27/2014	1/3/2018	Assistant Professor	Geography & Geology	F	WH	Term - Personal
Sonstein, Stephen	FA	12/17/1984	1/3/2018	Professor	School of Health Sciences	M	WH	Term - Retirement
Tubbs, Stewart	FA	7/1/1986	12/31/2017	Professor	Management	M	WH	Term - Retirement

SECTION: 6
DATE: February 9, 2018

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 three (3) former faculty members: Cristina Jose-Kampfner, Department of Teacher Education from 1991 to 2017 who retired after 26 years; Stephen Sonstein, School of Health Sciences from 1984 to 2018 who retired after 32 years; and Stewart Tubbs, Department of Management from 1986 to 2017, who retired after 31 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

1/17/18

Date

**EASTERN MICHIGAN UNIVERSITY
EMERITUS FACULTY STATUS RECOMMENDATION
February 9, 2018**

Cristina Jose-Kampfner

Professor, Department of Teacher Education from 1991 to 2017
(26 years)

Doctoral	University of Michigan
Masters	University of Michigan
Baccalaureate	University of Mexico

Stephen Sonstein

Professor, School of Health Sciences from 1984 to 2018
(32 years)

Doctoral	Hahnemann Medical College
Masters	Hahnemann Medical College
Baccalaureate	Rutgers University

Stewart Tubbs

Professor, Department of Management from 1986 to 2017
(31 years)

Doctoral	University of Kansas, Lawrence
Masters	Bowling Green State University
Baccalaureate	Bowling Green State University



EASTERN MICHIGAN UNIVERSITY
Division of Academic and Student Affairs

EMERITUS FACULTY STATUS RECOMMENDATION

The Department of Teacher Education recommends the awarding of **Emeritus Faculty Status** for the following retiring/retired faculty member:

Name of Faculty Member: Dr. Cristina Jose-Kampfner


Current Status/Rank at EMU: Full Professor

Date of Hire at EMU: July 25, 1991 Retirement Date: Aug 31, 2017

Number of Years at EMU: 26 (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: 

Home Telephone  Address: cjosekam@emich.edu

Name of Spouse: —

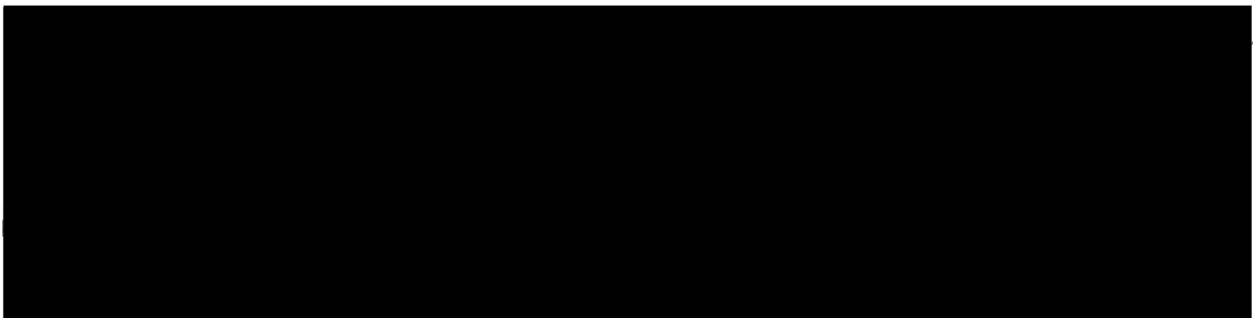
Degree(s)/Institutions/Year: Baccalaureate: University of Mexico, 1976

Masters: University of Michigan, 1981

Doctoral: University of Michigan, 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.



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

**EASTERN MICHIGAN
U N I V E R S I T Y.**

Department of Teacher Education
313 Porter
October 19, 2017

To Whom It May Concern:

I am pleased to write in support of Dr. Cristina Jose-Kampfner's nomination for emeritus status at Eastern Michigan University. If my memory is correct, Cristina came to EMU in 1988, so she has been teaching in the area of Educational Psychology for nearly 30 years. During that time I have known Cristina as her department head and as a colleague.

Over the years, I have learned a lot from Cristina. Cristina's voice in the department has been particularly vital in our discussions around diversity. She has been an active voice for the Latino community. In a time when such discussions could be literally black-and-white, she worked to make sure that our discussions included more perspectives. Some years ago, her work in predominantly Latino schools in Detroit brought community engagement to new levels. More recently, her development of a course on violence in classrooms was timely, and brought a mental health perspective to a current problem.

When I was department head, Cristina helped me recognize the biases facing faculty of color, particularly faculty whose perfectly professional English might be accented. Those lessons have been valuable over many years. They made me a better administrator and probably a better human being.

For her nearly 30 years of service to Eastern Michigan University, I believe Cristina Jose-Kampfner is certainly deserving of emeritus status.

Sincerely,

Alane Starko
Professor and Graduate Coordinator, Educational Psychology



EASTERN MICHIGAN UNIVERSITY
Division of Academic and Student Affairs

EMERITUS FACULTY STATUS RECOMMENDATION

The Department of School of Health Sciences recommends the awarding of Emeritus Faculty Status for the following retiring/retired faculty member:

Name of Faculty Member: Stephen A. Sonstein


Current Status/Rank at EMU: Professor

Date of Hire at EMU: 12/17/84 Retirement Date: 1/3/18

Number of Years at EMU: 32 (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: 

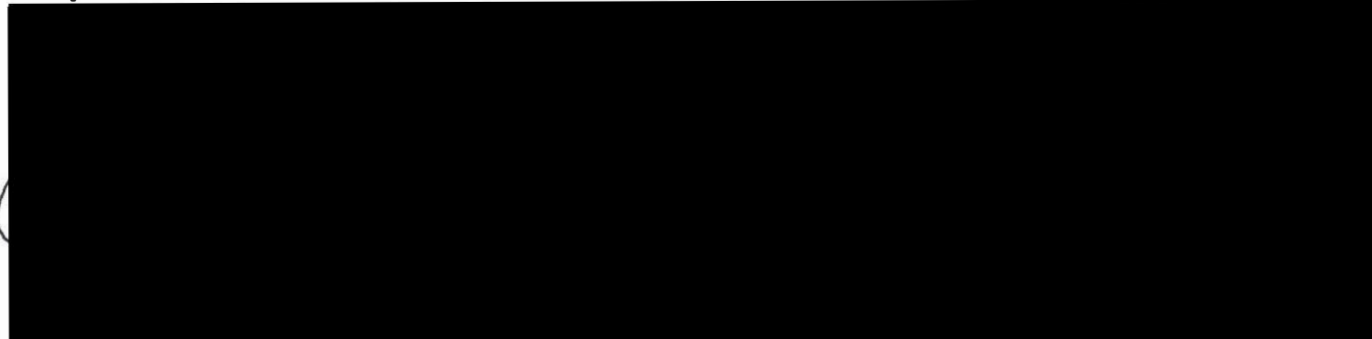
Home Telephone:  Email Address: ssonstein@emich.edu

Name of Spouse: LORIE

Degree(s)/Institutions/Year: Baccalaureate: BA 1964 Natural Sciences
Masters: MS 1968 Microbiology
Doctoral: PhD 1970 " "

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.



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

May 30, 2017

Dear Members of the Board of Regents:

I am proud to write this nomination letter for Dr. Stephen Sonstein's Emeritus status. Dr. Sonstein has been an integral part of the Clinical Research Administration Program and the School of Health Sciences for the past 32 years. As a faculty member, Dr. Sonstein developed taught courses in the Clinical Research Administration program. In addition, he served as Department Head of the Department of Associated Health Professions for 12 years and CRAD Program Director 20 years. He has mentored numerous CRAD students in their culminating research projects. His service to professional societies is very extensive. As a member of the School of Health Sciences he has served on multiple committees. In addition, he is writing the accreditation self-study for his program.

What a pleasure it is to nominate Dr. Stephen Sonstein for Emeritus Faculty Status. He is most deserving of this honor to be recognized for all that he has given Eastern Michigan University and the broader community.

Sincerely,



Colleen L. Croxall, PhD
Director, School of Health Sciences



EASTERN MICHIGAN UNIVERSITY
Division of Academic and Student Affairs

EMERITUS FACULTY STATUS RECOMMENDATION

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

Name of Faculty Member: STEWART TUBBS


Current Status/Rank at EMU: DARRELL H. COOPER PROFESSOR OF LEADERSHIP

Date of Hire at EMU: JULY 1, 1986 Retirement Date: NOVEMBER 16, 2017

Number of Years at EMU: 31 (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: 

Home Telephone:  E-Mail Address: STU.TUBBS@EMICH.EDU

Name of Spouse: GAIL A. TUBBS

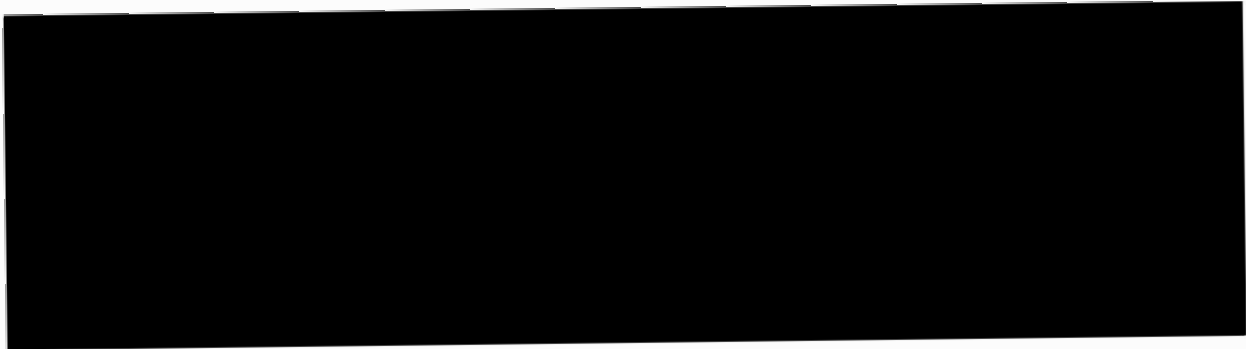
Degree(s)/Institutions/Year: Baccalaureate: B.S. Ed Bowling Green, 1965

Masters: M.A. Bowling Green, 1966

Doctoral: PhD Kansas University, 1969

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.



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

November 24, 2017

On behalf of the Department of Management Advisory Committee, I am writing this letter in support of the application for Emeritus status in the Department of Management for Darrell H. Cooper Professor of Leadership, Dr. Stewart Tubbs. Following his active service as a faculty member, Dr. Stewart Tubbs is a most deserving recipient of Emeritus status based on the great number of accomplishments made toward Eastern Michigan University, the College of Business and the Department of Management during the course of his thirty one year long career at this institution.


Dr. Tubbs has served as the Dean of the College of Business, Eastern Michigan University from 1986 –1999. In this strategic leadership role, some of his major accomplishments include construction of the \$33 million College of Business building, taking the College from probation to AACSB reaccreditation to the year 2000, increasing the percentage of faculty publishing from 58% in 1986 to 99% in 1992, and building the College of Business Endowment Fund from zero in 1992 to over \$4.5 million by 1999.

Dr. Tubbs is an exceptionally well regarded and respected faculty member of the Department of Management among both his colleagues and students based on his teaching, scholarly and service activities. Dr. Tubbs has provided notable service to the College of Business and Department of Management by serving as a chair and member of several AACSB visitation teams as well as serving for three years on the AACSB Initial Accreditation Committee. He was also elected Chairman of a division (Organizational Communication) of the Academy of Management. Dr. Tubbs is a recipient of awards for excellence in the category of

outstanding teaching and has received the EMU Department of Management outstanding teaching award, EMU College of Business outstanding teaching award, and EMU Alumni Award for teaching excellence. Dr. Tubbs had been a very active researcher and has published several books, journal articles and conference proceedings. His research has also won several best paper awards in conferences.

The Department of Management Advisory Committee wholeheartedly endorses the application for Emeritus status for Dr. Stewart Tubbs. I would be glad to discuss any aspect of this letter to you further should you have any questions.

Sincerely,


Dr. Anushri Rawat
Assistant Professor
Department of Management
Eastern Michigan University
Ph: 734 487 3161
E-mail: arawat@emich.edu



November 8, 2017

Dear President Smith:

I am pleased to support Dr. Stewart Tubbs for Dean Emeritus status at Eastern Michigan University. I extend this letter of support not out of obligation to Stu, but because he is one of the most conscientious, collegial, and service-oriented leaders with whom I have had the pleasure to work. I first met Dr. Tubbs when I arrived at Eastern Michigan University as Dean of the College of Business in 2012.


As I made my rounds to meet alumni and friends of the College many spoke of the important role that Dr. Tubbs played in strengthening the College. Mind you, Stu had stepped down from the Dean role a number of years earlier, but people continued to refer to him as remarkable leader. His work with the region's alumni and business leaders literally laid the foundation for what the College of Business is today.

He had the vision to work with political leaders to secure funding for the COB facility, established the College's current organizational structure, and set up the College's first major endowment. The sign of a great leader is whether his/her work outlives their tenure in their role. Without question, Stu's work in each of the aforementioned areas is still paying dividends for the College and that makes him a phenomenal leader.

While Dr. Tubbs has a laudable track record as an administrator, his presence as a nationally recognized scholar is equally commendable. He has maintained a strong scholarly presence in the form of books, book chapters, journal publications, and conference presentations and is still highly sought after by media seeking to learn more about the field of management.

Dr. Tubbs set the bar for the modern day business dean and has likely been one of the most impactful faculty members and administrators in the history of Eastern Michigan University. While I don't get to vote on whether he is honored with Emeritus status, he has my highest endorsement.

Sincerely,



Michael Tidwell, Ph.D.
President
The University of Texas at Tyler

SECTION: 7
DATE: February 9, 2018

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 9, 2018, and the Minutes of December 15, 2017, be received and placed on file.

STAFF SUMMARY

The February 9, 2018, agenda includes an update from Student Government, a presentation on the results of the dining service survey, and the 2018 MLK Celebration Report.

In addition, several announcements will be made.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

1/23/18
Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Student Affairs Committee

February 9, 2018
10:00 a.m. – 10:45 a.m.
201 Welch Hall

AGENDA

- | | |
|---|------------------------------|
| 1. Approval of agenda and December 15, 2017 minutes | Regent Beagen |
| 2. Student Government Presentation | Larry Borum &
Miles Payne |
| 3. 2018 MLK Celebration Report | Ellen Gold |
| 4. Dining Service Survey | Brian Kulpa |
| 5. Announcements | |

Eastern Michigan University
Board of Regents
Student Affairs Committee
Minutes of December 15, 2017

MEMBERS PRESENT

Regents: Dennis Beagen, Eunice Jeffries

Administration: Lucas Langdon, Calvin Phillips

Students: Mona Beydoun, Shawntae Denail Harris, Emily Jannaro, Sarah Kurz, Miles Payne, Elijah Zagorski

GUESTS

Administration: Sharon Abraham, Steven Bryant, Julia Heck, Bob Heighes, Chiara Hensley, Caroline Horste, Bob Heighes, Jill Hunsberger, Walter Kraft, Geoff Larcom, Mary Larkin, Rhonda Longworth, Kyle Martin, Sarah Kersey Otto, William Shell, Bill Shepard, Ron Woody, Sean Woolf, Jeanette Zalba

Regent Beagen convened the meeting at 9:50am. The minutes from October 20, 2017 were approved.

Student Leader Group Presentation

Emily Jannaro shared the Student Leader Group Priorities Update. Student Leader Group met with Michael Tew, Associate Provost & Associate Vice President for Academic Programs and Services, to discuss several academic issues. These included General Education and graduation credit requirements, developmental courses delaying progress to graduation, gender neutrality in the curriculum, retention of students of color, and use of preferred names in the classroom.

The committee discussed College of Business parking availability, Rynearson shuttle inconsistency, the fact that the parking fee being added to a student account often results in additional fees, Cornell apartment lot hangtag restrictions, and an app to communicate space availability in parking lots with Dieter Otto, Director of Custodial, Motor Pool & Grounds Services.

Melody Werner, Title IX Coordinator, and Anika Awai-Williams, Title IX Investigator, met with Student Leader Group and shared an overview of Title IX policies and services, and discussed mandated reporters vs confidential reporters.

Future conversations will include student services staffing, international and graduate student engagement, and housing and food insecurity on campus.

Office of Wellness and Community Responsibility Presentation

Chiara Hensley, Assistant Vice President of Academic and Student Affairs, and Sean Woolf, Interim Associate Director of the Office of Wellness and Community Responsibility, shared a presentation about the Office of Wellness and Community Responsibility, previously known as the Office of Student Conduct and Community Standards. Sean explained the reason for the name change, and stressed that the office has a new focus on wellness, and students' responsibility to each other. The office environment has been changed to make it more welcoming; the conduct process has been revised, which will shore up due process gaps and streamline functionality; students can now schedule appointments online; informal resolution options can be utilized; new terminology has been implemented; and the sanctioning practice will incorporate the wellness model and focus on student success. The goal is to resolve conduct issues at the lowest possible level.

Two faculty members will receive release time to hear cases related to academic dishonesty. An Appeal Review Administrator will review all appeals to determine if criteria has been met.

Staff from the Office of Wellness and Community Responsibility have been working to share these changes with students, faculty and staff. They are available to make presentations to groups.

Office of the Ombuds Presentation

Julia Heck, Associate Director of the Office of the Ombuds, and Chiara Hensley, Assistant Vice President of Academic and Student Affairs, presented information about changes in the Office of the Ombuds. This office is now staffed with a full time Ombuds and Case Manager, and reports to the Assistant Vice President of Academic and Student Affairs. Services provided by this office include confidential consultations, facilitated conversations, active resolution/referral, conflict resolution trainings and workshops, university policy reviews, and an annual recommendation report for leadership. The Office of the Ombuds now participates in all new student and transfer student activities at the start of fall and winter semesters, as well as sharing information at new faculty orientation sessions.

In 2016-17, the office handled 479 cases, with 1690 points of contact. As of December 15, 2017, the office has had 221 cases, which have resulted in just under 900 points of contact.

Office of the Ombuds staff presented at the 2017 Association for Conflict Resolution Conference. They will be presenting at the April 2018 International Ombudsman Association conference.

Future opportunities include training all Ombuds staff in mediation. This will allow the Office of the Ombuds to offer mediation as a service. Office staff plan to actively participate in professional organizations, engage on an ex-officio basis in various EMU committees, enhance resource documents that will aid students in resolving conflicts on their own, and expand partnerships with EMU offices/departments to enhance overall services and resources provided to students.

Regent Jeffries commented that she believes that mediation training is very valuable. Regent Beagen stated that his is impressed with both offices and the data that was presented. When there is a pattern of issues, we must pay attention to them.

Board Policy Update

LaMarcus Howard read an update to change the office name, and administrative title, of the Disability Resource Center (previously called Access Services.) The Student Leader Group voted to pass this update.

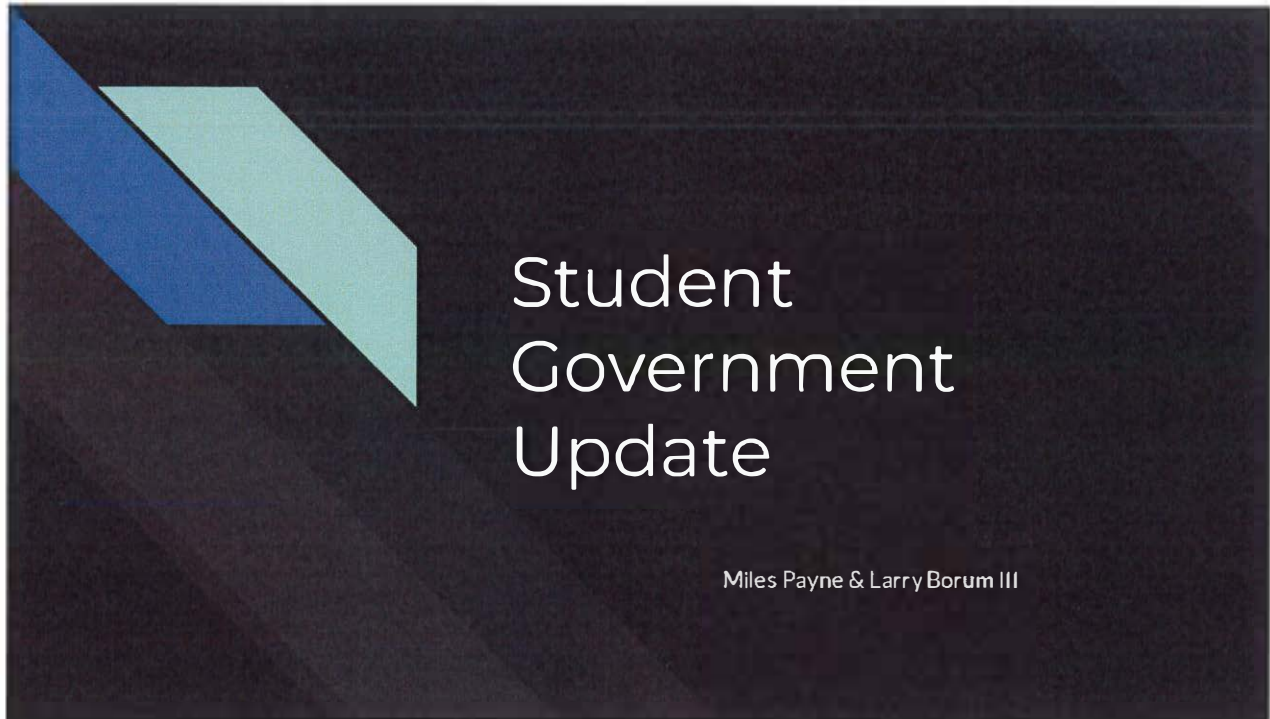
Announcements


- Multicultural Graduation will occur today, December 15, 2017, 4:00-6:00pm, Student Center Ballroom.
- The 2018 MLK Celebration will be held on Monday, January 15, 2018.
- Regent Beagen encouraged people to pick up a copy of the Student Affairs Successes document. He offered to provide the numbers related to this document to anyone interested.

The meeting adjourned at 10:34am.

Respectfully submitted,


Michele Rich
Student Affairs Committee Recording Secretary





Voting Initiative

- We want to increase voting registration via a campaign
- Major elections coming up:
 - 2018 Midterm Elections
 - Gubernatorial Elections
 - Student Body Elections



Collaboration with President's Womens' Commision

- More availability of menstrual products
 - Various dining locations
 - Sponsorships
 - Potentially Student Gov't funded
 - Crafting Questionnaire to obtain data




Potential Conferences

- Grand Valley State University
 - Increasing State Funding
- Saginaw Valley State University
 - Leadership Development for Student Government
- University of Akron
 - Strategies of how to better reach students




BBQ Grills

- Working with Housing and Residence Life
- Cornell Courts and Westview Apartments
- Another means of building community on campus



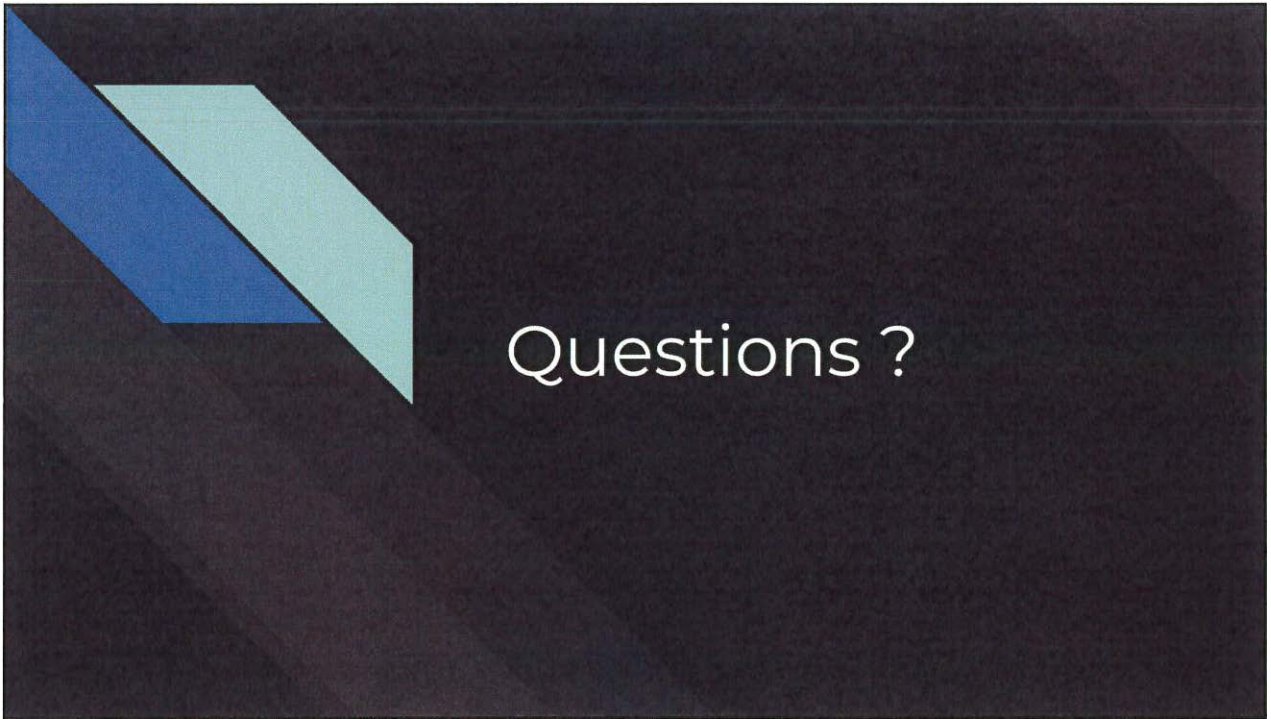
Academic Initiative - Hoyt Hall

- Assisted Resident Adviser Tristin Collins with study incentive program in Hoyt Hall
- Provided Give-a-way items (shirts, journals, lanyards, water bottles)
- In the process of being implemented in other residence halls (Hill & Pittman)



Still on the Radar

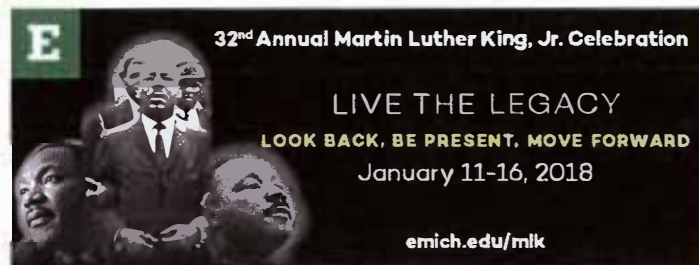
- Reallocation of space for student resources
- Off-Campus Flex proposal
- Rec/IM Renovations
- Collecting data on student interests and desires





EASTERN MICHIGAN UNIVERSITY

A Celebration in Review



E EASTERN MICHIGAN UNIVERSITY

Celebration Overview

- Commemorated the 50th anniversary of Dr. Martin Luther King Jr.'s assassination
- EMU celebrated the 32nd year of their MLK President's Luncheon
- 12 Events over 6 days
- 32 EMU students, faculty, and staff served on the planning committee
- Each event had an increase in attendance from prior years
- Around 3000 individuals participated in the celebration

MLK Celebration Timeline

- **March 2017 - Created the MLK Celebration Steering Committee**
- **April 2017 - Email to EMU community requesting:**
 - Ideas for keynote speakers
 - Ideas for 2018 celebration theme
 - Interest in serving on planning committee
- **May 2017 - First meeting of planning committee**
- **June 2017:**
 - Event chairs determined
 - Keynote speaker selected
 - Celebration theme determined
- **July - November 2017: Monthly planning committee meetings**
- **December 2017 - January 2018: Bi-weekly planning committee meetings; weekly steering committee meetings**

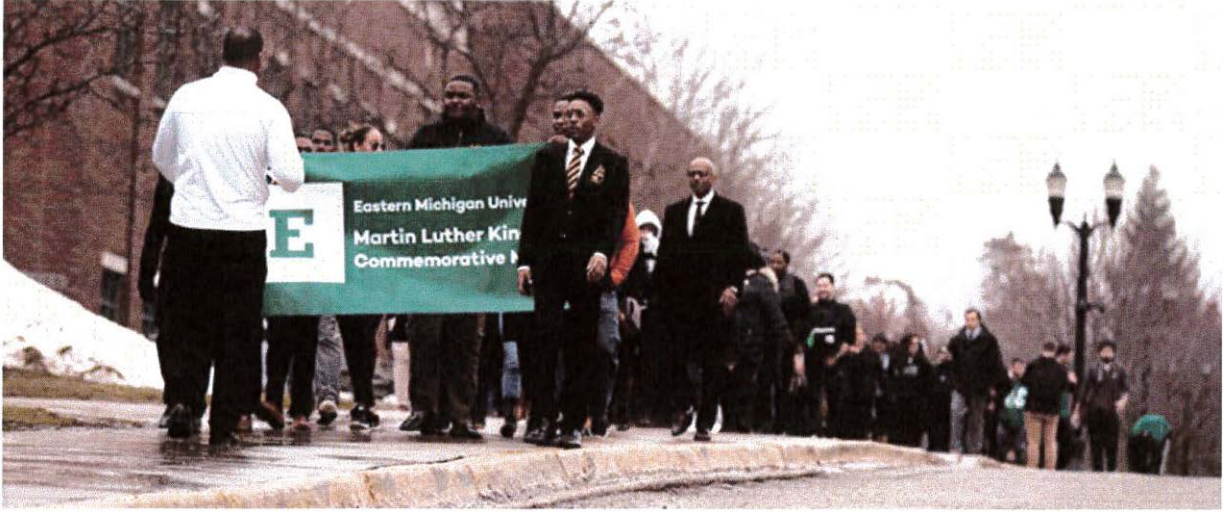
2018 MLK Celebration Planning Committee

- Co-Chairs:** Ellen Gold and Jieron Robinson
- Steering Committee:** Steve Bryant, Tray McGuire, Greg Thomas
- Planning Committee:** Alexis Braun Marks*, Amber Morseau*, Becca Timmermans*, Breanna Wheeler, Britney Winn, Calvin Phillips, Diane Brinson-Days, Doris Fields*, Ebony Walls, Eric Reed*, Ethriam Brammer, Geoff Larcom, Heather Neff, Jaeden Rodney Jackson*, Janine Driver, Jenny Clark, Joshua McPhatter, Julia Heck, Karen Rogers-Collins*, Karen Schiferl, Keon Pettaway, Lauren Ely, Leigh Greden, Lloyd Shelton, Lucas Langdon*, Mia Milton*, Michael Rafo*, Miles Payne, Rasheed Atwater, Toni Stokes-Jones*, Tremain Lasenby, Vicki Reaume*, Victoria Walters

co-chairs

*event

MLK Commemorative March





**MLK Day of Service:
110 students performed community service on the morning
of Friday, January 12**



Community Engagement

A Campus/Community Conversation was held on Sunday, January 14 with guest speaker, Dr. Doris Fields. She lead a discussion titled "Building Communities: One Step at a Time...". This examined how EMU can build bridges with the larger community.



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MLK Celebration Academic Programs

- **10 sessions offered:**
 - 9:00 - 9:50 am - 5 sessions
 - 10:00 - 10:50 am - 5 sessions
- **Presenters**
 - Faculty - 8
 - Students -13
 - Community - 3
- **A number of faculty presented with students**

MLK President's Luncheon Awards and Recognition

- The MLK Celebration Opening Reception and Student Art Showcase was held on Thursday, January 11. Three scholarships were awarded to students in recognition of Artwork they created.
- The Black Faculty and Staff Association recognized four students for the Malcolm X and Dr. Martin Luther King Jr. Scholarship.
- At the President's Luncheon, held on January 15, the MLK Celebration Awards Committee presented one Student Scholarship Award, an Evans-Strand Peace Award, and two Humanitarian Awards to members of the community.
- All award winners were recognized at half-time of the men's basketball game on Tuesday, January 16.

Keynote Speaker: Joy Reid





Close Up Theatre Troupe performs two shows on Monday, January 15



By The Numbers

Celebration Event Attendance

MLK Commemorative March	210
Opening Reception and Art Showcase	220
Day of Service	110
Color of Drums	240
MLK Movie and Discussion	225
Campus/Community Conversation	30

By The Numbers (cont.)

Celebration Event Attendance

Morning Coffee	50
Academic Programs	279
President's Luncheon (SOLD OUT)	480
Keynote Address	500
Close-Up Theater Troupe Performances	520

Campus Community Feedback

"What a great event; Joy Reid did a perfect job with the theme. Thank you for all your hard work and effort. I could feel the collective appreciation of the presentation and the message. Well done!"

"My husband and I just attended the Keynote address given by Joy Reid and it was great to see so many people there of all ages. I commend the committee for putting on each year such a thorough selection of events to remember such a historical man. Thank you and keep up the good work."

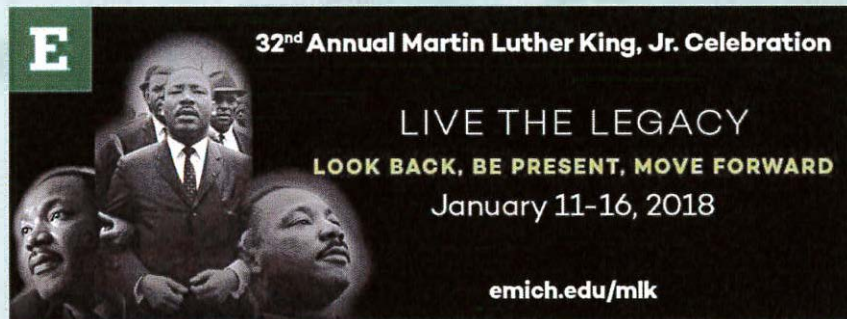
"Thank you for putting on such a great celebration. It is nice to have so many great events to choose from that are free and open to the community. Joy Reid was wonderful."

That's *true*

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Thank you!

QUESTIONS?



E 32nd Annual Martin Luther King, Jr. Celebration

LIVE THE LEGACY
LOOK BACK, BE PRESENT, MOVE FORWARD
January 11-16, 2018

emich.edu/mlk

The banner features a collage of images of Martin Luther King Jr. and other African American leaders. The text is white and yellow on a dark background.

Dining Services Survey Results

Comparing Results From 2016 Survey vs. 2017 Survey

Brian Kulpa, Assistant Vice President
Business Operations/Student Services

Background

- **Students surveyed about Dining in March 2016**
 - Goal: Assess student satisfaction & preferences as University explored the future of Dining Services
- **Students surveyed again in October 2017**
 - Asked virtually identical questions to 2016 survey
 - Goal: “apples-to-apples” comparison of student satisfaction & preferences with Dining before and after hiring Chartwells

Background

- **Surveys sent via email to all students**
- **Surveys developed and administered online by:**
 - EMU Office of Institutional Research and Information Management (IRIM)
 - EMU Facilities & Operations (which oversees Dining Services)

Summary of Results

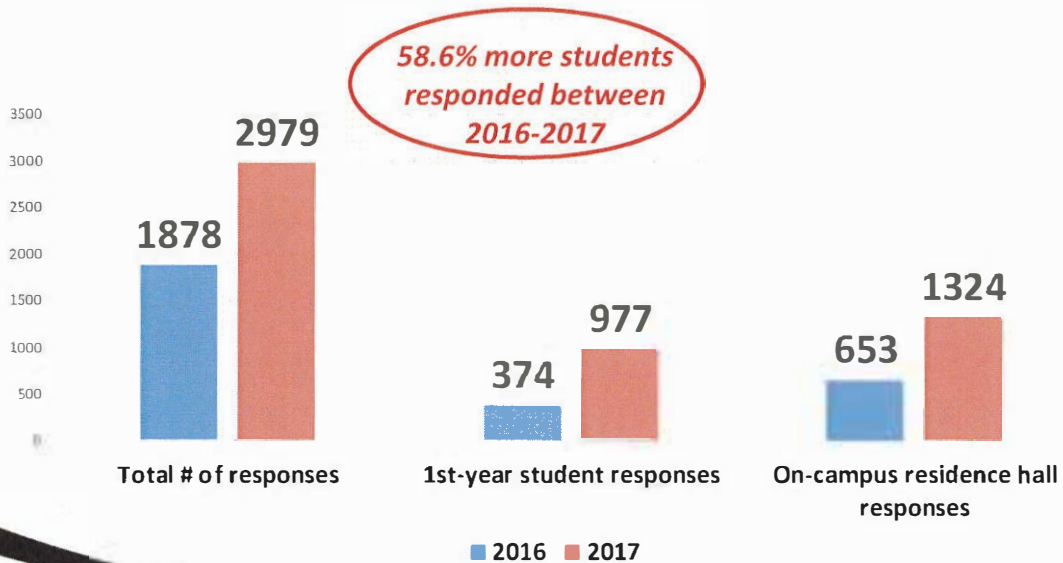
Between 2016 – 2017:

- **Student response rate increased**
- **Student satisfaction increased**
 - Positive ratings consistent with external audit results
- **Students' Dining priorities virtually unchanged**
- **Students eating more in the Student Center and less in Eagle Cafes**

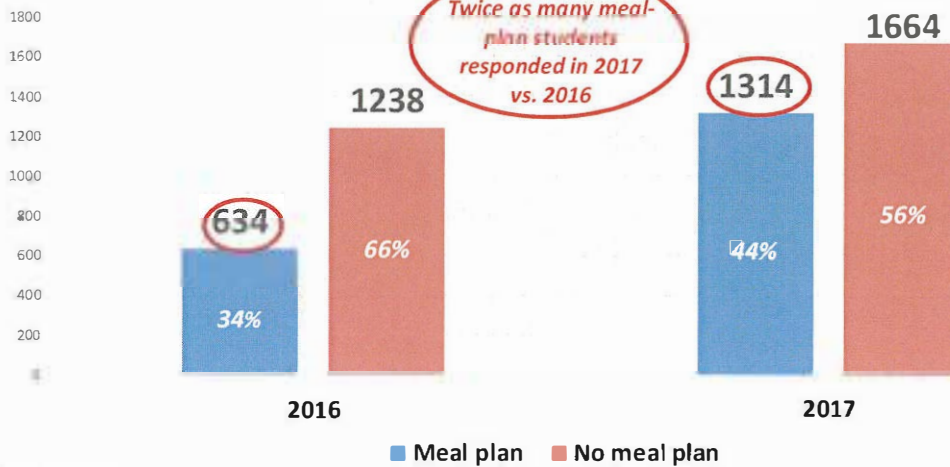
Why Does This Matter?

- ✓ A positive Dining experience is vital to the overall student experience
- ✓ Dining is integrated with Housing; both areas provide net-positive financial results
- ✓ EMU is committed to surveying users of services/programs, and then sharing, learning from, and making changes based on those results

More Students Responded in 2017



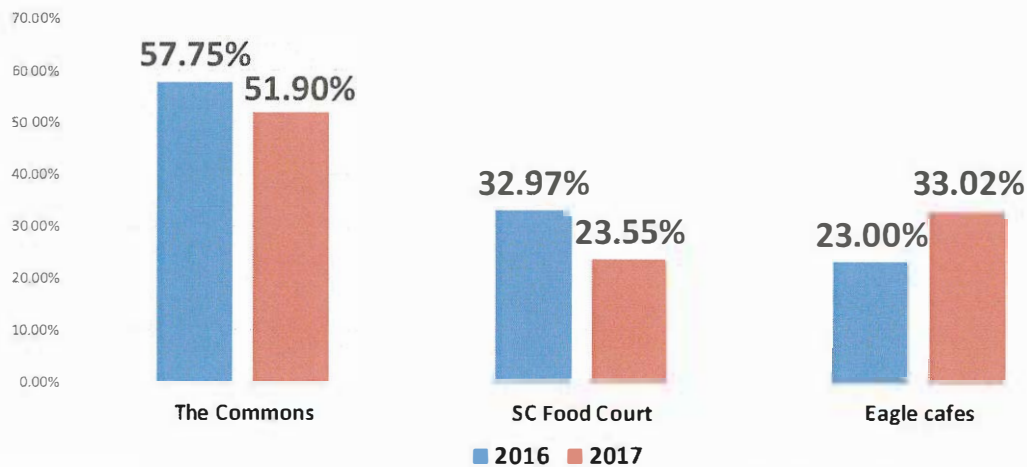
More Meal-Plan Students Responded in 2017



2016 Q: "Did you participate in a meal plan during the 2015/2016 academic year?"

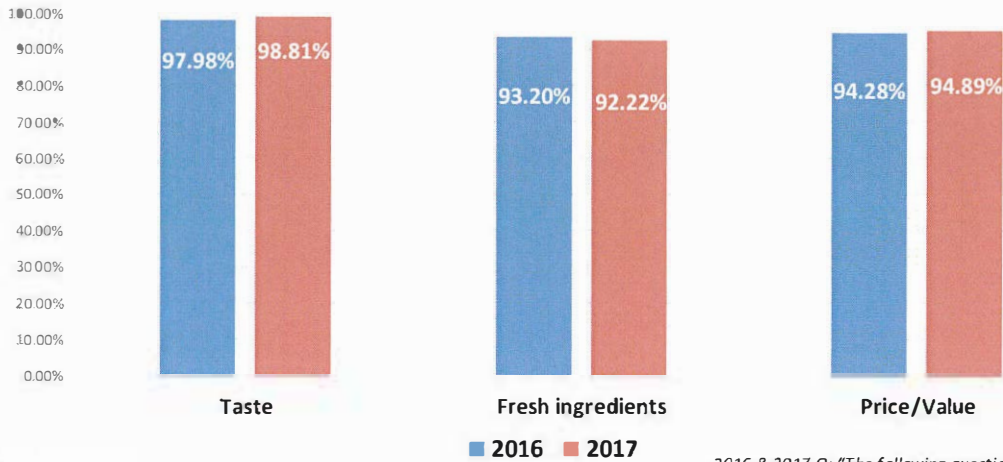
2017 Q: "Did you purchase a meal plan during the fall of 2017?"

Change in Frequency of Students "Never" Eating at Certain Locations



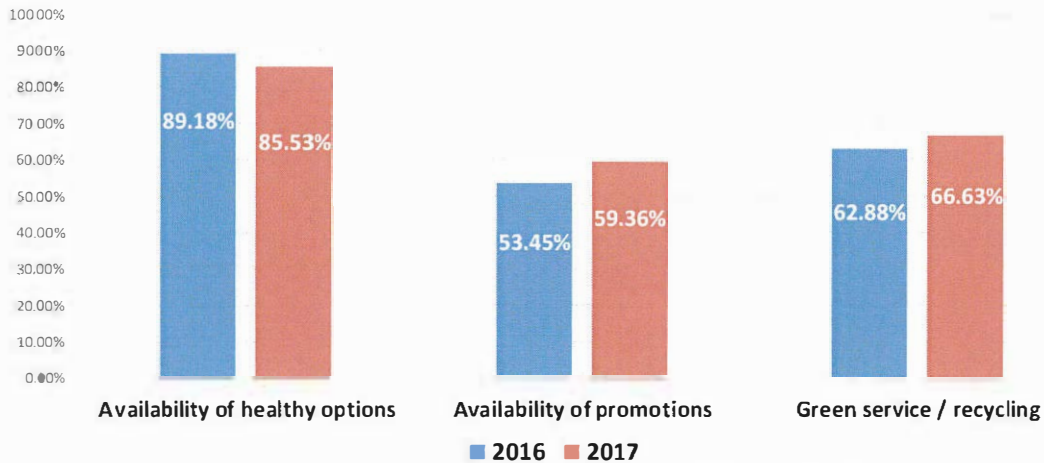
2016 & 2017 Q: "Please indicate the frequency of your use of on-campus dining service locations this academic semester."

Student Priorities Were Virtually Unchanged...



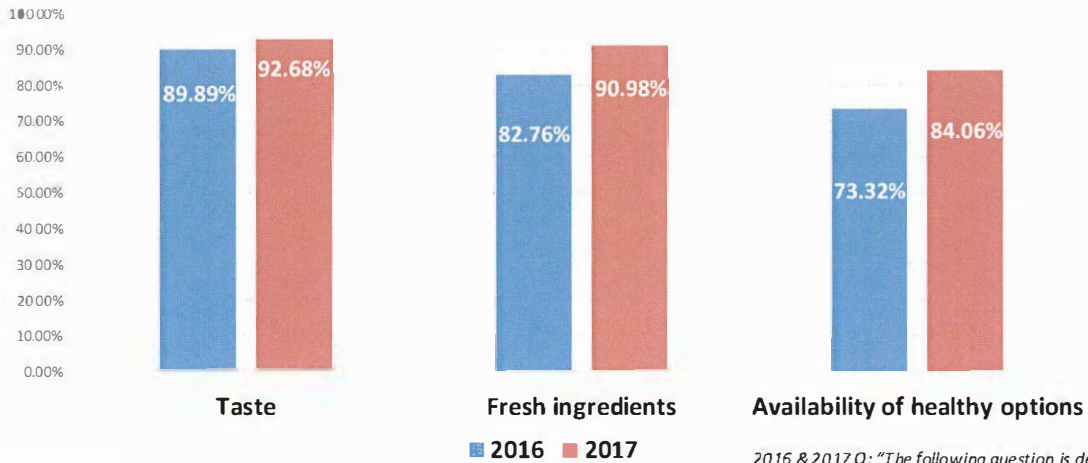
2016 & 2017 Q: "The following question is designed to determine what is most IMPORTANT to you regarding the dining service program. Please rate the importance of each of the following dining service categories."

... Except For a Few Areas



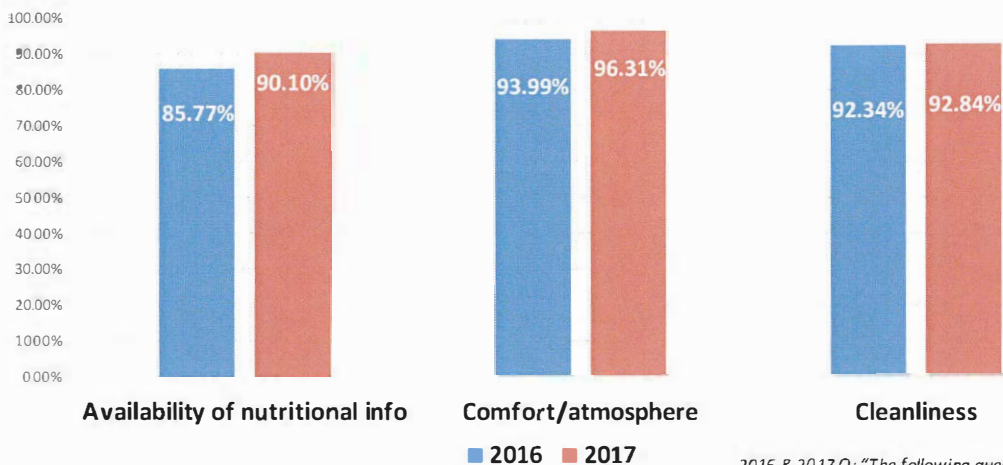
2016 & 2017 Q: "The following question is designed to determine what is most IMPORTANT to you regarding the dining service program. Please rate the importance of each of the following dining service categories."

Satisfaction in Most Categories Improved



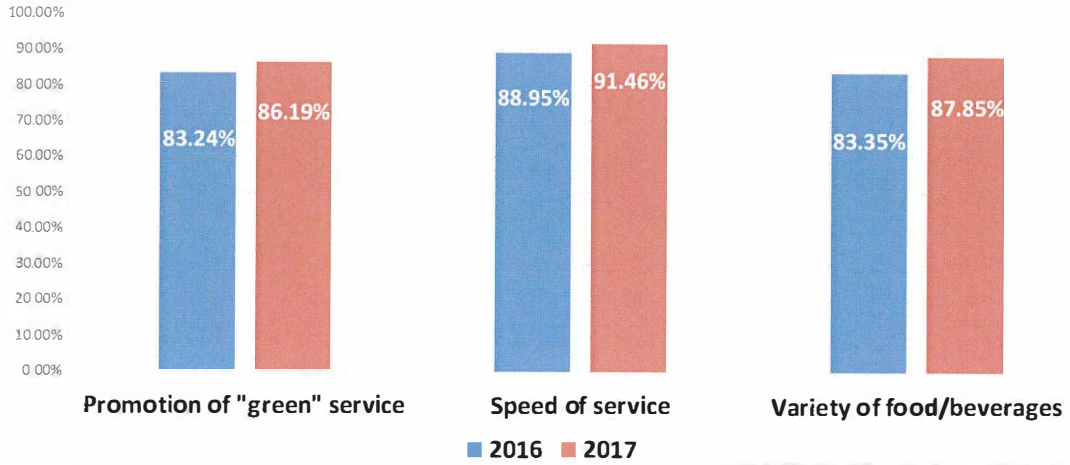
2016 & 2017 Q: "The following question is designed to determine how SATISFIED you are regarding the current dining service program. Please indicate how SATISFIED you are with the current dining service categories that are provided at your location."

Satisfaction in Most Categories Improved (cont'd)



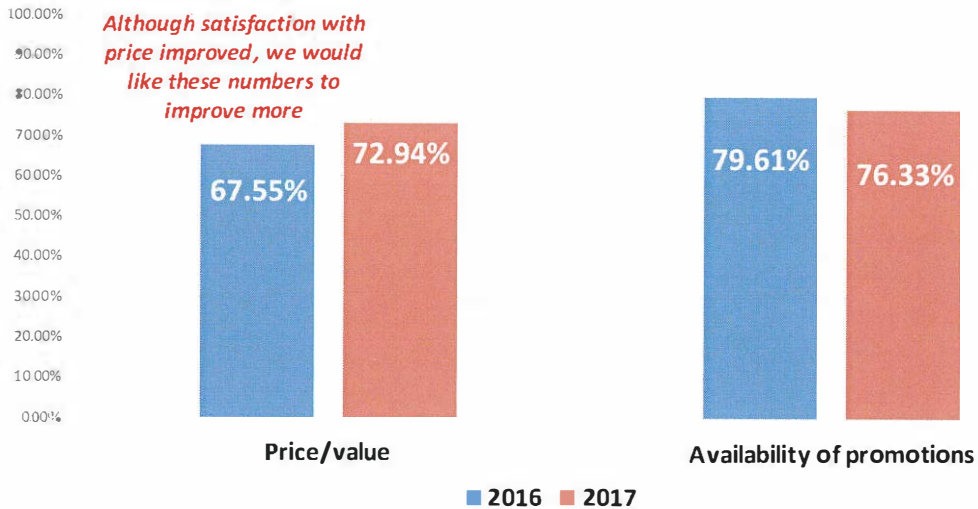
2016 & 2017 Q: "The following question is designed to determine how SATISFIED you are regarding the current dining service program. Please indicate how SATISFIED you are with the current dining service categories that are provided at your location."

Satisfaction in Most Categories Improved (cont'd)



2016 & 2017 Q: "The following question is designed to determine how SATISFIED you are regarding the current dining service program. Please indicate how SATISFIED you are with the current dining service categories that are provided at your location."

Areas Needing Attention



2016 & 2017 Q: "The following question is designed to determine how SATISFIED you are regarding the current dining service program. Please indicate how SATISFIED you are with the current dining service categories that are provided at your location."

Preliminary Conclusions

- **Student Center is high-demand, reflecting investment in facilities & offerings**
- **Satisfaction improved in most categories, with significant improvements in:**
 - fresh ingredients
 - healthy options
 - variety
- **Need to develop & market more promotions**
- **Need to offer “value” deals**

SECTION: 8
DATE: February 9, 2018

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 February 9, 2018, and the minutes of the October 20, 2017, meeting be received and placed on file.

STAFF SUMMARY

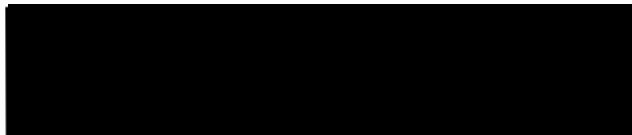
The topic for the February 9, 2018, Faculty Affairs Committee meeting is, "A 3-D Look at Our Instructional Staff: Definitions, Devotions and Deflections."

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

1/17/18
Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Faculty Affairs Committee

February 9, 2018
10 – 10:45 a.m.
205 Welch Hall

AGENDA

Section 9 **Agenda and Minutes** (*Regent Webb*)

Discussion Topic: A 3-D Look at Our Instructional Staff: Definitions,
Devotions and Deflections

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

FACULTY AFFAIRS COMMITTEE MINUTES

October 20, 2017
9:45 – 10:30 a.m.
205 Welch Hall

Attendees (seated at tables) R. Carpenter, J. Carroll, D. Clearwater, A. Ducher, J. Kullberg, R. Longworth, R. Quiel, M. Rahman, Regent Simpson (Vice Chair) and Regent Webb (Chair).

Guests (as signed in): G. Hage, W. Kraft, M. Sayler and M. Valdez.

Regent Webb opened the meeting at 9:45 a.m.

Report and Minutes (Section 14)

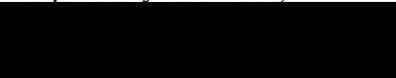
Regent Webb requested that the Faculty Affairs Committee Agenda for October 20, 2017 and the Minutes of the April 21, 2017 meeting be received and placed on file.

Discussion Topics – “Academic Budget”

Dr. Rob Carpenter, Faculty Senate Budget Committee Chair and Dr. Mahmud Rahman, Faculty Senate Vice President and Executive Board member of the AAUP led a presentation on the Academic Budget. The presentation was focused on budgeting priorities from the perspective of the faculty, highlighting our vision and mission, metrics for measuring student success and key findings from the Budget Committee’s 2017 Annual Report.

Regent Webb thanked all and adjourned the meeting at 10:30 a.m.

Respectfully submitted,


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

A 3-D Look at Faculty: Definitions, Devotions and Deflections

Faculty Affairs Committee
February 9, 2018

Definitions

- The EMU faculty is composed of scholars holding tenured or tenure-track positions in the departments, colleges, and library of the university.
- In 2017-18, there are 679 faculty members: 355 professors, 143 associate professors, 178 assistant professors, and 3 instructors.
- Credentials: faculty must hold the terminal degree in their field, primarily the Ph.D., or complete such a degree prior to being tenured.

Responsibilities

- “...Faculty Members have professional responsibilities in the realms of Instruction, Scholarly/Creative Activity, and Service...these activities are life-long endeavors which enhance the stature of the Faculty Member’s profession....”
- **Faculty are responsible for carrying out the mission of the university**

EMU Mission Statement

- *EMU enriches lives in a supportive, intellectually dynamic and diverse community. Our dedicated faculty balance teaching and research to prepare students with relevant skills and real world awareness. We are an institution of opportunity where students learn in and beyond the classroom to benefit the local and global communities.*

Devotion to the EMU mission: Teaching

- EMU Faculty members
 - have the responsibility to stay current, continually improve their understanding of the learning process and pedagogy, and be available to their students
 - are dedicated to instruction in and beyond the classroom
 - are the most visible representatives of Eastern Michigan University
- The best evidence of faculty devotion to teaching is the success of EMU alumni.

Devotion to EMU Mission: Research

- “With respect to Scholarly/Creative Activity, Faculty Members have the responsibility to engage in pursuits that help to further organize and contribute to growth of the body of knowledge in their respective disciplines, and/or to explore interdisciplinary implications.”
- External funding. Each month, dozens of grants are received by EMU faculty members.
- EMU faculty members are acknowledged nationally and internationally for their scholarship.
 - In 2015-16, EMU was the top producer of Fulbright Scholars in the U.S.

Devotion to EMU Mission: Service

- “With respect to Service (or academic citizenship), Faculty Members have responsibility to engage in pursuits that further the interests of their respective disciplines, the University, their Colleges, their Departments, and the community at large.”
 - Curriculum development
 - Shared governance
 - Advising
- EMU faculty members engage in many forms of service

Experiences and perspectives of new faculty

- Keon Pettitway, Assistant Professor, CMTA
- Amanda Stype, Assistant Professor, Economics

Deflections: Impediments to the fulfillment of mission

- Problems with shared governance and input processes
- Transparency and communications
- Management, and lack, of resources
- The declining risk/reward ratio for instructional staff

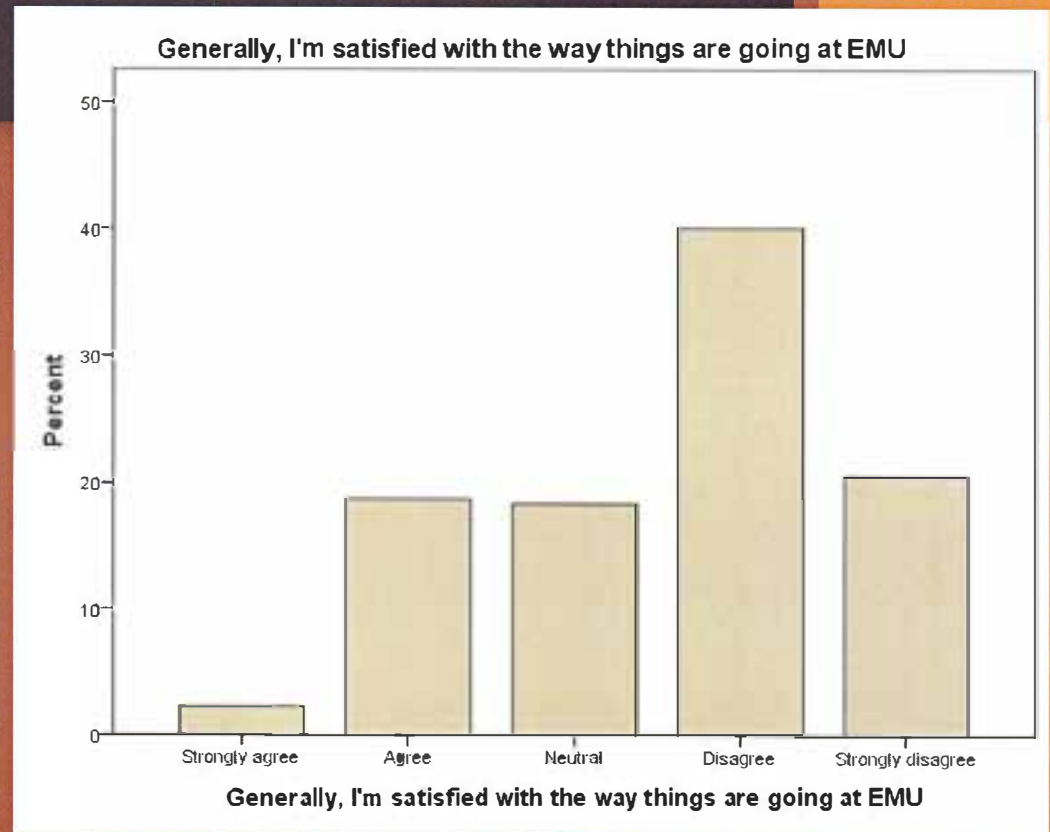
Results of EMU-AAUP survey of faculty, Jan. 22-Feb. 1, 2018

- Survey designed to measure perceptions of current issues as well as performance and state of the university, with a focus on the faculty
- Participation was anonymous and responses confidential
- Invitation sent to 633 members. 281 respondents (44.4%) participated.
 - Highest level of faculty participation in AAUP survey in recent years.

Overall satisfaction

Generally, I'm satisfied with the way things are going at EMU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	2.1	2.2	2.2
	Agree	50	17.5	18.7	21.0
	Neutral	49	17.2	18.4	39.3
	Disagree	107	37.5	40.1	79.4
	Strongly disagree	55	19.3	20.6	100.0
	Total	267	93.7	100.0	
Missing	System	18	6.3		
Total		285	100.0		

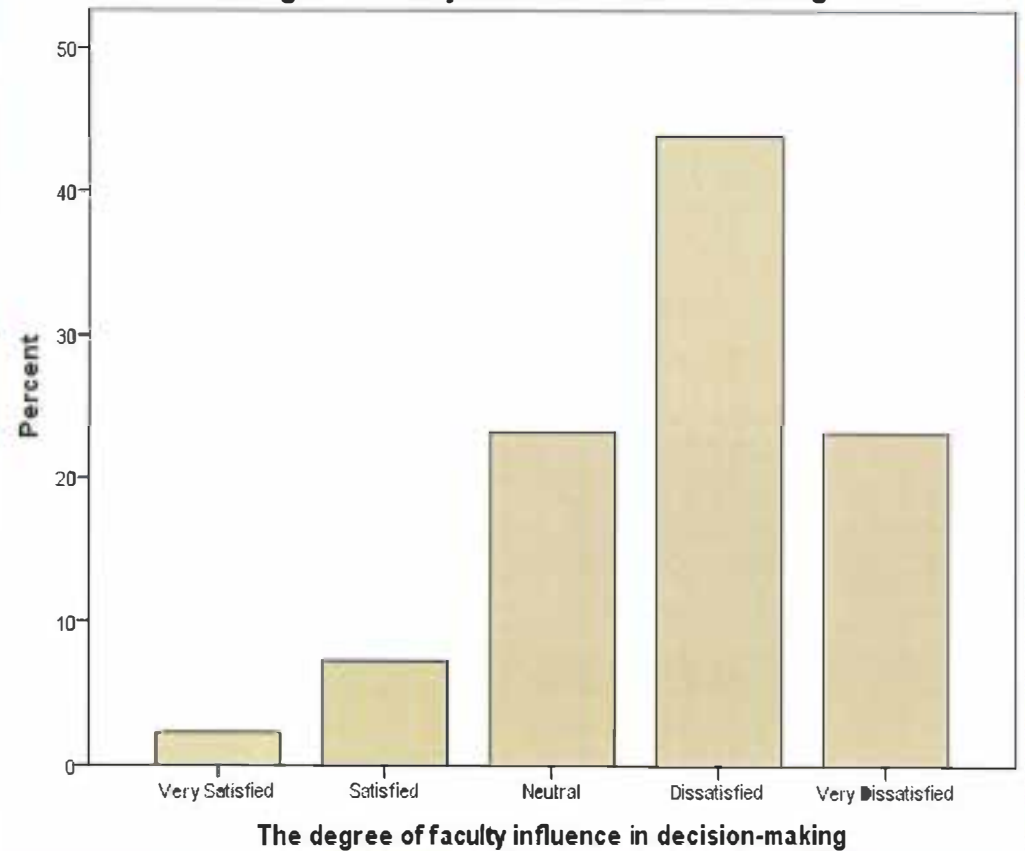


Shared governance?

The degree of faculty influence in decision-making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	6	2.1	2.3	2.3
	Satisfied	19	6.7	7.3	9.5
	Neutral	61	21.4	23.3	32.8
	Dissatisfied	115	40.4	43.9	76.7
	Very Dissatisfied	61	21.4	23.3	100.0
	Total	262	91.9	100.0	
Missing	System	23	8.1		
Total		285	100.0		

The degree of faculty influence in decision-making

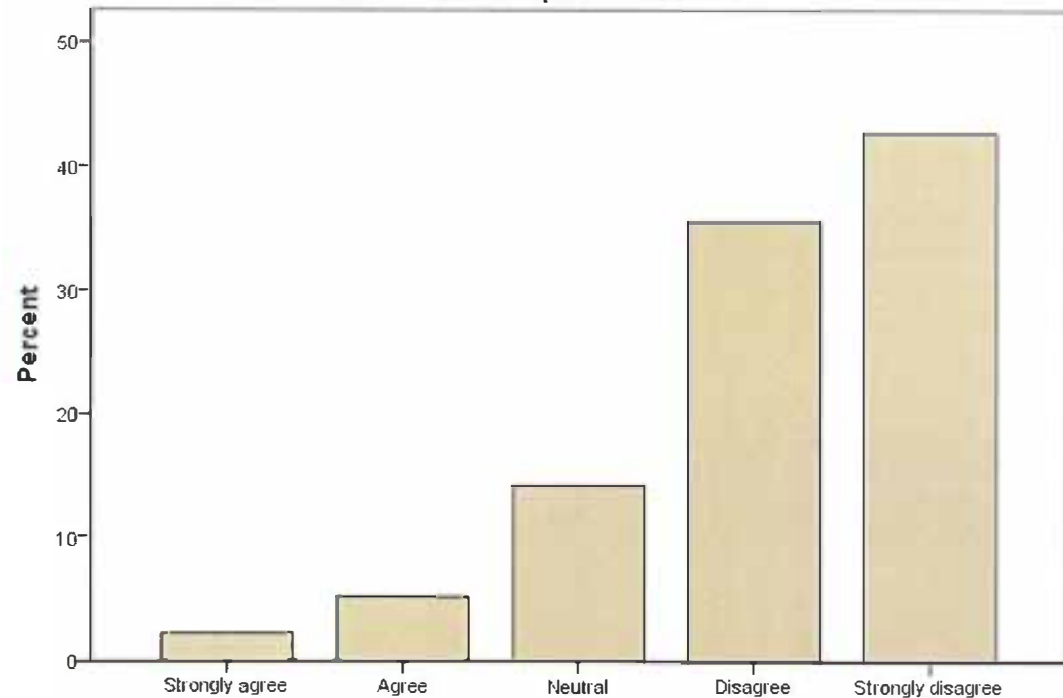


Transparency

EMU administration is transparent about the procedures, information, and reasons that shape its decisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	2.1	2.2	2.2
	Agree	14	4.9	5.2	7.5
	Neutral	38	13.3	14.2	21.7
	Disagree	95	33.3	35.6	57.3
	Strongly disagree	114	40.0	42.7	100.0
	Total	267	93.7	100.0	
Missing	System	18	6.3		
	Total	285	100.0		

EMU administration is transparent about the procedures, information, and reasons that shape its decisions



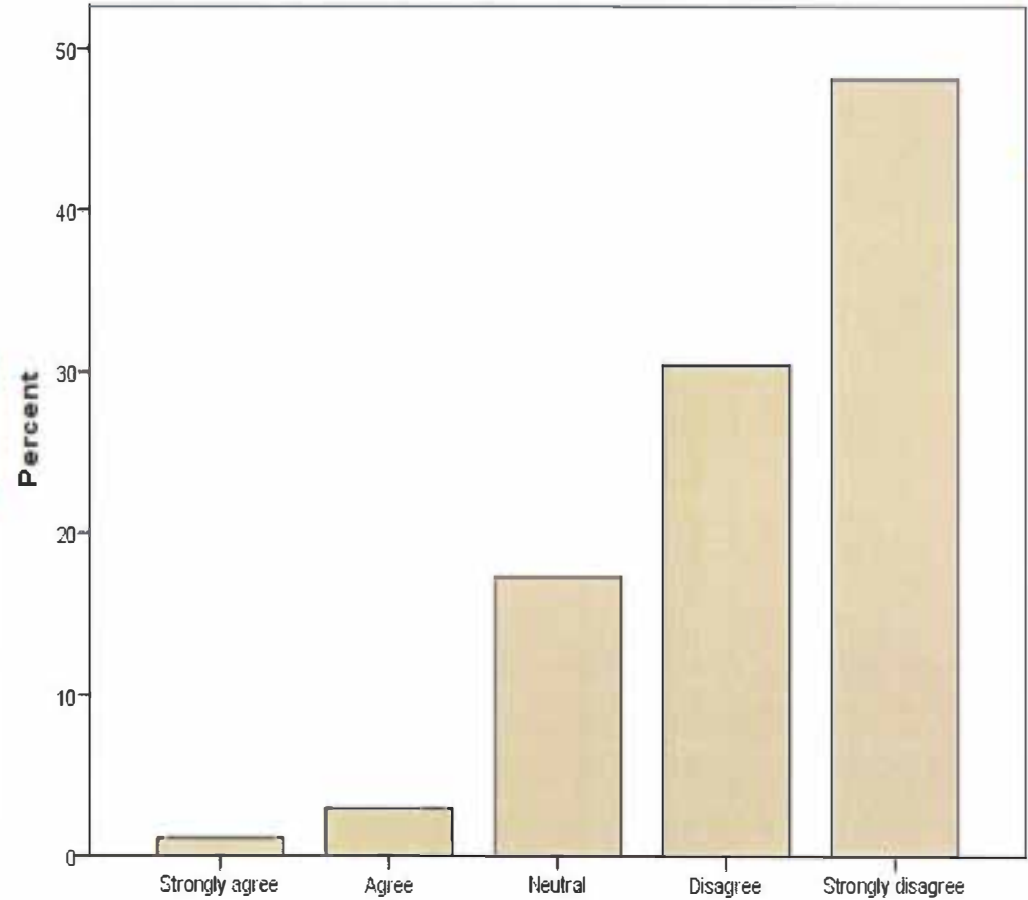
EMU administration is transparent about the procedures, information, and reasons that shape its decisions

Resources

EMU has managed university finances well in recent years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	1.1	1.1	1.1
	Agree	8	2.8	3.0	4.1
	Neutral	46	16.1	17.3	21.4
	Disagree	81	28.4	30.5	51.9
	Strongly disagree	128	44.9	48.1	100.0
	Total	266	93.3	100.0	
Missing	System	19	6.7		
	Total	285	100.0		

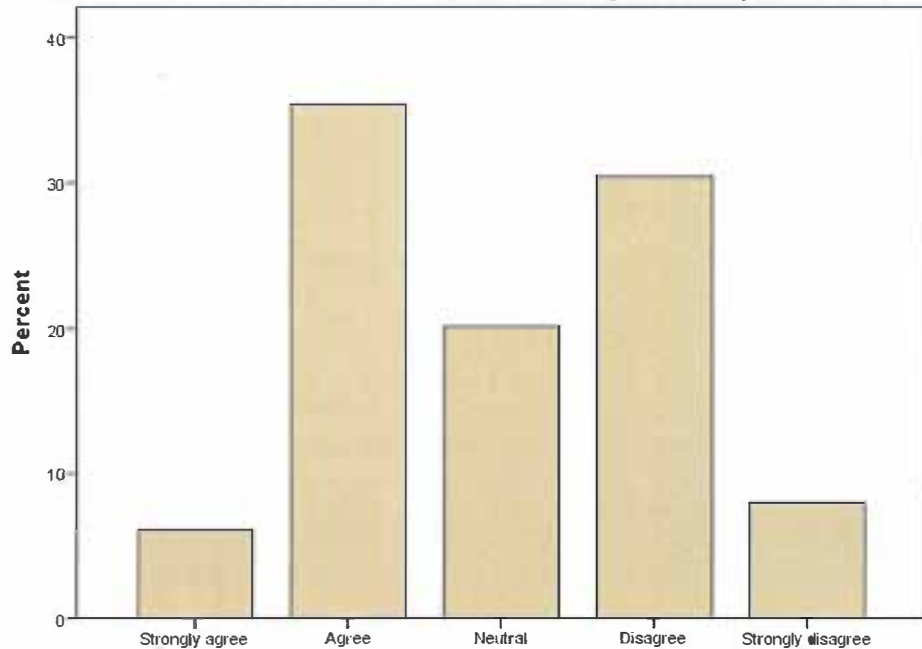
EMU has managed university finances well in recent years



EMU has managed university finances well in recent years

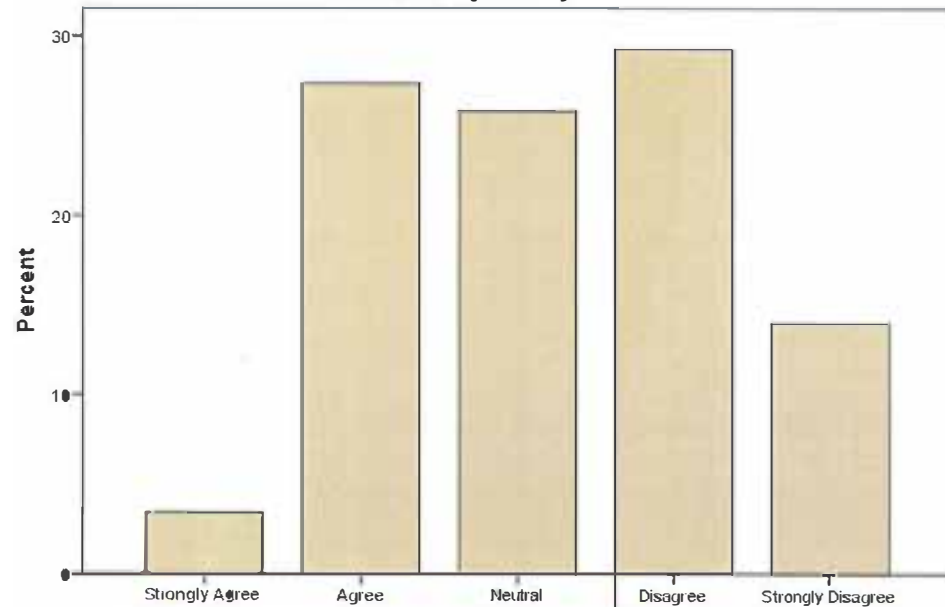
Institutional support for teaching & research

I have the tools and/or resources to provide the highest quality instruction.



I have the tools and/or resources to provide the highest quality instruction.

I have the tools and/or resources necessary to conduct research/engage in scholarly activity.



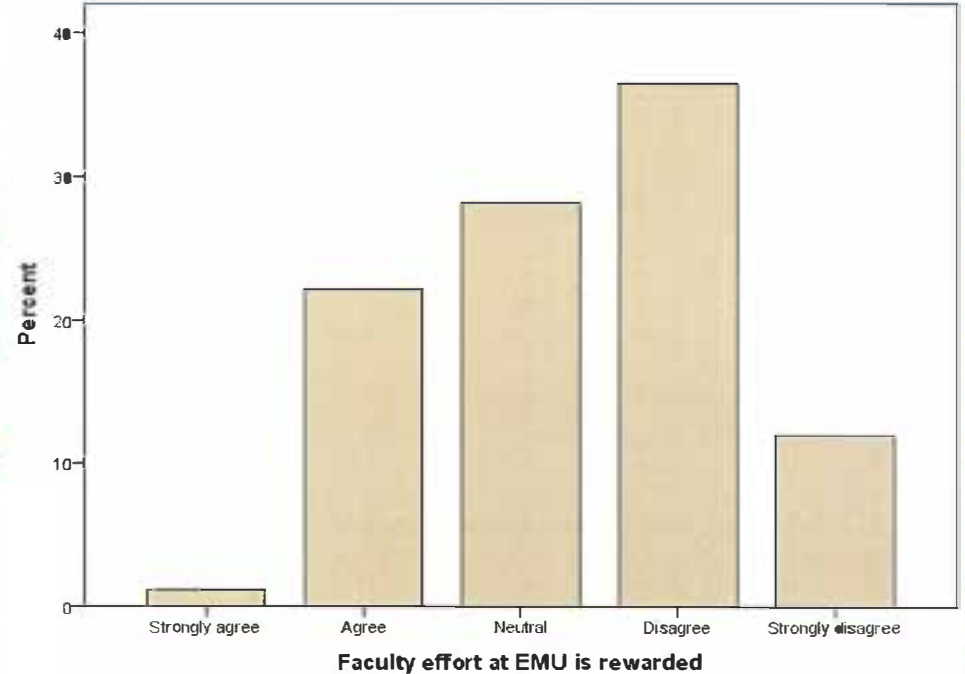
I have the tools and/or resources necessary to conduct research/engage in scholarly activity.

The declining risk/reward ratio

Faculty effort at EMU is rewarded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	1.1	1.1	1.1
	Agree	59	20.7	22.2	23.3
	Neutral	75	26.3	28.2	51.5
	Disagree	97	34.0	36.5	88.0
	Strongly disagree	32	11.2	12.0	100.0
	Total	266	93.3	100.0	
Missing	System	19	6.7		
Total		285	100.0		

Faculty effort at EMU is rewarded

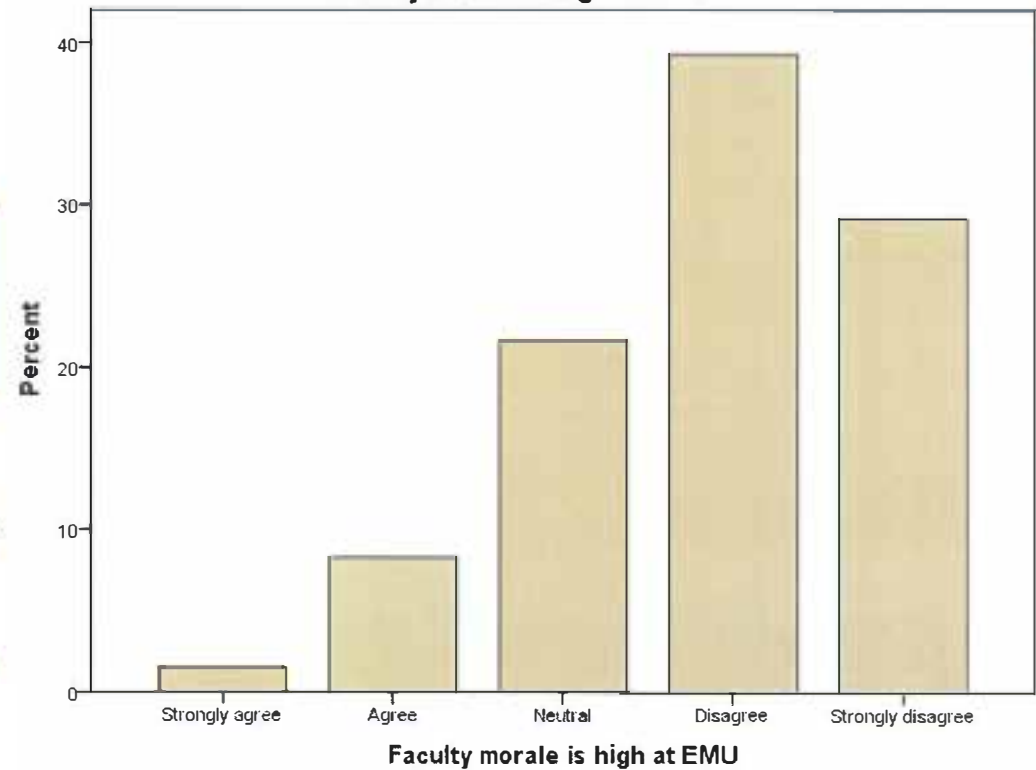


Faculty morale

Faculty morale is high at EMU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	1.4	1.5	1.5
	Agree	22	7.7	8.2	9.7
	Neutral	58	20.4	21.7	31.5
	Disagree	105	36.8	39.3	70.8
	Strongly disagree	78	27.4	29.2	100.0
	Total	267	93.7	100.0	
Missing	System	18	6.3		
Total		285	100.0		

Faculty morale is high at EMU

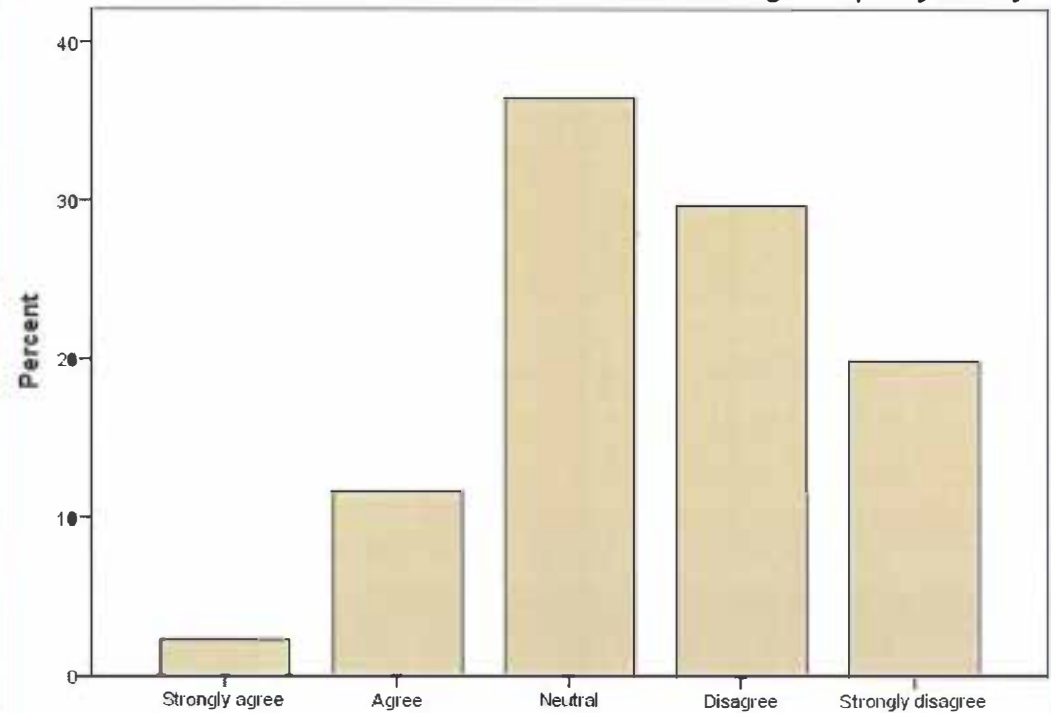


Faculty retention

EMU administration is committed to the retention of the highest quality faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	2.1	2.3	2.3
	Agree	31	10.9	11.7	13.9
	Neutral	97	34.0	36.5	50.4
	Disagree	79	27.7	29.7	80.1
	Strongly disagree	53	18.6	19.9	100.0
	Total	266	93.3	100.0	
Missing	System	19	6.7		
Total		285	100.0		

EMU administration is committed to the retention of the highest quality faculty



EMU administration is committed to the retention of the highest quality faculty

Conclusion: Overcoming the impediments

- Respect shared governance and input processes
- Enhance transparency and improve communication
- Identify ways to regularly recognize and reward devotion to the mission
- Expand resources for the core mission
 - Support grant proposal development
 - Involve faculty in fund-raising, development

Thank you!

- Dave Pawlowski, Physics and Astronomy
- Amanda Stype, Economics
- Keon Pettaway, Communications, Media, and Theater Arts
- Charles Cunningham, English Language and Literature

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 9, 2018, and the Minutes of the December 15, 2017, meeting be received and placed on file.

SUMMARY

The primary items for the February 9, 2018, Educational Policies Committee meeting include:


Agenda and Minutes; Emeritus Faculty; Appointment of Charter Schools Board Members; 2016-17 Charter Schools Annual Report and Update; New Academic Program: Teaching English as a Second Language, Bachelor of Arts; New Academic Program: Finance, Master of Science; a presentation on Engage@EMU; and an update to the Degree Completion & Retention Plan.

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

Date 1/17/18

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Educational Policies Committee

February 9, 2018
9:00 – 9:45 a.m.
205 Welch Hall

AGENDA

- (9:00)** **Section 9:** Agenda and Minutes (*Regent Beagen, Chair*)
- Section 6:** Emeritus Faculty (*Rhonda Longworth*)
- Section 4:** Academic Affairs Administrative Professional Appointments/Transfers
 (*Dave Woike*)
- Section 5:** Academic Retirements/Separations (*Dave Woike*)
- Section 10:** Charter Schools Board Member Appointments (*Malverne Winborne*)
- Section 11:** 2016-17 Charter Schools Annual Report and Update (*Malverne Winborne*)
- Section 12:** New Academic Program: Teaching English as a Second Language, Bachelor
 of Arts (*Kathleen Stacey*)
- Section 13:** New Academic Program: Finance, Master of Science (*Anne Balazs*)

Discussion Items:

- (9:25)** Degree Completion and Retention Plan - Update (*Rhonda Longworth and Michael Tew*)
 Engage@EMU Presentation (*Jessica Alexander*)

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

EDUCATIONAL POLICIES COMMITTEE MINUTES

December 15, 2017
8:45 a.m. – 9:30 a.m.
205 Welch Hall

Attendees: (seated at tables) Regent Beagen (Chair), J. Carroll, D. Clearwater, A. Ducher, Regent Jeffries (Vice Chair), R. Longworth, M. Tew, W. Tornquist, and M. Winborne.

Guests: (as signed in) : S. Chawla, E. Findley, J. Heck, K. Kucera, L. Langdon, M. Marion, T. McGuire, S. Otto, M. Qatu, M. Rich, B. Shell, R. Yuskowatz, D. Woike and R. Woody

Regent Beagen convened the meeting at 8:45 a.m.

Report and Minutes (Section 9)

Regent Beagen requested that the Educational Policies Committee Agenda for December 15, 2017 and Minutes of the October 20, 2017 meeting be received and placed on file.

Emeritus Faculty (Section 5)

Dr. Rhonda Longworth, Provost and Executive Vice President Academic and Student Affairs, recommended that the Board of Regents grant Emeritus Faculty Status to five (5) former faculty members: Betty Beard, School of Nursing from 1976 to 2017, who retired after 41 years; Rita Bullard, University Library from 1973 to 2017, who retired after 43 years; Joan Jones, Department of Mathematics from 1998 to 2017, who retired after 19 years; David Leapard, School of Technology and Professional Services Management from 1992 to 2017, who retired after 25 years; Alexandra Norton, Department of English from 1989 to 2016, who retired after 27 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.

Charter Schools Board Member Appointment (Section 10)

Dr. Malverne Winborne, Director of Charter Schools, recommended that the Board of Regents appoint Tracey Carpenter and Pamela Theriot to three-year terms on the Board of Directors of the Commonwealth Community Development Academy and re-appoint Jonathan Kinloch to a three year term to the Board of Directors of Detroit Public Safety 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.

Commonwealth Community Development Academy

Tracey Carpenter is an OBGYN Medical Assistant at Hutzel Women's Health Specialists in Detroit, Michigan. She earned a Phlebotomy Technician certificate from Career Health Studies in Harper Woods, Michigan in 2011. She earned a Medical Assistant certificate from Kaplan in Detroit, Michigan in 2009. She is a parent of a student at Commonwealth Community Development Academy. This is a new appointment.

Pamela Theriot is a Transportation Driver for Rainbow Rehabilitation in Livonia, Michigan since 2014. She earned a diploma from Detroit International Academy in 2008. She is a parent of a student at Commonwealth Community Development Academy. She is a co-leader of Girl Scouts of South Eastern Michigan. This is a new appointment.

Detroit Public Safety Academy

Jonathan Kinloch is the President of The Kinloch Group, Inc. in Ferndale, Michigan since 1991. He attended Wayne State University in Detroit, Michigan and is currently pursuing a B.A. in executive management at Central Michigan University in Mt. Pleasant, Michigan. He is currently the vice chairman of the Board of Directors of Wayne County Port Authority and a board member on the Board of Directors of the Michigan Association of School Boards. This is a re-appointment.

New Academic Program: Information Technology Major, Bachelor of Science (Section 11)

Dr. Rhonda Longworth recommended that the Board of Regents approve a New Academic Program: Information Technology Major, Bachelor of Science. With declining enrollment in some programs across the College of Technology we've shelved several programs including Distribution Operations and Technical Sales and Applied Technology, to help support the development of this new IT major.

SUMMARY

The *Bachelor of Science in Information Technology* will focus on IT infrastructure, project management and integration, systems and network administration, security, and IT architecture.

James H. Brickley Endowment for Faculty Professional Development and Innovation 2017 Award Winners (Section 12)

Dr. Wade Tornquist, Interim Associate VP for Graduate Studies and Research, recommended that the Board of Regents accept and place on file the Report on the Fall 2017 Brickley Endowment for Faculty Professional Development and Innovation awards.

STAFF SUMMARY

The James H. Brickley Endowment for Faculty Professional Development and Innovation award winners for fall 2017 have been identified. We expect that as a result of the awards provided, we will be able to come back to you in future meetings to report on subsequent research activity by these faculty, whether it be in receiving internal or external grant awards, or patents, or other recognition for their scholarship. In this manner we hope to portray a continuum of faculty research activity.

The purpose of the fund is to "facilitate faculty professional development and innovation through a broad range of activities, including but not limited to, things such as (1) reassigned time from teaching for scholarly, creative, and innovative endeavor; (2) conference presentations; (3) travel; (4) hiring of research assistants; (5) purchase of special equipment or supplies for teaching, scholarly, research,

creative, or innovative activities; (6) development of a grant proposal for external funding; and (7) similar or related academic activities.

Discussion Item:

Dr. Michael Tew, Associate Provost and Associate Vice President for Academic Programming and Services, presented the Degree Completion and Retention Plan Annual Report.

Regent Beagen thanked those in attendance, and adjourned the meeting at 9:40 a.m.

Respectfully submitted,



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

The logo for engage@emu features the text "engage@emu" in a white, lowercase, sans-serif font. A white arch is positioned above the '@' symbol. The logo is centered within a dark gray rounded rectangle, which is itself centered on a larger, lighter gray background.

www.emich.edu/engage

ENGAGE @ EMU IS...

- **A VIRTUAL PLATFORM**
- **A COMMUNITY/UNIVERSITY
DOORWAY**
- **A UNIVERSITY OFFICE**

Engage's purpose is to...

enhance collaboration and navigate & cultivate partnerships between the University and business & community entities.

Engage's philosophy/approach is:

ASSET TO ASSET.

How DO WE UTILIZE /MINE/EXTRAPOLATE THE ASSETS OF EMU: EXPERTISE, CURRICULUM, TALENT, SPACE WITH THE ASSETS OF A COMMUNITY/BUSINESS PARTNER: PROFESSIONAL EXPERIENCE, PROJECT BASED LEARNING, LEARNING LABORATORY & COMMUNITY PROBLEM-SOLVING?

HOW DO WE 'ENGAGE' ?

- EMU AS COMMUNITY CONVENER: DIALOGUES. EVENTS. PROGRAMS.
- EMU AS COMMUNITY COLLABORATOR
- EMU AS CREATOR /CULTIVATOR
- EMU AS PARTICIPANT (PRESENCE) – REPRESENTING US IN THE COMMUNITY

BUSINESS ENGAGEMENT IMPACT

- PROVIDING OF TESTING TO EMU STUDENTS & COMMUNITY NEEDING MTC CERTIFICATIONS, CYBERSECURITY CERTIFICATIONS, GED AND EXERCISE SCIENCE
- QUARTER MILLION DOLLARS ANNUALLY IN HEALTH & SAFETY TRAINING FOR AUTOMOTIVE AND CONSTRUCTION INDUSTRIES –
- TRAIN OVER 90 INDIVIDUALS RECEIVING SHRM CERTIFICATION
- DIGITAL INCLUSIONS – EMU, WCC AND JACKSON COLLEGE - \$30,000 IN REVENUE, 5 STUDENT INTERNS AND 6 STUDENT STAFF MEMBERS)
- MCRN -MICHIGAN CORPORATE RELATIONS NETWORK - [HTTP://WWW.MICHIGANCRN.ORG/](http://www.michigancrn.org/)

COMMUNITY

K-12 ENGAGEMENT & COLLEGE ACCESS & READINESS

- **COLLEGE COACHING CORPS**, GRADUATE ASSISTANTSHIP COLLEGE ADVISOR PROGRAM: WASHTENAW COUNTY
- BRIGHT FUTURES -21ST CENTURY PROGRAMS
- UPWARD BOUND
- SEMIS
- EASTERN SCHOLARS - MILAN, LENAWEE, SALINE, ANN ARBOR (NEW:PLYMOUTH & FARMINGTON HILLS)
- ADVISE MI: COLLEGE ADVISOR/AMERICORPS PROGRAM: WAYNE COUNTY (WAVE, OLD REDFORD, JALEN ROSE ACADEMY)
- ASAP: COMMUNITY TUTORING & MENTORING YCS
- COLLEGE COMPLETION COACH: AAACF, WCC AND EMU

COMMUNITY Engagement

- COMMUNITY RELATIONS : PARKRIDGE, EASTERN LEADER GROUP, DETROIT TASK FORCE, DETROIT LEADERSHIP, A2Y CHAMBER, WACY, WASHTENAW FUTURES, TEDX , ON THE GROUND YPSI
- BLACK YPSILANTI: A HISTORY -AFRICAN AMERICAN SIGNAGE PROJECT
- FAMILY EMPOWERMENT PROGRAM – YPSILANTI
- COMMUNITY WORK STUDY INITIATIVE, PROVIDING WORK-STUDY STUDENT FOR LOCAL NON-PROFITS.
- IN THE NEIGHBORHOOD WITH ANN ARBOR AREA COMMUNITY FOUNDATION

COMMUNITY ENGAGEMENT IMPACT

- COMMUNITY WORK STUDY
 - 86 PARTICIPATING STUDENTS
 - 46 COMMUNITY PARTNERS
 - 5974 HOURS WORKED
 - FEDERAL WORK STUDY HOURS REDEEMED 56,447
 - FINANCIAL TO PARTNERS \$144,212.37
- BRIGHT FUTURES – WESTLAND, ROMULUS & YPSILANTI
 - 1550 YOUTH ATTENDED BRIGHT FUTURES IN (STATE AVERAGE 442) OVER 20 SCHOOL SITES
 - 107 COMMUNITY PARTNERS
 - EMPLOYED 230 PEOPLE IN 2017.
 - 47 STUDENT EMPLOYEES
 - 1 FULL GA (WITH ORDA)
 - 158 EMPLOYEE CONSULTANTS
 - 21 PT POSITIONS
 - 3 APs

Impact: Family Empowerment Program (FEP)

THE FAMILY EMPOWERMENT PROGRAM (FEP) LAUNCHED IN 2011 IS THE SUPPORTIVE SERVICES ARM OF THE YPSILANTI HOUSING COMMISSION. FUNDED BY BOTH KRESIGE AND CORPORATION FOR SUPPORTIVE HOUSING, FEP PROVIDES INDIVIDUALIZED CASE MANAGEMENT FOR:

Hamilton Crossing	70 families
New Parkridge	86 families
Sauk Trail Point	112 families

FEP is the: first program in the United States which utilizes a 'lighter touch' resident supportive services model embedded in affordable housing communities.

HOW IS ENGAGE @ EMU STRUCTURED?

TWO AREAS: BUSINESS & COMMUNITY

The screenshot displays the Engage @ EMU website interface. At the top left is the Eastern Michigan University logo. The main heading reads "ENGAGE @ EMU" with the tagline "ONE DOOR, INFINITE OPPORTUNITIES". Below this, two primary sections are featured: "Business Link" and "Community Link".

Business Link is described as EMU's one-door entry way to connecting, cultivating, and collaborating with business and corporate entities. It is accompanied by an icon of two hands shaking.

Community Link is described as a collection of University offices, departments, programs, and personnel working with and working in the community. It is accompanied by a stylized icon of interconnected nodes.

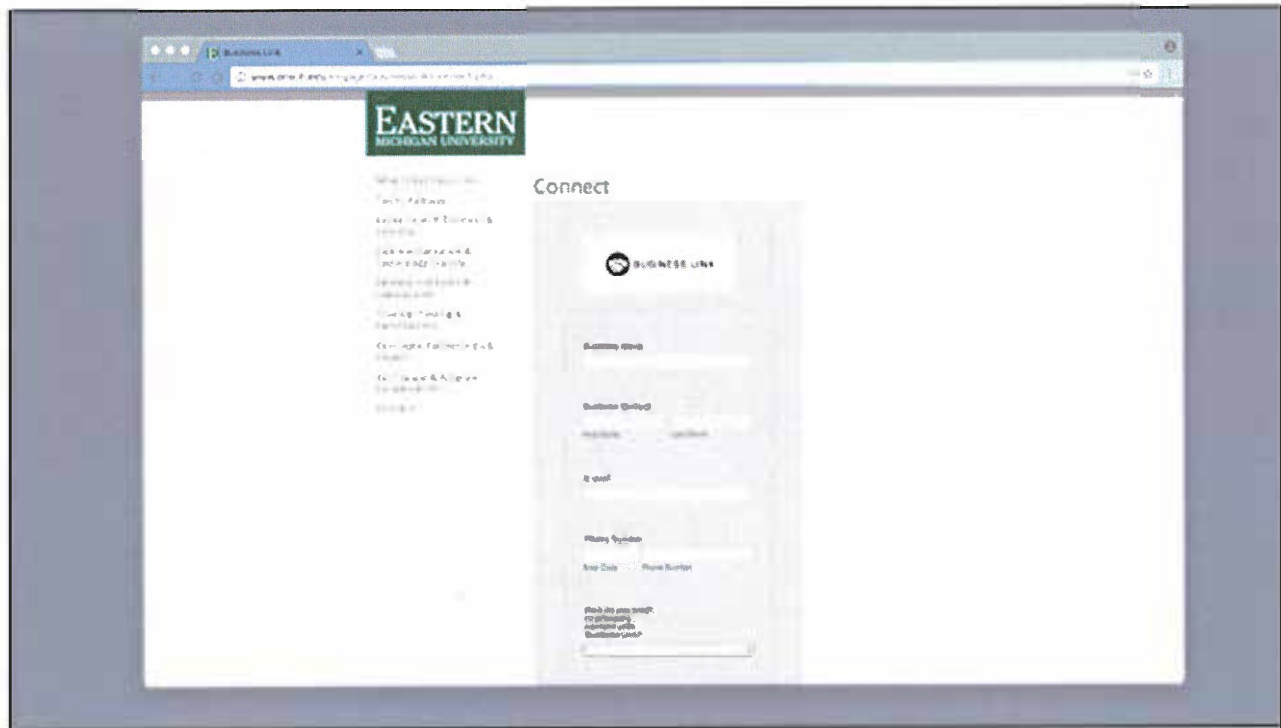
At the bottom of the page, the Eastern Michigan University logo is repeated on the left, and contact information is provided on the right: "Eastern Michigan University, Education First, Ypsilanti, Michigan, USA 48197 | 734.487.1849". A footer line includes "Non-Discrimination Statement | Privacy Policy | Copyright".

Business Link
CONNECT. CULTIVATE. COLLABORATE.
LEARN MORE ABOUT EMU BUSINESS LINK

- Talent Pathway
- Research with Business & Industry
- Commercialization & Technology Transfer
- Centers, Institutes & Laboratories
- Training, Testing & Certifications
- Corporate Partnerships & Impact
- Curriculum & Program Collaboration
- Connect

Community Link
CONNECT. CULTIVATE. COLLABORATE.
LEARN MORE ABOUT EMU COMMUNITY LINK

- Community & Friends
- Students
- Faculty
- Connect



ENGAGING EMU HAPPENINGS & ACTIVITIES

- **DEXTER SCHOOLS 6TH GRADE WINTER CAMP**
- **NAAPID @ NIGHT**
- **NEW PARKRIDGE & FAMILY EMPOWERMENT PROGRAM**
- **BLACK YPSILANTI: A HISTORY** AFRICAN AMERICAN SIGNAGE PROJECT
APRIL 2018
- **IDEAS TO ACTION CONFERENCE: REFLECT & SERVE** DESIGNING SOCIAL
EMOTIONAL LEARNING-JUNE 2018
- **DASHBOARD OF EMU COMMUNITY PARTNERS** - COMING SUMMER 2018

The logo for 'engage@emu' is displayed in white text on a black rectangular background. The word 'engage' is in a lowercase, sans-serif font. The '@' symbol is a simple white circle with a dot. The word 'emu' is also in a lowercase, sans-serif font. A white semi-circular arc is positioned above the 'e' in 'emu', resembling a stylized 'e' or a bridge.

203 BOONE HALL

YPSILANTI, MI 48197

JESSICA 'DECKY' ALEXANDER, JACK BIDLACK, CAROLINE SANDERS

& SCOTT TEASDALE

KRISTEN KLOCHKO, DUSTIN YATES – GA'S

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 10

DATE:

February 9, 2018

RECOMMENDATION

APPOINTMENT OF CHARTER SCHOOLS BOARD MEMBERS

ACTION REQUESTED

It is recommended that the Board of Regents appoint Amber York and Thomas Nikundiwe to three-year terms on the Board of Directors of The James and Grace Lee Boggs School and re-appoint Rebecca Domegan to a three year term to the Board of Directors of Global Tech 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.

The James and Grace Lee Boggs School

Amber York is the Director of Development at Michigan United in Detroit, Michigan. She earned a Bachelor of Arts degree in Biology from Wayne State University in Detroit, Michigan. She is a parent of two students at The James and Grace Lee Boggs School. This is a new appointment.

Thomas Nikundiwe is an Executive Director at Education for Liberation Network in Detroit, Michigan. He has earned a Bachelor of Science in Mathematics degree and a Post Bachelor of Science in Teacher Certification Internship from Michigan State University in Lansing, Michigan. Dr. Nikundiwe earned a Master of Education and a Doctor of Education from Harvard Graduate School of Education in Cambridge, Massachusetts. He is a parent of a student of The James and Grace Lee Boggs School. This is a new appointment.

Global Tech Academy

Rebecca Domegan is employed at TLS Productions in Ann Arbor, Michigan. She earned a Bachelor of Arts degree in Arts Administration at the University of Michigan in Ann Arbor, Michigan and a Master of Arts degree in Non-Profit/Arts Management at Carnegie Mellon University, H. John Heinz II College of Public Policy & Management in Pittsburgh, Pennsylvania. She also served on the Board of Directors of Neutral Zone at the Ann Arbor Teen Center and the Board of Governors of the U. S. Synchronized Swimming. 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

1/19/18
Date

Amber York

Non-profit Development Director

As a Detroit, I live and work in the midst of inequality. Because I have lived in multiple metro Detroit communities, I have experienced the differences in law enforcement, schools, and public services. I have seen with my own eyes how inequality in America leads to a variety of unequal life outcomes, from health care to real estate to the justice system.

Through academic study and personal experience, I have learned that America doesn't become richer when talented people enrich themselves; it becomes richer when we reinvest our talents and privileges in communities in need. I'm hungry for the opportunity to actively work with a team dedicated to a mission of protecting civil rights, working for environmental justice, and helping individuals and families to be empowered and unbroken. My goal is to dedicate my skills and knowledge to creating more equity for all people.

Willing to relocate: Anywhere

Authorized to work in the US for any employer

Work Experience

Director of Development

Michigan United - Detroit, MI

January 2017 to Present

The Director of Development oversees Michigan United's fundraising strategy, which includes foundation relationships and a growing individual membership base. The Director researches, approaches, and builds relationships with potential new funders. The main responsibility of the Director is to build overall funding strategy for different issue areas, which include immigrants' rights and immigration reform; mass incarceration and prison reform; movement politics and political leadership; gender justice, women's leadership, and the caring economy; environmental and climate justice; legal services; community education, including ESL and GED; affordable housing and equitable development; and broad campaigns for workers' rights and economic justice.

Business Analyst

Jawood Genpact at Blue Cross Blue Shield of Michigan - Detroit, MI

August 2012 to July 2016

- Analyze and create online Customer Service reference documentation for PPACA implementation
- Create and deliver Customer Service training for PPACA implementation
- Document business processes and procedures for internal audiences to ensure consistent performance of newly implemented business functions

Accomplishments

- Create content, manage production and distribution of Patient Protection and Affordable Care Act printed reference materials to 3,000+ employees throughout BCBSM enterprise
- Coordinate and manage production of computer-based training and eLearning

- Create documentation of newly established business processes for internal business audiences and external Federal audiences to ensure compliance with federal and state mandates
- Create and deliver corporate classroom training under demanding deadline; with restricted budget and performance tracking

Skills Used

- Apply adult education philosophies to creation of corporate training courses
- Engage adult learners to achieve effective classroom training
- Technical writing and editing (using Microsoft Office Suite)
- Business process analysis
- Share Point web development
- Organize and conduct in-person and virtual meetings with business partners and stakeholders via Microsoft Outlook and WebEx

Farm Guide

Bloomfield Hills Schools - Bloomfield Hills, MI
September 2011 to July 2012

Responsibilities

Farm Guide at the Bowers School Farm in the Bloomfield Hills School District. The Bowers Farm is a living, working farm with sheep, goats, horses, chickens, ducks and more. Children (pre-K through 12) from all over southeast Michigan come to this farm to learn sciences in a hands-on "land laboratory".

Accomplishments

Assist birth for sheep and goats

Skills Used

Deliver grade level science lessons (K-6)
General farm animal care: feeding, cleaning

Research Assistant

Karmanos Cancer Institute - Detroit, MI
February 2011 to May 2011

The title of the project to which I contributed was "The identification of peptide mimics of cancer-associated carbohydrate tumor antigens." The skills I regularly practiced were cell culture techniques, immunoblot (Western) techniques, handling patient sera, using an infrared optical scanner, quantification of images using ImageJ software, data analysis in Microsoft Excel, and peptide/protein sequence alignment analysis using ClustalW2 software.

Young Adult Service Corps volunteer

Episcopal Church USA - Japan and the Philippines
June 2004 to June 2005

Responsibilities

Primary responsibilities: residency in two rural mountain communities in Japan and the Philippines. Observation, ethnographic interviews, and documentation of impact of implementation of community development projects previously instituted. Oral and written reporting of findings to American, Filipino and Japanese executives of respective organizations.

Accomplishments

Longest residence of any foreigner in Tulgao village, Kalinga Province, Philippines

Skills Used

Ethnography

Research

Writing

Research Assistant

Wayne State University - Detroit, MI

January 2001 to May 2002

The title of the project to which I contributed was "The isolation and characterization of floral identity genes in spinach." The skills I regularly practiced were expression of recombinant proteins, manual DNA/RNA extraction and purification, PCR assays, agarose gel electrophoresis (including staining and imaging), and the maintenance of *Spinacia oleracea* stock. My data and name were included in the following publication: Sequence Evolution and Sex-specific Expression Patterns of the C Class Floral Identity Gene, SpAGAMOUS, in Dioecious *Spinacia oleracea*, Sather, DN, A York, KJ Pobursky, and EM Golenberg. 2005. *Planta* 222:284-292.

Research Assistant

University of California at Berkeley - Berkeley, CA

June 2000 to August 2000

The title of the project to which I contributed was "The investigation of inter-organ communication in *Arabidopsis thaliana* seedling development." The skills I regularly practiced were *A. thaliana* seed dissection, seed germination, and plant tissue culture.

Research Assistant

University of Maryland Baltimore County - Baltimore, MD

June 1997 to June 2000

The title of the project to which I contributed was "the characterization of a family of plant heat shock proteins." The skills I regularly practiced were Sodium Dodecyl Sulfate-Polyacrylamide Gel Electrophoresis and Amylose Column protein purification.

Research Assistant

Lancaster University - Lancaster, CA

June 1999 to August 1999

The title of the project to which I contributed was "The development of methods for the assay of beta-amyloid fibril aggregates as a potential diagnostic test for Alzheimer's Disease." The skills I regularly practiced were protein fibrilization assays, fluorescence spectroscopy, and the preparation and staining of proteins for Transmission Electron Microscope imaging. My data and name were included on the publication: Modulation of beta-amyloid production on fibrilisation, Allsop, D., Twyman, L., Davies, Y., Moore, S., York, A., Swanson, L., Soutar, I.. 2001. *Biochemical Society Symposium* no. 67: Neuronal Signal Transduction and Alzheimer's Disease.

Education

BA in Biology

Wayne State University - Detroit, MI

Thomas Nikundiwe

Education: Harvard Graduate School of Education Doctor of Education (Ed. D.)	Cambridge, MA 2017
Harvard Graduate School of Education Master of Education	Cambridge, MA 2007
Michigan State University Post B.S. Teacher Certification Internship	East Lansing, MI 1997-1998
<ul style="list-style-type: none">Graduate course work in Curriculum, Instruction, and Math Education	
Michigan State University Bachelor of Science, With Honor, in Mathematics	East Lansing, MI 1993-1997

Honors and Awards:

- Ronald R. Edmonds-Charles M. Cheng Memorial Fund Fellowship
 - Harvard University Presidential Fellowship
 - New Voices Fellowship administered by Academy for Education Development, 2004-2006
 - Scholarships – James N. Snitzler Scholarship, Distinguished Minority Scholarship, Spartan Scholarship, Beaumont Tower Scholarship, Myrtle Craig Mowbray Scholars Program
 - Outstanding Undergraduate Teaching Assistant Award (Michigan State University)–1995-1996
 - L.C. Plant Award for Achievement and Contribution to the Mathematics Department (Michigan State University), 1997
 - 4.0 Award, College of Natural Science, Michigan State University, Fall 1995, Spring 1996
-

Teaching Experience:

University Prep Science and Math High School <i>Secondary Mathematics Teacher/Coach</i>	Detroit, MI 2011-2014
<ul style="list-style-type: none">Course design in Algebra, Geometry, Pre-Calculus and ACT PreparationCo-Instruction in Algebra, ACT PreparationCoaching for teachers including courses in Algebra, Geometry, and Pre-Calculus	
Harvard Graduate School of Education <i>Teaching Fellow</i>	Cambridge, MA
<ul style="list-style-type: none">A-802 Intensive Study for Preparation of International Education: StatisticsProfessor Mark Warren, S-710: Qualitative InterviewingProfessor John Willett, S-010Y: Introduction to Quantitative Data AnalysisProfessor Eleanor Duckworth, T-440: Teaching and LearningProfessor Richard Murnane's A-205: MicroeconomicsProfessor Jon Star's T-214: Teaching MathematicsAdvanced Doctoral Student Noah Rubin's H-210A: Adolescent Development	2008 2008, 2009 2008 2008 2008 2007 2007

Thomas Nikundiwe



U.S. Peace Corps/Uganda Ministry of Education (MOES)

Masaka, Uganda

Teacher Trainer/Mentor

2002-2004

- Trained cohort of uncertified in-service student teachers in content, strategy, assessment
- Observed classes and provided feedback on instructional practices to teachers
- Provided math instruction, supervision, and mentoring to pre-service student teachers
- Facilitated workshops of myriad topics – e.g. HIV/AIDS education, using manipulatives, documentation
- Implemented MOES policy and initiatives for education reform

Baltimore City Public School System

Baltimore, MD

Secondary Mathematics Teacher

1998-2002

- Instructed students in the following math courses: Algebra I, Algebra II, Geometry, Advanced Math, Pre-Calculus, Calculus, Probability and Statistics
- Developed curriculum and school-wide assessments in geometry
- Served as a mentor teacher for a first year teacher - offered instructional and management strategy, sample assessments and activities, classroom observations

Michigan State University

East Lansing, MI

Teaching Assistant

- Course instruction in recitation courses including Calculus, Pre-Calculus, College Algebra, and Terminal Mathematics for non-science majors
- Emerging Scholars Program for Calculus support for students of color and students from rural areas

**Research
Experience:**

Harvard Graduate School of Education

Cambridge, MA

Research Assistant. Professor Mark Warren

2007-2010

- Co-authored case study chapter on one youth/community organizing group
- Co-authored teaching case
- Developed 10 interview protocols for three year research project
- Conducted over 40 interviews with school and community stakeholders
- Wrote and contributed to 4 site visit reports and to over 40 sets of field notes
- Cleaned, coded, wrote memos, and conducted analysis of over 15 interview transcripts

Prince George's County Public Schools

Upper Marlboro, MD

Educational Research Consultant

2008

Thomas Nikundiwe

**Community Organizing
Experience:**

Education for Liberation Network **Detroit, MI**
Executive Director 2014-Present

Youth Organizers United for the Now Generation Coalition **Boston, MA**
Coordinator 2010-2011

- Managed external and internal communication for the coalition including facilitation of weekly meetings with 3 directors, biweekly meetings with 3 organizers, and biweekly meetings with 16 youth
- Created and facilitated workshops that generated campaign issues, goals, demands, and power maps
- Provided logistical support for biweekly meetings, three out-of-state trips, and two-day retreat
- Built relationships with program officers at foundations through one-on-ones
- Lead and support grant writer resulting in \$200,000 in funds
- Managed \$235,000 budget

Baltimore Algebra Project **Baltimore, MD**
Math Literacy Youth Organizer 2004-2006

- Worked hand in hand with 15-20 young people daily to improve the conditions of their schools
- Closely mentored five youth now in organizing positions at the Project
- Provided leadership development training for over 100 youth in pedagogical methods, political education, relationship building, mentoring, public speaking
- Recruited over 50 students to tutoring and organizing components of the Project
- Supervised and facilitated expansion of peer-to-peer math tutoring sites at two high schools
- Collaborated as a teacher leader with six teachers on instructional/curricular needs
- Wrote grants and negotiated contracts resulting in \$120,000+ of funding

**Further Academic
Experience:**

Harvard Graduate School of Education **Cambridge, MA**
Editorial Board of Harvard Educational Review 2008-2010

- Review manuscripts for publication in *HER*
- Edit manuscripts and guide authors through various stages of publication process
- Solicit and invite manuscripts from established scholars

Facilitator, Programs in Professional Development 2007

- Facilitated integration of theoretical frameworks into practical applications
- Oversaw development of three public school district Strategic Action Plan

Harvard Teacher Education Program Advisor 2006-2007

- Coordinated, monitored, and assessed work of four student teacher interns
- Facilitated bi-weekly advisory meetings for four interns to promote reflection on practice and its praxis

Thomas Nikundiwe

Publications:

- Mira, M. and Nikundiwe, T. (2012). *How Much is Enough? Padres y Jovenes Unidos and the Struggle for Change at Denver's North High School*. Teaching Case for Harvard Education Press. Cambridge, MA.
- Mira, M., Nikundiwe, T., Wadhwa, A. (2011). "Our Strength is the Power of Our Community": Political Education and the Continuation of the Struggle in Denver. In *A Match on Dry Grass: Community Organizing as Catalyst for School Reform*. Oxford University Press. New York, NY.
- Warren, M., Mapp, K., & the Community Organizing and School Reform Project (2011). *A Match on Dry Grass: Community Organizing as Catalyst for School Reform*. Oxford University Press. New York, NY.
- Nikundiwe, T. (2010). *Education for Liberation in a Parallel Institution: The Discourse of Three Youth Organizers on Political Education*. Qualifying Paper (Passed with Distinction).
- Brion-Meisels, G., Cooper, K., Deckman, S., Dobbs, C., Francois, C., Nikundiwe, T., Shalaby, C. (eds.). (2010). *Humanizing Education: Critical Alternatives to Reform*. Harvard Educational Publishing Group. Cambridge, MA.
- Warren, M., Mira, M. and Nikundiwe, T. (2008). Youth Organizing: From Youth Development to School Reform. In (eds.) McLaughlin, M. & Deschenes, S. special issue on advocacy, *New Directions for Youth Development*. Issue 117.
- Cooper, K., Dickstein, S., Hayden, J., Mira, M., & Nikundiwe, T. (2008). *Developing Alternatively Certified Teachers for Prince George's County Public Schools: A Report on Teacher Preparation in 5 Programs*. Commissioned by Prince George's County Public Schools, Department of Research and Evaluation. Available online at www1.pgcps.org/researchandevaluation.

Presentations:

- Nikundiwe, T. (2016). Youth Organizing as Healing. *Liberation-Based Healing Conference*. New York.
- Nikundiwe, T., & Shalaby, C. (2015). The Four Stones the Builder Refused: Preparing Teachers To Build Classrooms For Freedom. *National Association for Multicultural Educators Conference*, New Orleans.
- Nikundiwe, T. (2015). On Political Love: Opening Remarks at Free Minds, Free People. *Free Minds, Free People Conference*, Oakland, CA.
- Nikundiwe, T. (2012). Baltimore Algebra Project and Its Roots in the Struggle for Black Liberation (Guest Lecture). *Liberating Literacy*, Princeton University. Princeton, NJ.
- Nikundiwe, T. (2012). Political Education: An Introductory Framework (Session Chair). *The 2012 National Community Organizing and School Reform Conference*. Cambridge, MA.
- Nikundiwe, T. (2010). Community Organizing as Sites of Critical Learning and Teaching (Session). *American Education Research Association Annual Meeting*, Denver, CO.
- Nikundiwe, T. (2010). Political Education: Connecting the Personal to the Political
- Young People at Padres y Jovenes Unidos (Paper presentation). *American Education Research Association Annual Meeting*. Denver, CO.
- Catone, K, Nikundiwe, T, and Shalaby, C. (2009). Tying Together Lifeboats in Shark Infested Waters. *Free Minds Free People Conference*. Houston, TX, June.

Thomas Nikundiwe



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- Mira, M., Nikundiwe, T. and Russell, K. (2007). Education Organizing: A Radical Possibility for Educational Reform. *HGSE Student Research Conference*, Cambridge, MA, March.
 - McGarr, C., Depreter, N., and Nikundiwe, T. (2003). Utilizing Local Materials to Promote Reading (Poster). *Third Pan African Reading for All Conference*. Kampala, Uganda.
 - Cooper, S. and Nikundiwe, T. (1999, 2000). Integrating Art into the Mathematics Classroom. *Maryland Department of Education Eisenhower Mathematics and Science Conference*. Baltimore, MD.
-

Volunteer Activities:

- Friend of the Project – Baltimore Algebra Project
 - Advisory Board Member - Education for Liberation Network; New Voices Fellowship Program
 - Harvard Graduate School of Education Committee on Rights and Responsibilities
 - Radical Educators at Harvard Graduate School of Education
 - Students and Alumnae/i for a Future HGSE
 - Financial Officer for a non-profit organization, Uganda Orphans Fund, Fairfax, VA, 2005-2007
 - Volunteer Advisory Committee, Peace Corps Uganda, 2003-2004
-

REBECCA TROMBLEY DOMEGAN

EDUCATION

Carnegie Mellon University, H. John Heinz III College of Public Policy & Management 1995-1997
 Master of Arts, Non-Profit/Arts Management
Public Service Career Opportunities Award, College of Fine Arts Scholarship, W.W. Cooper Scholarship

University of Michigan, College of Literature, Science and the Arts 1990-1994
 Bachelor of Arts, Arts Administration
Honors College, Michigan Competitive Scholarship, Synchronized Swim Team (4 years), MUSKET Producer

EMPLOYMENT HISTORY

University of Michigan Office of University Development Business Systems Analyst 2012-2013
 Provide technical support to UM Development community regarding fundraising data; facilitate workshops and training; extract, compile and analyze data; create customized reports

SOS Community Services Information Technology Coordinator 2006-2011
 Sole IT staff for non-profit with 55 staff and 4 physical locations; perform software and virus definition updates; maintain 65 desktop PCs, 15 laptops and 5 servers; systems and SQL database administration; user training; desktop support; project management; purchasing and inventory; supervise contractors and volunteers

Nonprofit Enterprise at Work (NEW) Technology Contractor 2004-2006
Coordinate WebConnect program: develop and manage Web projects for non-profits; document requirements, site maps and wireframes; train users to update their own sites; supervise contractors (graphic designers, etc.). Community Grants coordinator: Provide support to agencies who wish to apply for grant funding using communitygrants.org; Conduct technical training seminars; provide on-call technical support and advice; technical and training documentation. Tech Support: provide Help Desk services for NEW staff; monitor software updates and virus protection; systems administration; monitor backups; maintain Exchange server; set up new PCs

Neutral Zone (Ann Arbor Teen Center) Communications Manager 2003-2004
 Design and build contact and fundraising database and client UI; create 5-year technology strategic plan; IT purchasing; implement card-key entry system for events and programs; maintain lab PCs; supervise interns

Fry, Inc. Senior Reporting Engineer 2002-2003
 Implement and maintain Web/e-commerce reporting for clients
 Systems Analyst 2001-2002
 Specify and manage technical project requirements; project planning and design documentation; technical analysis
 Software Engineer 1998-2001
 Implement e-commerce applications; SQL database administration and maintenance

Lincoln Center Festival Information Systems Consultant 1998-2000
 Design and build administrative database; technical documents and user manuals; train staff

Brooklyn Academy of Music Programmer Analyst 1997-1998
 Web page/Intranet development; database development; systems administration; help desk

STRENGTHS

Organization and Project Management	Analyze, develop and simplify procedures
Develop and lead training sessions	Attentive to details and deadlines
Excellent communication skills, including writing, public speaking, training and group facilitation	Communicating clearly with non-technical staff about technical issues and concerns

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 11
DATE: February 9, 2018

RECOMMENDATION

2016-17 CHARTER SCHOOLS ANNUAL REPORT

ACTION REQUESTED

It is recommended that the 2016-17 Charter Schools Annual Report be received and placed on file.

STAFF SUMMARY

During the 2016-17 school year, eleven charter schools operated under the auspices of the Board of Regents of Eastern Michigan University. These schools enrolled approximately 3,500 students. As the fiscal agent for the schools, Eastern Michigan University's accounting office processed approximately \$25 million of state aid funding to the schools. The Charter Schools Office paid approximately \$147,000 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

1/19/17

Date

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY
RECOMMENDATION

SECTION: 12

DATE: February 9, 2018

NEW ACADEMIC PROGRAM

ACTION REQUESTED

It is recommended that the Board of Regents approve a New Academic Program: **Teaching English to Speakers of Other Languages Major (Bachelor of Arts)**

SUMMARY

The *Bachelor of Arts in Teaching English to Speakers of Other Languages* is designed for students who want to engage with international populations in the US or Abroad.

PROPOSAL ELEMENTS

Rationale The Department of World Languages requests this major in order to secure their ability to meet the needs of Michigan students who wish to enter the field of Teaching English to Speakers of Other Languages (TESOL).

Increasingly the field of TESOL has seen hiring standards rising internationally. When the department's TESOL minor was initiated, it was sufficient for EMU students to become endorsed to teach English as a Second Language (ESL) in Michigan if they were certified in one of the primary teaching fields. The minor was also sufficient at that time for graduates to get teaching positions abroad. However, the governments of China, Japan, and Korea have all raised their visa requirements for US citizens wishing to teach English, and the current trend internationally is to require a university degree in the field and teaching experience to get such a position.

Universities in various countries have requested that EMU join with them to create joint degrees in ESL teaching, opening up an international market for our program. However, those universities do not recognize a minor, and require that their students enroll as part of a Bachelor's Degree.

The federal Department of Education change from No Child Left Behind (NCLB) to the 2016 Every Student Succeeds Act (ESSA) means that more ESL teachers will be needed in the future to meet government requirements for schools working with English Language Learners. At the same time the Michigan Department of Education is showing signs that completing a minor may not be sufficient for future teacher endorsement.

Program Distinction According to the Michigan Department of Education site, there are currently no BA/BS degrees in the field. Approximately 24 schools have minors leading to ESL certification that are equivalent to EMU's current TESOL Minor program. Being the first institution in the state to offer a bachelor's degree in the field would help us maintain a history of leading in the field (first master's degree 1980s, first graduate endorsement 1990s, and first undergraduate endorsement 2007).

BOARD OF REGENTS

EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

Curriculum Design The proposed Major requires students to complete 36 credit hours (30 hours of required courses, 6 hours of restricted electives). Beginning classes focus on language (LNGE). Students will hone their knowledge of English language structures and discover how language and culture influence each other in a variety of settings in the U.S. and around the world. After exploring how students learn language, upper level classes focus on English language teaching methodology and practice. Students will also have opportunities to plan and implement language teaching activities.

Projected Enrollment There is robust enrollment in the existing TESOL Minor program. The program now teaches all of their courses both Fall and Winter, with 50% increase in enrollment in the last three years. Given the current interest in the minor, and the expansion of jobs in ESL immigrant education and expanding programs in countries like Korea and China, the World Languages Department project 22 US majors graduating within two years, increasing to 50 within four years.

Once created, the program faculty plan to market the BA-TESOL internationally, bringing students from partner institutions in China, Poland, Japan, the Czech Republic, and Korea.

FISCAL IMPLICATIONS

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

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

1/19/18
Date

Teaching English to Speakers of Other Languages

New Program

I. General Proposal Information

Before you begin, please open the [user guide](#) for this form and [turn on help text](#) (blue circle w/ white "i")

Proposed Title* Teaching English to Speakers of Other Languages

Proposed Degree Type* Bachelor of Arts

Department* World Languages

College* Arts & Sciences

Contact Person Cynthia Macknish

Contact Phone

Contact e-mail cmacknis@emich.edu

Program Type* Program
 Shared Core

Is this a new major, masters, or doctorate program?* Yes No

To determine the appropriate approval process for this proposal, please answer the following questions. *If you are unsure how to answer these questions please contact the appropriate office or individual for assistance.*

Department/School Level

Program Area/UG/Grad Committee Please select the committee(s) below and add the committee's number in the text box.

Area Committee

Area Committee Number

Graduate or
Undergraduate
Committee

Graduate or
Undergraduate
Committee
Number

Check all that apply ESL Program History Section (HIST/PHIL)

Curriculum/Instruction Committee *Will your Department's Instruction/Curriculum Committee need to review this proposal?*

Select "Yes," unless 1) Your department/school is not using Curriculog for committee work. 2) This course is under the purview of the History & Philosophy Department or Physician Assistant Program 3) The proposed revision does not meet the criteria for committee review in your department (See Dept. Head) 4) The committee selected in the previous question is the LAST step before a full department vote or department head approval.

Curriculum Committee* Yes No

Faculty Vote Count

Please wait to complete this section until after faculty vote. Department Head/School Director will complete the section when the proposal reaches their step in the process.

For 13

Against 0

Abstentions 0

College Level

Faculty Input at the college level will be determined by the Dean's Office in accordance with college input documents.

Input Process Review

After completing the Faculty Input questions above, please click "Save." Review the Steps to Approval on the right side of this screen. The activated steps will appear "open" with participants listed. Please confirm that the approval steps appear as they should, by clicking "Completed" below.

Process Review* Completed

II. Description

A. Goals, Objectives, and Student Learning Outcomes

State the general philosophy and intent of the proposed program.

General Philosophy*

This program is designed to provide practical training in TESOL for international contexts. Courses are designed to meet the standards for English Teacher Preparation of our professional organization, TESOL Inc. (attached). Each course will have specific connections to the standards such that every student will be exposed to the theory and practice embedded within those standards.

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.

Goals, Objectives, and Student Learning Outcomes*

The goals of the program are to:

- Prepare candidates to teach English to speakers of other languages in US and international settings
- Provide teaching candidates with a thorough grounding in language, culture, teaching methodology, and assessment
- Provide candidates with marketable skills that will enable them to be competitive in the global field of teaching English
- Expand the number of international students at EMU by recruiting English teaching candidates from around the world
- Increase the number of EMU students who study abroad

The core content area for TESOL is Language, specifically English. Knowledge of this content area will be taught in three courses: Grammar for ESL teachers (LNGE 202); Introduction to language (LNGE 223); and Second Language Acquisition (LNGE 325). Together these courses meet the TESOL Inc. Domain 1 (Language):

- Candidates will know, understand, use, and be able to explain to students the structure of language to help English language learners (ELLs) develop language and literacy.
- Standard 1.a. Describing language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
- Standard 1.b. Language acquisition and development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

When they have completed the degree, TESOL candidates will be able to analyze ELL students' language use, determine language areas that need improvement, plan lessons that address those areas, and assess the extent to which the graduate's teaching has succeeded in improving their students' language.

The program, like the wider field of TESOL, is international in scope. Therefore it will address issues of cultural contact and engender intercultural competence in candidates. Courses that specifically target TESOL Inc.'s Domain 2 (Culture) include LNGE 240, Linguistic and Cultural Diversity in the US (LNGE 240), Linguistic and Cultural Diversity, Global Englishes (LNGE 242), and Second Language Acquisition (LNGE 325).
Domain 2. Culture:

Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2a. Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Standard 2.b. Cultural Groups and Identity. Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

Courses with the LNGE prefix have aknowledge in the field. Once candidates have mastered the key concepts of language, they will progress to the upper division courses that provide procedural knowledge of applying knowledge about language and culture to the act of teaching. Because teaching is central to our field, we have three Methods courses (Literacy, TSLN 330, Listening & Speaking, TSLN 332; and Content Based Approaches, TSLN 410) dedicated to TESOL Inc.'s Domain 3 - Planning, Implementing, and Managing Instruction:

Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Standard 3.a. Planning, Implementing, and Managing Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

Standard 3.c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Assessment and testing are central to a teacher's role anywhere in the world. Teachers are expected to use reliable and valid measures to place students into class levels, diagnose student needs, and measure student achievement. Moreover, whether it is the WIDA ACCESS in the US or an international test like the TOEFL or IELTS, teachers need to prepare students for success on large-scale, high stakes tests. TESOL teachers are also called upon to explain test scores to students and their parents. Therefore we have one course, Testing and assessment in SLA (TSLN 420), dedicated to TESOL Inc.'s Domain 4. Assessment:

Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

Standard 4.a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

Standard 4.b. Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

Throughout the program, we have included reading materials and lessons that support the professional development of our students. With this in mind, we are including work experience in the form of a required teaching Internship, TSLN 488, where students can demonstrate that they meet TESOL, Inc.'s Domain 5 - Professionalism:

Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices.

Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

Standard 5.a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

Standard 5.b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

Standard 5.c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

Student Learning Outcomes are aligned to the TESOL Standards, using assessment measures that have been approved by our accrediting organizations, CAEP/TESOL. At various points in their program of study, students will be assessed on specific aspects of their knowledge, through exams, lesson unit plans, and interview-based language analysis projects. Graduates of the program will be able to:

- Assess the language needs of ELLs
- Plan and teach lessons that meet international TESOL standards in a culturally appropriate manner
- Test their own students' learning outcomes
- Interact with stakeholders (students, parents, other teachers, school administrators) in a professional manner
- Find and apply for jobs, and get hired to teach ELLs

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

Goal Relatability*

The program fits within EMU's mission to become an "institution of opportunity where students learn in and beyond the classroom to benefit the local and global communities." Because this degree leads to a profession teaching internationally and teaching international students in Michigan and throughout the US. As a program approved to certify K-12 teachers in Michigan, the BA will expand the ongoing impact of our TESOL programs in the community. The program epitomizes EMU's *core values*, particularly inclusiveness. As Teachers of English to speakers of other languages, each graduate "supports, represents, embraces and engages members of diverse groups and identities" among the international, including immigrant, community.

The BA-TESOL will meet the College of Arts and Sciences mission by preparing graduates who “serve and enrich regional, national and international communities.” It will also expand our ability to participate in “civic and educational partnerships” in the US and abroad. In particular, the BA-TESOL directly addresses the CAS strategic plan point 3 (emphasis mine):

Goal 3. 3. Increase *global awareness* and prepare students for *working and living in*

a global world

3.3.1. Create and foster a strong CAS *international community*

3.3.2. Increase, promote and support student participation in *meaningful international experiences*

3.3.3. Increase students' *exposure to international environments, culture and languages.*

Every degree program offered by EMU engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

How do stated goals, objectives, and student learning outcomes reflect students performing the skills state above?

**Student
Academic Skill
Development***

The BA-TESOL provides students with short field experiences during Methods courses that provide them with the ability to observe real world classrooms and report on their observations. Students then write lesson plans and teach a short learning activity to the ESL students in the observed class. The added value of having the Major is that we require students to take a minimum 1-semester teaching internship, in which they can apply their lesson planning and teaching skills directly to their own classrooms. As field experience takes place in elementary, middle, and high school settings, and the internship opportunities are available around the world and in the local community, each student will have a variety of experiences off-campus, providing them with the opportunity to adapt their skills to a range of teaching environments.

B. Program

Please build the proposed program as it will appear in the catalog.

If this is an undergraduate program, the Catalog Description should include an Introduction followed by a "Learn" and "Opportunities" section.

**Catalog
Description***

The **Bachelor of Arts** in TESOL is designed for students who want to engage with international populations in the US or abroad. It is rooted in a desire to communicate with people who come from different language and cultural backgrounds, from the dual perspective of teachers who wish to serve international sojourners in the US and of those who wish to journey abroad to engage with students in their home cultures. It is meant to improve the teaching and learning of English as an additional language, to encourage reciprocal communication between peoples the world over, and to promote global citizenship.

Learn

Beginning classes focus on language (LNGE). You will hone your knowledge of English language structures and discover how language and culture influence each other in a variety of settings in the U.S. and around the world. After exploring how students learn language, upper level classes focus on English language teaching methodology and practice. You will also have opportunities to plan and implement language teaching activities.

Opportunities

A major in TESOL will allow you to enter a career teaching English to speakers of other languages in the US or abroad, or work in related fields such as language testing and assessment, publishing, or non-profit organizations. Students might also choose to continue to one of many graduate programs, including the internationally recognized professional degree, the MA-TESOL, which can lead to a career teaching in colleges and universities domestically and internationally.

**Prospective
Curriculum*****Department Information**

World Languages, College of Arts & Sciences
Jeff Popko, Ph.D. | Department Head | 219 Alexander | 734.487.0130
| apopko@emich.edu

Advisor Information

Contact department for advisor information

Admission Criteria

Our lower-division classes (LNGE 202, 223, 240, & 242) are open to all students. Students may complete any or all of these LNGE classes prior to applying for the TESOL Minor or BA-TESOL program. Students seeking admission to the BA-TESOL should contact the TESOL Advisor prior to registering for TSLN 325, our Writing Intensive course. Prior to registering for TSLN 325, students should discuss with the TESOL advisor whether they are applying for the minor or major. Prior to officially entering the major, students must have: 1.Sophomore standing 2.Superior English test scores (e.g. New SAT 1250, ACT 22, TOEFL iBT 88, IELTS 6.5) OR a cumulative GPA of 3.0 with at least 24 credit hours completed 3.Students who wish to be certified to teach ESL in Michigan must double major, completing a COE Teaching Major concurrently with the BA-TESOL.

General Education Requirements:

For specific General Education requirements, [click here](#) or print a [General Education Worksheet](#)

Major Requirements: 36 hours

Required Courses: 30 hours

LNGE 202 Grammar for ESL Teachers
LNGE 223 Introduction to Language
LNGE 240 Linguistic and Cultural Diversity in the U.S.
LNGE 242 Linguistic and Cultural Diversity: Global Englishes
TSLN 325 Second Language Acquisition
TSLN 330 TESOL Methodology: Literacy
TSLN 332 Methodology: Listening and Speaking
TSLN 410 TESOL Methodology: Content-Based Approaches
TSLN 420 SLA Testing and Assessment
TSLN 488L4 Internship

Restricted Electives: 6 hours

FLAN 379 Special Topics
 FLAN 488L4 Internship in Language and
 International Trade
 TSLN 379 Special Topics
 TSLN 477 Special Topics
 TSLN 478 Special Topics
 TSLN 479 Special Topics

Minor Requirement:

This major requires a minor. Recommended Minors: English Language, Literature and Writing; French (any); Area Studies Minor (Any); Classical Studies; Communication; Communication, Media, and Theatre Arts; Drama/Theatre for the Young; English Linguistics; English Literature; German (any); Journalism; Nonprofit Administration; Anthropology; Spanish (any); International Affairs; or Tourism Geography

Program Total:

Students must earn a minimum total of 124 credits at the 100-level or above.

Describe the Program Delivery Plan i.e. whether it will be offered on or off campus, online, evenings and/or Saturdays. If courses are to be offered on Saturday, online or off campus, include evidence of support from Continuing Education as an attachment.

Program Delivery Plan*

The program will be offered on campus. Some courses have been established online for the minor, but they are not being taught this semester, and will only be available occasionally as student interest indicates the need.

Interdisciplinary Programs:

In which department/school or college will the program be administered? If more than one department/school or college will be participating in the program, provide evidence of support from all participating departments/schools and/or colleges.

Interdisciplinary Programs NA

Undergraduate Programs:

Indicate the minimum number of total credit hours that students completing the program should have taken by the time they graduate.

Graduate Programs:

Indicate how the proposed program will assure graduate-level study (utilization of seminars, thesis, independent study, courses open only to graduate students, etc.).

How will the program incorporate an adequate emphasis on research?

Additional Questions* 124 hours Undergraduate

C. Admission

Undergraduate programs:

Will there be admission requirements to the program beyond those required for admission to the University? If so, what are they (e.g., admission to the

Initial Teacher Preparation Program or Business, GPA, national examinations, interviews, letters of recommendation, etc.)?)

Will there be conditional admission to the program? If so, what requirements will be established that are different from those of regular admission?

Graduate programs:

What are the requirements for full admission into the program beyond the minimum Graduate School requirements (GPA, national examinations, interviews, letters of recommendation, etc.)?)

Will there be conditional admission to the program? If so, what requirements will be established that are different from those of regular admission?

If applicable, please include International Student requirements

If general admission to EMU is the only requirement, please type "General Admission" in both boxes

Requirements*

Our lower-division classes (LNGE 202, 223, 240, & 242) are open to all students. Students may complete any or all of these LNGE classes prior to applying for the TESOL Minor or BA-TESOL program. Prior to officially entering the major, students must have:

Sophomore standing

Superior English test scores (e.g. New SAT 1250, ACT 22, TOEFL iBT 88, IELTS 6.5) OR a cumulative GPA of 3.0 with at least 24 credit hours completed

Students who wish to be certified to teach ESL in Michigan must double major, completing a COE Teaching Major concurrently with the BA-TESOL.

Process*

Students seeking admission to the BA-TESOL should contact the TESOL Advisor prior to registering for TSLN 325, our Writing Intensive course. Prior to registering for TSLN 325, students should discuss with the TESOL advisor whether they are applying for the minor or major.

D. Enrollment Projections

Project the number of students at initial enrollment, average number of students enrolled within three years, average number of graduates per year once the program is established, etc.

Project scheduling needs and patterns for the next three to five years

Projections*

There is robust enrollment in our TESOL Minor program. We now teach all of our courses both Fall and Winter, with 50 % increase in enrollment in the last 3 years. Given the current interest in the minor, and the expansion of jobs in ESL immigrant education and expanding programs in countries like Korea and China, we project 22 US majors graduating within 2 years, increasing to 50 within 4 years.

Once created, we plan to market our BA-TESOL internationally, bringing students from partner institutions in China, Poland, Japan, the Czech Republic, and Korea.

E. Other Pertinent Information**Other Pertinent Information****III. Justification/Rationale**

This section is included to assure an adequate rationale for the proposed program. Any additional justification for the program beyond that covered in the following items should also be included.

A. Present evidence that there is a demand for the proposed program. This should include an indication of professional and societal need, as well as student interest. (Include any market analysis and/or needs assessment as an attachment.)

Program Demand*

We are requesting this major in order to secure our ability to meet the needs of Michigan students who wish to enter the field of Teaching English to Speakers of Other Languages (TESOL). According to recent statistics "it is estimated that over 1 billion people are currently learning English worldwide. According to the British council, as of the year 2,000 there were 750 million English as a Foreign language speakers. In addition, there were 375 million English as a Second Language speakers."1 This provides an expanding job market for TESOL graduates. In China alone, where the government has instituted ESL starting at 3rd grade, there

are over 300 million students of English, and a job market for hundreds of thousands of Americans – with TESOL training.

Increasingly the field of TESOL has seen hiring standards rising internationally. When our minor was initiated, it was sufficient for our students to become endorsed to teach ESL in Michigan (if they were certified in one of the primary teaching fields). The minor was also sufficient at that time for graduates to get teaching positions abroad. However, the governments of China, Japan, and Korea have all raised their visa requirements for US citizens wishing to teach English, and the current trend internationally is to require a university degree in the field and teaching experience to get such a position.

Universities in various countries have requested that EMU join with them to create joint degrees in ESL teaching, opening up an international market for our program. However, those universities do not recognize a minor, and require that their students enroll as part of a Bachelor's degree.

The federal Department of Education change from No Child Left Behind (NCLB) to the 2016 Every Student Succeeds Act (ESSA) means that more ESL teachers will be needed in the future to meet government requirements for schools working with English Language Learners. At the same time the Michigan Department of Education is showing signs that completing a minor may not be sufficient for future teacher endorsement.

B. Indicate whether there any similar programs in Michigan. If so, how is the proposed program unique? Why is there a need for an additional program in the field?

Similar Programs*

According to the Michigan Department of Education site, there are currently no BA/BS degrees in the field. Approximately 24 schools have minors leading to ESL certification that are equivalent to EMU's current TESOL Minor program. Being the first institution in the state to offer a bachelor's degree in the field would help us maintain a history of leading in the field. (First Master's degree 1980's, first Graduate endorsement 1990's, first undergraduate endorsement 2007.)

C. Present evidence of support for the proposed program from within and outside the University. (Letters and other supporting documents should be included as an attachment.)

Program Support*

The current TESOL Minor has been supported by the College of Education, we have been accredited through NCATE and CAEP, and we received approval to confer the ESL teaching endorsement by the Michigan Department of Education in 2007.

D. Additional justification (if appropriate).

**Additional
justification**

IV. Preparedness

This section attempts to determine the institution's ability to mount a program of the type proposed. Any information beyond that covered by the following questions should also be included.

A. Describe the qualifications of the faculty who will be involved in the proposed program. Proposals for new graduate majors should include an abbreviated faculty vitae for each individual as an attachment.

**Faculty
Qualifications***

Seven tenured faculty with Doctoral degrees in TESOL and related fields are teaching in the minor, and all of them will be involved in the major. We also have 3 Ph.D's living near EMU who can be hired to teach as PTL's in sections opened to serve the major.

B. Describe current library resources and analyze the adequacy of these resources for the proposed program. Include such items as books, journals, indexes, electronic resources (databases, etc.), multimedia (instructional videos, CDs, etc.) and microforms. *If additional library holdings will be needed in the next three to five years, provide a plan for acquiring them.*

Library Resources* No additional resources required

C. Please analyze the adequacy of existing facilities, laboratories, or other physical equipment applicable to the proposed program.

Existing Facilities* No additional resources required

D. Determine the adequacy of supportive courses, faculty, and equipment outside of the department that may be important to the program (e.g., cognate courses, research assistance, computer services, facilities controlled by other departments/schools or colleges, etc.).

External Support Required* No additional resources required. Students will take a minor in a language or in any other subject that fits their career goal. Because not every BA- TESOL student will be taking the same major or any specified cognates, there should be no extra strain on other departments.

E. Outline a plan for marketing the proposed program and recruiting students into it.**Marketing Plan***

At first we will market the major to current minors, and to students in the College of Education. We are working with the Marketing department to establish an online social media presence to market the Dept. of World Languages, and we will incorporate the BA- TESOL into marketing materials moving forward.

In the future, we hope to market the program by offering it as a partner program to our international partners, creating dual degree programs, for example in Giessen, Germany or Hradec Kralove, Czech Republic.

F. Will this program be submitted for accreditation? If yes, please describe below.**Accreditation***

Yes, see the above section "Goals, Objectives, and Student Learning Outcomes"

G. Additional information (if appropriate).

**Additional
information**

V. Assessment

Provide a plan for assessing the quality of the program, and a schedule for this assessment. The plan should assure the inclusion of objective data to determine the degree of success in reaching stated goals, objectives, and student learning outcomes.

Student Learning Outcomes No Student Learning Outcomes

Assessment* Our TESOL Minor has been approved by the Michigan Department of Education as an add-on K-12 endorsement program in ESL. As such, we have been accredited (in 2017) by the Council for the Accreditation of Educator Preparation (CAEP). We are also involved in the ongoing evaluation by the Higher Learning Commission and have met our goals for ongoing evaluation and Student Learning Outcomes. The major would use the same systematic accreditation practices for assessment and evaluation.

VI. Program Costs

Faculty, Lecturers, or Supportive Staff Required*

There will be no immediate need for hiring, as we currently have a sufficient number of Faculty to cover the expected initial student input. The program is designed with a set of prerequisite courses, so that we will be able to judge each semester how many students we will have in the subsequent semesters, and can address staffing needs gradually.

The BA is designed to piggy-back onto our TESOL Minor. We plan to build the program over time, and will request PTL hires when new sections of lower level courses are opened. (\$7,200 - \$14,400 per semester) If our student numbers triple from the current year, or if we lose a faculty member, we will request a faculty hire. (approximately \$100,000 for salary and benefits)

Space or Facilities Required*

Because the new students will join with our current minor students, we will need little adjustment at first. As the program grows, we will need classroom space for new course sections as they are added. We expect to need 2 new classrooms in F18/W19.

**Equipment
Required *** NA

**Assistantships or
Fellowships
Required*** NA

**Library
Resources
Required *** No new resources required.

**Marketing and
Recruiting
Costs*** We are currently working on a *media presence* with the Marketing department. By using Facebook, Twitter, Instagram, and other social media, we hope to manage marketing without an extra budget. If more funds are needed, we have Indirect Cost funding from past and current grants that we can draw on.

**Other Costs (not
covered above)** None predicted.

Total of all financial requirements for implementation of proposed degree* None immediately necessary.

Percentage of total cost to be borne by Extended Programs (Provide evidence of Extended Programs' willingness to bear these costs). None predicted.

World Languages New Major Proposal at EMU

TEACHING ENGLISH TO SPEAKERS OF OTHER
LANGUAGES (TESOL)

Need for the program

- ▶ In 2007, Michigan Department of Education approved undergraduate programs for certifying English as a Second Language
- ▶ EMU had a minor in Bilingual Education, but we immediately created a minor in TESOL to meet state needs
- ▶ Our enrollment went from 12 students per semester to over 100

Job market

- ▶ Over 94% of EMU graduates with the TESOL minor pass the MDE certification test in ESL
- ▶ Initially, job placement overseas was also high, but today governments such as China and Korea have begun to require a BA degree for American English teachers, the Minor is no longer sufficient

Our students

- ▶ Approximately 50% of students in the minor are also Education majors
- ▶ The other 50% plan to enter international careers
- ▶ International students from China and Japan take our courses as visiting scholars
- ▶ We hope to add students from our partner schools in Germany, the Czech Republic, and Norway once the Major is established

Recruiting students in the US

- ▶ Students currently taking our Minor have requested a Major
- ▶ States like North Carolina, Florida, and Texas recruit teachers from EMU
 - ▶ A minor in TESOL is insufficient for accreditation in those states
- ▶ The BA-TESOL will open the possibility of online courses that support EMU's marketing through AP

Opportunities for recruiting international students

- ▶ Our partners in The Czech Republic, Japan, and Norway have requested that we establish dual degree programs in TESOL: A minor is not sufficient for such programs
- ▶ Universities in Krakow, Poland and Giessen Germany have asked to create new partnerships with TESOL Dual Degree programs

Ease of transition

- ▶ The major is based on completing all of the courses currently required for the minor
- ▶ The requirements added to the minor to create the major do not require new faculty hires, as they are courses based on an independent study model
 - ▶ Internship
 - ▶ Study abroad
 - ▶ Language proficiency

Thank you for your time

Dr. Jeff Popko
Interim Head
Department of World Languages

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY
RECOMMENDATION

SECTION:

13

DATE: February 9, 2018

NEW ACADEMIC PROGRAM

ACTION REQUESTED

It is recommended that the Board of Regents approve a New Academic Program: **Finance (Master of Science)**

SUMMARY

The *Master of Science in Finance* will develop principled financial professionals who are prepared for a broad range of financial careers with a solid foundation in financial theory and applied financial skills. Graduates will be highly equipped with practical business problem-solving skills and creative thinking to address market challenges and will be committed to the ethical and legal standards that govern the practice of financial services.

PROPOSAL ELEMENTS

Rationale Demand for finance jobs is increasing due to the increase in regulation and visibility after the subprime mortgage crisis. Additionally, private sector employers require more specialization in areas such as finance, thus creating more demand for MSF degrees and less need for non-specialized MBA degrees.

In addition to strong demand for financial industry jobs, the program's faculty expect the association with the CFA Level 1 Exam curriculum to increase demand for the MSF program. The CFA designation is arguably the most prestigious professional designation in the field of finance. In fact, the top employers of CFAs are some of the world's largest financial institutions. Such employers include JP Morgan Chase, Wells Fargo, Citigroup, HSBC, Credit Suisse, UBS, and RBC. Thus, the proposed MSF program offers students a valuable opportunity to specialize in finance and begin the process towards attaining the CFA designation.

Program Distinction Of the fifteen public Michigan universities, only two offer an MSF program, and just one of these is a competitor in Southeast Michigan (University of Michigan-Dearborn).

Our program will be unique in Southeast Michigan, as it offers a complete and updated finance curriculum designed to prepare students to complete the Chartered Financial Analyst Level 1 exam. The program also has a strong focus on data analytics, financial modeling, and statistical analysis. All courses in the program are pure finance courses and will provide our students with the depth and breadth financial employers are demanding in the market.

Curriculum Design The program requires students to complete 30-36 credit hours. The program consists of a combination of seminars, lectures, and case studies that meets a standard expectation of graduate students, teaching both theoretical foundations and practical applications. The program's capstone course is designed to prepare students for the CFA Level I Exam.

Each course has specific research components associated with the course material. The data supporting the program will be utilized in each course,

BOARD OF REGENTS

EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

requiring students to collect and analyze data as appropriate for the course. Also, the program offers a six-credit thesis option, which will enable a student to research a topic and prepare a thesis as part of the program.

Projected Enrollment Based on the development of the tax courses in the Accounting and Finance Department, the MST and MSA programs we expect to start with fifteen students. It is likely that demand will increase significantly and we anticipate fifty to one-hundred students based on the transition in employers demanding Master of Science in Finance degrees over MBA degrees. This is based on the enrollment history of MSA programs.

FISCAL IMPLICATIONS

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

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

1/19/18
Date

Finance - Master of Science

New Program

I. General Proposal Information

Before you begin, please open the [user guide](#) for this form and [turn on help text](#) (blue circle w/ white "i")

Proposed Title* Finance

Proposed Degree Type* Master of Science

Department* Accounting and Finance

College* Business

Contact Person Karen Ann Craig

Contact Phone 734-487-7153

Contact e-mail kcraig9@emich.edu

Program TYPE* Program
 Shared Core

Is this a new major, masters, or doctorate program?* Yes No

To determine the appropriate approval process for this proposal, please answer the following questions. *If you are unsure how to answer these questions please contact the appropriate office or individual for assistance.*

Department/School Level

Program Area/UG/Grad Committee Please select the committee(s) below and add the committee's number in the text box.

Area Committee

Area Committee Number

Graduate or
Undergraduate
Committee

Graduate or
Undergraduate
Committee
Number

Check all that apply ESL Program History Section (HIST/PHIL)

Curriculum/Instruction Committee *Will your Department's Instruction/Curriculum Committee need to review this proposal?*

Select "Yes," unless 1) Your department/school is not using Curriculog for committee work. 2) This course is under the purview of the History & Philosophy Department or Physician Assistant Program 3) The proposed revision does not meet the criteria for committee review in your department (See Dept. Head) 4) The committee selected in the previous question is the LAST step before a full department vote or department head approval.

Curriculum Committee* Yes No

College Level

Faculty Input at the college level will be determined by the Dean's Office in accordance with college input documents.

Input Process Review

After completing the Faculty Input questions above, please click "Save." Review the Steps to Approval on the right side of this screen. The activated steps will appear "open" with participants listed. Please confirm that the approval steps appear as they should, by clicking "Completed" below.

Process Review* Completed

Faculty Vote Count

Please wait to complete this section until after faculty vote. Department Head/School Director will complete the section when the proposal reaches their step in the process.

For 6

Against 0

Abstentions 1

II. Description

A. Goals, Objectives, and Student Learning Outcomes

State the general philosophy and intent of the proposed program.

**General
Philosophy***

The intent of the Master's in Finance Program is to develop principled financial professionals who are prepared for a broad range of financial careers with a solid foundation in financial theory and applied financial skills. Our students will be highly equipped with practical business problem-solving skills and creative thinking to address market challenges and will be committed to the ethical and legal standards that govern the practice of financial services.

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.

**Goals,
Objectives, and
Student Learning
Outcomes***

Program Goals:

To provide students with in-depth knowledge of financial theories, applied quantitative techniques and ethics to address complex financial problems.

To provide students with current practice and application opportunities to solve a range of financial problems.

To develop leadership, analytic thinking, and effective communication skills in students to enable strategic planning and value maximizing business decisions.

To prepare students for professional examinations which reinforces their preparedness to function as principled financial professionals.

Program Objectives:

Apply quantitative techniques and tools in data analysis to make recommendations related to financial decision making.

Demonstrate sufficient and broad financial knowledge in investment, fixed income, corporate finance, risk management, and international finance to identify financial problems, formulate conclusions and effectively deliver recommendations

Develop the ability to research issues, analyze information and identify relevant data to help shape policy and regulations in the practice of financial services.

Develop hands-on business problem-solving skills and leadership skills with up-to-date practice knowledge to maximize firm value and client wealth.

Develop knowledge of and commitment to the ethical and legal standards to outcomes in financial decision-making and circumstances.

Student Outcomes:

Students will be fully prepared for the CFA Exam Level I. Students will be able to use analytical methods and quantitative techniques to critically evaluate data and process information that translate evidence into value maximization decisions.

Students will be able to integrate related financial knowledge and current practices to develop effective strategies to financial challenges.

Students will demonstrate collaborative and leadership skills to improve effective communications, enhance value-maximization outcomes and create a positive change in practices of financial services.

Students will have knowledge of the ethics related to the financial industry.

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

Goal Relatability*

The College of Business Mission “supports the economic development of southeastern Michigan by preparing graduates to perform effectively in the global business community.” EMU’s COB endeavors to “develop outstanding business professionals through a rigorous, applied educational experience.”

The MSF program supports this mission by preparing students with financial theory competencies, technology competencies, leadership competencies and ethics competencies. This program also emphasizes on the practical nature of the study that students can learn up-to-date practices and solve real-world financial problems, which also improves their marketability.

Every degree program offered by EMU engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

How do stated goals, objectives, and student learning outcomes reflect students performing the skills state above?

**Student
Academic Skill
Development***

This question was not on the previous New Program proposal form

B. Program

Please build the proposed program as it will appear in the catalog.

If this is an undergraduate program, the Catalog Description should include an Introduction followed by a "Learn" and "Opportunities" section.

**Catalog
Description***

The Master of Science in Finance develops principled financial professionals who are prepared for a broad range of financial careers with a solid foundation in financial theory and applied financial skills. Our students are highly equipped with practical business problem-solving skills and creative thinking to address market challenges and are committed to the ethical and legal standards that govern the practice of financial services.

**Prospective
Curriculum***

Admission Criteria

Admission Requirements

A GMAT score of 550 or higher, and a minimum GPA of 3.0 will be required for admission into the proposed program. GMAT scores will not be waived for admission.

Table 2 lists the English proficiency test scores required for admission. Students not meeting these minimum requirements will not be admitted. Enrollment in the IEP program is not acceptable due to intensive reading and writing requirements of this program which begin immediately with the first semester of class.

Table 2: English Proficiency Test Score Requirements

Skill	Score Minimum
TOEFL	79 iBT
IELTS	6.5
MELAB	77
PTE	53

Degree Admission

Complete and submit to the Office of Admissions all required documents and materials. Domestic applicants must order official transcripts from all institutions attended (undergraduate and graduate) to be sent directly to EMU. International applicants must have transcripts evaluated by Educational Perspectives; see <http://www.edperspective.org/emich/>

The program begins in fall for students that meet the prerequisite requirements. Students without the prerequisite requirements can take them the summer before the fall semester that they start the program. The following priority deadlines have been established for receipt of all application materials required for admission to the MSF program.

Summer Feb. 1 (for prerequisite courses)

Fall May 1 (prerequisite courses already complete)

Please note applications will be accepted after the priority date; however, all open enrollment positions may already be assigned.

Acceptance to the program will be determined by the MSF faculty.

Conditional Admission

Domestic students will be admitted under conditional admission with a GMAT score less than 550 but greater than 500 as long as their GPA is greater than 3.5. Students will have one year to maintain a GPA of greater than a 3.25 with no final grades below a B- in order to be taken off of conditional admission status. Students with a GPA less than 3.25 after the first year or a course grade less than a B- will be removed from the program. MSF Faculty will decide conditional admission, only if there is room in the cohort group. International students will not be conditionally admitted.

Department Information

Accounting & Finance, College of Business

Philip Lewis, Ph.D. | *Interim Department Head* | 406 Owen |
734.487.3320 | plewis4@emich.edu

Advisor Information

Graduate Programs Office | 306 Owen | 734.487.4444
| cob.graduate@emich.edu

Degree Requirements: 30-36 hours

Students must maintain a minimum GPA of 3.25.

Core Requirements: 30 hours

FIN 500 Quantitative Methods in Finance (new course)
FIN 503 Corporate Finance (new course)
FIN 615 Financial Markets and Institutions
FIN 625 Securities Analysis
FIN 630 Fixed Income Analysis (new course)
FIN 635 Portfolio Management (new course)
FIN 640 Financial Statement Analysis (new course)
FIN 660 Advanced Financial Management
FIN 670 Risk Management with Derivatives
FIN 690 MSF Capstone (new course)

Thesis (Optional): 0-6 hours

In addition to the core 30 credit hour required courses, students can take an optional 6 credits of thesis, obtained by taking FIN699 for 3 credits during the fall semester of their second year and FIN699 for 3 credits during the winter semester of their second year.

FIN 699 Independent Study

Does the proposed program have concentrations? * Yes No This is a Graduate Program

If yes, each concentration will be assigned a Banner code and appear on a student's transcript. A student will declare their major and concentration at the same time.

Describe the Program Delivery Plan i.e. whether it will be offered on or off campus, online, evenings and/or Saturdays. If courses are to be offered on Saturday, online or off campus, include evidence of support from Continuing Education as an attachment.

Program Delivery Plan*

In general, the MSF program will be offered on-campus and in the evenings, during the week. Some hybrid courses may be included in the program. For example, the new Capstone Course can be a combination of on-campus classes with online CFA test review and FIN670 may use an online derivatives trading simulator. However, due to the importance of Bloomberg in strengthening the students' education, and the fact Bloomberg can only be accessed through specific terminals, this program will not have any online courses.

Outline a typical program of study a student would follow in completing the program.

A graduate student in the proposed program would take two courses per semester (Fall, Winter, Summer) in order to complete the proposed program in two years. Table 1 below lists the sequence of courses that a typical student would take in the proposed program.

Table 1. Typical sequence of courses for graduate students in proposed program

	Term	# Courses	Course Title
Yr. 1	Fall	2	Quant. Methods in Finance, Corporate Finance
	Winter	2	Financial Markets & Institutions, Security Analysis
	Summer	2	Portfolio Management, Financial Statement Analysis
Yr. 2	Fall	2	Risk Management, Fixed Income Analysis
	Winter	2	Adv. Fin. Mgmt, MSF Capstone Course

Interdisciplinary Programs:

In which department/school or college will the program be administered? If more than one department/school or college will be participating in the program, provide evidence of support from all participating departments/schools and/or colleges.

Interdisciplinary Programs

Undergraduate Programs:

Indicate the minimum number of total credit hours that students completing the program should have taken by the time they graduate.

Graduate Programs:

Indicate how the proposed program will assure graduate-level study (utilization of seminars, thesis, independent study, courses open only to graduate students, etc.).

How will the program incorporate an adequate emphasis on research?

Additional Questions*

Indicate how the proposed program will assure graduate-level study (utilization of seminars, thesis, independent study, courses open only to graduate students, etc.)

The proposed program will only be taken by graduate students and will consist of a combination of seminars, lectures, and case studies that meets a standard expectation of graduate students. The graduate courses will consist of theoretical foundations and practical applications. In addition, many of the courses that are included in the curriculum such as FIN 615 and FIN670, are open only to graduate students.

In addition, in the final stage of the program, students will complete a capstone class designed to better prepare them for the CFA Level I Exam.

How will the program incorporate an adequate emphasis on research?

Each course within the program has specific research components associated with the course material. The data supporting the MSF program will be utilized in each course, requiring students to collect

data and analyze the data as appropriate for the course. As part of FIN500, students will learn regression analysis and how to write code to analyze the data they collect. In addition, the program offers an 6 credit thesis option which will enables students to research a topic and prepare a thesis as part of the program.

C. Admission

Undergraduate programs:

Will there be admission requirements to the program beyond those required for admission to the University? If so, what are they (e.g., admission to the Initial Teacher Preparation Program or Business, GPA, national examinations, interviews, letters of recommendation, etc.)?

Will there be conditional admission to the program? If so, what requirements will be established that are different from those of regular admission?

Graduate programs:

What are the requirements for full admission into the program beyond the minimum Graduate School requirements (GPA, national examinations, interviews, letters of recommendation, etc.)?

Will there be conditional admission to the program? If so, what requirements will be established that are different from those of regular admission?

If applicable, please include International Student requirements

If general admission to EMU is the only requirement, please type "General Admission" in both boxes

Requirements*

A GMAT score of 550 or higher, and a minimum GPA of 3.0 will be required for admission into the proposed program. GMAT scores will not be waived for admission. Table 2 lists the English proficiency test scores required for admission. Students not meeting these minimum requirements will not be admitted. Enrollment in the IEP program is not acceptable due to intensive reading and writing requirements of this program which begin immediately with the first semester of class.

Table 2: English Proficiency Test Score Requirements

Skill	Score Minimum
TOEFL	79 iBT
IELTS	6.5
MELAB	77
PTE	53

Conditional Admission

Domestic students will be admitted under conditional admission with a GMAT score less than 550 but greater than 500 as long as their GPA is greater than 3.5. Students will have one year to maintain a GPA of greater than a 3.25 with no final grades below a B- in order to be taken off of conditional admission status. Students with a GPA less than 3.25 after the first year or a course grade less than a B- will be removed from the program. MSF Faculty will decide conditional admission, only if there is room in the cohort group. International students will not be conditionally admitted.

Process*

Complete and submit to the Office of Admissions all required documents and materials. Domestic applicants must order official transcripts from all institutions attended (undergraduate and graduate) to be sent directly to EMU. International applicants must have transcripts evaluated by Educational Perspectives; see <http://www.edperspective.org/emich/>

The program begins in fall for students that meet the prerequisite requirements. Students without the prerequisite requirements can take them the summer before the fall semester that they start the program. The following priority deadlines have been established for receipt of all application materials required for admission to the MSF program.

Summer Feb. 1 (for prerequisite courses)

Fall May 1 (prerequisite courses already complete)

Please note applications will be accepted after the priority date; however, all open enrollment positions may already be assigned.

Acceptance to the program will be determined by the MSF faculty.

D. Enrollment Projections

Project the number of students at initial enrollment, average number of students enrolled within three years, average number of graduates per year once the program is established, etc.

Project scheduling needs and patterns for the next three to five years

Projections*

Project the number of students at initial enrollment, average number of students enrolled within three years, average number of graduates per year once program is established, etc.

Based on the development of the tax courses in the Accounting and Finance Department, the MST and MSA programs we expect to start with fifteen students. It is expected that our demand will increase significantly and we anticipate fifty to one-hundred students based on the transition in

employers demanding Masters of Science in Finance degrees over MBA degrees. This is based on the enrollment history for the MSA programs.

Project scheduling needs and patterns for the next three to five years.

The program is divided into Cohorts. Every year will add a new 1st Year Cohort and the 1st Year Cohort will move up to be the 2nd Year Cohort. We have adopted a lock-step method of courses to facilitate an efficient completion of the program which will enable students to graduate within the scheduled two year cohort time period. Table 3 lays out a five-year schedule depicting the classes taught each semester. If demand requires that we have two cohorts per year then two separate courses of those listed below will be offered. This schedule may change slightly prior to implementation to coordinate scheduling of faculty undergraduate course loads with MSF program course loads.

Table 3: Five Year Scheduling Outlook

	Fall	Winter	Summer
Year 1	FIN 500 FIN 503 ACC 501 (if required)	FIN 615 FIN 625 ECON 500 (if required)	FIN 635 FIN 640
Year 2	FIN 500 FIN 503 ACC 501 (if required) FIN 630 FIN 670 FIN 699 (thesis track only)	FIN 615 FIN 625 ECON 500 (if required) FIN 660 FIN 690 FIN 699 (thesis track only)	FIN 635 FIN 640
Year 3	FIN 500 FIN 503 ACC 501 (if required) FIN 630 FIN 670 FIN 699 (thesis track only)	FIN 615 FIN 625 ECON 500 (if required) FIN 660 FIN 690 FIN 699 (thesis track only)	FIN 635 FIN 640

	Fall	Winter	Summer
Year 4	FIN 500 FIN 503 ACC 501 (if required) FIN 630 FIN 670 FIN 699 (thesis track only)	FIN 615 FIN 625 ECON 500 (if required) FIN 660 FIN 690 FIN 699 (thesis track only)	FIN 635 FIN 640
Year 5	FIN 500 FIN 503 ACC501 (if required) FIN 630 FIN 670 FIN 699 (thesis track only)	FIN 615 FIN 625 ECON 500 (if required) FIN 660 FIN 690 FIN 699 (thesis track only)	FIN 635 FIN 640

E. Other Pertinent Information

Other Pertinent Information

III. Justification/Rationale

This section is included to assure an adequate rationale for the proposed program. *Any additional justification for the program beyond that covered in the following items should also be included.*

A. Present evidence that there is a demand for the proposed program. This should include an indication of professional and societal need, as well as student interest. *(Include any market analysis and/or needs assessment as an attachment.)*

Program Demand*

Demand for finance jobs is increasing due to the increase in regulation and visibility after the subprime mortgage crisis. Additionally, private sector employers are demanding more specialization in areas such as finance. This is creating more demand for MSF degrees and less demand for non-specialized MBA degrees. The U.S. Bureau of Labor Statistics estimates a 12% increase in financial analyst jobs between 2014 - 2024, which is faster than the average job outlook. U.S. News and World Report lists financial analysts as the #13 best business jobs. They specifically state that financial analysts will have “an advantage in the field by obtaining a certification, like a chartered financial analyst, or by taking advanced courses in subjects related to your specialty.” Moreover, the BLS estimates financial advisors will be one of the top-20 fastest growing occupations between 2014 and 2024. Specifically, the BLS is projecting 30% growth for financial advisory-related occupations. Table 4 lists a few occupations with a finance specialization, their projected change in employment between 2012 and 2022, and their median annual wage.

Table 4: MSF Occupation Examples

Occupation	Employment, 2012	Employment change (percent), projected 2012-2022	Median annual wage, 2013
Financial analysts	253,000	15.5	\$78,380
Personal financial advisors	223,400	27.0	\$75,320
Credit counselors	30,900	20.7	\$40,280

Note: The median annual wage for all occupations in 2013 was \$35,080; overall employment is projected to grow about 11 percent between 2012 and 2022.
Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics program (wages) and Employment Projections program (employment, projected growth).
<https://www.bls.gov/careeroutlook/2014/article/financial-specialists.htm>

In addition to strong demand for financial industry jobs, we expect the association with the CFA Level 1 Exam curriculum to increase demand for the MSF program. The CFA designation is arguably the most prestigious professional designation in the field of finance. The finance occupations listed in the table above are further enhanced with a CFA designation. In fact, the top employers of CFAs are some of the world's largest financial institutions. Such employers include JP Morgan Chase, Wells Fargo, Citigroup, HSBC, Credit Suisse, UBS, and RBC. Thus, the proposed MSF program offers students a valuable opportunity to specialize in finance and begin the process towards attaining the CFA designation.

B. Indicate whether there are any similar programs in Michigan. If so, how is the proposed program unique? Why is there a need for an additional program in the field?

Similar Programs*

Currently, of the fifteen public Michigan universities (including Eastern Michigan University), only two universities in Michigan offer a MSF program and only one of these is a competitor in Southeast Michigan, University of Michigan (Dearborn).

UM-Dearborn requires 10 courses for completion of the 1-year program, including 3 undergraduate/graduate courses that a student may transfer for credit. Additionally, UM- Dearborn's MSF program credits accounting and decision sciences courses towards completion of the program.

The proposed MSF program is unique in Southeast Michigan, as it offers a complete and updated finance curriculum designed to prepare our students to successfully complete the Chartered Financial Analyst Level 1 exam. The program also has a very strong focus on data analytics, financial modeling, and statistical analysis. All courses in the program are pure finance courses and will provide our students with the depth and breadth financial employers are demanding in the market.

C. Present evidence of support for the proposed program from within and outside the University. (Letters and other supporting documents should be included as an attachment.)

Program Support*

Please see support letters from the Accounting and Finance Department Head and the Dean of the College of Business in the attachments.

D. Additional justification (if appropriate).

Additional justification

IV. Preparedness

This section attempts to determine the institution's ability to mount a program of the type proposed. *Any information beyond that covered by the following questions should also be included.*

A. Describe the qualifications of the faculty who will be involved in the proposed program. *Proposals for new graduate majors should include an abbreviated faculty vitae for each individual as an attachment.*

Faculty Qualifications*

Karen Ann Craig, Ph.D. - Dr. Craig has an expertise in corporate finance, specifically fixed income. She completed her Ph.D. in 2012 and has been a member of the finance faculty since 2015. She teaches courses in corporate finance, markets and institutions and fixed income.

Alahassane Diallo, Ph.D. - Dr. Diallo obtained his doctorate from The Ohio State University and has expertise in corporate finance, financial markets and banking. He has been a member of the finance faculty since 1985. He has taught most courses offered in the finance program, at one time or another, and both the graduate and undergraduate levels.

Robert Kiss, CPA, Ph.D. - Dr. Kiss has been a member of the finance faculty since 1990. He obtained his Ph.D. from Kent State University and teaches courses in corporate finance, entrepreneurial finance and investments.

Jodonnis Rodriguez, Ph.D. - Dr. Rodriguez completed his Ph.D. in 2016 and has been a member of EMU's Accounting & Finance department since 2016. He teaches courses in derivative securities, international finance, and corporate finance.

Mahmud Rahman, Ph.D. - Dr. Rahman earned three graduate degrees in Finance: MBA, MA and MS before completing his doctorate in Finance. He joined the finance faculty in 1991. Dr. Rahman currently teaches financial policy, derivative securities, international finance, and financial markets and institutions. His teaching portfolio also includes financial engineering and international banking.

David Wozniak, Ph.D. - Dr. Wozniak completed his Ph.D. in Economics and currently teaches Decision Science courses for the College of Business at both the undergraduate and graduate levels.

Yu Zhang, Ph.D. - Dr. Zhang completed her Ph.D. in 2010 and has joined the finance faculty at EMU the same year. She has taught investments and corporate finance courses at entry, intermediate and advanced levels.

Three additional faculty for the program (two voluntary phase out replacements and one new faculty), for a total of 9 finance faculty, will be required to support the program, all having a Ph.D. in Finance from an AACSB accredited university. CFA designation is preferred for new faculty, but not required. Preference for hiring new faculty will be based on the teaching area need.

In addition, one lab manager will be required to manage the finance lab. This individual requires a background in finance and will be responsible for managing the Bloomberg terminals, Bloomberg certification training, managing the student workers, managing access to terminals, and maintaining the overall lab access.

B. Describe current library resources and analyze the adequacy of these resources for the proposed program. Include such items as books, journals, indexes, electronic resources (databases, etc.), multimedia (instructional videos, CDs, etc.) and microforms. *If additional library holdings will be needed in the next three to five years, provide a plan for acquiring them.*

Library Resources*

Journals and Periodicals:

Currently, the library already holds subscriptions for JSTOR, ScienceDirect and Web of Science, which would be required for our MSF students. In addition, we would require access to Morningstar Investment Research Center, which is a database that contains fund, market and portfolio information.

Databases:

Current library resources will need to be improved prior to implementation of the program, EMU technology lags behind other Michigan universities. Western Michigan University, Central Michigan University, Wayne State, Grand Valley State University, Michigan Technological University, Michigan State University and the University of Michigan all have Bloomberg terminals in support of their graduate and undergraduate programs. The Bloomberg terminal is a computer system that provides real-time financial data and is a widely used tool for financial analysts. Our program would not be complete without the acquisition of Bloomberg terminals. As part of the MSF program, all students will be required to complete Bloomberg Market Concepts Certification, a highly sought after skill for students.

Twelve Bloomberg terminals can be obtained for \$72,000 a year. The cost of these terminals can benefit the undergraduate finance and

accounting programs and may be of use to the economics department.

In addition, EMU lags behind other MSF granting institutions as it does not have any data for practical application of financial methods and theory in the classroom and is unable to support graduate research in the classroom. In the state of Michigan, Central Michigan, the University of Michigan – Dearborn, the University of Windsor, Wayne State, the University of Michigan and Michigan State all subscribe to the Wharton Research Data Services (WRDS) and the program will require WRDS to be successful. WRDS allows the collection of large amounts of data from various datasets. These datasets are widely used in academics to support student learning and enable the students to complete projects similar to what employers will expect of them in the job market.

Table 5 details the databases required and where they are expected to be applied in the MSF program.

Table 5: Database Requirements

Course	Database	Application
Quant. Methods in Finance	Bloomberg WRDS	<ul style="list-style-type: none"> • CRSP analysis of stock prices • Evaluation of equities and fixed income securities
Corporate Finance	N/A	N/A
Fin. Markets & Institutions	Bloomberg	<ul style="list-style-type: none"> • Bloomberg Certification in Currencies • Bloomberg Certification in Economics • U.S. Treasury analysis • International currency analysis • Mutual fund analysis
Securities Analysis	Bloomberg WRDS Thomson	<ul style="list-style-type: none"> • Bloomberg Certification in Equities • CRSP Stock Prices • Fama French portfolio and factors for
	Reuters	<p>portfolio evaluation</p> <ul style="list-style-type: none"> • Compustat firm financial data for stock analysis • IBES database for security analysis • SDC new issues for IPO, SEO analysis • 13F and insider filings for mutual fund and portfolio analysis
Portfolio Analysis	Bloomberg WRDS	<ul style="list-style-type: none"> • CRSP Stock Prices

	Thomson Reuters	<ul style="list-style-type: none"> • Fama French portfolio and factor for portfolio evaluation • Compustat firm financial data for stock analysis • IBES database for security analysis • SDC new issues for IPO, SEO analysis • 13F and insider filings for mutual fund and portfolio analysis
Financial Statement Analysis	WRDS	• Compustat annual firm financial data analysis
Fixed Income	Bloomberg WRDS	• Bloomberg Certification in Fixed Income • Bond portfolio creation and management • TRACE Bond trading
Risk Management	Bloomberg	• Analysis of derivative securities • Analysis of stock option trading
Advanced Fin. Management	WRDS	<ul style="list-style-type: none"> • Fama French portfolio and factor for value maximization • Compustat firm financial data for corporate governance
MSF Capstone	Bloomberg WRDS	• Compustat financial analysis • CRSP stock price analysis

In addition, these databases will help to strengthen other areas of the university. Both undergraduate courses and departmental honors students will benefit from acquisition of these databases. These databases also have the potential to benefit the Accounting Department, Management Department, Economics Department and College of Nursing.

C. Please analyze the adequacy of existing facilities, laboratories, or other physical equipment applicable to the proposed program.

Existing Facilities*

In general, the program will not require new facilities. Additional room space should be available for the six new courses that will be offered. The College of Business would need to establish a finance lab location to accommodate the Bloomberg terminals. An additional twenty-five PCs, with SAS and other related software, are required in the finance lab to facilitate the teaching of data analytic skills in the quantitative finance classes.

D. Determine the adequacy of supportive courses, faculty, and equipment outside of the department that may be important to the program (e.g., cognate courses, research assistance, computer services, facilities controlled by other departments/schools or colleges, etc.).

**External Support
Required***

The current programs in the Department of Accounting and Finance receive adequate support in the area of technology, research assistance and facilities. However, the creation of a finance lab will require additional resources to monitor the terminals, provide technical support and initiate Bloomberg training modules. We expect to have the finance lab available to all students and require student support to maintain the lab. Laboratory hours are expected to be from 9:00 a.m. - 9:30 p.m. Monday through Thursday, with the evening time reserved for MSF classes and MSF students. Friday hours are expected to be from 9:00 a.m. - 5:00 p.m. High quality finance undergraduate students and MSF students will be selected by the MSF faculty to work in the laboratory. Only finance students with Bloomberg experience will be selected to work in the lab due to the technical knowledge required by the position.

E. Outline a plan for marketing the proposed program and recruiting students into it.

Marketing Plan*

The MSF program will be included in marketing and recruiting efforts conducted on behalf of all EMU College of Business Graduate Programs. A manager of graduate student recruiting has been hired to recruit for and promote all such programs; the recruiter will attend student recruiting fairs at universities and at corporations to actively promote all EMU Graduate Business Programs, including the MSF.

Information on the MSF program will also be shared at on-campus recruiting events such as COB Graduate Programs Information Sessions and EMU Graduate Open Houses. (Names/contact information of interested students will begin to be collected immediately.) After the program has been approved, information will be shared on the COB website and mentioned via social media channels such as Facebook, LinkedIn, and Twitter; we will also include on the my.emich "announcements" page for the maximum allotted time. Flyers announcing the new program will be placed around the COB and at key EMU campus locations, and program information will be displayed in the Academic Services Office. COB faculty will announce in classrooms in order to promote to our current business majors.

The marketing plan for the COB's Graduate Programs includes strategies to utilize the GMAT search services which allow target marketing to individuals who have identified as interested in graduate

business programs and have taken -- or registered to take -- their entrance exam. These search services allow us to target by undergraduate major as well, and so we can specifically market the MSF to accounting and finance majors.

In addition to the above initiatives which are either cost-free or otherwise covered under the strategies to promote the full cache of graduate business programs, \$5,000 has been designated for the promotion of new COB graduate programs, with additional funds available as necessary. Out of the \$5,000 we will design a mailer to send to individuals from the following lists:

Finance undergraduate alumni
Finance undergraduate seniors

Marketing must stress the fact that we are an accredited university and students will be prepared to take the CFA exam after graduation. Marketing should include billboards, television ads and fliers. We should ensure that we can offer CFA scholarships and focus some of the advertising on this.

F. Will this program be submitted for accreditation? *If yes, please describe below.*

Accreditation* Not provided

G. Additional information (*if appropriate*).

**Additional
information**

V. Assessment

Provide a plan for assessing the quality of the program, and a schedule for this assessment. The plan should assure the inclusion of objective data to determine the degree of success in reaching stated goals, objectives, and student learning outcomes.

Student Learning Outcomes No Student Learning Outcomes

Assessment* Assessment will include our pass rate on the CFA exam. The CFA Level I pass rate for the last two exams was 42%, which means 42% of the students that sat for the exam passed the exam. We would expect that 40% of our students that sit for the exam pass the exam. This is a realistic number as the burden is on the students to study for the exam while we are responsible for presenting them with the material they need to know for the exam.

VI. Program Costs

This section attempts to establish the extent of additional funding required if the program is approved.

- Faculty, lecturers or supportive staff required (type, level, and approximate cost).
- Space or facilities required (type and approximate cost).
- Equipment required (type and approximate cost).
- Assistantships/fellowships required (number and approximate cost).
- Library resources required (type and approximate cost of both minimal and appropriate library resources).
- Marketing and recruiting costs
- Other costs not covered above (type and approximate cost).
- Total of all financial requirements for implementation of proposed degree.
- Percentage of total the cost to be borne by Continuing Education. (Provide evidence of Continuing Education's willingness to bear these costs).

Program Costs* This section attempts to establish the extent of additional funding required if the program is approved

A. Faculty, lecturers or supportive staff required (type, level, and approximate cost)

One additional tenure-track faculty with base salary of \$130,000 and one part-time finance lab manager, with the minimum of a bachelors in finance, at an estimated part time salary of \$45,000, will be required, in addition to current faculty. Of the current faculty, we assume the, two phased retirements will be replacements and support the program. In total, nine finance faculty will be required to support the undergraduate program and the addition of the MSF program.

B. Space of facilities required

The six new course proposed here will require classroom space in the Owen Building. The third floor computer room is required to establish the finance lab that houses Bloomberg terminals and PC computers for teaching data analytic skills needed for the program and for student project support.

C. Equipment required (type and approximate cost)

Required equipment includes proprietary Bloomberg terminals, PC Workstations, printers and screens and projectors to support the finance lab, as detailed in Table 6.

Table 6: Equipment and Costs

Equipment	Number	Cost per Unit	Total Cost
Bloomberg Terminals	12	\$18,000/3 terminals	\$72,000
PC Workstation (Dell)	25	\$2,500/each	\$62,500
PC Software	25	\$1,000	\$25,000
Color Printers (large capacity)	1	\$1,500	\$1,500
Large Screen Projector and Screen	1	\$10,000	\$10,000

A minimum of one package (three terminals) of Bloomberg terminals is required at the start of the winter semester prior to program rollout to ensure complete implementation of the Bloomberg resources into the course material. This also enables training of student workers prior to the start of the program.

Replacement costs should be expected for the PC Workstations and color printer every three to four years as technology progresses and the PCs become obsolete. Software will require updates every three to five years.

It is expected that other programs and departments will want access to Bloomberg and that a process can be established by the university where the MSF program does not bear the total cost of the Bloomberg terminals, but each program utilizing the data can be charged based on the database users.

D. Assistantship/fellowships required (number and approximate cost)

Three graduate assistants are required to support six faculty for the program. The costs would be \$12,000 per year for each graduate assistant, plus tuition. Approximately seven student workers with 20 hours/week workload are required to maintain the finance lab and support data analysis activities associated with the lab, both during and outside of the finance lab operating hours. The cost for this would be \$10 an hour for each worker for a total cost of \$800 a week. Lab support is required during fall, winter and summer semester.

E. Library resources required (type and approximate cost of both minimal and appropriate library resources)

Library resources include access to journal databases, Thompson Reuters database and WRDS database. Currently, the library already holds subscriptions for JSTOR, ScienceDirect and Web of Science, which would be required for our MSF students. Therefore, only Morningstar is required to support the program; however, if the library were to discontinue these subscriptions the program would have to shoulder the cost. Library resources and costs are provided in Table 7.

Table 7: Library Resources Required

Item	Annual Cost	Notes
Journal Access		
Morningstar Investment Research Center	\$6,613	Pricing is for 5 simultaneous users
Databases		
Thompson Reuters	\$7,500	Pricing is for 5 simultaneous users
Base WRDS Access	\$43,675	Unlimited users. Student access available at no additional charge.
CRSP	\$22,130	CRSP Stocks/CRSP Compustat Merged; Requires 2-year subscription; Prices do not reflect 25% discount
CRSP/Compustat Merged	\$15,585	
Compustat	\$42,180	AACSB and multi-year discounts available
Dow Jones Average & Total Return Indexes	\$0	Included with WRDS
Fama-French Portfolios & Factors	\$0	Included with WRDS
OTC Corporate Bond Market (TRACE)	\$0	Included with WRDS
Journals Total	\$6,613	
Database Total	\$131,070	Does not include available discounts or cost sharing with other departments..

LIBRARY RESOURCES TOTAL	\$137,683
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The list provided above is based on the appropriate resources necessary to support the courses described above. Access to this data needs to be acquired at least one full semester prior to program implementation to allow faculty time to integrate the data into course projects and classroom exercises.

It is expected that other departments will desire access to WRDS and that a process can be established by the university where the MSF program does not bear the total cost of the database, but each program utilizing the data can be charged based on the database users.

F. Marketing and recruiting costs

Expected marketing costs are limited to those identified in Part III.E

G. Other costs not covered above (type and approximate cost)

No additional costs required,

H. Total of all financial requirements for implementation of proposed degree.

The total marginal cost of the MSF program is provided in Table 8.

Table 8: Total Program Marginal Costs

Item	Annual Cost	Periodic Cost
Faculty & Staff	\$299,500	\$0
Equipment & Software	\$72,000	\$99,000
Library & Databases	\$137,683	\$0
Marketing	\$5,000	\$0
TOTAL	\$514,183	\$99,000

Cost assumptions and requirements include:

The \$250,000 set aside donated to the COB for a finance trading room will be utilized to support the program startup. This will help offset the periodic costs but is not included in the cost summary.

Two phased retirement faculty are required to support the program but are not included in marginal costs. Multiyear WRDS subscription discounts are not included in the estimate.

A lab manager will be hired to manage the lab during the fall, winter and during summer courses.

Course fees of \$300 per credit hour will be charged for the MSF program.

Course fees will help offset database and Bloomberg costs. Leftover funds will remain

with the MSF program, not the general Accounting and Finance fund. Net course fees after databases are reserved for MSF program to fund CFA approved calculators for each student, welcome supplies for orientation, fund participation in the CFA Institute Research Challenge, to provide money for a student lead investment fund, and other MSF faculty approved items.

Other departments accessing the databases and Bloomberg terminals will pay for their access. This money shall be deducted from the total course fees being used to support the databases, leaving additional course fee funds available for program support. Lab equipment will require updating every 3 - 5 years. Bloomberg pricing assumes 4 packages of 3 terminals per package.



EASTERN MICHIGAN UNIVERSITY

March 6, 2017

To: Anne Balazs, Interim Dean
From: Zafar Khan, Department Head
Re: Proposed Master of Science Program in Finance

For several years, the finance faculty has been working on a new Master of Science Program in Finance (MSF) to meet the need for a graduate level program in finance in the Southeast Michigan region. The proposed MSF program is carefully crafted to meet the growing need for finance professionals. Recent changes in regulations following the subprime crisis has led to higher demand for finance professionals. However, only two universities in the area, Michigan State University and University of Michigan-Dearborn offer a graduate program in finance.

The proposed MSF program is based on the content requirements for the Chartered Financial Analyst (CFA) certification. Upon graduation the students should be well prepared to take the CFA level I exam. As such, the proposed MSF program is different and probably more attractive to prospective finance professionals.

The proposed MSF program blends theory and practice with hands-on use of technology to provide the students with a solid foundation in financial theory and applied financial skills. Graduates should have the required knowledge, skills, and abilities to develop creative solutions to business problems and committed to the ethical and legal standards that govern the practice of financial services offered by CFA's.

The finance faculty has devoted considerable time and effort to propose an outstanding program with high quality standards that should be a valuable addition to our existing programs. The proposed MSF program meets the University's strategic themes of supporting and fostering high-quality academic and research programs that serve a demonstrated need in the community/region and providing students with the opportunity to engage in purposeful learning and involvement to successfully meet and maximize their education goals. The program is also consistent with the College of Business vision and mission.



915 East High Street
Charlottesville, VA
22902-4808 USA

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info@cfa institute.org
www.cfainstitute.org

March 14, 2017

Zafar U. Khan, PhD
Department Head of Accounting and Finance
and Professor of Accounting
Eastern Michigan University
406A Gary M. Owen Building
Ypsilanti, MI, USA 48197

Dear Dr. Khan:

As part of our mission to promote the highest standards of ethics, education and professional excellence, CFA Institute has a long history of working with educational institutions around the world in support of ethics-based investment management education.

We encourage professors and universities to incorporate the CFA Program Candidate Body of Knowledge into their finance and business degree programs to position students well to obtain the Chartered Financial Analyst® designation, which has become the most respected and recognized investment credential in the world.

Our University Recognition Program acknowledges universities that offer degree programs that are closely aligned with the CFA Program. Recognition status serves as a formal endorsement of degree programs by CFA Institute, signaling to potential students, employers and the marketplace that the curriculum is closely tied to professional practice and is well-suited to prepare students to sit for the CFA examinations. Through participation in this program, Eastern Michigan University would also be eligible to receive a limited number of student scholarships each year, significantly discounting the cost of the CFA Program.

We appreciate your interest in the University Recognition Program and hope that you decide to apply. If so, please let me know and we'll send you an application promptly. Please feel free to contact me with any questions you or your colleagues may have.

Kind regards,



Wanda K. McClenahan, CAE
Director, University Relations, Americas

Revenue forecasts have been completed assuming 25 students in each cohort. Table A-1 provides the forecast assuming 100% Domestic student enrollment. Table 9.b assumes 28% non-resident student enrollment and Table 9.c assumes 49% non-resident student enrollment.

Table A-1: Revenue Scenarios

Table A-1a: Scenario 1 - 100% In-State Tuition

	Credit Hours	Per Credit Fee	Per Student Fees	No. of Students	Revenue
1st Year Cohort	18	\$630	\$11,340	25	\$283,500
1st Year Course Fees	18	\$300	\$5,400	25	\$135,000
2nd Year Cohort	12	\$630	\$7,560	25	\$189,000
2nd Year Course Fees	12	\$300	<u>\$3,600</u>	25	<u>\$90,000</u>
Totals			\$27,900		\$697,500
			(total program cost per student)		(total annual revenue)

Table A-1b: Scenario 2 - 28% Non-Resident Tuition

	Credit Hours	Per Credit Fee	Per Student Fees	No. of Students	Revenue
1st Year Resident Cohort	18	\$630	\$11,340	18	\$204,120
1st Year Intl Non-Resident Cohort	18	\$1,160	\$20,880	7	\$146,160
1st Year Course Fees	18	\$300	\$5,400	25	\$135,000
2nd Year Resident Cohort	12	\$630	\$7,560	18	\$136,080
2nd Year Non-Resident Cohort	12	\$1,160	\$13,920	7	\$97,440
2nd Year Course Fees	12	\$300	\$3,600	25	<u>\$90,000</u>
Totals					\$808,800
					(total annual revenue)
Resident Program Cost per Student			\$27,900		
Non-Resident Program Cost per Student			\$43,800		

Table A-1c: Scenario 3 - 48% Non-Resident Tuition

	Credit Hours	Per Credit Fee	Per Student Fees	No. of Students	Revenue
1st Year Resident Cohort	18	\$630	\$11,340	13	\$147,420
1st Year Intl Non-Resident Cohort	18	\$1,160	\$20,880	12	\$250,560
1st Year Course Fees	18	\$300	\$5,400	25	\$135,000
2nd Year Resident Cohort	12	\$630	\$7,560	13	\$98,280
2nd Year Non-Resident Cohort	12	\$1,160	\$13,920	12	\$167,040
2nd Year Course Fees	12	\$300	\$3,600	25	<u>\$90,000</u>
Totals					\$888,300
					(total annual revenue)
Resident Program Cost per Student			\$27,900		
Non-Resident Program Cost per Student			\$43,800		

New Course Descriptions

Quantitative Methods in Finance

2018-2019 Graduate Catalog | Working Draft

FIN 500 - Quantitative Methods in Finance

Students will learn mathematical techniques applicable to financial analysis. Topics will include but are not limited to, partial differentiation, matrix algebra, and statistics.

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

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

Concurrent Prerequisite(s) a minimum grade of "B" in [ACC 501](#)

Corequisite(s) [FIN 503](#)

Major Restriction(s) Master of Science in Finance

Class-Level Restriction Masters standing

Updates New Course 11/2017, effective Fall 2018

[Fall 2017 Course Schedule](#)

[Winter 2018 Course Schedule](#)

Corporate Finance

2018-2019 Graduate Catalog | Working Draft

FIN 503 - Corporate Finance

The course provides an introduction to the fundamental principles of finance and includes time value of money, bond and stock valuation and capital budgeting. Emphasis is on use of tools, such as Excel, for evaluation and risk analysis.

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

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

Concurrent Prerequisite(s) a minimum grade of "B" in ACC 501

Corequisite(s) FIN 500

Major Restriction(s) Master of Science in Finance

Class-Level Restriction Masters standing

Updates New Course 11/2017, effective Fall 2018

[Fall 2017 Course Schedule](#)

[Winter 2018 Course Schedule](#)

Fixed Income Analysis 2018-2019 Graduate Catalog | Working Draft

FIN 630 - Fixed Income Analysis

This course evaluates the fixed income market including corporate bonds, Treasuries, and municipal bonds. Topics include but are not limited to bond pricing, duration, convexity, bond options and the impact of options on risk.

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

Grade Mode Normal (A-F)

Prerequisite(s) a minimum grade of "C" in [FIN 503](#)

Major Restriction(s) Master of Science in Finance

Class-Level Restriction Masters standing

Updates New Course 11/2017, effective Fall 2018

[Fall 2017 Course Schedule](#)

[Winter 2018 Course Schedule](#)

Portfolio Management 2018-2019 Graduate Catalog | Working Draft

FIN 635 - Portfolio Management

The course includes a review of the investment process and portfolio applications. Asset valuation models are taught in addition to equity, bond, and hybrid portfolio management. Course content includes a review of professional ethics as it relates to portfolio management.

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

Grade Mode Normal (A-F)

Prerequisite(s) A minimum grade of "C" in [FIN 503](#)

Major Restriction(s) Master of Science in Finance

Class-Level Restriction Masters standing

Updates New Course 11/2017, effective Fall 2018

[Fall 2017 Course Schedule](#)

[Winter 2018 Course Schedule](#)

Financial Statement Analysis

2018-2019 Graduate Catalog | Working Draft

FIN 640 - Financial Statement Analysis

This course focuses on the information obtained from financial statements, not on the preparation of financial statements. The course teaches students how to review, interpret and evaluate data in financial statements and statement footnotes from the perspective of a financial analyst.

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

Grade Mode Normal (A-F)

Prerequisite(s) A minimum grade of "C" in FIN 503

Major Restriction(s) Master of Science in Finance

Class-Level Restriction Masters standing

Updates New Course 11/2017, effective Fall 2018

[Fall 2017 Course Schedule](#)

[Winter 2018 Course Schedule](#)

MSF Capstone

2018-2019 Graduate Catalog | Working Draft

FIN 690 - MSF Capstone

This course is designed to incorporate the breadth of material presented in previous courses in an in-depth analysis of financial statements and markets. Students will review the material covered on the CFA Level I exam as part of this course, to help them understand the format and content of the exam.

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

Grade Mode Normal (A-F)

Prerequisite(s) 24 hours of "FIN" coursework (500-699)

Major Restriction(s) Master of Science in Finance

Class-Level Restriction Masters standing

Updates New Course 11/2017, effective Fall 2018

[Fall 2017 Course Schedule](#)

[Winter 2018 Course Schedule](#)

Masters of Science in Finance

Dr. Karen Ann Craig
Assistant Professor of Finance
Accounting and Finance Department



College of Business Mission

- Supports the economic development of southeastern Michigan by preparing graduates to perform effectively in the global business community.
- Develop outstanding business professionals through a rigorous, applied educational experience.



Demand for finance professionals

- The U.S. Bureau of Labor Statistics estimates a 12% increase in financial analyst jobs between 2014 – 2024
 - Faster than the average job outlook.
 - Financial advisors will be one of the top-20 fastest growing occupations between 2014 and 2024.
 - Projecting 30% growth for financial advisory-related occupations
- U.S. News and World Report lists financial analysts as the #13 best business jobs.
 - Financial analysts will have “an advantage in the field by obtaining a certification, like a chartered financial analyst, or by taking advanced courses in subjects related to your specialty.”



MSF Occupations

- High demand, high salary

Occupation	Number Employed	Average Salary
Financial Operations Occupations	194,440	\$69,340
Financial Analysts	5,800	\$80,240
Financial Examiners	690	\$72,380
Financial Managers	13,670	\$120,380
Financial Specialists, All Other	4,890	\$68,400
Personal Financial Advisors	4,580	75,320

U.S. Bureau of Labor Statistics as of 2017



MSF Programs (AACSB – Accredited)

- UM-Dearborn
 - Non-finance foundation and elective courses
 - No cohort system
 - No CFA relationship
 - Not a STEM program
- Michigan State University
 - Higher tuition costs (\$37,500 in-state)
 - CFA Program Partner



Why a MSF?

- Financial firms increasingly looking for:
 - Subject matter specialization
 - Employees that hold the Certified Financial Analyst designation
- Our MSF program will provide both.



Program structure

- Cohort program
- Supportive of working professionals
 - 6 credits per semester
 - Evening classes
- Appealing to international students
 - Structured to allow 9 credits per semester
 - Potential STEM designation



Student Benefits

- Partner with CFA Institute
 - Scholarship opportunities
- Preparation for CFA Level I exam
- Option to complete a thesis to assist in Ph.D. placement



University Benefits

- Proprietary data for use by multiple programs
 - Bloomberg terminals
 - CRSP stock trades
 - TRACE bond trades
 - Compustat annual reporting data
- Increase in research output
- Secondary benefit of strengthening undergraduate program
- Supports AACSB Scholarly Academic designation
- Appeal to potential faculty members



Concluding Remarks



Thank you!

E

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION
FINANCE AND INVESTMENT COMMITTEE

SECTION: 14

DATE:
February 9, 2018

ACTION REQUESTED

It is recommended that the Board of Regents receive and place on file the minutes from the December 15, 2017 Finance and Investment Committee meeting and the Working Agenda for the February 9, 2018 meeting.

STAFF SUMMARY

December 15, 2017 Meeting Agenda

Agenda items

- FY19 Room and Board, Apartment Rates
- Eastern Michigan University Foundation Financial Reports (June 30, 2017)
- Amendment to Parking Ordinance
- Parking Concessionaire Agreement
- Approval of Capital Projects
- Emeritus Staff Awards

February 9, 2018 Meeting Agenda

Agenda items

- FY19 Capital Budget and Three-Year Capital Expenditure Projection
- Health Center Collaboration
- Eastern Michigan University Federal Single Audit Financial Report
- Chartwells Extension
- University Debt Issuance
- Solar Service Agreement

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

February 9, 2018
Date

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

FINANCE and INVESTMENT COMMITTEE
Friday, February 9, 2018
11:00 a.m.

REGULAR AGENDA

- Minutes from December 15, 2017
- February 9, 2018 Finance and Investment Committee Agenda
- FY19 Capital Budget and Three-Year Capital Expenditure Projection
- Health Center Collaboration
- Eastern Michigan University Federal Single Audit Financial Report
- Chartwells Extension
- University Debt Issuance
- Solar Service Agreement

Eastern Michigan University
Finance and Investment Committee
Meeting Minutes
December 15, 2017

The meeting was called to order by Regent Michelle Crumm at 10:45 a.m.

A motion was made, seconded and approved to accept the minutes from the October 20, 2017 Finance and Investment Committee meeting.

The agenda includes (5) items.

Section 14: Recommendation: 2018-19 Room, Apartment and Board Rates

It is recommended that the Board of Regents approve an average increase of 2.95% for all University housing and an average of 2.75% for meal plan rates for FY18-19.

Section 15: Recommendation: The 2016-2017 Eastern Michigan University Foundation Consolidated Financial Report

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, 2017.

Section 16: Recommendation: Regarding the Approval and Adoption of a New Parking Ordinance

It is requested that the Board of Regents approve and adopt a new Parking Ordinance, to replace in its entirety the Parking Ordinance originally adopted by the Board in 1979.

Section 17: Recommendation: Regarding the Approval and Execution of a Parking System Concession Agreement and Ratification of the Selection of the Concessionaire Thereunder

It is requested that the Board of Regents (1) approve the Concession Agreement for Eastern Michigan University Parking System (the Concession Agreement), which grants a concession to the Concessionaire named therein to operate, maintain and improve the University's parking assets for thirty-five years, and (2) approve Preston Hollow Capital, LLC, a Delaware limited liability company, as the Concessionaire under the Concession Agreement.

Section 18: Recommendation: Capital Project Expenditures

It is recommended that the Board of Regents approve the following supplemental FY 2018 capital projects expenditures:

- Renovation and expansion of Sill Hall supporting the existing, new and future engineering programs. The estimated cost of the project is \$40,000,000.
- New construction of a building to house the student athlete training facilities and sports medicine services. The estimated cost of the project is \$20,000,000.
- Renovation of the Rec/IM facility to be initiated in summer of 2018. The estimated cost of the project is \$16,000,000.

Total supplemental capital projects - \$76,000,000

Section 4: Recommendation: Emeritus Staff Status

It is recommended that the Board of Regents grant Emeritus Staff Status to Five (5) staff members: Cynthia Palombit, Telecommunication Specialist, Office of Information Technology, who retired October 5, 2017, Luciano Gianino, Director, Rec/IM, who retired September 30, 2017, Candace Dorsey, Police Officer/ Crime Prevention Coordinator, Public Safety, who retired September 15, 2017, Mary Jo St. Louis, Teacher/Placement Specialist, Office of Mathematics and Statistics, who retired August 11, 2017 and Wendy Kivi, Special Events Manager, School of Communications, Media and Theatre Arts, who retired August 11, 2017.

The meeting was adjourned at 11:30 a.m.

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

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 15
DATE:
February 9, 2018

RECOMMENDATION

FY 2018-19 CAPITAL BUDGET

ACTION REQUESTED

It is recommended that the Board of Regents approve the Fiscal Year 2018-19 University Capital Budget appropriation of \$14.97 million.

STAFF SUMMARY

The projects in the recommended \$14.97 million Fiscal Year 2018-2019 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 2018-2019 capital spending.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

February 9, 2018

Date

Eastern Michigan University
Capital Expenditure Budget
Fiscal Year 2018-2019

(In thousands)

Recommended
2018-2019 Budget

Academic Facility Enhancements

MJ 5th Neuroscience/Fermentation Lab Buildout	\$	1,400
COB Renovations	\$	750
Quirk Renovations	\$	720
Total Academic Facilities	\$	<u>2,870</u>

Housing, Student Programming

Housing Refresh & Infrastructure Upgrades	\$	1,595
Total Housing, Student Programming	\$	<u>1,595</u>

Technology

Classroom Technology	\$	780
Network/Servers	\$	1,380
Campus WiFi	\$	450
Data Center	\$	88
Total Technology	\$	<u>2,698</u>

Safety and Security

Safety & Security	\$	1,400
Total Safety and Security	\$	<u>1,400</u>

Other Campus Capital Investment

Ford/Boone/Pierce Retaining Wall (Asset Preservation)	\$	565
Rynearson Stadium - Concrete/Repairs/Aesthetics	\$	400
Infrastructure Replacement & Upgrades	\$	1,275
Fire Alarm Replacement	\$	870
Roadway Allowance	\$	1,800
Roof Allowance (Annual)	\$	500
Contingency	\$	<u>1,000</u>
	\$	6,410

Total 2018-2019 Capital Plan	\$	14,973
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BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 16
DATE: February 9, 2018

RECOMMENDATION

**GROUND LEASE AND HEALTH CENTER COLLABORATION – INTEGRATED
HEALTHCARE ASSOCIATES / ST. JOE’S MERCY HOSPITAL**

ACTION REQUESTED

It is recommended that the Board of Regents approve (1) a thirty-five (35) year ground lease and (2) collaboration with Integrated Healthcare Associates (IHA) / St. Joe’s Mercy Hospital (SJM) for the construction and operation of a new health center on the University’s campus.

STAFF SUMMARY

The University employed an independent appraiser to determine the annual ground lease rate of \$56,000, which IHA/SJM will pay to the University.

The University and IHA/SJM collaboration will include the construction and operation of a new 25,700 sq. ft. health center located on the north end of the University’s central campus. The health center will provide primary medical and urgent care services for the University’s students, faculty and staff, as well as the greater community. The health center will incorporate the University’s existing CAPS and Psychology Clinic and will also support the University’s College of Health and Human Services programs with hands-on educational opportunities for students and faculty.


The collaboration will include the construction of a \$6,568,000 facility to be funded by IHA/SJM. The University will fund the construction of a \$1,800,000 roadway to the facility. The University will provide financial support for the facilities operations in the event expenses exceed revenues.

FISCAL IMPLICATIONS

The University will fund the construction of the \$1,800,000 roadway. The University will provide annual financial support of the facility’s operations in the event expenses exceed revenues.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

February 9, 2018

Date

IHA-SJMHS-EMU Health Center

EMU – Board of Regents
Finance and Investment Committee
2/9/2018



Partnership

SJMHS-EMU

Task Force

- Leaders from SJMAA and EMU meeting quarterly since June 2016
- Shared Focus Areas include:
 - Teamwork and team training to prepare students for working within an integrated, multi-disciplinary environment
 - Hands on experience for students and recruitment connections for health system
 - Community Engagement
 - Employee and Student Wellness

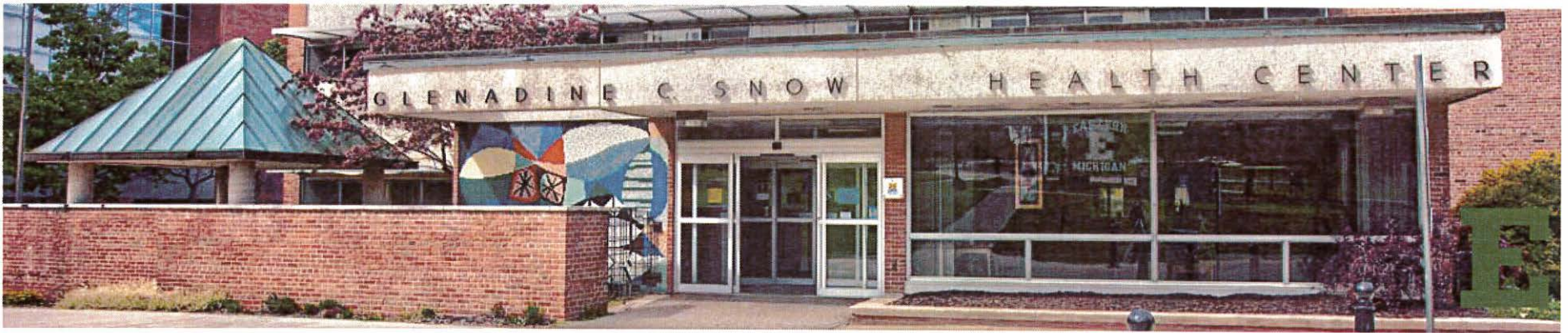
Strong Working Relationship

- SJMHS & EMU have formal affiliation agreements for nearly 20 academic programs
- SJM & EMU participate together in several community councils
 - Family Empowerment Program/Strong Housing Advisory Committee
 - Community Engage Council
 - Washtenaw County Coordinated Funders
- Program support for simulation center and anatomy lab, residency training at student health center, exercise science, emergency preparedness
- Shared presence at community events (Building Bright Futures, Wellness Expos and Career Fairs, etc.)

2/9/2018

Background

Snow Health Center



Services

- Acute care
- Physicals and prev. health
- Women's health services
- Transgender health services
- Travel health
- TB testing & immunizations
- STI screening
- Allergy shots

Services

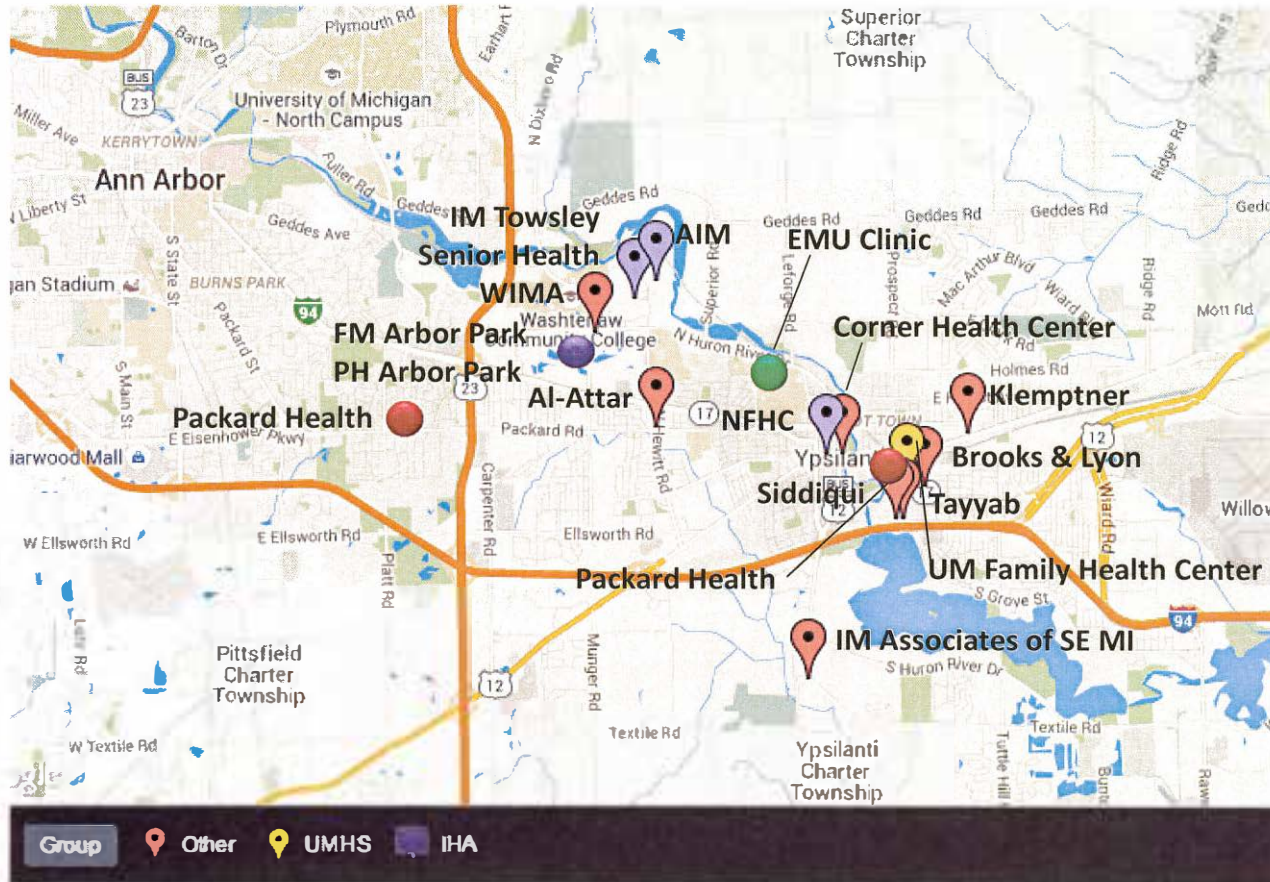
- On-site Lab
- On-site Pharmacy
- CPR & First Aid Certification
- Tobacco Cessation
- Behavioral Health counseling

Operations

- M-F 9AM-5PM
- Hosts student training programs – PA, Academic IM
- Serves faculty, employees and students

2/9/2018

Ypsilanti Primary Care Shortage in Community



**Ypsilanti
Population
102,094**

**Required Primary
Care Physicians
44**

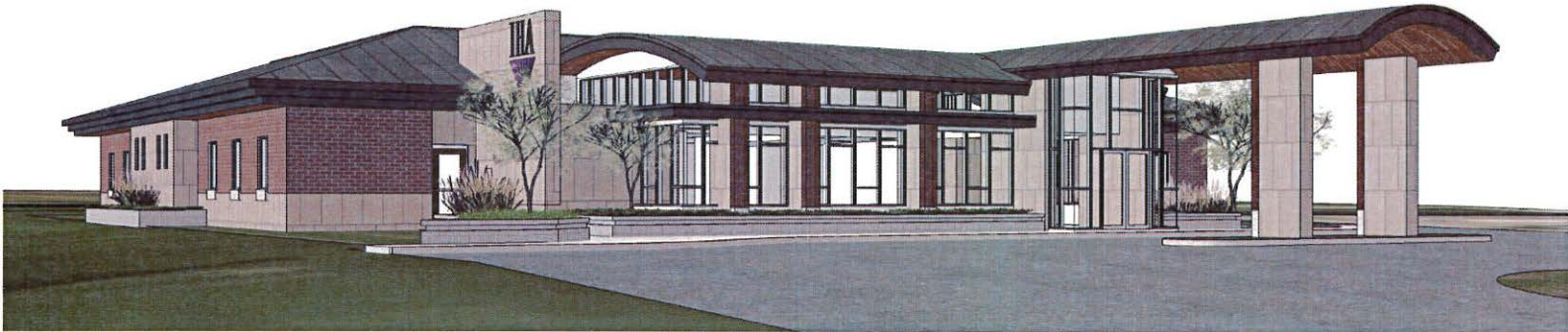
**Actual Primary
Care Physicians
34**

2/9/2018

Proposed Site

Health Center

[Concept]



Health Center Services

- Urgent Care: 7 days/week, 8AM-10 PM
- Primary Care
- Lab
- Pharmacy
- Faculty & Student Training

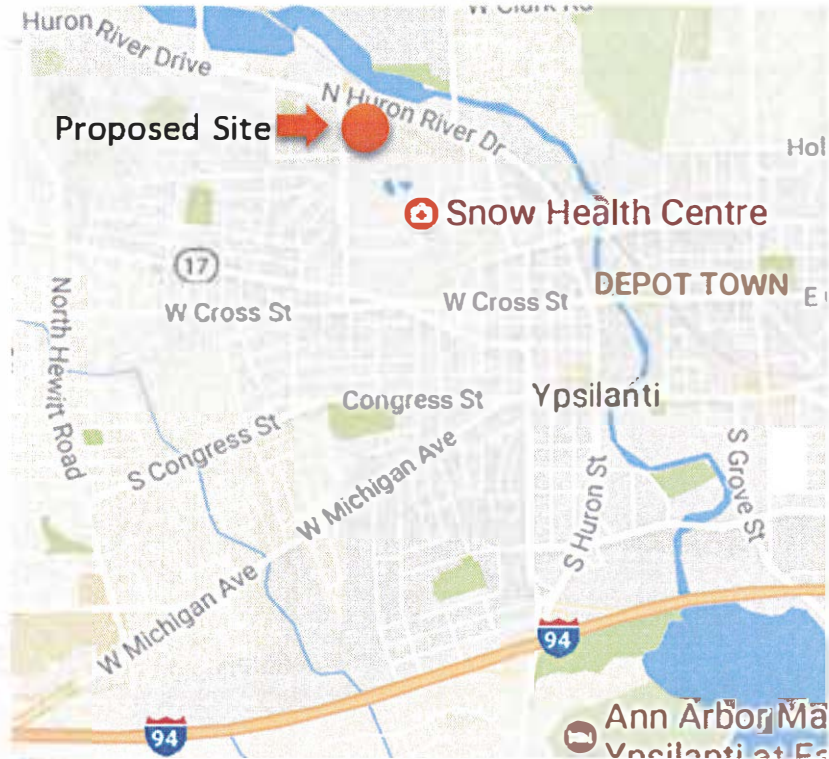
EMU Space


- CAPS
- Adult Psych Clinic
- Teaching Space

2/9/2018

Site

Health Center

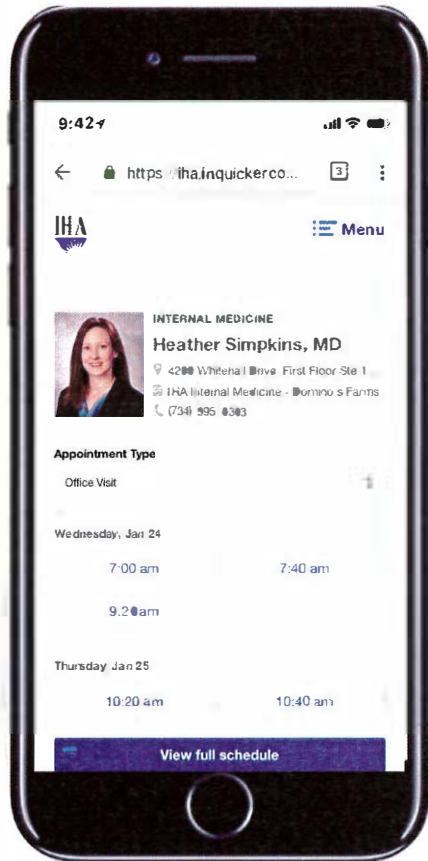


 On Bus Lines 3 (Huron River, 6 AM – 10 PM) and 41 (EMU College of Business Shuttle, 7 AM-10 PM Weekdays)

2/9/2018

IHA Experience

Convenience & Access



Online Appointment Scheduling

Save Your Spot @ Urgent Care

E-Visits

Patient Portal

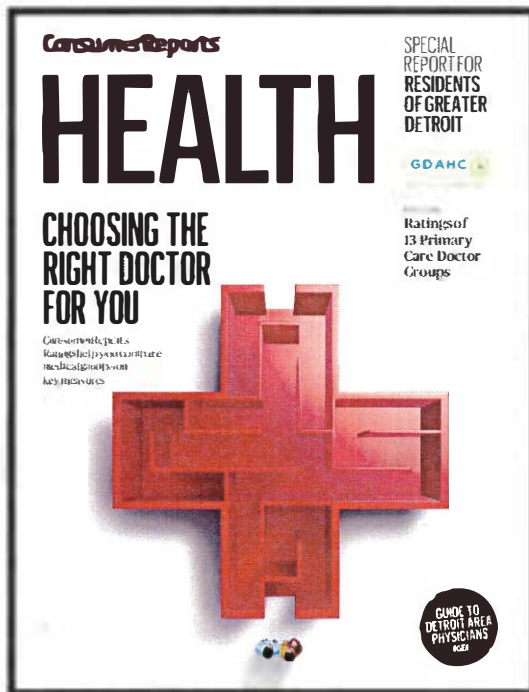
24x7 Call Center

2/9/2018

IHA Experience

Quality & Cost

IHA recognized as #1 by
Consumer Reports in SE
Michigan



#1 BCN Quality in SE Michigan 5
Years in a row¹

2012	#1
2013	#1
2014	#1
2015	#1
2016	#1

Out of 32 Physician
Organizations

¹Blue Care Network Commercial
Population

Lowest 10th %ile cost of
care in Michigan²

2015
\$295.58

2016
\$293.09

Costs down 1% year over
year despite 6% medical
inflation nationwide

²Annual per member risk adjusted cost of
care, BCBSM commercial

2/9/2018

St. Joseph Mercy Health System

Recent Rewards & Recognitions



2017 Detroit Free Press Top Workplace Award



MPRO 2017 Governor's Award of Excellence



MHA Michigan Green Healthcare Award

Healthgrades Outstanding Patient Experience Award 2017



2017 Truven Analytics Top 100 Hospitals

Truven Health Analytics | IBM Watson Health



2017 Truven Analytics Everest Award





Questions

Health Center

Questions?

2/9/2018

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 17
DATE: February 9, 2018

RECOMMENDATION

**FEDERAL SINGLE AUDIT FINANCIAL REPORTS
FOR THE YEAR ENDED JUNE 30, 2017**

ACTION REQUESTED

It is recommended that the Board of Regents receive and place on file the Federal Single Audit Financial Reports for the year ended June 30, 2017.

STAFF SUMMARY

The U.S. Office of Management and Budget (OMB) requires an annual audit and report of compliance with the requirements of federal award programs. Plante Moran, PLLC, Eastern Michigan University's independent auditor, conducted the audit and provided their opinion. In their opinion, the University has complied, in all material respects, with the requirements that could have a direct and material effect on each of its major federal programs year ended June 30, 2017.

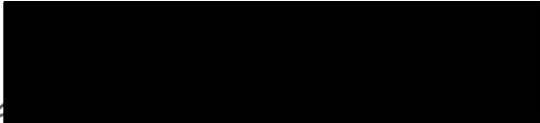
On page 5 of their opinion, Plante Moran reported that during the course of their audit they identified two significant deficiencies in internal control related to (1) the University's failure to timely report changes in student enrollment status to the National Student Loan Data System and (2) the University issued Pell funds to a student that was not in compliance with program requirements. The University has instituted corrective actions for both of the identified deficiencies. Further details regarding the significant deficiencies can be found beginning on page 15 of the Financial Statements. Plante Moran did not identify any material weaknesses in internal control during the course of performing this federal award audit.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

February 9, 2018
Date

Eastern Michigan University

**Federal Awards
Supplemental Information
June 30, 2017**

Independent Auditor's Reports:

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance	I
Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	2-3
Report on Compliance for Each Major Federal Program; Report on Internal Control Over Compliance	4-6
Schedule of Expenditures of Federal Awards	7-11
Notes to Schedule of Expenditures of Federal Awards	12-13
Schedule of Findings and Questioned Costs	14-18

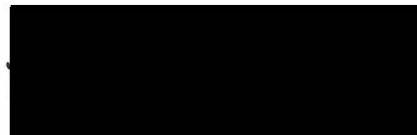
Report on Schedule of Expenditures of Federal Awards
Required by the Uniform Guidance

Independent Auditor's Report

To the Board of Regents
Eastern Michigan University

We have audited the financial statements of Eastern Michigan University (the "University") and its discretely presented component unit as of and for the year ended June 30, 2017 and the related notes to the financial statements, which collectively comprise the University's basic financial statements. We issued our report thereon dated October 20, 2017 which contained an unmodified opinion on the basic financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. We have not performed any procedures with respect to the audited financial statements subsequent to October 20, 2017.

The accompanying schedule of expenditures of federal awards is presented for the purpose of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.



February 7, 2018

Report on Internal Control Over Financial Reporting and on Compliance
and Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

To Management and the Board of Regents
Eastern Michigan University

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the basic financial statements of Eastern Michigan University (the "University") and its discretely presented component unit as of and for the year ended June 30, 2017 and the related notes to the financial statements, which collectively comprise the University's basic financial statements, and have issued our report thereon dated October 20, 2017. The financial statements of Eastern Michigan University Foundation were not audited in accordance with *Government Auditing Standards*.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Eastern Michigan University's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the University's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

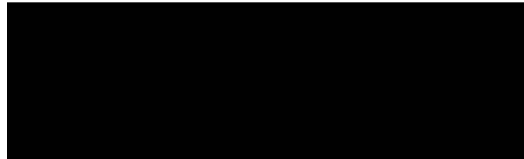
To Management and the Board of Regents
Eastern Michigan University

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Eastern Michigan University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Kalamazoo, Michigan
October 20, 2017

Report on Compliance for Each Major Federal Program;
Report on Internal Control Over Compliance

Independent Auditor's Report

To the Board of Regents
Eastern Michigan University

Report on Compliance for Each Major Federal Program

We have audited Eastern Michigan University's (the "University") compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017. Eastern Michigan University's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Eastern Michigan University's major federal programs based on our audit of the types of compliance requirements referred to above.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Eastern Michigan University's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Eastern Michigan University's compliance.

To the Board of Regents
Eastern Michigan University

Opinion on Each Major Federal Program

In our opinion, Eastern Michigan University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017.

Report on Internal Control Over Compliance

Management of Eastern Michigan University is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Eastern Michigan University's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified certain deficiencies in internal control over compliance, as described in the accompanying schedule of findings and questioned costs as Findings 2017-001 and 2017-002, that we consider to be significant deficiencies.

Eastern Michigan University's responses to the internal control over compliance findings identified in our audit are described in the accompanying schedule of findings and questioned costs. Eastern Michigan University's responses were not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on them.

To the Board of Regents
Eastern Michigan University

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Kalamazoo, Michigan
February 7, 2018

Eastern Michigan University

Schedule of Expenditures of Federal Awards Year Ended June 30, 2017

Federal Agency/Pass-through Agency/Program Title	Direct or Pass-through	Federal CFDA Number	Federal Award Number	Total Amount Provided to Subrecipients	Federal Expenditures
Clusters:					
Student Financial Aid Cluster:					
U.S. Department of Education:					
Supplemental Education Opportunity Grants	Direct	84.007	P007A142017	\$ -	\$ 864,498
WorkStudy Program	Direct	84.033	P033A142005	-	1,024,635
CWS Job Locator	Direct	84.033	P033A142005	-	50,187
Pell Grant Program	Direct	84.063	P063P161630	-	29,165,876
TEACH - Teacher Education Assistance for College and Higher Education Grant Program FY17	Direct	84.379	P379T141630	-	32,620
Total U.S. Department of Education				-	31,137,816
U.S. Department of Health and Human Services:					
ARRA USHHS: Nurse Faculty Loan Program - Loan balance at beginning of year plus loans issued	Direct	93.408	IEOPH1548-01-00	-	38,461
USHHS: Nurse Faculty Loan Program - Loan balance at beginning of year plus loans issued	Direct	93.264	E01HP25866	-	478,333
Total U.S. Department of Health and Human Services				-	\$16,794
U.S. Department of Education Loan and Loan Guarantee Programs:					
Perkins Loans - Loan balance at beginning of year plus loans issued	Direct	84.038		-	9,170,703
Direct PLUS Loans	Direct	84.268	P268K111630	-	21,991,830
Direct Loan Stafford	Direct	84.268	P268K111630	-	104,208,741
Total U.S. Department of Education Loan and Loan Guarantee Programs				-	135,371,274
Total Student Financial Aid Cluster				-	167,025,884
Research and Development Cluster:					
U.S. Department of Agriculture -					
Soy Based Functional Building Blocks for Sustainable Advanced Coatings	Direct	10.200	I3-38202-20398	-	80,223
U.S. Department of Defense -					
Non-isocyanate Polyurethane Platform for Sustainable and Advanced Rain Erosion Resistant Coatings	Pass-through	12.RD	W912HQ-16-C-0040	-	57,912
U.S. Department of the Interior:					
Fish and Wildlife Service - Herpetological Resource Management, LLC - Management, LLC - Mudpuppy (Necturus maulosus) Assessment and Habitat Restoration Along the Huron-Erie Corridor: Conservation of the Obligate Host for the Endangered Salamander Mussel (Simponaias ambigua)	Pass-through	15.662	RIME:F14AP00887 SUB: 001	-	10,375
National Park Service - The Bat Community at Pictured Rocks National Lakeshore, with an Emphasis on the Northern Long-eared Bat	Direct	15.944	PI6AC00224	-	71,457
Total U.S. Department of the Interior				-	81,832

Eastern Michigan University

Schedule of Expenditures of Federal Awards (Continued) Year Ended June 30, 2017

Federal Agency/Pass-through Agency/Program Title	Direct or Pass-through	Federal CFDA Number	Federal Award Number	Total Amount Provided to Subrecipients	Federal Expenditures
Clusters (continued):					
Research and Development Cluster (continued):					
National Science Foundation:					
TTP Option Small: Collaborative: Integrated Smart Gris Analytics for Anomaly Detection	Direct	47.049	CNS-1421879	\$ 0	\$ 65,294
Collaborative Research: Macrophytes Across the Proterozoic - Phanerozoic Boundary: A Baseline Study of Macroalgae During a Critical Interval in Earth System History	Direct	47.050	EAR-1250756	0	8,208
RU: SG: A Model System in a Model Region - Identification of Evolutionary Process Driving Plant Diversification on Madagascar in Metistohibiscus (Malvaceae)	Direct	47.074	1457589	0	8,536
RU: Scaffold or Assembly Line: How Does Atg11 Organize its Binding Partners for the Initiation of Selective Autophagy	Direct	47.074	MCB 1613653	0	51,371
Collaborative Research: Algal Photosynthetic Priming and Photolysis as Stimulators of Ecosystem-Level Detrital Processing by Microbial Heterotrophs	Direct	47.074	1456978	0	11,268
Collaborative Research: RAPID: Linking Population and Community Ecology in Restored Communities: Interactions Between Species Diversity and Genetic Diversity	Direct	47.074	1548001	0	21,728
NSF/MSU: Social Capital and Mentoring: Building a Diverse Workforce for Earth Systems Science in the 21st Century	Pass-through	47.076	RC105254EMU	0	22,704
Creative Scientific Inquiry Experience	Pass-through	47.076	AWARD 0525514	0	(16,287)
Enhancing Statistics Teacher Education with E-Modules	Pass-through	47.076	2016-1771-02	0	35,909
Collaborative Project: GIS Resources and Applications for Career Education (GRACE)	Direct	47.076	DRL-1433712	33,215	358,109
Total National Science Foundation				33,215	566,840
Environmental Protection Agency:					
Great Lakes Fishery Commission - F&W S&U SGS/GLFC: Refinement of a New Trapping Tool for Migrating Adult Lamprey	Pass-through	66.469	2013_REL_54039	0	3,139
EPA Undergraduate Fellowship - Brett Zeuner	Direct	66.513	MA-91775701-0	0	24,496
Total Environmental Protection Agency				0	27,635
Institute of Museum and Library Services - National Leadership Grants					
Engaging Children and Families in Authentic STEM Activities: A Cross-sector Partnership to Promote Equity in Informal Science Education	Pass-through	45.312	S GRANT MG-10-15-0071	0	899
U.S. Department of Education:					
Global Michigan: Expanding Access to East Asian Languages and Cultures	Direct	84.016	P016A140043	0	33,763
School District of the City of River Rouge - Thinking Like an Artist in Core Curriculum Subjects	Pass-through	84.351	U351D140054	0	434,799
Wayne County U.S. History and Geography Project - 2014 - 2015 SEED: Teacher Leadership Development Grant Budget	Pass-through	84.367	NO.6A 92-M101-SEED2012	0	764
National Writing Project - 2015-2016 SEED: Teacher Leadership Development Grant Budget	Pass-through	84.367	NO.6B 92-M101-SEED2012	0	111
Total U.S. Department of Education				0	469,437

Eastern Michigan University

Schedule of Expenditures of Federal Awards (Continued) Year Ended June 30, 2017

Federal Agency/Pass-through Agency/Program Title	Direct or Pass-through	Federal CFDA Number	Federal Award Number	Total Amount Provided to Subrecipients	Federal Expenditures
Clusters (continued):					
Research and Development Cluster (continued):					
U.S. Department of Health and Human Services:					
Wayne State University - Strengthening Supports for Healthy Relationships: A Gender-Sensitive - Mixed Methods Analysis of Protective Factors for Intimate Partner Violence - Year 3 of 3	Pass-through	93.136	PO694994	\$ -	695
Midwest Asian Health Association - Cooperative Agreement to Support Navigators in Federally-facilitated and State Partnership Marketplaces Year 2	Pass-through	93.332	I NAVCA140190-01-00	-	80,550
Midwest Asian Health Association - Cooperative Agreement to Support Navigators in Federally-facilitated and State Partnership	Pass-through	93.332	I NAVCA140190	11,429	14,565
National Institutes of Health - Parent Focused Obesity Intervention for Low - African American Preschoolers	Direct	93.847	1R03DK097444-01	6,286	96,494
National Institutes of Health - Causes and Consequences of Genomic Instability at Fragile Sites	Direct	93.859	R15GM107841-01	-	49,116
Michigan Department of Community Health - EMU Alzheimer's Education and Research Program, 2017	Pass-through	93.958	PROJECT # 20304	-	52,334
Michigan Department of Community Health - EMU Alzheimer's Education and Research Program, 2015-16	Pass-through	93.958	20161199-00	-	6,937
Total U.S. Department of Health and Human Services				17,715	300,691
National Aeronautics and Space Administration:					
NASA/UM - Understanding the Effects of Solar Flares on the Upper Atmosphere of Mars and Venus	Pass-through	43.001	NNX16AJ54G	-	24,611
NASA/MSGC - Magnetospheric Ion Temperature Derived from TWINS ENA - Data Upgrade	Direct	43.001	NNX17AF05G	-	307
NASA/MSGC - New Frontiers	Pass-through	43.008	PO 3003976098	-	4,168
NASA/MSGC - Stormtime Plasmopause Locations Derived from IMAGE IMAGE EUV	Direct	43.001	NNX17AC87G	-	23,088
NASA/MSGC - EMU Affiliate	Pass-through	43.001	NE - OPERATING SUPP	-	8,020
Michigan Space Grant Consortium - Understanding the Time Dependent Response of the Martian Upper Atmosphere to Solar Flares	Direct	43.001	NNX12AJ49G	-	(10,731)
Total National Aeronautics and Space Administration				-	49,463
Total Research and Development Cluster				50,930	1,634,932
Highway Planning and Construction Cluster:					
U.S. Department of Transportation - Graduate Internship for the Michigan Department of Transportation	Pass-through	20.205	CONTRACT NO. 2017-047	-	1,884
U.S. Department of Transportation - Graduate Internship for the Michigan Department of Transportation	Pass-through	20.205	CONTRACT NO. 2016-009	-	8,652
Total Highway Planning and Construction Cluster				-	10,536
Child Nutrition Cluster - Department of Agriculture					
Summer Food Service Program for EMU Upward Bound Summer Academy	Pass-through	10.559	2016 UB SUMMER FOOD	-	4,426
Trio Cluster - U.S. Department of Education:					
Upward Bound - Competitive Renewal 2012 - 2013	Direct	84.047	P047A121310	-	358,534
Upward Bound - Competitive Renewal 2017 - 2022	Direct	84.047	P047A170374	-	61,090
Eastern Michigan University SSS TRIO for Regular Students	Direct	84.042	P04A151353	-	232,705
Eastern Michigan University SSS TRIO for Veterans	Direct	84.042	P042A151548	-	160,386
Eastern Michigan University Ronald McNair Program	Direct	84.217	P217A120065	-	265,430
Total Trio Cluster				-	1,078,145
Total Clusters				50,930	169,753,923

See Notes to Schedule of Expenditures of Federal Awards.

Eastern Michigan University

Schedule of Expenditures of Federal Awards (Continued) Year Ended June 30, 2017

Federal Agency/Pass-through Agency/Program Title	Direct or Pass-through	Federal CFDA Number	Federal Award Number	Total Amount Provided to Subrecipients	Federal Expenditures
Other federal awards:					
U.S. Department of Agriculture - Michigan Department of Education - FY 2017 Child & Adult Care Food Program	Pass-through	10.558	FY 17 CHILD & ADULT FOOD PROGRAM	\$ 0	\$ 29,091
U.S. Department of Commerce - Great Lakes Literacy in Action: Connecting Students to their Watersheds in SE Michigan Through Place-Based Education	Direct	11.429	NA16N0S4290193	0	16,937
National Aeronautics and Space Administration - NASA/MSGC - Geospace Connections	Pass-through	43.008	PO 3004457041	0	5,699
Small Business Development Centers: Grand Valley State University-USSBA/GVSU:SBTDC Region 9 Host 2016	Pass-through	59.037	DC-2015-08(SBAHQ-15B-0051)	16,722	234,693
Grand Valley State University-Small Business Development Center, Region 9 Host, 2017	Pass-through	59.037	MISBDC-2017-08	10,028	218,935
Total Small Business Development Centers				26,750	453,628
U.S. Department of Education:					
Strengthening the STEM Curriculum at Eastern Michigan University by Institutionalizing the CSIE Program	Direct	84.031	P03IA140166-16	0	261,171
Michigan Department of Education - Michigan Family, Career and Community Leaders of America (FCCLA) - Continuation - 2016-2017	Pass-through	84.048	163430-17134	0	53,194
Michigan Department of Education - Michigan Family, Career and Community Leaders of America (FCCLA) - Continuation - 2015-2016	Pass-through	84.048	163430-16134	0	280
Michigan Department of Education - Michigan Skills USA 2016-17 - Continuation	Pass-through	84.048	163430-17136	0	74,755
Michigan Department of Education - Michigan Skills USA 2015-16 - Continuation	Pass-through	84.048	163430-16136	0	(1,557)
Michigan Department of Education - 2016-2017 Michigan DECA - Continuation	Pass-through	84.048	16430-17131	0	75,493
Michigan Department of Education - 2015-2016 Michigan DECA - Continuation	Pass-through	84.048	163430-16132	0	(1,600)
Michigan Department of Education - Michigan Business Professionals of America	Pass-through	84.051	16343017131	0	74,532
Michigan Department of Education - Michigan Department of Education - Michigan Business Professionals of America (BPA) Continuation 2015-16	Pass-through	84.051	163430-16131	0	(908)
Michigan Department of Education - 21st Century Community Learning Centers - Bright Futures - Year 5 (Cohort G-1)	Pass-through	84.287	162110-G12021	0	645,149
Michigan Department of Education - 21st Century Community Learning Centers - Bright Futures, Year 4 (Cohort G-1)	Pass-through	84.287	152110-G12021	0	9,128
Michigan Department of Education - 21st Century Community Learning Centers - Bright Futures Year 5 (Cohort G-2)	Pass-through	84.287	152110-G12022	0	671,391
Michigan Department of Education-21st Century Community Learning Centers - Bright Futures Year 4 (Cohort G-2, MDE project #G12022)	Pass-through	84.287	152110-G12022	0	(2,119)
Michigan Department of Education - 21st Century Community Learning Centers - Bright Futures Year 3 (Cohort I-1)	Pass-through	84.287	152110-II4007	0	652,083
Michigan Department of Education - 21st Century Community Learning Centers - Bright Futures Year 2 (Cohort I-one)	Pass-through	84.287	152110-II4007	0	5,693
Michigan Department of Education - 21st Century Community Learning Centers - Bright Futures Year 2 (Cohort I-two)	Pass-through	84.287	152110-II4013	0	10,482
Michigan Department of Education - 21st CCLC Cohort I-two Year 3 2016-2017 Bright Futures	Pass-through	84.287	152110-II4013	0	640,496
Michigan Department of Education - 21st CCLC Cohort I-two Year 4 2017-2018 Bright Futures	Pass-through	84.287	PRE-AWARD	0	208

See Notes to Schedule of Expenditures of Federal Awards.

Eastern Michigan University

Schedule of Expenditures of Federal Awards (Continued) Year Ended June 30, 2017

Federal Agency/Pass-through Agency/Program Title	Direct or Pass-through	Federal CFDA Number	Federal Award Number	Total Amount Provided to Subrecipients	Federal Expenditures
Other federal awards (continued):					
U.S. Department of Education (continued):					
Michigan Department of Labor - Labor and Economic Growth - Michigan Department of Career Development KCP State GEAR-UP Program 2016-2017	Pass-through	84.334	16-00-02	\$	\$ 41,081
Michigan Department of Labor - Labor and Economic Growth - MDLEG KCPGearUp 2015-2016	Pass-through	84.334	15-00-02		79,582
VISTA Support Award 2015-16	Pass-through	84.334	15-00-02		276
Writing Research Intervention in Teaching English Language Learners	Direct	84.365	T365Z160111		128,119
Wayne County U.S. History and Geography Project - Building competence in U.S. History Through the Use of Geographic Information Systems	Pass-through	84.367	I50290015	56,707	95,694
National Writing Project - NWP Advanced Institute to scale up the College Ready Writers Program	Direct	84.367	92-MI01-SEED-2016		11,805
National Writing Project - I3 Scale Up - Expanding the College-Ready Writers Program	Direct	84.367	92-MI01-2017I3AI		1,005
National Writing Project - SEED Advanced Leadership Institute	Direct	84.367	92-MI01-SEED2016-ILI		14,512
Total U.S. Department of Education				56,707	3,539,945
U.S. Department of Health and Human Services:					
SAFE Now: Stigma and Fear End Now	Direct	93.243	IU795M061802-01		73,076
EMU School of Social Work MSW Behavioral Health Fellowship Program	Direct	93.243	G02HP27933		330,316
A Culturally-Sensitive Linguistically-Appropriate Intervention for Outreach and Increase CRD Screening	Pass-through	93.283	E20172834.00		7,095
State of Michigan-Independent Living Skills Coach for Training Eligible Foster Care Youth	Pass-through	93.674	YIT-13-81001		93,936
Community Mental Health Partnership of Southeast Michigan - Medicaid/CMHPSM: Communities That Care	Pass-through	93.959	1516A-AWARD SIGNED 1		23,327
Community Mental Health Partnership of Southeast Michigan - Medicaid/CMHPSM: Communities That Care (YR2)	Pass-through	93.959	CONTRACT#2614		36,979
Building Assets, Building Futures: An Assets for Independence Project for Participants in a Family Empowerment Program in Ypsilanti, MI	Direct	93.602	90E10830-01-01		2,422
Total U.S. Department of Health and Human Services					567,151
U.S. Department of Defense -					
Information Assurance High School Cyber-Security Competition	Direct	12.901	H98230-12-1-0175		5,000
U.S. Department of Homeland Security - Cyber Innovation Center -					
Cyber Discovery: Professional Development for High School Teachers through Student - Catalyst Teams - Implementation	Pass-through	97.127	NICERC 13-0211		91,886
U.S. Department of the Interior - National Parks Service -					
Wheeling National Heritage Area - North Wheeling Antebellum Townhouse Survey	Pass-through	15.904	HECK 017631, 8WHENA		500
National Endowment for the Humanities:					
Enduring Questions Course on Artistic & Scientific Discovery	Direct	45.163	AQ-248263-16		22,423
Lincoln: The Constitution and the Civil War	Direct	45.164	LL-50065-09		118
Total National Endowment for the Humanities					22,541
Environmental Protection Agency - Great Lakes Fisheries Trust -					
The Southeast Michigan Stewardship - Coalition, GLFT Continuation 4, SEMIS 2015-2017	Pass-through	66.951	2015-1578		99,107
Total other federal awards				83,457	4,831,485
Total federal expenditures				\$ 134,387	\$ 174,585,408

See Notes to Schedule of Expenditures of Federal Awards.

Eastern Michigan University

Notes to Schedule of Expenditures of Federal Awards Year Ended June 30, 2017

Note 1 - Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of Eastern Michigan University under programs of the federal government for the year ended June 30, 2017. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of Eastern Michigan University, it is not intended to and does not present the financial position, changes in net position, or cash flows of Eastern Michigan University.

Note 2 - Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the same basis of accounting as the basic financial statements. Such expenditures are recognized following, as applicable, either the cost principles in OMB Circular A-21, *Cost Principles for Educational Institutions*, or the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years. Pass-through entity identifying numbers are presented where available.

The University has elected not to use the 10 percent *de minimus* indirect cost rate to recover indirect costs as allowed under the Uniform Guidance since the University has an approved indirect cost rate through its cognizant agency.

Note 3 - Loans Balances

During the fiscal year ended June 30, 2017, the University issued new loans to students under the William D. Ford Federal Direct Loan Program (FDLP). The loan program includes subsidized and unsubsidized Stafford Loans, Parents' Loans for Undergraduate Students (PLUS), and PLUS loans for graduate and professional students. The value of loans issued for the FDLP is based on disbursed amounts. The undergraduate PLUS loans are applied first to students' tuition and fees and any remaining balance is disbursed directly to parents or, with the parents' permission, to the student.

Eastern Michigan University

Notes to Schedule of Expenditures of Federal Awards Year Ended June 30, 2017

Note 3 - Loans Balances (Continued)

In addition, the University participates in the Federal Perkins Loan Program through the Department of Education and the Nurse Faculty Loan Program through the Department of Health and Human Services. These loan programs are directly administered by the University and are considered revolving-loan programs whereby collections received on past loans, including interest, and new funds received from federal agencies are loaned out to current students. For both of these programs, the beginning of year balance and loans made during the year are disclosed in the schedule of expenditures of federal awards. The balance of loans outstanding for the Federal Perkins Loan Program as of June 30, 2017 amounted to \$7,220,800. The balance of the loans outstanding for the Nurse Faculty Loan Program (ARRA) and the Nurse Faculty Loan Program (non-ARRA) was \$30,172 and \$376,823, respectively, as of June 30, 2017.

Eastern Michigan University

Schedule of Findings and Questioned Costs Year Ended June 30, 2017

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? Yes None reported
- Noncompliance material to financial statements noted? Yes No

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? Yes None reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 2 CFR 200.516 (a)? Yes No

Identification of major programs:

CFDA Numbers	Name of Federal Program or Cluster
84.007, 84.033, 84.038, 84.063, 84.268, 84.379, 93.264, and 93.408	Student Financial Aid Cluster
84.047, 84.042, 84.217	TRIO Cluster

Dollar threshold used to distinguish between type A and type B programs: \$750,000

Auditee qualified as low-risk auditee? Yes No

Section II - Financial Statement Audit Findings

None

Eastern Michigan University

Schedule of Findings and Questioned Costs (Continued) Year Ended June 30, 2017

Section III - Federal Program Audit Findings

Reference Number	Finding
2017-001	<p>CFDA Number, Federal Agency, and Program Name - Student Financial Aid Cluster - Department of Education - Federal Pell Grants CFDA 84.063, Federal Direct Loans CFDA 84.268, Perkins CFDA 84.038</p> <p>Federal Award Identification Number and Year - N/A</p> <p>Pass-through Entity - N/A</p> <p>Finding Type - Significant deficiency</p> <p>Repeat Finding - Yes</p>
2016-001	<p>Criteria - Changes in a student's status are required to be reported to the National Student Loan Data System (NSLDS) or the guaranty agency within 30 days of the change or included in a student status confirmation report sent to NSLDS within 60 days of the status change (Pell, 34 CFR section 690.83(b)(2); Direct Loan, 34 CFR section 685.309).</p> <p>Condition - The University did not report the proper effective date in a timely manner for 2 of the 40 students selected for testing for student status changes. For 9 of the 40 students selected for testing, the status change was not communicated to the NSLDS. Of the nine students that were not reported to the NSLDS, one was for an unofficial withdrawal while the other eight were for students who graduated during the year.</p> <p>Questioned Costs - None</p> <p>Identification of How Questioned Costs Were Computed - N/A</p> <p>Context - Of the 40 students selected for testing, 11 students did not have the proper status change reported in a timely manner to NSLDS, three for withdrawal and eight for graduated status.</p>

Eastern Michigan University

Schedule of Findings and Questioned Costs (Continued) Year Ended June 30, 2017

Section III - Federal Program Audit Findings (Continued)

Reference Number	Finding
2017-001 (Con't)	<p>Cause and Effect - The University's processes in place did not identify all student status changes within the required timeframe. For eight of the students who did not have their status change reported in a timely manner, the University did not have a procedure in place to identify when a graduation date is not accepted by its third-party service provider. For three of the students who did not have their status change reported in a timely manner, the University did not have a procedure in place to ensure that the last known date of attendance for unofficial withdrawals is communicated to its third-party servicer in a timely and accurate manner. In all cases, the University properly updated the students' records on the NSLDS; however, the communication was not timely. The University is responsible to ensure the proper reporting.</p> <p>Recommendation - The University should implement controls to ensure student status changes are reported accurately and within the required timeframe.</p> <p>Views of Responsible Officials and Planned Corrective Actions - When a student stops attending prior to the term of graduation, their status on NSLDS is not automatically updated from withdrawn to graduated. To ensure that NSLDS is reflecting the correct enrollment status, the Office of Records and Registration has created a report to identify students who have degrees conferred within a semester of nonenrollment. The Office of Financial Aid will review the report and update NSLDS with the correct status.</p> <p>To ensure accurate enrollment reporting for total and/or unofficial withdrawals, the Office of Financial Aid created a policy to identify students who have completed a total withdrawal during the semester or an unofficial withdrawal determined receiving all Fs at the completion of a semester. The new policy allows for a process of identifying students whose enrollment status needs to be updated and provides the steps to manually update such status in the National Student Loan Data System (NSLDS). This process will be completed on a weekly basis to ensure compliance with enrollment reporting deadlines.</p>

Eastern Michigan University

Schedule of Findings and Questioned Costs (Continued) Year Ended June 30, 2017

Section III - Federal Program Audit Findings (Continued)

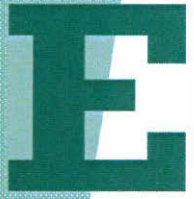
Reference Number	Finding
2017-002	<p>CFDA Number, Federal Agency, and Program Name - Student Financial Aid Cluster - Department of Education - Federal Pell Grants CFDA 84.063</p> <p>Federal Award Identification Number and Year - N/A</p> <p>Pass-through Entity - N/A</p> <p>Finding Type - Significant deficiency</p> <p>Repeat Finding - No</p> <p>Criteria - An institution must establish a reasonable academic progress policy for determining whether an otherwise eligible student is making satisfactory academic progress in his or her educational program and may receive assistance under the title IV program. To be considered reasonable, this policy must specify the pace at which a student must progress through the program to ensure that the student will complete the program within the maximum timeframe of 150 percent of the published credit hours needed to complete the program.</p> <p>Condition - The University awarded Pell funds to a student who exceeded 150 percent of the published credit hours of the program for the summer semester.</p> <p>Questioned Costs - \$1,067</p> <p>Identification of How Questioned Costs Were Computed - The questioned costs are the total aid disbursed to the student in the semester the student exceeded 150 percent of the published credit hours for the student's program.</p> <p>Context - Of the 25 students selected for testing, one student exceeded 150 percent of the published credit hours needed to complete the program.</p> <p>Cause and Effect - The University's process in place is set up to identify students who meet or exceed 150 percent of published credits hours needed to complete their program prior to the start of a semester. The process does not limit a student from receiving aid in a semester where the student will exceed 150 percent of the published credit hours. The student identified as having received aid in the semester exceeding 150 percent of published credit hours was one credit short of reaching 150 percent prior to the start of the semester and subsequently received aid. The University is required to determine a student is ineligible when it becomes mathematically impossible for the student to complete the program within 150 percent of its length.</p>

Eastern Michigan University

Schedule of Findings and Questioned Costs (Continued) Year Ended June 30, 2017

Section III - Federal Program Audit Findings (Continued)

Reference Number	Finding
2017-002 (Con't)	<p>Recommendation - The University should implement controls to ensure students are deemed ineligible when it becomes mathematically impossible for them to complete their program within 150 percent of the published credit hours.</p> <p>Views of Responsible Officials and Planned Corrective Actions - Current policy cancels aid eligibility at the end of the term in which a student exceeds or reaches 150 percent of the published credit hours of the program. After review, the Office of Financial Aid has revised its current policy to warn students who have attempted 156 credit hours that they have a final semester of eligibility and inform them of their right to appeal. Cancellation follows a warning semester regardless of the number of credits attempted if the student does not have an approved appeal on file.</p>

A large, bold, green letter 'E' is positioned in the top left corner of the slide. It is set against a background of overlapping teal and dark blue geometric shapes that form a stylized 'E' shape on the left side of the page.

E

Continuing to Grow Research at EMU

Graduate Studies & Research Presentation

EMU Board of Regents

February 9, 2018

Purpose

To provide an update on sponsored activity
and research at EMU

Introduction

- ▶ Research Expenditures
- ▶ Progress to date: Proposals
- ▶ Progress to date: Awards
- ▶ CoRE Fellowship Program
- ▶ Organized Research Units

Mission

EMU enriches lives in a supportive, intellectually dynamic and diverse community. **Our dedicated faculty balance teaching and research to prepare students with relevant skills and real world awareness.** We are an institution of opportunity where students learn in and beyond the classroom to benefit the local and global communities.

University Role in Research

- ▶ The nation's research-and-development enterprise is based on a partnership between:
 - ▶ Federal government
 - ▶ Universities
 - ▶ Industry

University Role in Research

- ▶ Basic ←-----Applied-----> Development
- ▶ Aligns with university mission:
 - ▶ Supports student learning
 - ▶ Supports faculty development as experts in field
 - ▶ Addresses society needs
 - ▶ Widely disseminated
- ▶ Enhances university's reputation

University Role in Research

National averages for university technology commercialization:

- ▶ \$2.14 M research expenditures per disclosure
- ▶ 1 patent application filed per 1.6 disclosures
- ▶ 1 patent issued per 2.4 applications
 - 1 patent issued per 3.8 disclosures
 - 1 patent issued per \$8.13 M expenditures
- ▶ ~1 license executed per patent

University Role in Research

EMU technology commercialization:

- ▶ \$21 M research expenditures for fiscal years 2010-2013
- ▶ 13 patents issued between Nov. 2013 and January 2018
- ▶ \$1.6 M research expenditures per patent (compared to \$8.1 M nationally)
- ▶ No licenses executed to date

PR for EMU

EASTERN
MICHIGAN UNIVERSITY

EMU Today

11/20/17



TODAY CALENDAR ANNOUNCEMENTS NEWS WEMU ATHLETICS

FOR THE MEDIA EASTERN MAGAZINE SUBMIT AN EVENT SUBMIT AN ANNOUNCEMENT

November 20, 2017

News Home

Undergraduate students are an integral part of research at Eastern Michigan University



Chemistry professor Brittany Albaugh received a National Science Foundation grant to conduct experiments in epigenetics, the study of the different factors that regulate genes. Students like Alia Popa and Shane Ginnard are often by her side

FEATURED STORIES



Students from EMU and Harper Woods H.S. deepen cultural understanding during powerful discussion of 'The Hate U Give'

Founder and chairman of Discount Tire and distinguished EMU alumnus and benefactor, Bruce T. Hallie, dies at 87

EMU ready to launch new co-generation turbine that will provide more than 90 percent of the University's electricity and heat

PR for EMU

European Coatings, March 29, 2016



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Home > Raw materials & technologies > Technologies > Research aims to find an isocyanate-free a

Friday, 12 January 2018

◀ back print pdf

Raw materials & technologies, Technologies

Research aims to find an isocyanate-free alternative for military coatings

Tuesday, 29 March 2016

A new technology will have the potential to significantly reduce environmental impact while improving the overall effect on human health and safety



Currently, the military uses [polyurethane](#) coatings for

Vijay Mannan, a professor of polymers and coatings at [Eastern Michigan University](#) (EMU) has been awarded a EUR473,800 grant to develop environmentally responsible, but [high performance coatings](#) for the U.S. military

Research program is expected to start this spring

The [Strategic Environmental Research](#)

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THE 12TH INTERNATIONAL
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TODAY CALENDAR ANNOUNCEMENTS NEWS WEMU ATHLETICS

FOR THE MEDIA EASTERN MAGAZINE SUBMIT AN EVENT SUBMIT AN ANNOUNCEMENT

January 28, 2015

News Home

EMU researcher awarded \$1.5 million grant to help teachers integrate GIS applications into classrooms, strengthen students' skills in science, technology, engineering and math

Project to involved 120 Michigan teachers and nearly 5,000 students



YPSILANTI – Teachers and students in a variety of Michigan's urban and rural areas will have a unique opportunity to learn geographic information systems and technology (GIS/T) mapping and analysis applications designed to strengthen abilities in science, technology, engineering and math (STEM)

Yichun Xie, director of Eastern Michigan University's Institute for Geospatial Research and Education, recently won a \$1.5 million grant from the National Science Foundation to work with 120 Michigan teachers to integrate GIS applications into their curricula and thus enhance career possibilities for their students. Participating teachers will be selected in partnership with the Michigan Math and Science Networks.

GIS is a computer application that allows users to create interactive searches, analyze spatial information, edit data in maps and present results in multi-media forms. It has valuable applications for fields such as engineering, planning, management, transport/logistics, telecommunications science and business.

Xie, an internationally recognized expert in computer modeling and GIS applications, will partner with the Michigan Virtual University, a private, not-for-profit Michigan corporation that delivers online education and training opportunities to Michiganders.

The project, called "GIS/T Resources and Applications for Career Education (GRACE)," will involve nearly 5,000 students from grades 8-12 in Detroit, Flint, Grand Rapids, Saginaw and the Upper Peninsula areas that lack financial and instructional resources.



Yichun Xie, director of Eastern Michigan's Institute for Geospatial Research and Education

FEATURED STORIES



Students from EMU and Harper Woods H.S. deepen cultural understanding during powerful discussion of 'The Hate U Give'

Founder and chairman of Discount Tire and distinguished EMU alumnus and benefactor, Bruce T. Halle, dies at 87

EMU ready to launch new co-generation turbine that will provide more than 90 percent of the university's electricity and heat

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TODAY CALENDAR ANNOUNCEMENTS NEWS WEMU ATHLETICS

FOR THE MEDIA EASTERN MAGAZINE SUBMIT AN EVENT SUBMIT AN ANNOUNCEMENT

January 29, 2014

News Home

EMU biology professor receives NIH grant to study what yeast cells can tell us about DNA mutations in tumors

EMU students, called "labbies," flourish under the guidance of Anne Casper as they help conduct important research in her lab



YPSILANTI – Anne Casper, a professor of biology at Eastern Michigan University, has been chosen to receive a grant from the National Institutes of Health to study genomic instability in yeast cells in order to help understand how genetic changes can develop in certain tumor cells

It is the second NIH grant Casper has received for such research. She will receive nearly \$332,000 from NIH to support the total project costs of \$356,000. This grant brings Casper's total NIH support for her research to \$763,500.

Casper's lab, located on the fourth floor of the new EMU Science Complex, uses yeast cells as a model organism to study the mechanisms that can lead to mutations and chromosome rearrangements in tumor cells. Through such work, Casper and students working in the lab seek to further understand tumor initiation and prognosis.

Abnormal cell growth in cancer cells can result from genetic changes such as amplifications, deletions and mutations that alter gene function.

Such genetic changes can be stimulated by stress during replication, the process of copying a cell's DNA. Replication stress, in which the copying process is slowed or stalled, causes breaks at particular cell hot spots known as "fragile sites," and many tumors have genetic changes at fragile sites.

Under the grant, Casper's lab will use the yeast model system to investigate the repair processes at fragile sites, and to test hypotheses about why fragile sites are unstable during replication stress. The results of such studies will help in understanding how and why genetic changes arise in tumor cells.

"I'm so excited about this NIH funding, because it lets me train a large,



Professor Anne Casper discusses the yeast cells growing on a petri dish she's holding with EMU students, from left, Catherine Kaminiski, Quinn Ellison, Thomas Costes and Abida Laver.

FEATURED STORIES



Students from EMU and Harbor Woods H.S. deepen cultural understanding during powerful discussion of *The Hate U Give*

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PR for EMU

EASTERN MICHIGAN UNIVERSITY EMU Today

January 26, 2017

Grant will enable Eastern Michigan University faculty to train teachers to help state's growing number of English language learners

[f](#) [t](#) [v](#) [m](#) [+](#)

A \$2.6 million grant will allow EMU to train about 60 teachers a year in how to support English learners.

YPSILANTI – A federal grant totaling more than \$2.6 million will enable Eastern Michigan University to support and train 300 Michigan teachers in the critically needed area of helping students learn English as a foreign language

FEATURED STORIES

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TODAY CALENDAR ANNOUNCEMENTS NEWS WEMU ATHLETICS

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August 17, 2017

News Home

Eastern Michigan University receives grant to train doctoral students to offer behavioral health services to older patients in southeastern Michigan

EMU one of just three universities to receive grants from the Michigan Health Endowment Fund to address issues of behavioral health or opioid addiction



Eastern Michigan University has received a grant from the Michigan Health Endowment Fund for its "Advancing Late-Life Neurobehavioral Health" project

FEATURED STORIES



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EMU ready to launch new cogeneration turbine that will provide more than 90 percent of the University's electricity and heat

University Role in Research

- ▶ Research requires financial resources
- ▶ ORDA connects faculty and students to external agencies that financially sponsor research activities at EMU

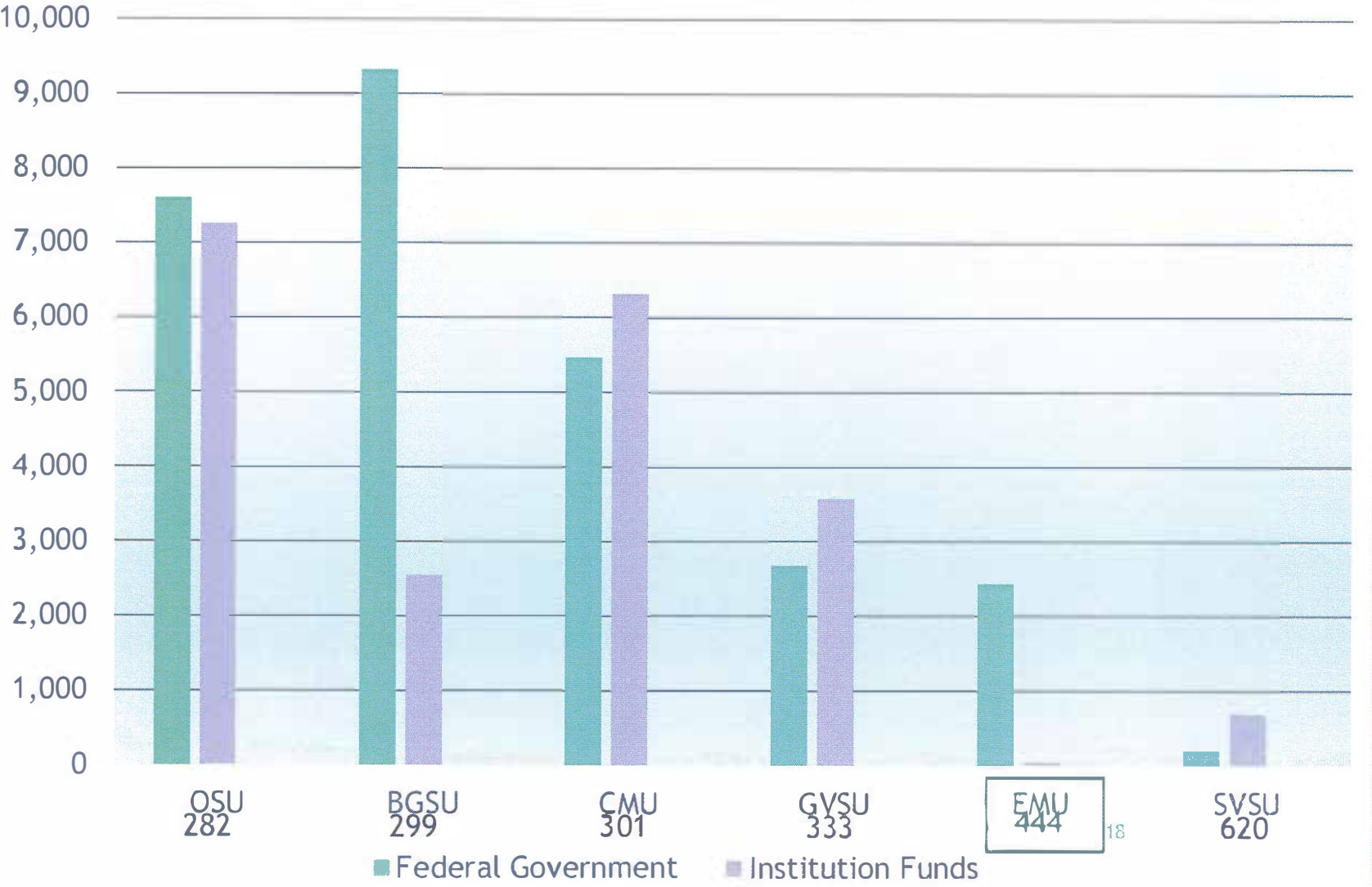
Accounting for Research Expenditures

- ▶ Fact: The National Science Foundation Higher Education R&D Survey reports the Research Expenditures of universities.
- ▶ Concern: EMU reports fewer research expenditures than our peers.
- ▶ Solution: Use a system of Banner codes to properly account for research funded by EMU's General fund.
- ▶ Progress: Since 2015 have been launching new processes. Easiest changes have been implemented.

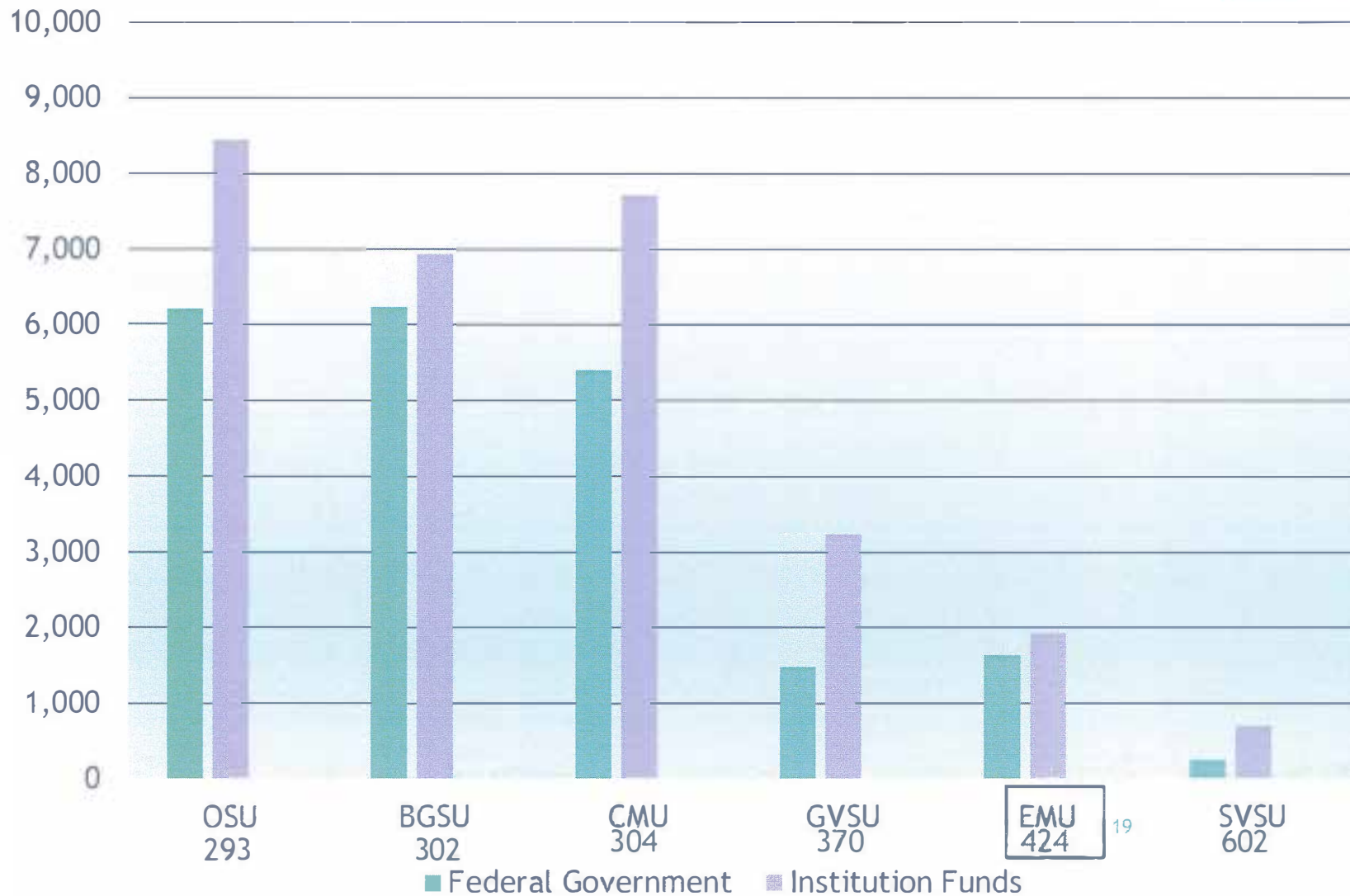
Research Expenditures: FY2017 Audited Financial Statement

	2017	2016	2015
Research Expenditures	\$5.1 million	\$3.9 million	\$3.1 million

Research Expenditures: FY2013 NSF HERD Survey



Research Expenditures: FY2016 NSF HERD Survey



Introduction

- ▶ Research Expenditures
- ▶ **Progress to date: Proposals**
- ▶ **Progress to date: Awards**
- ▶ CoRE Fellowship Program
- ▶ Institutes and Centers

Proposals by Activity Type (Jul - Dec)

ACTIVITY	FY2018		FY2017		FY2016	
Faculty/Student Support	20	\$2,119,542	18	\$556,169	12	\$502,742
General Operating	4	50,724	2	3,500	2	41,818
Instruction	8	1,956,197	12	1,697,824	6	975,408
Public Service	38	3,740,318	30	5,751,218	23	2,328,972
> \$15 million	-	-	1	18,423,040	-	-
Research	38	12,412,071	40	6,539,075	31	6,885,322
Training	4	1,691,014	-	-	1	5,150
Total	112	\$21,969,866	103	\$32,970,826	75	\$10,739,412

Proposals by Sponsor Type (Jul - Dec)

	2018		FY2017		2016	
Federal	36	\$15,073,543	40	\$12,463,049	25	\$7,688,234
>\$15 million	-	-	1	18,423,040	-	-
Foundation	30	1,105,290	22	827,528	17	851,843
In-State Govt	19	4,533,549	14	828,219	10	1,497,754
Industry	10	238,308	7	143,738	3	56,215
Local Govt	8	290,231	7	186,814	8	310,267
Other Non-Profit Org	9	728,945	10	56,755	10	294,224
College or University	-	-	2	41,683	2	\$40,875
Total	112	\$21,969,866	103	\$32,970,826	75	\$10,739,412

Awards By Activity Type (Jul - Dec)

	FY2018		FY2017		FY2016	
Faculty/Student Support	10	\$675,778	8	\$533,372	6	\$ 546,015
General Operating	2	3,000	1	2,000		
Instruction	4	1,017,099	6	1,013,773	4	390,099
Service	32	3,063,901	29	4,359,185	25	4,942,921
Research	14	1,477,750	9	1,434,486	5	189,834
Training	0	-	3	96,603	2	43,825
Total	62	\$6,237,528	56	\$7,439,419	42	\$6,112,694

Awards By Sponsor Type (Jul - Dec)

	FY2018		FY2017		FY2016	
Federal	19	4,520,042	24	6,402,837	11	3,952,342
Foundation	13	190,028	6	67,000	6	478,722
In-State Govt	13	919,562	10	597,746	14	1,222,476
Industry	7	159,824	3	102,207	1	5,150
Local Govt	3	103,508	6	96,024	5	243,021
Other Non-Profit Org	6	319,564	7	173,605	5	210,983
College or University	1	25,000	0	-	0	-
Total	62	\$6,237,528	56	\$7,439,419	42	\$6,112,694

Increasing Likelihood of Funding

CoRE = Culture of Research Excellence
Launched Winter 2016

Cooperation between ORDA and College Deans:

- ▶ 10 faculty
- ▶ 10-week structured seminar
- ▶ Three workshops
- ▶ Follow-on writing circles
- ▶ Meetings with agency program officers in D.C.
- ▶ Proposal submission/resubmission preparation

CoRE Fellows (Jan 2016 - Dec 2017)

	Proposals	Pending	Awarded
Cohort I / n=10	20	4	2
Cohort II / n=8	10	5	3
Total / n=18	30	9	5

Increasing Likelihood of Funding

- ▶ Board Policy 2.4 (August 15, 1978)
Creation and Operation of Centers and Institutes

“It shall be the policy of the University to encourage the development and operation of a limited number of academic research or academic service centers and institutes whenever there is a proven capacity at the University to provide a unique service.”

Promoting Research through Organized Research Units

- ▶ Interdisciplinary research is essential to understand the world's complex problems and the vast interconnectedness
- ▶ Organized Research Units promote interdisciplinary research and encourage faculty from different disciplines to work together on problem-driven research

Promoting Research through Organized Research Units

Centers and Institutes are established to:

- ▶ Promote interdisciplinary research,
- ▶ Promote and facilitate collaboration with external partners
- ▶ Secure external funds with an expectation of financial self-sufficiency.

Promoting Research through Organized Research Units

EMU encourages Centers and Institutes that:

- ▶ Provide unique contributions or services that are supported by recognized or developing areas of distinction in colleges
- ▶ Align with or compliment the University's mission
- ▶ Address a demonstrated need

Promoting Research through Organized Research Units

GSR will:

- ▶ Update the Board Policy 2.4 to policy language only
- ▶ Develop a separate document of *ORU Operating Procedures*:
 - ▶ Acknowledges the existence of research “product” life cycles
 - ▶ Includes application procedures, goal setting, annual reporting and reviews, “sun-down” procedures

Promoting Research through Organized Research Units

GSR will set:

- ▶ Strategic goals for identifying, establishing and nurturing a number of new Research Centers and Institutes
- ▶ Annual projections of sponsored activity will be based on the expectation of revenue and research expenses from a predictable number of financially self-sufficient Centers and Institutes

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 18
DATE: February 9, 2018

RECOMMENDATION

UNIVERSITY DINING SERVICES AGREEMENT EXTENSION

ACTION REQUESTED

It is recommended that the Board of Regents authorize the President to execute an agreement for the University to extend its current contract with Compass Group North American – Chartwells Higher Education (Chartwells) for an additional 5 years, to June 30, 2031.

STAFF SUMMARY

On June 21, 2016, the Board of Regents authorized the President to execute a 10 year dining services agreement with Chartwells FY. Per survey results, student satisfaction has increased across nearly all measures during the first year of the partnership. Also during the first year, the campus' dining options have experienced significant capital investment with the addition of Smashburger, Chick-fil-A and other Student Center dining option renovations.

The University is also contracted with Innovative Hospitality Solutions to perform twice annual reviews of dining operations. These reviews include evaluations of quality, safety, hygiene, and adherence to operational components of the contract. These reviews have resulted in positive outcomes per industry standards and contribute to process improvement plans.

FISCAL IMPLICATIONS

The University expects to realize an additional \$14.8 million in Net Present Value (NPV) over the extension term, which includes a \$5.5 million upfront cash payment to the University upon closure of the agreement. This additional NPV assumes that the financial model, and its inputs, in place for the initial agreement is extended through the 5 year extension. The expected additional revenue for the extension period exceeds \$50 million.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

February 9, 2018

Date

EMU/Chartwells Dining Contract Extension

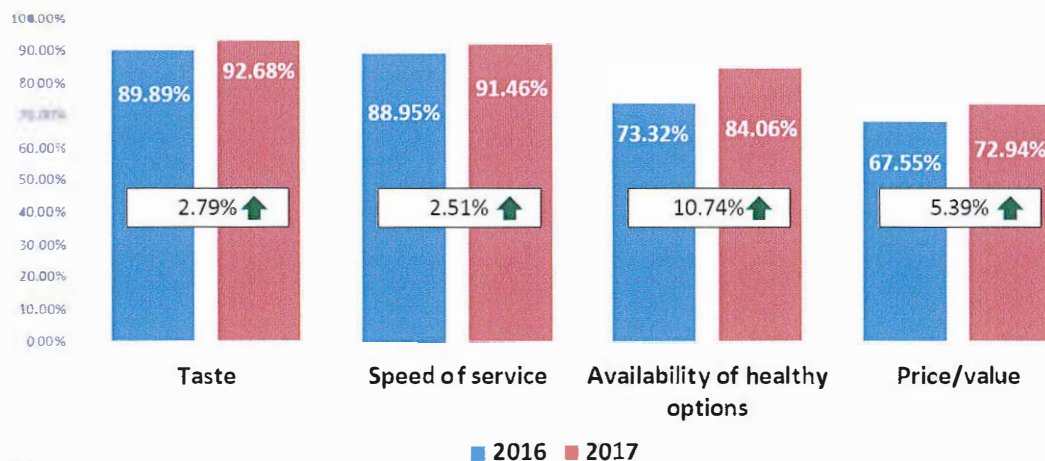
Since the implementation of the Chartwells dining concession agreement in July 2016, the University has been pleased with Chartwells' performance in delivering dining services to the University's student, faculty, staff and visitors. In accordance with the University's planning, it was concluded that a five year extension has mutual benefits for both the University and Chartwells.

Key Terms of Chartwells Extension:

- Term: 5 years (through 2031)
- Upfront consideration (payment): \$5.5 million
- Additional NPV provided: \$14.8 million
- Continuation of contractual features (inflation, etc.)

A 2017 student survey identified strong improvements over pre-Chartwell's dining offerings, which included, but were not limited to:

Improved Student Satisfaction




2016 & 2017 Q: "The following question is designed to determine how SATISFIED you are regarding the current dining service program. Please indicate how SATISFIED you are with the current dining service categories that are provided at your location."

Background

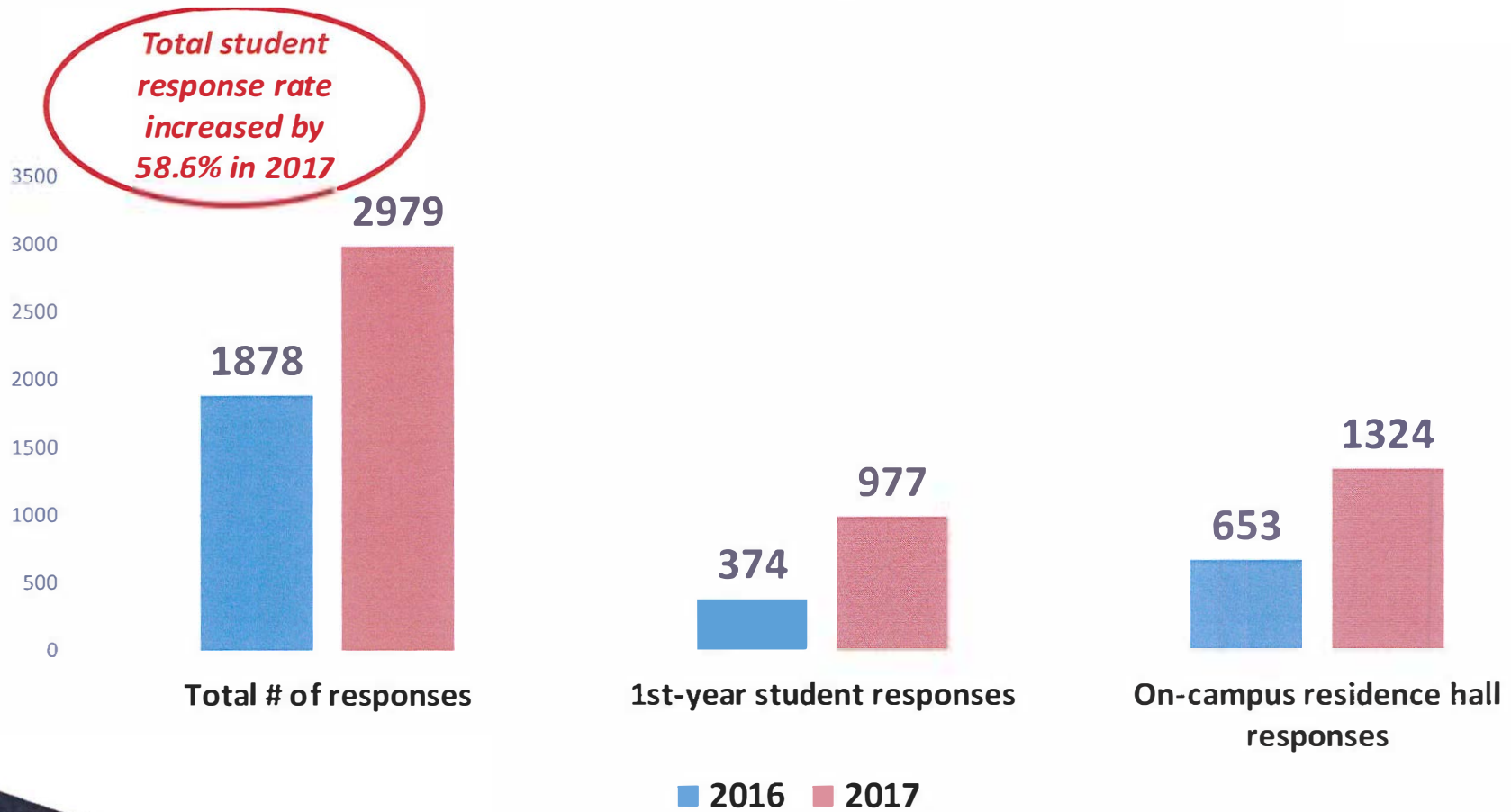
- Students surveyed about Dining in March 2016
 - Goal: Assess student satisfaction & preferences as University explored the future of Dining Services
- Students surveyed again in October 2017
 - Asked virtually identical questions to 2016 survey
 - Goal: apples-to-apples comparison of student satisfaction with Dining before and after conversion to Chartwells
- Survey administered by EMU Office of Institutional Research and Information Management

Summary

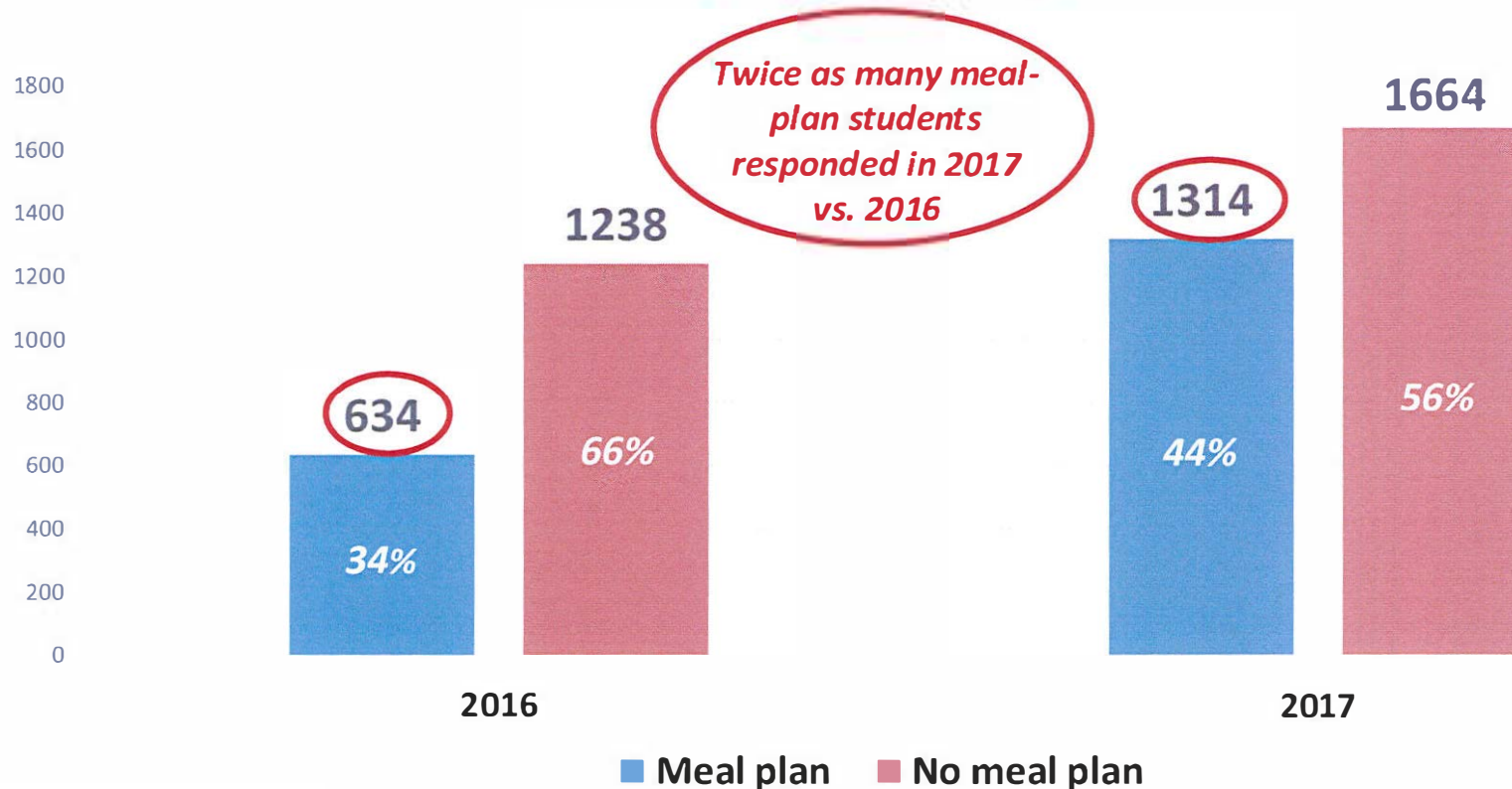


- Student response rate increased dramatically in 2017 compared to 2016
 - Student satisfaction increased between 2016 and 2017
 - Positive ratings consistent with external audit results
 - Student priorities virtually unchanged
 - Students eating more in the Student Center and less in Eagle Cafes
- 

More Students Responded in 2017



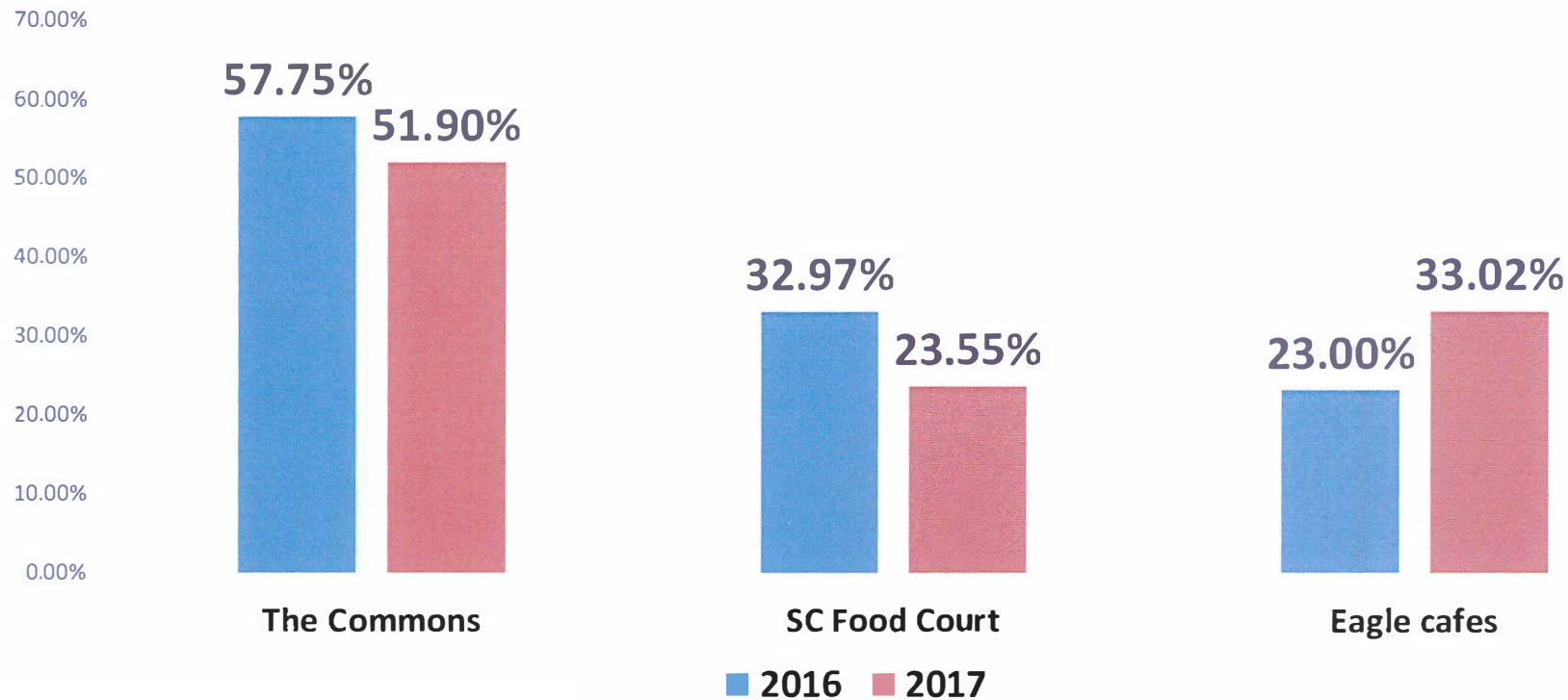
More Meal-Plan Students Responded in 2017



2016 Q: "Did you participate in a meal plan during the 2015/2016 academic year?"

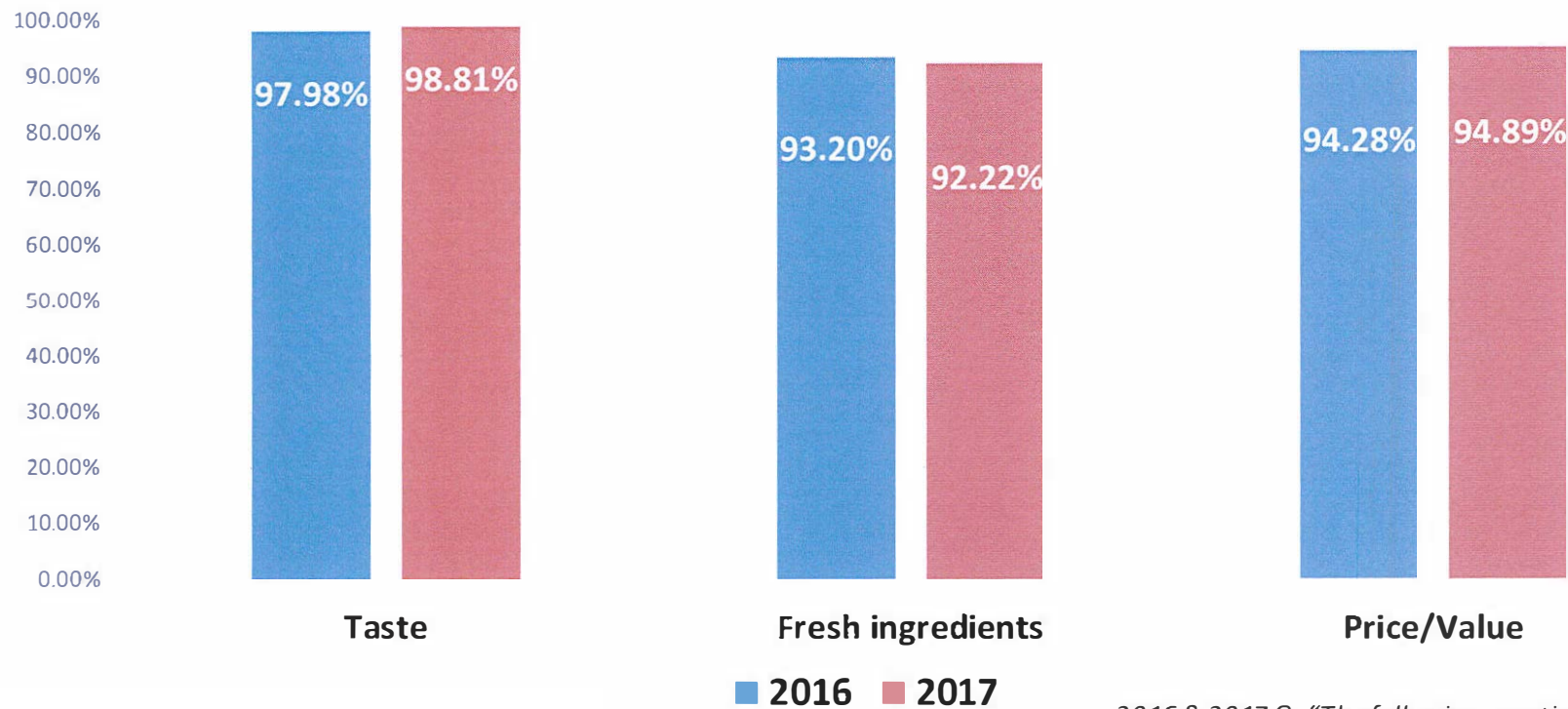
2017 Q: "Did you purchase a meal plan during the fall of 2017?"

Change in Frequency of Students “Never” Eating at Certain Locations



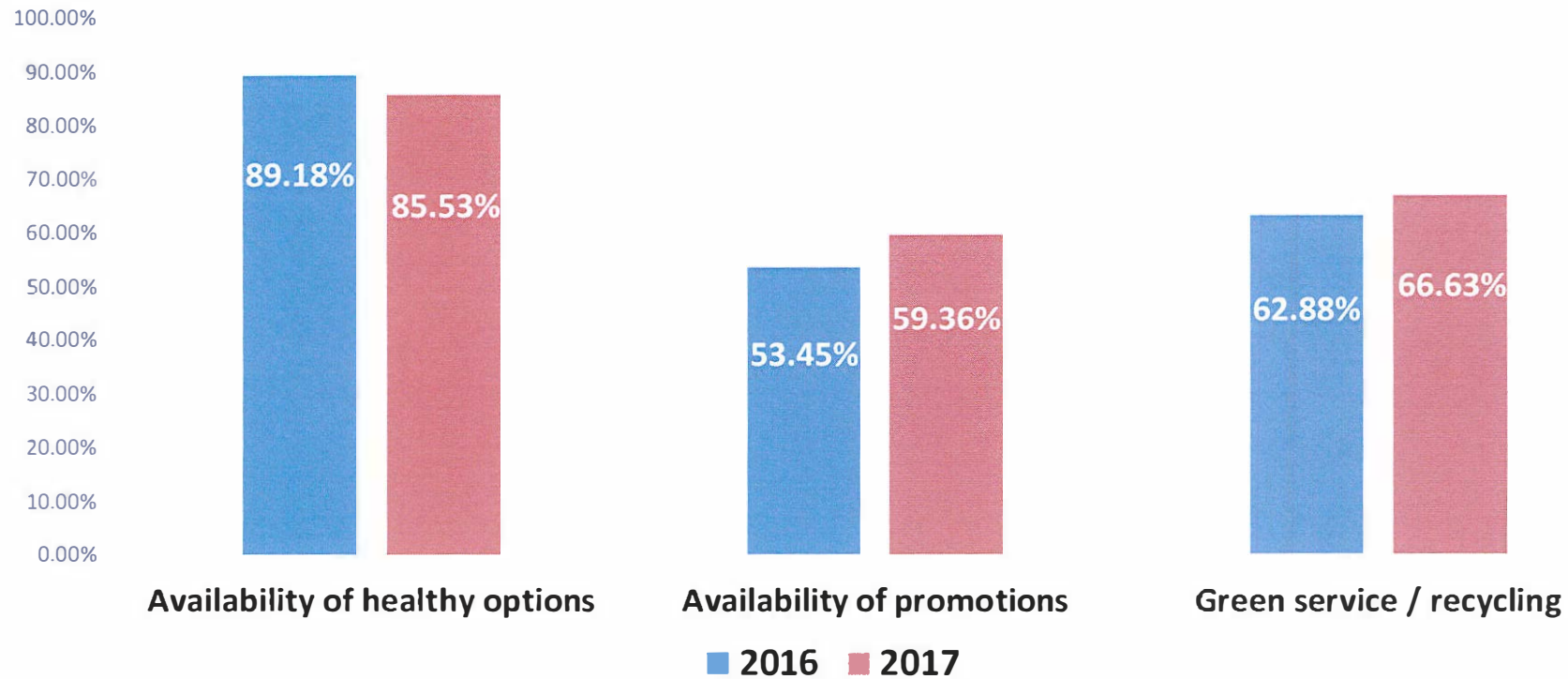
2016 & 2017 Q: “Please indicate the frequency of your use of on-campus dining service locations this academic semester.”

Student Priorities Were Virtually Unchanged...



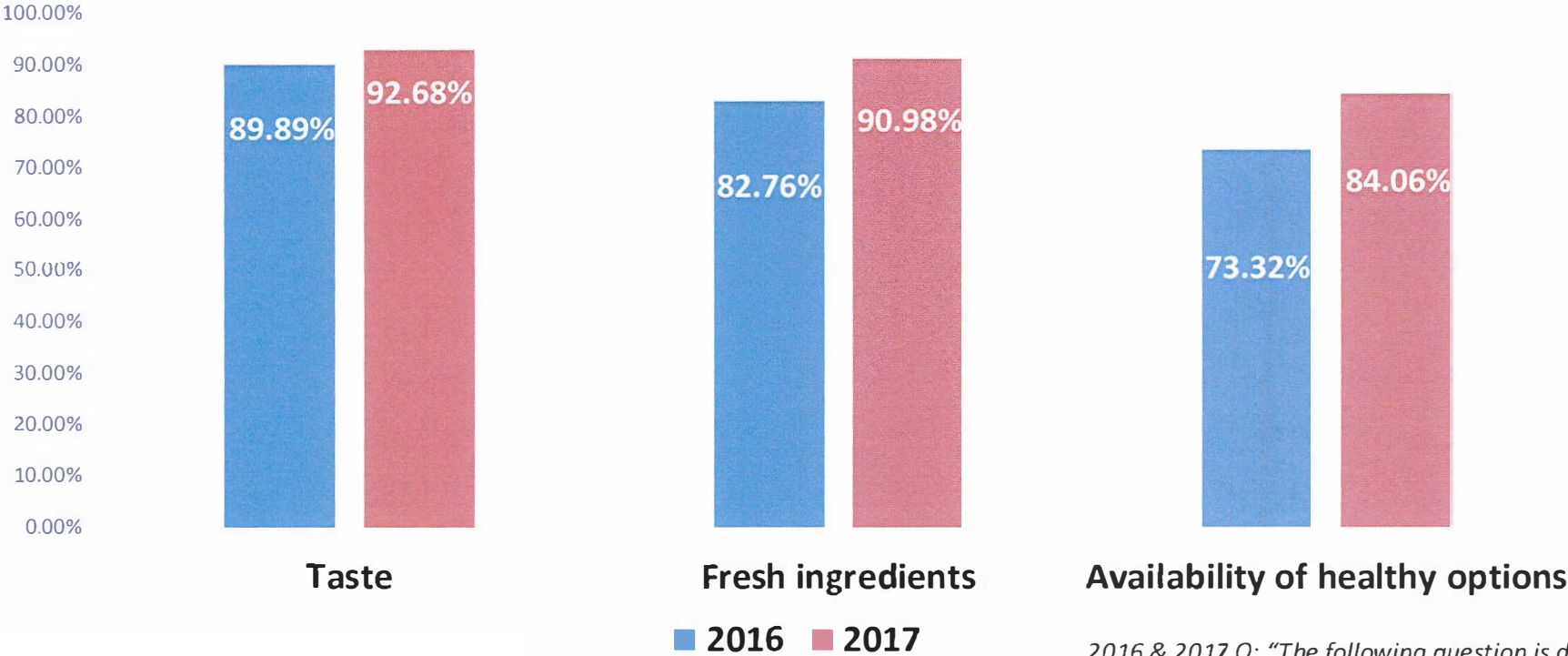
2016 & 2017 Q: "The following question is designed to determine what is most IMPORTANT to you regarding the dining service program. Please rate the importance of each of the following dining service categories."

... Except For a Few Areas



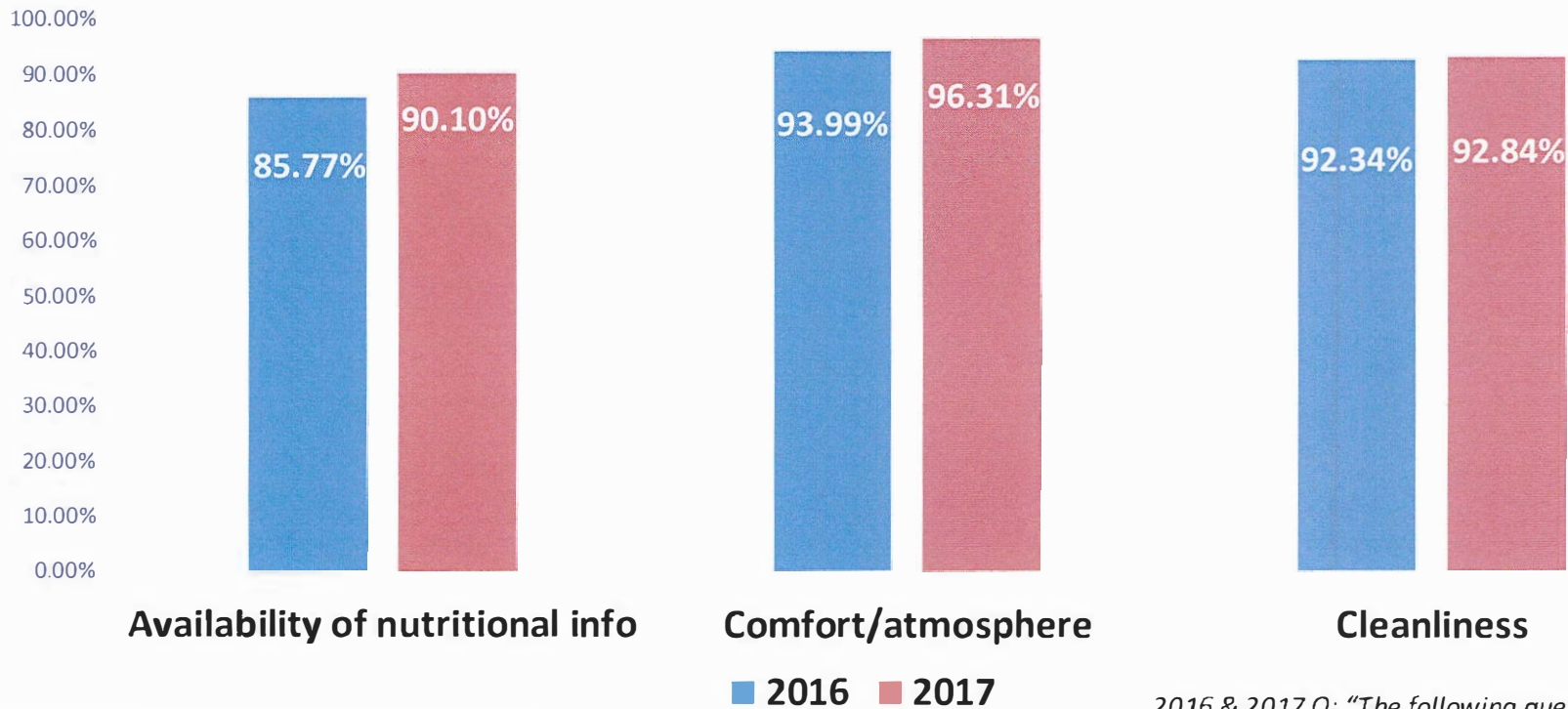
2016 & 2017 Q: "The following question is designed to determine what is most IMPORTANT to you regarding the dining service program. Please rate the importance of each of the following dining service categories."

Satisfaction in Most Categories Improved



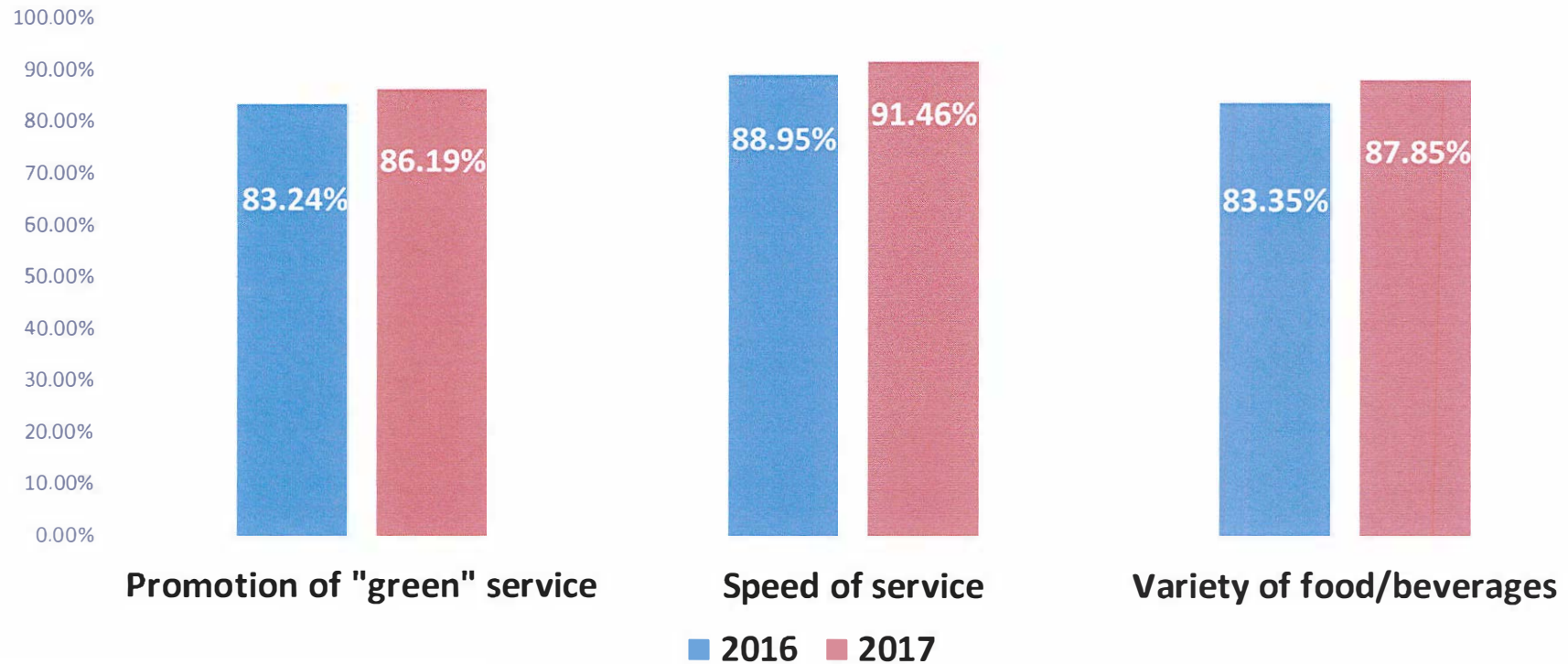
2016 & 2017 Q: "The following question is designed to determine how SATISFIED you are regarding the current dining service program. Please indicate how SATISFIED you are with the current dining service categories that are provided at your location."

Satisfaction in Most Categories Improved (cont'd)



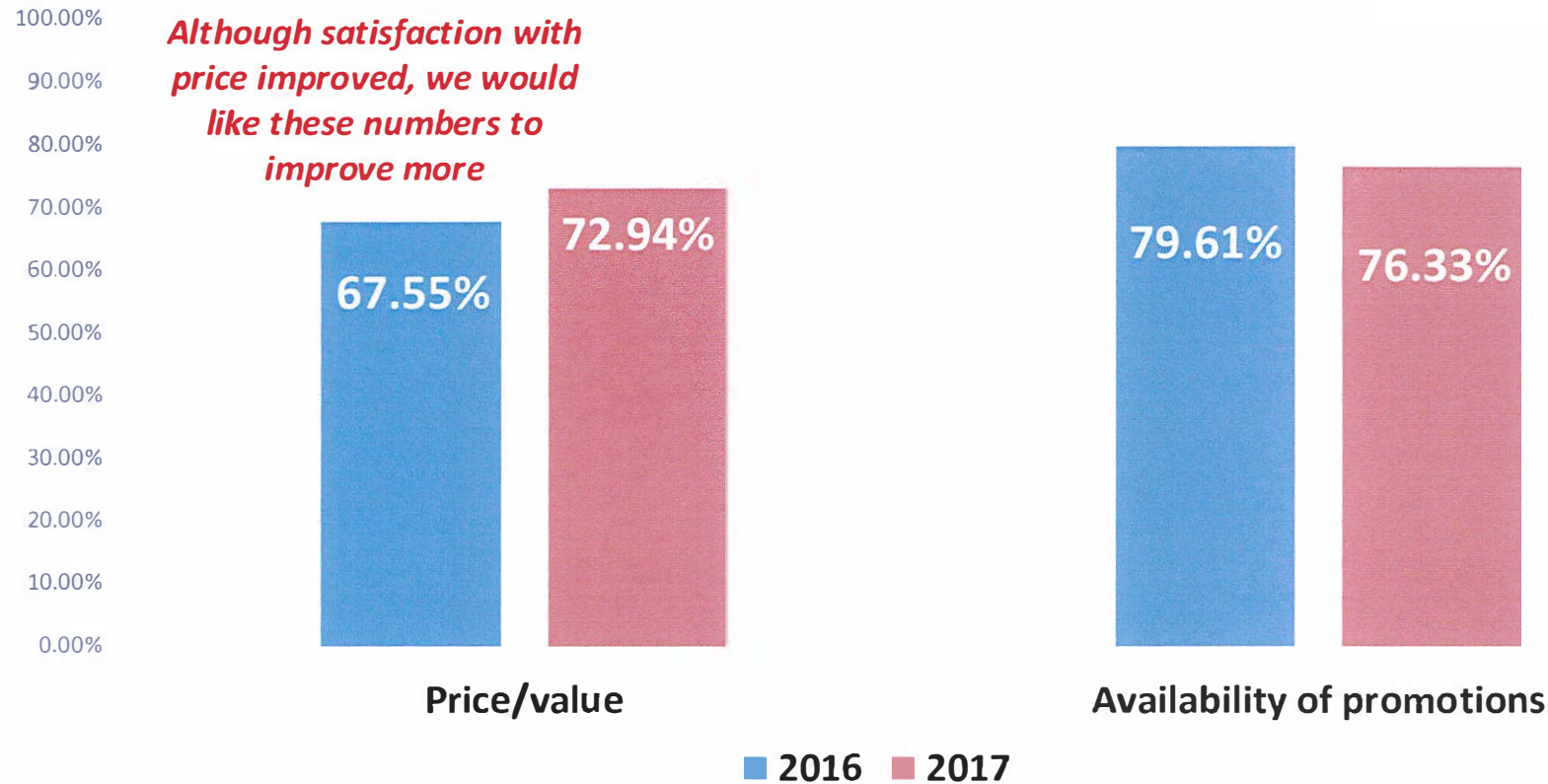
2016 & 2017 Q: "The following question is designed to determine how SATISFIED you are regarding the current dining service program. Please indicate how SATISFIED you are with the current dining service categories that are provided at your location."

Satisfaction in Most Categories Improved (cont'd)



2016 & 2017 Q: "The following question is designed to determine how SATISFIED you are regarding the current dining service program. Please indicate how SATISFIED you are with the current dining service categories that are provided at your location."

Areas Needing Attention



2016 & 2017 Q: "The following question is designed to determine how SATISFIED you are regarding the current dining service program. Please indicate how SATISFIED you are with the current dining service categories that are provided at your location."

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 19
DATE: February 9, 2018

RECOMMENDATION

RESOLUTION OF THE BOARD OF REGENTS OF EASTERN MICHIGAN UNIVERSITY AUTHORIZING THE ISSUANCE AND DELIVERY OF GENERAL REVENUE BONDS AND PROVIDING FOR OTHER MATTERS RELATING THERETO

ACTION REQUESTED

It is recommended that the Board of Regents approve the attached resolution authorizing the issuance of general revenue bonds and providing for other related matters.

STAFF SUMMARY

This resolution authorizes the issuance, execution and delivery of bonds not to exceed \$78.0 million in new capital to fund capital projects. The capital projects include:

- Renovation and expansion of Sill Hall supporting the existing, new and future engineering programs.
- Renovation of the Rec/IM facility
- Construction of a facility to house the student-athlete training facility and sports medicine services.
- Or other applicable projects.

The bonds will be expected to have maturity dates of 2048.

FISCAL IMPLICATIONS

Total incremental debt service through no later than 2053 is estimated to be approximately \$147.0 million.

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer

February 9, 2018
Date

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 20
DATE: February 9, 2018

RECOMMENDATION

AGREEMENT WITH SOLAR TURBINES FOR SERVICE, MAINTENANCE, AND REPAIR OF TURBINE

ACTION REQUESTED

It is recommended that the Board of Regents approve and authorize the President to finalize and sign the attached Full Service Agreement with Solar Turbines Incorporated, providing for the regular service, maintenance, and repair of the new gas-fired turbine generator responsible for the university's power and heat co-generation services going forward.

STAFF SUMMARY

In 2016, the University signed an agreement with OpTerra Energy Services, providing for the construction of a new gas-fired turbine generator to provide over 90% of the heating and electricity services on campus. The turbine, which will provide substantial environmental and economic benefits to campus, is now near substantial completion. Solar Turbines built the turbine, working alongside OpTerra, and is expert in providing the regular repair, service, and maintenance such turbines require. An agreement for these services is required in the University's original agreement with OpTerra. Further, the University has high regard for Solar's expertise and state-of-the-art maintenance program and believes this agreement will best preserve its investment in the turbine. The University and Solar have successfully negotiated the terms of a 15-year Full Service Agreement which will, we believe, generate excellent value to the University. Solar will provide an on-site technician ("Fleet Manager") and a system for remote monitoring and diagnostics (the "InSight System,"). It will also respond to service calls regarding the turbine, complete regular maintenance, replace all package parts with certified replacement parts when necessary, and complete various repairs and turbine overhaul work as necessary.

FISCAL IMPLICATIONS

The University will pay Solar \$52,619.00 per month to provide these services. The amount is subject to no more than 3% escalation each year. This amount was included in the approval of Capital Project Expenditures for the Co-Generation Unit on June 21, 2016.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer
Gloria Hage
General Counsel

February 09, 2018
Date

Mobility

at the
**College of Technology
Eastern Michigan University**

Mohamad S Qatu, PhD
Dean, College of Technology
Eastern Michigan University

We are not only mobile;

- **CoT is always on the move !**

EASTERN
MICHIGAN UNIVERSITY
COLLEGE of TECHNOLOGY

Introduction

- **Mobility**
 - Is at the center of Michigan Economy (automotive)
 - Is facing keen competition
 - Is an industry that is going through transformation
 - Using alternative energy
 - Electrified
 - More autonomous
 - Faster to market (innovations in manufacturing and rapid prototyping)
- **Public Forum**
 - The Auto Show
- **Engineering Outlets**
 - Society of Automotive Engineers (SAE)
 - ASME, IEEE, SME and others



EASTERN
MICHIGAN UNIVERSITY
COLLEGE of TECHNOLOGY

EMU at the American Center for Mobility (ACM)

- Initiative by Governor Snyder
- Broad base support (Academia, Industry and Government)
- EMU signed the MOU with other University Presidents
- EMU is leading K-12 education and public outreach on mobility
- EMU is represented by AVP Tornquist and Dean Qatu



More information

<http://today.emich.edu/story/story/10471>

EASTERN
MICHIGAN UNIVERSITY
COLLEGE OF TECHNOLOGY

EMU at the Auto Show



Left to right: Ropkatha Pallye, Corbin Reeves, Franklin Schmitzer, Al Tessmer, Chris Carmody, and Kyla Berry.

EASTERN
MICHIGAN UNIVERSITY
COLLEGE OF TECHNOLOGY

EMU at the Auto Show

- Be visible as a major institution in the mobility Industry
- Engage with the public regarding our competitive programs
- Highlight our growth in engineering disciplines
- Highlight our strength areas



EASTERN
MICHIGAN UNIVERSITY
COLLEGE OF TECHNOLOGY

Highlights our Areas of Strength

- Engineering (new programs)
- Aviation Technology
- Drone Technology
- Information Assurance
- Textiles and Materials
- Virtual Reality
- Robotics (considered for future)



EASTERN
MICHIGAN UNIVERSITY
COLLEGE OF TECHNOLOGY

EMU Engineering

- Updated laboratories and equipment
- Engaged with local industries
- Small class sizes
- Co-op and job placements
- Portfolio development and support for each student
 - Place for second chances
 - Transfer - friendly



EASTERN
MICHIGAN UNIVERSITY
COLLEGE OF TECHNOLOGY

Aviation Technology & Flight Management

- Leads to successful careers
- Excellent growth the last 2 years (25%)
- The only academic program in SE Michigan
- Recognized shortage of pilots and flight managers in the aviation industry
- President Smith visited EMU Aviation in May '17



EASTERN
MICHIGAN UNIVERSITY
COLLEGE OF TECHNOLOGY

Drone Technology

- **Studying remotely piloted and autonomous aerial vehicles for commercial applications (PhD)**
 - Emphasis on public/flight attendants/pilots acceptance
 - Development of curriculum on drones
 - Studying emerging legal requirements for operating drones
- **Introducing drone technology to first year students**
 - Engineering (mechanical, electrical & computer)
 - Emerging technologies
 - Help with retention



Ms. Kyla Berry

EASTERN
MICHIGAN UNIVERSITY
COLLEGE OF TECHNOLOGY

Cyber Security in Autonomous vehicles

- **Cyber security of autonomous cars is a major concern**
- **EMU is developing a research group on this subject**
- **Working on resources:**
 - Machine Learning Algorithms and Equipment
 - Computational Power
 - Faculty and staff development

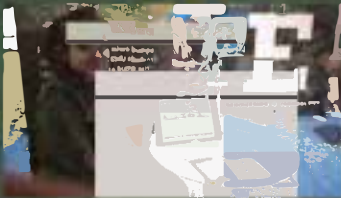
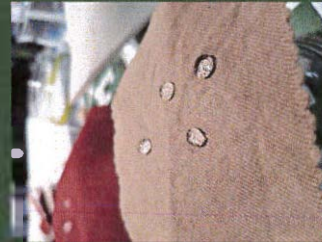


Dr. Samir Tout

EASTERN
MICHIGAN UNIVERSITY
COLLEGE OF TECHNOLOGY

New Textiles for Automotive

- **EMU is leading research on self cleaning (hydrophobic) fabric (no staining)!**
- **The fabric surface can be modified by attaching invisible microcontainers (can hold and release the fragrance or scent molecules for several weeks)**
- **Application in seating & roofs**
- **Durable and commercial ready**
- **In the process of patenting this technology**



Dr. Subhas Gosh

EASTERN
MICHIGAN UNIVERSITY
COLLEGE OF TECHNOLOGY

Virtual Reality

- **Applications in various fields**
 - Film and movie industry
 - Game design
 - light and heavy industries, *and more*
- **Automotive:**
 - Minimizes cost of prototypes
 - Minimizes time to market
 - Models dangerous scenarios
- **Integrated at EMU throughout the curriculum in many programs**
- **EMU built a VR lab (with help from Ford Motor Company)**



EASTERN
MICHIGAN UNIVERSITY
COLLEGE OF TECHNOLOGY

Thank you

- **President Smith and Provost Longworth**
- **EMU Communication (Walter Kraft)**
- **EMU Enrollment Management (Kevin Kucera)**
- **EMU Foundation (Lisa Comben)**
- **Graduate School and Alumni Association**
- **Eagle Flight (Tom Trumbull)**
- **CoT's Student Success Center (Bia Hamed)**
- **EMU's Career Services (Mary Jane Fallot)**
- **Cot directors, faculty and lecturers**
- **CoT students, student workers and enthusiasts**
- **Many, many more...**

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: B
DATE:
February 9, 2018

RECOMMENDATION

APPOINTMENT OF EAGLE ADMINISTRATIVE SERVICES BOARD MEMBER

ACTION REQUESTED

In accordance with the Eagle Administrative Services By-Laws, Article III, Section 3.2, it is recommended that the Board of Regents appoint Regent Eunice Jeffries to serve the remainder of Regent Jim Webb's term. The term on the Eagle Administrative Board is January 1, 2017 – December 31, 2018.

STAFF SUMMARY


Not applicable

FISCAL IMPLICATIONS

Not applicable

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer
Vicki Reaume

2-9-18

Date

President's Report
EASTERN MICHIGAN UNIVERSITY
Board of Regents Meeting
February 9, 2018

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

Welcome to our newly elected Board Chairman Jim Webb, and to our vice chairs, Regents Mary Treder Lang and Michelle Crumm.

Actions have been taken on many positive initiatives at today's Board of Regents meeting – actions that will continue the efforts underway to strengthen Eastern Michigan University for decades to come. The continued reinvestment in our historic 169-year old institution is more important than ever as we seek to counter population trends that indicate a reduced number of prospective students available to universities in Michigan.

The agreement with Saint Joseph Mercy Health System and Integrated Healthcare Associates to build a new health center on Eastern's campus will provide a state-of-the-art primary and urgent care facility to address the needs of people in the greater Ypsilanti community, and our internal community of students, faculty and staff. Improving health services is a top priority in our region and on our campus, and is strongly supported by the University and our partners. This project will make a positive contribution to the overall health and wellness of our community.

Scheduled for completion in summer 2019, the new health center is a continuation of a wide-ranging collaboration between the University and Saint Joseph's, which now includes more than 20 programs including physician assistant, speech pathology, occupational therapy, nursing and more.

Earlier today over the noon hour, we held a launch event to celebrate completion of our new cogeneration unit, which will provide more than 90 percent of the University's electricity, heat and hot water, and generate energy savings of \$2.8 million annually while reducing greenhouse gas emissions. I'd like to thank our Board of Regents for its support of this project, our facilities team, led by John Donegan, and our partner, ENGIE Services U.S. This project puts Eastern at the forefront nationally on issues of sustainability and environment-focused leadership.

We continue to add new academic programs in key areas that meet the needs of students and employers. The new Master of Science in Finance will prepare graduate students for high demand business careers, and the new Bachelor of Arts in Teaching English as a Second Language continues our emphasis on expanding Eastern's international footprint. The program is designed for students who want to engage with international students in the United States or abroad.

These new programs reflect our commitment to new programs in high growth fields. In recent years, we have added new programs in fermentation science, neuroscience, information technology, a doctorate in nursing practice, mechanical engineering, electrical and computer engineering, physician assistant, a master's of taxation, children and family studies, religious studies, and data science and analytics.

We continue to invest in academic facilities, with targeted improvements and expansion in key academic growth areas. Today's capital plan approval includes funding for projects to support fermentation science, neuroscience, the Quirk-Sponberg Theatre and the College of Business. The renovation of Strong Hall is well underway and will add a major new and modern facility to STEM programming for students.

We are moving forward on plans announced at the December Board meeting for a major overhaul of the REC/IM, as well as investments in Sill Hall and Athletics. Today we received approval for the issuance of bonds not to exceed \$78 million for those projects. It should be noted that we have already raised several million dollars for the Athletics facility, and we plan to continue raising funds for that and Sill Hall, which remains our top priority for state-funded capital outlay. Whatever funds we generate from other sources will mitigate what we actually borrow to construct these important facilities.

It is important we continue to invest in campus facilities and in new academic programs at a time of difficult budget challenges, which, as I communicated in late January, will lead to workforce reductions. We anticipate approximately 50 positions to be affected – many of which are positions currently open and unfilled. It also will include the layoff of some individuals currently employed. We are now reviewing positions with the affected bargaining units and will know more about the affected positions and breakdown between unfilled and existing positions in the next two weeks. I understand that this news is distressing, and it is not news that I enjoy delivering. However, it is essential that our budget is carefully managed so as to reduce overall expenses to meet revenue projections.

Our future is clear – we must develop strong collaborations, both internally and externally, to meet the demands of our students and others. Another example of such a collaboration announced today is the extension of our relationship with Chartwells. A recent student survey regarding dining that was shared earlier today points to the success of this partnership in improving dining areas, services and food quality throughout campus. This has been accomplished while maintaining staffing at the levels they were prior to the partnership.

Eastern's foundation as an institution of opportunity is more important than ever. We are a place where first-generation students, people from urban and rural communities, and all races, cultures, backgrounds and identities are embraced and motivated to success. I thank our students, faculty, staff, alumni, friends and donors for their work in promoting this great university and for helping us to keep moving forward.

Thank you, Chairman Webb.

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

Recognition

- **Michael McVey**, professor of Teacher Education, has been elected to the 2018 Board of Directors of the **International Society for Technology in Education**.
- **Denise Pilato**, professor of Technology Studies, will share her expertise on the social impact of technology in Croatia this year on a **Fulbright Award** to teach at Rijeka University.
- The **Michigan Council for the Arts and Cultural Affairs** has awarded the **EMU Theatre** a mini grant to produce a new children's play, "Chicken Story Time," based on a book by award-winning children's author and playwright Sandra Fenichel Asher.
- Professors **Leslie Atzmon and Ryan Molloy and students in two Intermediate Graphic Design classes** have received a prestigious national design grant, "Sappi's Ideas that Matter Grant," for their proposal to transform the Riverside Arts Center into a local community hub. The design team is creating branding materials for the center, including a new logo, promotional street banners, building signage, and brochures.
- The **Integrated Marketing Communications** graduate program in the College of Business was ranked 59th among the **best online (non-MBA) business programs** in the country by U.S. News and World Report.
- The **College of Education's online programs** ranked 148th in the country by **U.S. News and World Report**. Graduate programs offered online include **Educational Leadership, Educational Psychology, Educational Media and Technology, and Social Foundations of Education**.
- The **College of Technology** showed off emerging technologies in mobility, gaming, drones and textiles at their booth during this year's **North American International Auto Show** at Cobo Center.
- Eastern has been **ranked third among large public universities as one of the most military and veteran friendly universities in the country** by Victory Media on its annual Military Friendly Schools list.

- The **Women in Philanthropy** at Eastern Michigan University have awarded more than **\$40,000 in grants to 11 students and faculty** for initiatives proposing educational opportunities, innovative ideas and plans to strengthen the campus community in 2018. Since its conception, the organization has awarded nearly 70 grants and more than \$325,000.
- **Chiara Hensley**, assistant vice president for academic and student affairs, has been chosen to participate in a senior level leadership shadow program that helps develop top female education leaders in Michigan. Hensley is one of five women selected for the program, which is offered through the **Michigan ACE Women's Network**.
- Two EMU alumni are **Fulbright** awardees this year. **Emily Hoffer**, an International Affairs graduate from Grand Haven, is teaching English in Mexico. **Jessica Wenzel**, a Secondary Education graduate from Ann Arbor, is teaching English in Germany.

Events

- Eastern's annual **SESI Entrepreneurship Conference & Skandalaris Business Plan Competition** was held on Feb. 9.
- Eastern's 32nd annual **MLK President's Luncheon** was held on Jan. 15. Following the luncheon, **Joy-Ann Reid**, a political analyst for MSNBC, gave a keynote speech in the Student Center Auditorium.
- Events held during the **Martin Luther King Jr. Celebration** week included a commemorative march, an opening celebration reception, a student art showcase, the annual Color of Drums Poetry event, a campus/community conversation, two sessions of academic programs, two performances by the CloseUp Theatre Troupe, and presentation of awards at the men's basketball game.

Of Note

- **Bruce T. Halle**, the founder and chairman of Discount Tire, died January 4. Halle, a 1956 graduate of Eastern, has been one of our most prominent and successful alumni. The Bruce T. Halle Endowment Fund supports the Halle Library, Halle Foundation Social Justice Fellowship, Halle Foundation Social Justice Scholars, Halle Foundation Chair in Entrepreneurship, and the Halle Endowed Scholarship in the College of Business.

Athletics

- Basketball (Women): **Danielle Minott** set a new school record with 44 points scored against Buffalo, becoming just the fifth player in NCAA Division I history to score 44 points or more.
- Swimming: Both the women's and men's teams were named to the **College Swimming Coaches Association of America (CSCAA) NCAA Division I Scholar All-American Team** for the 2017 Fall semester. Eastern was one of just 95 NCAA Division I institutions to have both the men's and women's team earn the award.
- **Anna Aldrich, Alsu Boddanova, Natalie Cizmas, Jeremiah Harris, Brody Hoying, Jordan McDermitt, Sydney Meyers, Ike Spearman, and Austin Wicker** were named as **MAC Distinguished Scholar Athletes** from seven fall sports.
- EMU student-athletes recorded a **3.150 grade point average during the fall semester**, the 16th term in a row student-athletes have exceeded a 3.0 GPA. The cumulative GPA for all student-athletes was 3.245, the department's fifth best mark in school history.

* * *