EASTERN MICHIGAN UNIVERSITY

STRATEGIC PLAN

OVERVIEW

At Eastern Michigan University (EMU), we proudly embrace our **unique mission and vision as an institution of opportunity** that seeks to provide access to higher education to students who may not otherwise have such an opportunity. We seek to do so in a diverse environment that prioritizes student-centered learning and real-world experience for students.

Too often in the United States, higher education has been -- and still is -- limited to those from privileged backgrounds. As a University vitally linked to our region and engaged with communities local, national, and international, we stand committed to building the economic, social, and political capacity and success of individuals who live and work there as well as the communities themselves.

This Strategic Plan is designed to serve as a roadmap for allocating institutional resources (financial, human, and other) consistent with that mission and vision. Here are some of the outcomes we hope to achieve through this Plan:

- **Access & Opportunity:** EMU is one of the most diverse public universities in the State of Michigan. Many of our students rely on Pell Grants and other financial support to earn their degree. That is by design -- not by accident -- because EMU believes that higher education must reflect the world in which we live, rather than merely serving those with privilege. **Through this Plan, we will retain our diversity while expanding -- with measurable specificity -- opportunities for our students who have been traditionally disadvantaged**.

- **Research classification:** EMU has made an intentional decision not to become an R1 institution (as defined by Carnegie research classifications). Instead, **we seek to retain our Carnegie R2 status** through which our students are taught by highly-trained, passionate, and experienced faculty who balance a robust research agenda with student-centered learning.

- **Real-world experience:** Students graduating today will likely be part of the workforce for 40+ years, through 2060. They will be expected to perform jobs that do not exist today in a world that we cannot imagine today. This Plan therefore contains actionable steps to increase the number of our **graduates who have relevant experience outside the classroom**.

PROCESS

The University's Strategic Plan was finalized in 2015. Beginning in 2018, a process began to add specific and measurable goals and outcomes to the Plan. Work groups consisting of faculty, staff, students, and alumni engaged the campus and drafted proposed goals and outcomes. As part of that inclusive process, the Plan's four themes were adjusted to three core priorities -- Student Success, Academics & Research, and Engagement & Service -- that derive from the University's Mission and Vision. The work accomplished through this process was then reviewed and incorporated into the Strategic Plan.

PRIORITY #1:
PROMOTE STUDENT SUCCESS & ENGAGEMENT

Background:

- The "Promote Student Success & Engagement" priority reinforces the **University's Mission**, particularly our institutional commitment to being an **"institution of opportunity"** that supports students who may not have otherwise have access to higher education.

- The Student Success Priority also flows from the **University's Vision**, which emphasizes EMU's commitment to **"student-centered learning."**

- This Priority therefore focuses on three goals which, together, are designed to **expand opportunities for our unique student population to earn a degree:**
  1. increase student persistence;
  2. remove institutional barriers to success and create new opportunities for success; and
  3. increase student engagement -- both on and off campus

Proposed Goals & Outcomes:

1.1   **Increase student persistence to graduation, particularly for traditionally disadvantaged students**

     1.1.a   Increase the full-time FTIAC first-to-second year **retention rate** from 71.83% (cohort entering fall 2019) to 75% by fall 2025 (cohort entering fall 2024)

         Retention is often linked to persistence. By increasing the University's retention rate, we hope to increase the number of students who earn a degree. The proposed goal of 75% aligns with the goal set in the University's retention report to the HLC in December 2018, but postpones targeted achievement of this goal to fall 2025 due to the COVID-19 pandemic. Strategies to achieve this outcome are outlined throughout this Plan and may include launching Phase 2 of the Degree Completion Plan.

     1.1.b   Decrease the gap between the full-time FTIAC first-to-second year **retention rate** of first-generation and ethnically underrepresented students and the overall student population by three percentage points between fall 2020 (cohort entering fall 2019) and fall 2025 (cohort entering fall 2024)

         Retention is often linked to persistence. By increasing the University's retention rate, we hope to increase the number of students who earn a degree. This outcome focuses on the retention rate gap between student populations, whereas 1.1.a focuses on the overall retention rate. The proposed goal of three percentage points aligns with the goal set in the University's retention report to the HLC in December 2018, but clarifies the targeted achievement of this goal as 2025 due to the COVID-19 pandemic. Strategies to achieve this outcome are outlined throughout this Plan and may include launching Phase 2 of the Degree Completion Plan.

1.1.c   Increase the **6-year graduation** rate for all students from 46.9% (fall 2014 cohort) to 48% by 2025 (fall 2019 cohort)

Increasing graduation rates reflects success in supporting student persistence. The proposed goal aligns with the goal set in the University's retention report to the HLC in December 2018, but postpones targeted achievement of this goal to 2025 due to the COVID-19 pandemic. Strategies to achieve this outcome are outlined throughout this Plan.

1.1.d   Decrease the gap between the **6-year graduation** rate of first-generation and ethnically underrepresented students and the overall student population by three percentage points between 2018 (cohort entering 2012) and 2025 (cohort entering 2019)

Increasing graduation rates reflects success in supporting student persistence. This outcome focuses on the graduation rate gap between student populations, whereas 1.1.c focuses on the overall graduation rate. The proposed goal aligns with the goal set in the University's retention report to the HLC in December 2018, but clarifies the targeted achievement of this goal as 2025 due to the pandemic. Strategies to achieve this outcome are outlined throughout this Plan.

1.1.e   Increase participation and student persistence outcomes for the **Brotherhood and Sisterhood** programs (deadline for action plan: August 31, 2022)

The Brotherhood and Sisterhood programs have historically achieved higher retention rates for participating students of color, and therefore play an important role in supporting persistence and success for non-traditional students. Increasing participation and further increasing retention rates will support the strategic goal to increase retention rates (1.1.a) and decrease the retention gap for ethnically underrepresented students (1.1.b). Implementation of this goal will include publishing a written plan with baseline data, targets, and specific action steps.

1.2   **Reduce or remove institutional barriers to -- and create new opportunities for -- student academic and personal success**

1.2.a   **Reduce the undergraduate graduation requirement** from 124 to 120 student credit hours (deadline: April 30, 2022)

EMU's current requirement that students complete 124 SCH means that a student who consistently completes 15 SCH per semester during fall and winter semesters cannot graduate in four years. This requirement creates particular challenges for students who face financial and other hurdles that inhibit persistence. This outcome supports the outcome to increase the six-year graduation rate (1.1.b).

1.2.b   Require a **four-year graduation map** as part of the process for approving <u>new</u> undergraduate academic programs (deadline: March 31, 2022)

> *"Roadmaps" help students stay on track to graduate in four years. Such tools are particularly important for first-generation students (who lack legacy experience navigating the higher education bureaucracy) and students who struggle to finance their education and are therefore at higher risk of stopping out if they cannot complete their degree in four years. This outcome is also included in 2.1.c (Academics & Research) and supports the outcome to increase the six-year graduation rate (1.1.c).*

1.2.c   Produce an accurate **four-year graduation map** for each <u>existing</u> undergraduate academic program (deadline: September 30, 2023)

> *This outcome focuses on four-year graduation maps for <u>existing</u> academic programs, whereas 1.2.b focuses on four-year graduation maps for <u>new</u> academic programs. "Roadmaps" help students stay on track to graduate in four years. Such tools are particularly important for first-generation students (who lack legacy experience navigating the higher education bureaucracy) and students who struggle to finance their education and are therefore at higher risk of stopping out if they cannot complete their degree in four years. This outcome is also included in 2.1.d (Academics & Research) and supports the outcome to increase the six-year graduation rate (1.1.c).*

1.2.d   Increase utilization of **Starfish** and assess the program's impact on student persistence (deadline for baseline assessment and goal setting: December 31, 2022)

> *Starfish promotes student persistence by helping multiple offices identify and be aware of "red flags" involving students. This outcome will involve identifying baseline utilization data, setting goals for increasing utilization, assessing the impact of participation in the program on persistence, and creating a communication and training plan to achieve these goals.*

1.2.e   Increase utilization of the **Mentor Collective** and assess the program's impact on student persistence (deadline for baseline assessment and goal setting: August 31, 2022)

> *The Mentor Collective is a peer mentoring program matching new first-generation students with upper-level students. Supporting such students helps fulfill EMU's mission as an institution of opportunity. This outcome will involve identifying baseline utilization data, setting goals for increasing utilization, assessing the impact of participation in the program on persistence, and creating a communication and training plan to achieve these goals. This initiative is part of the retention report the University submitted to the HLC in December 2018.*

1.2.f   Identify specific **campus climate** metrics that impact students and set goals for improvement as measured by the campus climate assessment
(deadline for assessment and goal-setting: November 30, 2022)

> *The inaugural campus climate assessment was completed in late-2019 and the data analysis (delayed by COVID-19) was completed in mid-2021. An action plan was recommended by the President's Commission on Diversity, Equity, and Inclusion (PCDEI) as the next step after completion of the assessment. This action plan should include identifying key metrics impacting students, goals and strategies for improving those metrics from the 2019 baseline, and a timeline and process for achieving those metrics. A different version of this outcome that focuses on the campus climate for employees (as opposed to students) is included in 3.2.a (Engage & Serve).*

1.2.g   Evaluate and, as needed, re-design all **EMU scholarship programs** to (1) ensure they are consistent with the University's Strategic Priorities and (2) include targets and assessment for measuring their impact on student persistence and success
(deadline: October 31, 2022)

> *Financial challenges are the main reason students stop-out or reduce their course load. Reducing financial challenges therefore supports persistence. The University's retention report to the HLC in December 2018 noted that "continuous investment" and "optimized" scholarship programming are University priorities. This review should include setting targets to assess student persistence and academic performance among scholarship recipients.*

1.2.h   Publish and begin implementing a **student resource communication plan** that sets targets for student awareness of identified campus resources (deadline: August 31, 2022)

> *Awareness of, and access to, campus resources is important to supporting students; lack of awareness of resources is therefore an obstacle to persistence. The University will develop a comprehensive and coordinated communication strategy to ensure students are aware of campus resources available to them. This plan should include assessment of student awareness of identified resources.*

1.2.i   Increase student and employee awareness of **Title IX programs** and reporting obligations (deadline for baseline assessment and goal setting: September 30, 2022)

> *The University seeks to ensure that students are aware of Title IX's roles and systems because a lack of awareness can inhibit students' persistence if they are faced with discrimination based on sex and/or the survivors of sexual assault. It is also important to ensure that employees are regularly trained about their reporting obligations under Title IX. Confusion about Title IX became even more prevalent in recent years as Title IX federal regulations changed dramatically. This outcome will include an action plan for training modules and assessment of such outreach.*

1.3 Enhance opportunities for student engagement on campus and in surrounding communities

1.3.a Increase utilization of **EagleSync** and assess its impact on student persistence (deadline for baseline assessment and goal setting: June 30, 2023)

> *EagleSync is the online portal used by student organizations to organize and publish events and track student involvement. It is therefore an effective tool to measure student engagement in on-campus activities. Strategies to achieve this outcome should include developing a written plan to assess baseline utilization rates, increase training and communication about the system, and set goals and timelines for improvement and assessment.*

1.3.b Develop a comprehensive plan to increase **student participation in internships**, practicum, or similar opportunities (deadline: December 31, 2022)

> *Students who complete internships and similar out-of-classroom experiences have higher career placement outcomes after graduation. Such opportunities are particularly important for non-traditional students who often lack the same connections with employers as students from privileged backgrounds. The comprehensive plan should include measuring baseline data regarding student participation in such activities, setting targets for increasing participation, assessing the impact of increased participation, and identifying strategies for meeting those targets (which may include producing an inventory of existing opportunities and developing a plan to increase scholarships for students who engage in community-based work).*

1.3.c Produce an inventory of **student/alumni interaction opportunities** (deadline: August 31, 2022)

> *Connecting with alumni provides students with mentorship opportunities and connections for future career paths. Such connections are particularly important for non-traditional students who often lack the same access as students from privileged backgrounds. A one-stop shop to facilitate such interactions would provide significant benefits to students. This outcome is also included in 3.4.c (Engage & Serve) because of its connection to alumni engagement.*

PRIORITY #2:
DELIVER HIGH PERFORMING ACADEMIC PROGRAMS AND QUALITY RESEARCH

Background:

- The "Deliver High Performing Academic Programs and Quality Research" Priority reinforces the **University's Mission**, particularly our institutional commitment that our "dedicated faculty balance **teaching and research** to prepare students with **relevant skills** and real world awareness."

- The Academics & Research Priority also flows from the **University's Vision**, which emphasizes our commitment to **"high quality academic programs" and "student-centered learning."**

- This Priority therefore focuses on three goals which, together, are designed to focus on offering **quality in-demand academic programs and research opportunities:**
  1. offer high-quality, high-demand academic programs;
  2. expand research opportunities for faculty and professional development opportunities for all instructional personnel; and
  3. enhance the profile of the University's programs, research, and instructors

2.1 **Offer a high-quality, high-demand academic experience with a student-centered learning focus**

2.1.a Increase the number of **high-impact practices** included in academic programs (deadline for launching assessment process: November 30, 2022)

> *High-impact practices have proven successful in boosting student persistence. Actions to increase the number of high-impact practices will likely include assembling a work group to inventory current practices (thereby creating a baseline), setting goals and timelines for increasing practices, updating assessment systems, and developing an action plan with specific steps to achieve those goals.*

2.1.b Launch and complete the **2021-2027 Classroom Technology Refresh Initiative** (deadline: June 30, 2027)

> *This phase of the Classroom Technology Refresh Initiative follows the successful 2013-2019 phase and will help ensure that EMU academic spaces continue to have updated technology that is vital to offering students quality and relevant academic programs, with special emphasis on creating hy-flex classrooms.*

2.1.c   Require a **four-year graduation** map as part of the process for approving <u>new</u> undergraduate academic programs (deadline: March 31, 2022)

> *"Roadmaps" of this nature are vital tools for students to stay on track to graduate in four years. Such tools are particularly important for first-generation students (who do not have family members experienced in navigating the higher education bureaucracy) and students who struggle to finance their education and are therefore at higher risk of stopping out if they cannot complete their degree in four years. This outcome is also included in 1.2.b (Student Success).*

2.1.d   Produce an accurate **four-year graduation map** for each <u>existing</u> undergraduate academic program (deadline: September 30, 2023)

> *This outcome focuses on four-year graduation maps for <u>existing</u> academic programs, whereas 2.1.c focuses on four-year graduation maps for <u>new</u> academic programs. "Roadmaps" of this nature are vital tools for students to stay on track to graduate in four years. Such tools are particularly important for first-generation students (who do not have family members experienced in navigating the higher education bureaucracy) and students who struggle to finance their education and are therefore at higher risk of stopping out if they cannot complete their degree in four years. This outcome is also included in 1.2.c (Student Success).*

2.1.e   Continue to **modify academic program offerings** to match market demand from students and pedagogical needs, including launching, modifying, and eliminating specific programs as needed (deadline: ongoing, with annual tracking)

> *Academic programs are regularly launched, modified, and eliminated through existing processes, but additional strategic focus should be given to high-demand programs to meet the changing market conditions.*

2.1.f   Ensure that each **college has a customized DEI plan**, including references to DEI in college mission statements (deadline: November 30, 2022)

> *This initiative will help align college mission statements and ensure that colleges have specific plans to weave DEI into their ongoing work.*

2.2   **Expand research opportunities for faculty and professional development opportunities for all instructional personnel**

2.2.a   Increase the percentage of **faculty who apply for externally-funded grants** (deadline: ongoing)

> *ORDA has been a campus leader in setting and tracking strategic goals for increasing the number of faculty who apply for externally-funded grants, and these goals have consistently been part of ORDA's long-term planning. Expanding research opportunities helps fulfill EMU's commitment to retain our R2 classification and our mission to support "dedicated faculty [who] balance teaching and research".*

2.2.b   Increase the percentage of **faculty who are a principal investigator** (PI) on a grant (internal or external) (deadline: ongoing)

> *ORDA has been a campus leader in setting and tracking strategic goals for increasing the number of faculty who apply for externally-funded grants, and these goals have consistently been part of ORDA's long-term planning. Expanding research opportunities helps fulfill EMU's commitment to retain our R2 classification and our mission to support "dedicated faculty [who] balance teaching and research".*

2.2.c   Increase the **dollar value of externally-funded grants** secured by the University (deadline: ongoing)

> *ORDA has been a campus leader in setting and tracking strategic goals for increasing the number of faculty who apply for externally-funded grants, and these goals have consistently been part of ORDA's long-term planning. Expanding research opportunities helps fulfill EMU's commitment to retain our R2 classification and our mission to support "dedicated faculty [who] balance teaching and research".*

2.2.d   Increase the percentage of **externally-funded grant applications** that involve faculty or staff from **multiple colleges** (deadline: ongoing)

> *This outcome is designed to promote interdisciplinary research as part of the University's mission to support "dedicated faculty [who] balance teaching and research".*

2.2.e   Increase **mentoring** of new faculty and instructors (deadline for baseline assessment and plan development: June 30, 2022)

> *Mentoring new instructors is an important component of helping new instructors succeed. As part of this initiative, baseline data must first be assessed.*

2.2.f   Launch a comprehensive **DEI training program** for all employees which includes pre- and post-learning assessments (deadline: May 31, 2022)

> *EMU has one of the most diverse student bodies among all public universities in the State of Michigan, which reflects our mission as an institution of opportunity. Targeted professional development focused on DEI in the classroom is an important part of serving our diverse student body. This outcome is also included in 3.2.c (Engage & Serve) because such professional development is also important outside the classroom.*

2.3 **Enhance the profile** of the University's academic programs, research, and faculty

2.3.a Re-launch and expand the **faculty expert communication initiative**, and increase the percentage of faculty with published expertise (deadline for launch: August 31, 2022)

> *EMU offers something many other institutions do not: the chance for students to be taught directly by highly-trained and experienced faculty. We must do more to highlight the unique talents of our faculty; such actions will, in turn, help recruit and retain students and faculty. This initiative was launched several years ago but the University should expand its use.*

2.3.b Develop a **communications plan** to increase communication regarding EMU's academic programs and faculty expertise to external audiences (deadline: June 30, 2022)

> *EMU offers many innovative and highly-ranked academic programs, but we lack a coordinated effort to communicate these highlights, particularly to external audiences.*

2.3.c Update and widely publish the centralized **website of all college/program accreditations**, and ensure that all accredited colleges/programs include such information on their college/program website (deadline: April 30, 2022)

> *EMU maintains a centralized website cataloging its accreditations, but that website needs to be updated, a process needs to be created to ensure it is routinely updated, and it should be easily accessible on the University's website. An audit should also take place to ensure that colleges and programs with accreditation include such information on their websites.*

PRIORITY #3:
ENGAGE & SERVE EMU AND REGIONAL COMMUNITIES

Background:

- The "Engage & Serve EMU and Regional Communities" priority reinforces the **University's Mission**, particularly our institutional commitment that **"students learn in and beyond the classroom to benefit the local and global communities."**

- The Engage & Serve Priority also flows from the **University's Vision**, which emphasizes our commitment to **"community impact"** -- on both our campus community and the surrounding community.

- This Priority therefore focuses on four goals which, together, are designed to **reinforce our institutional commitment to serving our community and offering an enriching campus climate for campus stakeholders**:

  1. strengthen (and increase communications about) external partnerships;
  2. enhance the campus climate for University employees;
  3. improve the user experience for current and prospective campus stakeholders; and
  4. expand interaction with, and communications to, alumni

Proposed Goals & Outcomes:

3.1   Strengthen EMU's external partnerships and programs, and increase communications about such programs

   3.1.a   Increase the number of **non-degree certificates and credentials** offered by the University (deadline for baseline assessment and plan launch: May 31, 2022)

   Non-credit certificates are in high demand, particularly among individuals eager to enhance their job skills. Offering such programs provides value to these individuals -- which supports the University's Vision to be recognized for "community impact" -- as well as new revenue streams for the University. Initially, the University should inventory existing programs and then set goals and strategies for increasing the number of programs.

3.1.b   Assess the number of employees and students involved in **external community engagement activities** (deadline: December 31, 2022), and then launch a program to encourage and train employees and students for such engagement (deadline: July 31, 2023)

> *Volunteering with local non-profit organizations provides learning opportunities for students "beyond the classroom" and ties EMU employees to our surrounding communities. Such engagement reinforces our commitment as a Carnegie Engaged Institution. Unfortunately, the University does not track data about the engagement of our campus in such activities and no training opportunities to promote such engagement exist.*

3.1.c   Conduct an **external communications audit** to document external communication activity across the University (deadline: August 31, 2022)

> *EMU's Mission includes providing academic and other programs that "benefit the local and global communities," and our Vision includes being an institution "recognized" for "community impact." We must therefore evaluate and, as needed, expand/refine external communications about the University's community engagement (see 3.1.d below). A key first step to such evaluation and modification is inventorying the University's existing external communications.*

3.1.d   Create an **external communication plan** based on the results of the external communication audit, including assessment and targeted goals for external constituency awareness of identified issues (deadline: February 28, 2023)

> *Following an audit (see 3.1.c above), we need a comprehensive plan for external communications to identify intended audiences, ensure consistency in messaging and format, avoid duplication of message, measure audience awareness, etc. Such a plan will help communicate to the community about EMU's external programs, thereby supporting our institutional Vision to be an institution "recognized" for "community impact."*

3.1.e   Retain EMU's classification as a **Carnegie Engaged Institution** (deadline: 2025)

> *EMU's classification was renewed in 2015 and remains in place until 2025. Retaining this classification is important to fulfilling our Mission to provide academic and other programs that "benefit the local and global communities" and our Vision to be an institution "recognized" for "community impact." Retaining this classification will be accomplished by a variety of strategic actions including, but not limited to, continuing and expanding external partnerships.*

3.1.f **Increase scholarship opportunities** for students engaged in community-based work (deadline for baseline assessment and plan development: July 31, 2022)

> *Community-based work provides real-world experience for students to "learn beyond the classroom to benefit the local and global communities", as outlined in EMU's Mission. Community service also increases students' sense of belonging. Unfortunately, disadvantaged students often face larger hurdles to pursue such work because they may not have the financial ability to work for free. Scholarship opportunities for such work would help mitigate those hurdles. This outcome is tied with the plan to review and update the University's entire institutional scholarship portfolio (see 1.2.g)*

3.1.g **Increase corporate engagement** following the initial step of creating a corporate engagement council (deadline: September 30, 2023)

> *Corporate engagement supports internship and post-graduation employment placements for students and generates philanthropic opportunities for the University. EMU maintains extensive relationships with business entities, but those relationships are not coordinated or measured. An interdepartmental corporate engagement council would be charged with assessing baseline data, setting goals for increasing such corporate engagement, and recommending steps to achieve the articulated goals.*

3.2 **Enhance the campus climate for University employees through programs and communications**

3.2.a Identify specific **campus climate** metrics that impact employees and set goals for improvement as measured by the campus climate assessment
(deadline for assessment and goal-setting: November 30, 2022)

> *The inaugural campus climate assessment was completed in late-2019. An action plan was recommended by the President's Commission on Diversity, Equity, and Inclusion (PCDEI) as the next step after completion of the assessment. This action plan should include identifying key metrics impacting employees, goals and strategies for improving those metrics from the 2019 baseline, and a timeline and process for assessing those metrics (e.g., a second campus climate assessment). A version of this outcome relating to students is also included in 1.2.f (Student Success).*

3.2.b Determine an appropriate instrument for surveying employees about **workplace satisfaction and engagement**, and then set goals for improvement (ongoing)

> *As the University migrates to a post-COVID "new normal," we must develop a new tool (to replace the "Great Colleges to Work For" survey) to measure employee satisfaction and engagement, and then set goals and plans for improvement in identified areas. This outcome focuses on general employee satisfaction whereas 3.2.a focuses on DEI issues measured by the campus climate assessment.*

3.2.c   Launch a comprehensive **DEI training program** for all employees which includes pre- and post-learning assessments (deadline: May 31, 2022)

> *EMU has one of the most diverse student bodies among all public universities in the State of Michigan, which reflects our mission as an institution of opportunity. Targeted professional development focused on DEI in the workplace is an important part of serving our diverse student body. This initiative is underway and is led by the Provost and UHR. This outcome is included in 2.2.f (Academics & Research) because such professional development is also important inside the classroom.*

3.2.d   Conduct an **internal communication audit** to document internal communication activity across the University (e.g., departmental newsletters, recurring all-campus emails) (deadline: August 31, 2022)

> *Employees have expressed in employee surveys a desire for more frequent and consistent communication. Before assessing and updating internal communications, however, the University must first inventory our existing internal communications. This outcome leads into 3.2.e (below).*

3.2.e   Create an **internal communication plan** based on the results of the internal communication audit, and include assessment and targeted goals for internal constituency awareness of identified issues (deadline: March 31, 2023)

> *Following an audit (see 3.2.d above), the University needs a comprehensive plan for internal communications to ensure consistency in messaging, align messaging with the University's Strategic Plan, avoid duplication, measure awareness of identified issues, etc.*

3.2.f   Launch protocols and training for **employee fundraising** (deadline: July 31, 2022)

> *Employees should be encouraged to fundraise, but the University lacks protocols and training to support such efforts. This initiative would enhance the University's comprehensive fundraising campaign which ties directly to the Strategic Priorities and was publicly launched in 2021. Participation in and assessment of fundraising training should be measured as part of this initiative.*

3.2.g   Create an inventory of, and then modify as needed, events and tools that **celebrate the successes of faculty, staff, students, and alumni** (deadline: August 31, 2022)

> *The University offers numerous opportunities to celebrate University stakeholders, but such opportunities are not centrally coordinated and are sometimes duplicative.*

3.2.h   Secure a **Sustainability** Tracking, Assessment, and Rating System (STARS) rating for the University from the Association for the Advancement of Sustainability in Higher Education (AASHE) (deadline: July 31, 2022)

>   *The President's Sustainability Commission identified this as the first -- but important and measurable -- step to assess and improve campus sustainability metrics.*

3.2.i   Appoint a **chief diversity officer** to coordinate the University's diversity, equity, inclusion, and belonging initiatives (deadline: May 31, 2022)

>   *The President's Commission on Diversity, Equity, and Inclusion (CDEI) recommended this step but then suggested pausing implementation because of a lack of consensus about whether and how to implement the recommendation. The University has elected to pursue this step at this time. This office/position will play an instrumental role in development and implementing the DEI action plan which will include ongoing assessment and tracking of key data.*

3.3   **Improve the user experience for current and prospective campus stakeholders.**

3.3.a   Launch a campus-wide **enterprise service management** (ESM) system as a first step toward measuring and improving user satisfaction and KPIs in key offices (deadline: June 30, 2023)

>   *A centralized ESM tool is a prerequisite to allowing automated tracking of user service and assessment of user satisfaction in any office. The Information Technology (IT) Office issued an RFP for a central ESM.*

3.3.b   Develop **user satisfaction plans** for key offices to track user requests, assess user experience, and implement improvements based on those findings (deadline: October 31, 2023)

>   *Most University offices lack the ability to track user requests and survey their users about their experience, and therefore lack the ability to develop corresponding KPIs and improvement plans. Such tools are needed to improve the user experience across campus but particularly for students. This goal follows implementation of an ESM as outlined in 3.3.a (above).*

3.3.c   Launch a comprehensive **user experience improvement training** program for key University offices (deadline: August 31, 2023)

>   *It is important for front-facing University offices to offer top-notch "customer service" to students and co-workers. A comprehensive training program is an important part of this process, along with the initiatives in 3.3.a and 3.3.b.*

3.3.d   Develop and implement "**dashboards**" for key University offices to measure and report on KPIs (launch deadline: June 30, 2022)

> *Dashboards promote transparency and help hold offices accountable to meet institutional strategic goals.*

3.4   **Expand interactions with, and communications to, alumni**

3.4.a   Launch an **alumni advocacy program** to encourage alumni to advocate for EMU to lawmakers, on social media, etc. (deadline: May 31, 2023)

> *Peer institutions rely on alumni as "good will ambassadors" who can email lawmakers, spread good news on social media, etc. A database, marketing plan, and training initiative would be needed to effectively launch such an initiative.*

3.4.b   Establish a new set of **alumni engagement metrics** and develop strategies to increase alumni engagement year-over-year (deadline: October 31, 2022)

> *The University needs to update its system for assessing alumni engagement and then execute a plan to increase such engagement, which helps improve institutional rankings and builds a pipeline for future philanthropic support of the University.*

3.4.c   Produce an inventory of **student/alumni interaction opportunities** (deadline: August 31, 2022)

> *Such interactions provide myriad opportunities for students, but there is not a one-stop shop to facilitate such interactions. This outcome is also included in 1.3.c (Student Success & Engagement).*