

Index

Index to the location of evidence relating to the Commission's Criteria for Accreditation found in Eastern Michigan University's Systems Portfolio

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- The University Mission is publicly articulated in many sources (IO1, Figure IO.1, 1C2, 5P1).
- EMU is committed to a University-wide focus on learning as its core mission (IO1, Figure IO.1, 6C1, 6C2).
- EMU commitment extends beyond the campus boundaries (IO1, Figure IO.1, IO4, 9C2).

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- One core principle is "Taking pride in our diversity as a resource for learning" (IO1).
- The General Ed. Program includes strong focus on both U.S. and Global Diversity (1C1).
- EMU takes pride in using its diversity as a resource for learning across colleges, programs, and academic levels (IO1, 1C4).
- Core values include "Diversity" and "Human Dignity & Respect" (5C3).
- In accord with its mission, EMU has adopted a policy on Gender Identity (5P1).
- The mission requires that data about students be collected, managed, and accessible. (7P1).
- One of the four strategic directions includes diversity and multicultural perspectives (8C1).

Core Component 1c. Understanding of and support for the mission pervade the organization.

- Within the context of the mission, EMU responds to student and stakeholder needs (3C1).
- New-faculty orientation and faculty-development programs focus on understanding EMU's student base and approach to serving students (4P2).
- Departmental orientations for new staff and administrators typically include a focus on how the department supports the educational mission of the University (4P2).
- Faculty, staff, students, and stakeholders have input (5C1, 5P1).
- Short-term strategies were developed within the structure of the mission, vision, and four directions (8C2).

Core Component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- Regents, administrators, faculty, staff, and students are involved in setting policies, fiscal oversight, directions, and learning opportunities in accord with mission (IO1, 4P3, 5C1, 5P1, 5P2, 5P5).
- All divisions design specific training programs for their staff in response to current issues (4C4, 4P2).
- Cross-divisional teams, collective-bargaining agreements, Faculty Council, and interested stakeholders provide input for decisions (4P3, 5P3).
- New iteration of strategic planning for developing priorities and directions is consistent with mission (5P6).
- EMU's long-term strategies are being determined by the strategic-planning process (8C2, Figure 8.1, 8P2).
- Short-term goals were developed within the structure of the mission, vision, and four directions (8P2).

Core Component 1e. The organization upholds and protects its integrity.

- Many processes and offices foster the creation and maintenance of a climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for different opinions (Figure 1.2, 1C5).
- The Office of the Ombudsman is the general office for student and stakeholder concerns (3P6).
- The “EMU Advantage Program” is open to every person at every level at EMU to enable confidential communication regarding unethical, illegal, or suspicious behavior (3P6).
- EMU has policies and infrastructure in place to address sexual harassment, academic dishonesty, protection of human subjects, health and safety, etc. (4P3).
- A core value is “Integrity” (5C3).
- EMU has established an ethics- and compliance-reporting system, which enables any faculty or staff member to bring compliance and ethics issues directly to the Board of Regents (5P1).
- EMU’s partnerships and contractual agreements uphold the University’s integrity (9C1, 9C2, 9P1).

Criterion Two – Preparing for the Future. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- New programs and courses are designed in response to an array of inputs, including advisory boards, specialized accreditation standards, employer requests, the development of new technologies or methods in particular disciplines, and student-learning outcomes data (1C5).
- EMU examines demographic trends in the campus workforce, student body, and pools of potential students in planning (4C3, 4P10, 4R1).
- Strategic directions and strategies are derived from scans that address social, technological, economic, educational, and political current and emerging conditions and factors (8P2).

Core Component 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- EMU is engaged in campus-wide planning (IO1, 8C1).
- EMU has made commitments to improve facilities, equipment, and technology (IO6).
- The new General Education Program won an award for “commitment to student-learning objectives” (1C1).
- EMU draws robust and diverse applicant pools for faculty, staff, and administrative vacancies (4C2).
- Orientation programs for new faculty, staff, and administrators prepare employees to work effectively with EMU students (4C4, 4P2).
- Professional-development programs for faculty, staff, and administrators provide opportunities for the campus workforce to hone their current skills and acquire new skills aimed at enhancing support for student learning and service (4P2, Figure 4.2, 4P4-6, Figure 4.3).
- EMU has increased the breadth and frequency of campus safety training; additional campus policies, procedures, and security measures have been established (4R1).
- AHR and HR have drafted a new manual for searches and other personnel policies to provide more uniform processes throughout the institution (4R2).
- EMU faculty, staff, and administrators regularly are recognized by professional organizations and funding agencies for outstanding accomplishments (4R3, Figure 4.5).
- EMU has instituted a professional-management training program for mid- and upper-level administrators and hired a training director (4I1).

Core Component 2c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Strategic planning at EMU is aligned with the mission, directions, and continuous improvement (IO1, Figure IO.12, 8P4).
- All academic programs participate in annual planning and program review (1C1, 8P4).
- Numerous data sources are utilized to assess effectiveness (3R5, 7C1, Figure 7.1).
- A gap between performance standards and performance observed triggers discussion about training that can assist the employees in improving (4P5).
- Training focused on continuous improvement is ongoing (4P5).
- Annual performance reviews provide an effective procedure to monitor strengths and identify areas of improvement, processes to notify employees of unproductive or inappropriate behavior, or violation of University policy (4P6).

Core Component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- Steps to strengthen performance focus on increasing teaching effectiveness for most EMU employees (4P5).
- Divisional and unit work plans support EMU's mission, vision, and directions (8P3).
- Integrated program review leads to annual plans utilized to fulfill the mission (8P4).

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a. The organization's goals for student-learning outcomes are clearly stated for each educational program and make effective assessment possible.

- Eastern Michigan University's (EMU) common student-learning objectives are embodied in the learning outcomes of the new General Education Program: Education for Participation in the Global Community (IO2, 1C1).
- Student-learning outcomes for particular programs are established by the relevant program faculty in that disciplinary area; common learning objectives are established by faculty committees in consultation with advisory boards, student representatives, and other stakeholders and are reviewed on a regular basis (1C2, 1P1).
- One AQIP Action Project focuses on establishing the parameters for data collection and analysis related to student outcomes and performance in three foundational areas: effective oral communication, effective written communication, and quantitative reasoning (1R1).
- A key focus in both the new faculty-orientation and the subsequent department/college orientation programs is successfully working with EMU students (4P2).
- The General Education Action Project promises to align the goals of general education with assessment (7P5).
- The academic program-review process requires the alignment of departmental and program goals with the HLC criteria and overall institutional directions (7P5, 8P4).

Core Component 3b. The organization values and supports effective teaching.

- Teaching excellence is at the core of the University mission statement (IO1, Figure IO.1).
- A number of offices, centers, and groups on campus work regularly to determine student and faculty needs relative to learning support (Figure 1.4, 1P9).
- Measures of effective teaching and learning are constantly being updated and tracked (4P6; Figure 7.2, 7P1).
- EMU offers several annual awards to celebrate teaching excellence (4P7; Figure 4.3).
- Student evaluations, nominations for faculty awards, and annual faculty reports document teaching effectiveness (4P10).

Core Component 3c. The organization creates effective learning environments.

- In addition to institutional accreditation through the Higher Learning Commission (HLC), EMU

academic programs for which specialized accreditation is available hold that accreditation in virtually all cases (IO2, Appendix A).

- University Physical Plant employees “provide an environment for education first,” creating state-of-the-art facilities and implementing preservation techniques on its older structures (IO6).
- EMU has recently invested in course- and facilities-scheduling software to provide longitudinal data on which to base decisions for balancing student and institutional needs (1P7).
- Numerous environmental supports exist (3P2, 3R1, 3R5, Figure 6.1).
- A key focus in both the new-faculty orientation program and the subsequent department/college orientation programs is successfully working with students (4P2).
- Student evaluations, nominations for faculty awards, and annual faculty reports document teaching effectiveness (4P10).
- Diverse offerings provide for professional development of administrators, faculty, and staff (5P7).
- EMU maximizes educational opportunities and personal/professional growth for students from diverse backgrounds through its array of programs in a student-focused learning environment that extends beyond the University boundaries (6C1, 6C2, 9P1).

Core Component 3d. The organization’s learning resources support student learning and effective teaching.

- A number of offices, centers, and groups on campus work regularly to determine student and faculty needs relative to learning support (IO2, Figure 1.4, 1P9).
- Support for students includes Honors College, Academic Advising, Health Center, Computer Support, Library, etc., (IO2, IO6, 3R1).
- A key focus in both the new-faculty orientation and the subsequent department/college orientation programs is successfully working with EMU students (4P2).
- The Faculty Development Center surveys faculty needs every three years in addition to annual feedback and planning sessions (4P5, 6R2).
- EMU offers several annual awards to celebrate teaching excellence (4P7, Figure 4.3).
- Resources provided include the Faculty Development Center, conference attendance (HLC), teaching awards, research fellowships, etc., (5P2, 5P7).
- Faculty-student partnerships are at the center of engagements with the community (9C1, 9C2).

Criterion Four: Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Teaching and learning are at the core of the EMU mission statement (Figure IO.1).
- Administrators and staff of the Physical Plant strive to create and sustain an environment that promotes learning by creating state-of-the-art facilities (IO6).
- EMU’s commitment to creating a climate celebrating intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for different opinions is enshrined in the institution’s values and key documents (1C5, Figure 1.2).
- All EMU employees participate in ongoing professional-development programs, both on campus and at professional-society meetings (4C4, 4P2, Figure 4.2, 4P4).
- Part of the agenda for performance-evaluation meetings between an EMU employee and the supervisor is identification of professional development, training, or enrichment experiences in which the employee is interested (4P5).

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- EMU’s recently implemented General Education program teaches students to think critically and

communicate effectively, provides an introduction to the methodologies and practices of core academic disciplines, and includes co-curricular learning opportunities (IO2, 1C1).

- EMU faculty members are successful in garnering external support for research, including teaching-related research (2R2, 4R3).
- Community settings are utilized for internships, practice experiences, and service-learning activities (3P4, 9C2).
- An ongoing training program for EMU's new General Education curriculum includes workshops focused on advising under the new curriculum, developing GE courses, and writing outcomes for learning (4C4).
- EMU supports faculty, staff, and administrators' travel to professional conferences and workshops (4P4).
- EMU invests in faculty members' scholarly work via the Sabbatical and Faculty Research Fellowship programs (4R1; Figure 4.3).
- Learning and opportunity are key strategic directions for EMU (8C1).

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- EMU's newly implemented General Education Program: Education for Participation in the Global Community, is an outcomes-based curriculum and is consistent with the University's emphasis on continuous improvement (IO2).
- Student needs are evaluated in both formal and informal ways (3P1, 3P7, 3R1).
- Benchmarking is done related to active and collaborative learning and level of academic challenge (3R5).
- Program Review and annual reporting requires tracking the strategic directions and setting goals (8P4, 8P5).

Core Component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Processes and offices foster creating and maintaining a climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for different opinions (Figure 1.2, 1C5).
- Student input is obtained regarding quality and satisfaction with support services (3P2, 3R2).
- Faculty-development programs include foci on ethical issues in teaching and conducting research (Figure 4.2).
- EMU has policies and infrastructure to address such matters as sexual harassment, academic dishonesty and misconduct in research, protection of human research subjects and ethical treatment of animals used in research, and protection of employee and student health and safety (4P3).
- EMU has established an ethics and compliance reporting system that enables any faculty or staff member to bring compliance and ethics issues directly to the Board of Regents (5P1).
- Innovation, knowledge-sharing, and empowerment are encouraged through a wide range of processes (6P3).
- Selected academic and research operations are tracked and made available (Figure 7.1, 7P1).
- The budgeting process is aligned with the four key directions, along with emerging strategic directions (8P6).

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Needs of external constituencies are assessed and monitored (3C1-3C2, 3P3, 3P4, 3R3).
- The FDC, AHR, and HR conduct surveys regarding training interests, and evaluations from workshops

and training programs are reviewed to determine their impact and identify additional topics of interest (4P5).

- Student evaluations and annual faculty reports provide regular accounts of faculty work and students' perceptions of that work (4P10).
- Engagement and advancement operations are tracked using several measures (Figure 7.1, 7C1).
- The strategic-planning process utilizes internal and external scans to help determine how EMU can best serve (IO1, 8P1, Figure 8.2).
- Constituent groups are engaged in identifying directions based on environmental changes in the state and region (9C1, 9C2).

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- To fulfill General Education requirements, students participate in extracurricular and co-curricular activities, including community service and alternative spring breaks, (IO2).
- EMU's commitment to outreach and service encompasses many aspects of community life, ranging from health and public safety concerns to the dissemination of information and the availability of facilities (IO4).
- Numerous activities demonstrate engagement with constituencies (3P4).
- Multiple community settings are utilized for mutually beneficial learning experiences and research (3P4, Appendix A).
- EMU faculty, staff, and administrators are regularly recognized by their respective professional organizations for outstanding accomplishments (4R3).
- EMU's structure and processes enable effective communication, connections, and positive impact upon its immediate locale, region, nation, and global communities (9R1, 9R2).

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- EMU is very much of and in its community (IO1, Figure IO.1).
- Continuing Education offers individual classes and full-degree programs at seven off-campus locations; classes are offered in face-to-face, hybrid, and online formats throughout the University (IO2).
- Continuing Education (CE) offers both credit and noncredit professional-development opportunities (IO2).
- EMU enhances the economic well-being, the cultural vitality, and the quality of life in its regional community through service and research (2C1).
- Strong relationships exist with stakeholders (3R4).
- All divisions design specific training programs for their staffs in response to current issues (4C4).
- Part of the agenda for performance-evaluation meetings between an EMU employee and the supervisor is the identification of professional development, training, or enrichment experiences in which the employee is interested (4P5).
- Core values include "Public Engagement" (5C3).
- Advisory boards are utilized across colleges, departments, schools, and programs (5P2, Appendix A).
- External scans help guide strategic directions and action plans (8P1, 8P3).
- EMU builds cooperative partnerships using synergies in the community as well as such formal means as articulation agreements, internships, and practicum experiences (9C1, 9C2).
- Partnerships focus on shared educational, economic, and social goals (9C1, 9C2, 9P1).
- Outreach programs, such as Upward Bound, provide evidence of building bridges among diverse entities (9R1, 9R2).

Core Component 5d. Internal and external constituencies value the services the organization provides.

- Requirements and expectations of external constituencies are valued (Figure 3.1, 3R3, 6P2).

- EMU faculty, staff, and administrators are regularly recognized by their respective professional organizations for outstanding accomplishments (4R3).
- External stakeholders participate in University activities and programs that are open to the public (6P2, 9R1, 9R2).
- Distinct objectives include enhancing the economic well-being and cultural vitality of the regional community (9C1, 9C2).
- EMU's facilities are available to and used by the community (9R1, 9R2).