

SECTION: 13

DATE:

April 14, 2011

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

MONTHLY REPORT
FACULTY AFFAIRS COMMITTEE

ACTION REQUESTED

It is requested that the Faculty Affairs Committee Agenda for April 14, 2011 be received and placed on file and the Minutes of the February 15, 2011 meeting be received and placed on file.

STAFF SUMMARY

The topic for the April 14, 2011 Faculty Affairs Committee meeting is Faculty Research.

FISCAL IMPLICATIONS

There is no fiscal impact.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Provost and Executive Vice President

3-31-2011
Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Faculty Affairs Committee

April 14, 2011
1:00 – 1:45 p.m.
205 Welch Hall

AGENDA

Regular Agenda

Section 13 Monthly Report and Minutes (*Regent Parker, Chair*)

Status Report

Discussion: “Faculty Research”

Eastern Michigan University Undergraduate Student Probation, Retention, and Graduation Rates

Full-time IPEDS FTIAC Cohorts Probation Rates

	First Fall			First Winter			2nd Fall	
	Cohort	Probation	Rate	Return	Probation	Rate	Return	Probation
Fall 2008	2167	645	29.8%	1924	497	25.8%	1552	266
Fall 2009	2196	458	20.9%	2027	357	17.6%	1679	218
Fall 2010	1955	405	20.7%					

All Undergraduate Students Probation Rates in Fall Terms

TERM	Enrollment	Probation	Rate
Fall 2008	17283	1918	11.1%
Fall 2009	17780	1732	9.7%
Fall 2010	18554	1732	9.3%

FTIAC Cohort First Year Retention Rates

	2005 cohort	2006 cohort	2007 cohort	2008 cohort	2009 cohort
FTIAC retention (Fall to Fall)	74.05%	70.77%	71.05%	71.62%	76.46%

FTIAC Cohort 4 and 6-year graduation rate

Fall term, FTIAC	2000 cohort	2001 cohort	2002 cohort	2003 cohort	2004 cohort	2005 cohort	2006 cohort
4 yr graduation rate	12.27%	10.53%	10.50%	11.90%	12.28%	12.91%	12.15%
6 yr graduation rate	39.90%	38.84%	35.68%	39.73%	37.70%	NA	NA

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

FACULTY AFFAIRS COMMITTEE MINUTES

February 15, 2011

1:00-1:45 p.m.

205 Welch Hall

Attendees (seated at tables): D. Barton, J. Bishop, B. Bond, R. Bullard, M. Evett, P. Francis, Provost and Executive Vice President Kay, S. Moeller, Regent Parker (Chair), S. Quilter, M. Rahman, K. Rusiniak, Regent Sidlik, T. Venner.

Guests (as signed in): A. Alvarez, D. deLaski-Smith, A. Dow, L. Findley, K. Freedman-Doan, R. George, R. Hanna, E. Koch, P. Liggitt, A. Meyer, M. Nair, R. Nord, C. Powell, B. Warren, R. Woody

Provost Kay opened the meeting by updating the committee on Eastern Michigan's Undergraduate Student Probation, Retention and Graduation Rates. He added that this report would be available at every Faculty Affairs Committee meeting. Provost Kay also reviewed the University Advising and Career Development Center's Fall 2010 Report.

Other reports also distributed to members were; Office of Institution Effectiveness and Accountability: Academic Assessment Accreditation Status Report (as of January 31, 2011) which included a summary report and larger detailed spreadsheet, the Accreditation Report of the EMU Clinical Psychology Ph.D., and the College of Arts & Sciences Chart of Accredited Programs.

Discussion: "Accreditation Update"

Provost Kay explained the need for discussing Accreditation at this time, primarily because of Governor Snyder's call for universities to develop metrics for holding universities accountable and for the assessment of money allocation.

Provost Kay continued by stating that Eastern Michigan is fairly good at accreditation and metrics. Recently during the Higher Learning Commission Reaffirmation of Accreditation, Eastern Michigan received incredibly good scores particularly on the use of assessment and the continuous use of quality improvement. Eastern Michigan was heralded as one of the strongest universities in terms of the types of metrics that were being used.

This was followed by a conversation of the role of external accreditation, specifically; what is the value of accreditation, what do we use accreditation to do, has it improved anything, and what is the cost benefit of accreditation?

Provost Kay introduced the College of Arts & Sciences Dean, Thomas Venner, and the College of Education Interim Dean, Shawn Quilter. Provost Kay invited them to share their recent successes in their colleges; NCATE and Psychology accreditations. Provost Kay directed the committee's attention to the large Office of Institutional Effectiveness & Accountability Academic Assessment Accreditation Status report to illustrate Eastern Michigan's commitment to assessment and accreditation. He opened the discussion by asking the Regents, "Is the commitment to external accreditation a valid commitment, is it something that should continue?", and to the faculty and administrators, "Does external accreditation do anything in terms of quality and quality of programs?"

Regent Sidlik started the conversation by asking if there are any departments that are not accredited. Provost Kay replied that there are many disciplines that do not have specific disciplinary accreditation, but they are accredited within the rubric of the Higher Learning Commission (HLC). Susan Moeller

added that mostly professional programs are accredited, but many liberal arts programs are not, such as English Language and Literature. Dean Venner added that there are liberal arts programs with disciplinary accreditation, but it is determined by program, not department. Dr. Moeller explained that in the College of Business, the entire college is accredited, the same as the College of Education. Provost Kay further explained that with the College of Education's accreditation, it's not only the College of Education, but also the educational units in the College of Arts & Sciences. An example, because Eastern Michigan educates potential biology teachers, the biology program is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Dr. Moeller asked Interim Dean Quilter to explain what happens if a program isn't accredited. Regent Parker followed up with an additional question if a degree from an unaccredited institution is useful. Eastern Michigan, as an accredited institution, will not accept transfer credits from an unaccredited institution. Dr. Quilter shared one benefit of accreditation is in the professions where a license is required. Students who require out of state licensing are able to obtain licensing because the quality and rigor of the program is assured by an outside party. Provost Kay added that some institutions choose not to accredit their engineering programs, but that also limits their students' employment opportunities. Some employers will not hire graduates of non-accredited engineering programs. In addition to employment opportunities, grant opportunities are also limited by non-accreditation. Dean Venner added that accreditation can add the perception of quality to a program, and thus increase enrollment. Additional advantages of accreditation are the quality faculty and the mark of growth and maturity accreditation brings to a program.

Regent Sidlik asked why an institute would choose not to be accredited. Provost Kay explained the expense of accreditation and that their students are getting jobs without the institution being accredited are primary reasons an institution would choose not to be accredited.

Who makes the decision to be accredited? Provost Kay explained that an academic unit requests going through the accreditation process to the Provost's Office, and in many instances, the President must also approve the process. The process would proceed with a site visit.

There were many positives mentioned for being accredited, but the only negative brought up was the cost. Of the programs that could be accredited, which are not? Jack Kay explained that Eastern Michigan has a history of being an accredited institution, but one program that could be accredited and isn't at this point is Engineering Technology. Academic Affairs is currently looking into accreditation for this program with a consultant. Another reason not to seek accreditation is that accreditation is not static; fields and accreditation bodies change. Because of this you may not want to go through accreditation so that you don't run the risk of not meeting the standards in the future. Accreditation is an extensive investment of time by faculty; therefore faculty must embrace accreditation.

Regent Parker brought up if the students know when they're in a program that is not accredited. She encouraged that a policy to disclose this be adopted.

Provost Kay brought up a recent trend of accrediting bodies coming under attack recently. There are outside, non-accrediting entities (*U.S. News and World Report*) are increasingly ranking institutions under different criteria than NCATE. It is not uncommon that an institution with an A+ from NCATE could receive an F from *U.S. News and World Report*. Dr. Quilter explained the process used by these independent national ranking bodies, and that many of their criteria are not consistent with our values and practices. Even outside parties recognize these evaluation criteria as not producing any useful outcome. However, if you don't participate, they question what you have to hide. Eastern Michigan has nothing to hide, but we only have our accreditation process and recommendation to show these groups. This may not satisfy these groups' criteria.

Do any Eastern Michigan faculty or administrator sit on these national boards? Eastern Michigan has representatives on the review teams but not on the national boards. Would be nice to have Eastern Michigan representation on these national boards.

Do we have a group that reviews our currently accredited programs to see if they should continue to be accredited? Provost Kay said there isn't a review process of this type.

Regent Sidlik inquired about Provost Kay's opinion on accreditation? Provost Kay reported that Eastern Michigan has 200 programs, with 129 accredited. Of those 129, many don't have disciplinary bodies to accredit them. The technology programs should be accredited. Quality is the driver in the decision to seek accreditation, and it should be a strategic decision.

Provost Kay directed the conversation to the idea many state that he allocates faculty positions based on accreditation, and that those programs that do not have accreditation are at a disadvantage during the allocation. Provost Kay asked Dean Venner to share method for submitting faculty position requests. Dean Venner explained that he primarily looks at strength and quality of the program, enrollment, faculty potential and vision. However, if there is an accreditation issue involved, he will share that, but it is rare. This may be a small advantage for accredited program, but he feels the previously mentioned criteria are foremost in his decision process.

What is the faculty view on accreditation? Dr. Moeller explained that the faculty at the College of Business love accreditation. COB has to be accredited if they want to be competitive with other institutions. It provides an independent, external validation of the institution and the programs.

Would faculty teach as at a non-accredited program? General consensus was no. Dean Venner added that accreditation adds standards to the programs, and that working under those standards is beneficial.

Non-accredited programs are usually using state standards. Students who graduate from a non-accredited institution/program are restricted in their options. Employers give feedback to Eastern Michigan stating how well our students are doing, that they prefer our students to those from other institutions. If the students are in a program that requires a license, they are restricted to obtaining that license in only the state of their non-accredited institution.

Regent Parker asked if there are any programs that aren't accredited that would surprise us? Engineering is the only non-accredited program that might surprise members. All professional programs at Eastern Michigan are accredited.

Mahmud Rahman inquired about the placement of our students, explaining that placement rate should be used as a measurement of the institution and programs, not just graduation rate. Perry Francis added that the graduation rate should be properly reflected, not just FITACs. Eastern Michigan is an opportunity school with many transfer students. These students should be included in to properly reflect our graduation rate. Regent Parker stated that the state legislature is only interested in the graduation rate as they calculate it; so more work needs to be done to improve the graduation rate as calculated. Provost Kay added that it is not the just the legislature that uses the graduation rate, but also the media. Eastern Michigan needs to publish a recalculated graduation rate.

What are the current comments from accreditation bodies to Eastern Michigan? They used to be "not enough full-time faculty in a program", now it is "not enough evidence-based outcomes of your programs". Demonstrations that the students are learning are the primary comments. The comments from HLC and NCATE comments are highly positive. Do they comment on resources? Resource comments have been changing over the years as they move away from inputs and over to outcomes. Resources are mentioned but in conjunction with outcomes. "Resources may help the outcome, but you are deficient in this outcome." "More resources may help in this outcome." Far more outcome-based comments, but resources are always mentioned.

The question of faculty workload was brought up. Eastern Michigan wants to have people appointed on accrediting boards, speak with legislators in Lansing, and have accredited programs, but these are long-term investments. These require a faculty workload that will allow such activities. If EMU wants to sit at the table crafting the agenda, workload must be taken into consideration.

Regent Parker thanked the contributors and those in attendance and adjourned the meeting at 1:45 p.m.

Respectfully submitted,

Robertta Goffeney, Administrative Secretary
Academic Affairs