

Eastern Michigan University - MI

HLC ID 1320

STANDARD PATHWAY: Mid-Cycle Review

Review Date: 10/25/2021

Dr. James Smith
President

Stephanie Brzuzy
HLC Liaison

Julie Carpenter-Hubin
Review Team Chair

David Cutri
Team Member

Kenneth Durgans
Team Member

Kimberly Grieve
Team Member

Jocelyn Milner
Team Member

Ajay Samant
Team Member

Susan Twombly
Team Member

Context and Nature of Review

Review Date

10/25/2021

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review
- Federal Compliance (if applicable)
- On-site Visit
- 2021–22 COVID-19 Response Form

Institutional Context

Eastern Michigan University (EMU) was first accredited in 1915, and is approved at the Bachelor's, Master's, Specialist, and Doctoral levels. EMU is on the Standard Pathway and this review was a Year 4 Comprehensive Evaluation. Per the institution's request, this visit was conducted with the full team visiting the campus in-person. The institution included an embedded report on strategic planning as required.

EMU received positive comments in criteria 1-4. However, Criterion 5B was found to be Met with Concerns. The stability of EMU's resource base is a concern, given that in seven of the past ten years the Composite Financial Index has been "in the zone", including in FY2020. EMU's Composite Financial Index dropped to 0.4 in FY 20. EMU has seen a significant reduction in enrollment, and the issue facing EMU is right-sizing its infrastructure and staff to adjust to this situation. Decreasing enrollment, stagnant state appropriation, pandemic-related expenses, and substantial fixed and ongoing operating costs are all elements that add to the challenge of the financial picture. EMU offered no comprehensive plan to clearly integrate financials with academics and the strategic plan.

Interactions with Constituencies

Assistant Controller

Assoc Provost/Assoc VP Academic Programs & Strategy & HLC Liaison

Assoc Provost/Assoc VP for Administration

Associate Vice President and Chief Human Resources Officer

Associate Vice President for Student Affairs and Dean of Students

Asst Vice Pres for Academic Programs, Projects and Initiatives

Board of Regents, 3 members

Chief Financial Officer and VP of Administration

Chief Information Officer

Chief of Staff to the President

Controller

Dean, College of Arts & Sciences

Dean, College of Business

Dean, College of Education

Dean, College of Health & Human Services

Dean, GameAbove College of Engineering and Technology

Dean, Honors College

Director of Academic Engagement Programs

Director of Admissions

Director of Custodial Svcs & Grounds Maintenance

Director of Facilities Planning & Construction

Director of Purchasing

Director, Financial Aid

Director, Program Administration and Assurance

Director, School of Communication, Media, & Theatre Arts

Executive Director for Financial Planning & Budgets

Executive Director of Public Safety and Chief of Police

Faculty – 42

Faculty Senate Executive Board, 9 members

Faculty Senate President

Faculty Senate Task Force on Campus Climate, Race and Diversity – 4 members

General Counsel

Instructional (non-faculty) – 3

Interim Assoc Provost/Assoc VP Graduate Studies and Rsch

President

President's Commission on Diversity & Inclusion – 5 members

Provost & Executive Vice President

Staff - 33

Students - 15

University Librarian

Vice Pres and Secretary, Board of Regents and Interim Vice Pres, Government and Community Relations

Vice President and Director Intercollegiate Athletics

Vice President for Communications

Vice President, Advancement; Executive Director, EMU Foundation

Vice President, Enrollment Management

Additional Documents

There are no additional documents reviewed.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

Eastern Michigan University (EMU) updated the mission, vision, and values statements developed by the Institutional Strategic Planning Council to their current form in a two-year process (2011-2013) that involved campus-wide engagement, and was approved by the Board of Regents in June 2013. The mission statement is publicly available on the EMU website under the "About" link: "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." The identity of EMU as an institution of opportunity is evident in speeches given by President James Smith (<https://today.emich.edu/story/story/10799>), the strategic plan, and in a range of activities including EMUs Covid response which reached into the classroom and throughout the community.

The mission statement is visible in both the 2015 strategic plan and the Fall 2021 update to the strategic plan. The mission of providing opportunity and access to students is explicit in the priorities. The updated Fall 2021 strategic plan was provided in the addendum in advance of the visit and discussed in sessions during the on-site visit, including with members of the Institutional Strategic Planning Council. The spirit of the mission was represented at various meetings including in discussion with Board of Regent representatives, faculty, and staff.

The expectation expressed in the 2017 HLC review team for EMU to be more demonstrably organized on integrating planning was responded to with the 2018 reconvening of the Institutional Strategic Planning Council and the SPC2.0 process that was launched. That group reorganized the plan around three strategic priorities:

- Promote Student Success & Engagement
- Deliver High Performing Academic Programs & Quality Research
- Engage & Serve EMU and Regional Communities

Membership on the Council included administrators and faculty. The strategic planning process took a pause during the height of the response to Covid from Spring 2020 until Spring 2021. Evidence of engagement with faculty, staff, and students in the planning process was included in the evidence file related to the process and in the addendum. This evidence included scans of feedback forms collected at meetings with these groups. During the visit, the team learned that the faculty senate made faculty appointments to each of the three priority teams. The President's Office completed a refresh of the planning document in summer 2021, and included specific quantitative goals and benchmarks. The plan was not rolled out in Fall 2021 because the campus was still getting back to normal from responding to Covid; and the HLC team learned in a meeting with the strategic planning group that the plan is to do a roll-out in January 2022. More details are discussed under Cr5C.

Consistent with the mission of a comprehensive public university, EMU offers 300 academic programs across the bachelor's, master's and doctoral levels. Recently added programs focus on high-demand fields in health care, engineering, computer and quantitative sciences, or important expansions related to diversity - for example Doctor of Nursing Practice, BS-Mechanical Engineering, BS-Data Science & Analytics, MA-Africology & African American Studies, MS-Cyber Security, Master of Public Health, MPH. Evidence showed that student engagement in scholarly work is celebrated annually in two events, the undergraduate symposium, and the Graduate Research Conference - "celebration of student excellence".

EMU provided data to show a highly diverse student body that includes about 13,500 undergraduates and 2,700 graduate students from 50 states (most from Michigan) and 90+ countries. The Fall 2020 undergraduate population has a high degree of socio-demographic diversity as show by representation of 62% women, 61% White, 17% Black/African-American, and 7% Hispanic/Latino, approximately 30% first generation, and 40% Pell Grant recipients. Faculty have significant diversity although less racial/ethnic diversity than students. Executive leadership is predominately white.

Engagement with the community is evident throughout the assurance argument and the Carnegie Foundation's classification of EMU as a community-engaged University (2015) highlights the mission's emphasis on learning in and beyond the classroom. The 2019 Carnegie Foundation designation of EMU as a Doctoral University with High Research Activity (R2) is given by EMU as evidence of the balance of research and teaching.

In summary, the mission is up-to-date, well-communicated, and evident in the activity of EMU.

More consideration about the strategic planning process and the 2017 HLC team requirement for more attention to the strategic plan is provided in Cr5C. The 2017 report included this requirement: "Embedded monitoring is required during the fourth-year review. The institution must show a strategic plan that is dynamic and reviewed regularly (at least once every two years) with

measurable goals and benchmarks. EMU must also include an annual communication plan that tells internal and external constituents progress on the strategic plan.”

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

EMU presents strong evidence of a commitment to the public good, consistent with the mission statement's commitment to local and global impact. EMU is clearly an anchor institution for the community and provides a range of resources and support, education, and employment. EMU was recognized by the Carnegie Foundation's highly engaged community classification in 2015, and the Fall 2021 strategic plan includes a commitment to seek renewal of the Carnegie classification in 2025.

In 2016, EMU established Engage@EMU as a centralized entry point to University collaborations with K-12 districts, local businesses, municipalities, and the community. Engage@EMU is structured to provide entry points for those seeking academic, business, or community collaborations. EMU provided evidence that in February 2021, the Engage@EMU program made a presentation to the Board that highlighted these and other elements of the initiative.

EMU partners with the community and region in a number of ways including: operation of highly effective after-school programs through a well-funded program called Bright Futures; partnership with YMCA, Ypsilanti Housing Commission, and community schools to provide child-care to those in affordable housing; the Family Empowerment Program that provides food, senior care, and other support to over 960 low-income Ypsilanti families; Ypsi Live, which provided internet access to 450 families during the height of Covid; and EMU's Center for Health Disparity Innovations and Studies which is focused on reducing health disparities in the region. In 2019, EMU, working with St. Joseph Mercy Health System and IHA, opened a health clinic for students and also for use by community members. One current initiative of Engage@EMU is the expansion of continuing and non-credit educational offerings. EMU built on existing community partnerships during Covid to provide PPE and other supports to the community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

EMU makes a strong and authentic effort to be engaged in the community and beyond. As described for Criteria 1A and 1B, EMU's mission statement includes a reference to building real world awareness for students and providing learning beyond the classroom to benefit the local and global communities, and these elements of the mission are expressed in institutional activity. Numerous examples illustrate these connections in the context of the learning environments. The General Education Program is required for all undergraduates and comprises one-third of the bachelor's curriculum. The Learning Beyond the Classroom component includes a range of hands-on experiences with community partners. The College of Education provides a *Leading for Equity and Justice Certificate* program. Designed in collaboration with Detroit school leaders, the program serves hundreds of K-12 educators, administrators, university faculty, staff, and graduate students. Pathways for Future Educators supports students from rural and urban areas who seek to complete an education program and return to their home location to teach. Intercultural and multicultural experiences offered beyond campus include the alternative spring break program in which students do community service, both in the US and abroad. EMU offers 50-60 Academic Service-Learning/Community Based-Learning courses annually. Staff expressed the value to students of experiential learning, and also described an unmet need for more financial support to allow all students to be able to afford to take advantage of internships, practica, and other out-of-classroom learning.

One recent global initiative is the June 2021 launch of a joint College of Engineering with Beibu Gulf University in China (approved by the Board in 2019). EMU representatives characterized this agreement as an articulation agreement and provided the agreement document in the addendum. The agreement was not listed with other articulation agreements on EMU's website.

Goals related to diversity, equity, and inclusion are included in the 2021 Strategic Plan. One is a requirement for each college to have a customized Diversity, Equity, and Inclusion (DEI) plan by December 20, 2021. Another is to appoint a chief diversity officer by April 2022. The College of Business has in place a five-year strategic plan (2020-2021) that includes some consideration for

diversity and inclusion (COB Strategic Plan). Although diversity is not integrated into its primary mission, the College of Arts and Sciences has a separate diversity statement on its website. Because of the timing of the expected launch of the strategic plan (January 2022), EMU will need to update some of these dates.

In 2017, EMU convened the President's Commission on Diversity and Inclusion . That Commission issued a number of statements, including efforts to consider the Black Student Plan of 2015. A 2019 Climate Survey was launched under the aegis of this commission; a preliminary summary report was provided to the community at the 2020 MLK Symposium, although no final report with recommendations and action plan have been issued. This lack of action on these recommendations is a point of contention with faculty. As of the time of the visit, no plan was provided by the administration for follow-up.

In the winter of 2019, the Faculty Senate Executive Board appointed a Task Force on Campus Climate, Race, and Diversity Issues to review progress on diversity issues, including the work of the President's Commission. The Task Force, based on their important role in advancing this priority, established for themselves a set of action-oriented goals: "Assess university progress on expanding cultural competency and meeting the needs of minoritized students; Pursue new initiative demonstrating and promoting faculty involvement in enhancing campus climate; Develop faculty training materials on cultural competency and diversity; Develop a clearinghouse of diversity and inclusion initiatives at EMU, with a report providing an overview of faculty-driven campus initiatives submitted to the Faculty Senate Executive Board". A report on the progress of the Task Force was presented to the Board of Regents in February 2021. The Task Force had a number of products including workshops, speaker series, video training modules for faculty on the classroom environment and implicit bias and cultural competence, and a Faculty Task Force Diversity Resource Guide.

The Faculty Senate leadership response to the 2021 assurance argument observed the faculty dissatisfaction with the pace of implementation of recommendations from the 2017 President's Commission. This document observed that the faculty have moved forward with a number of diversity initiatives with the support of the Office of the Provost and College dean's offices and are impatient with delays on more support and infrastructure for DEI activities. The slow response is consistent with facts presented throughout the assurance argument and highlights the commitment and engagement of the faculty on issues also demonstrated as high priorities in the strategic plan. It was clear from on-site discussions that there is widespread commitment to advancing issues of DEI and that there is energy and passion for this work. This energy and passion could better serve EMU through executive leadership action on the DEI priorities in the strategic plan, including an organizing office and appointment of a chief diversity officer.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

Eastern Michigan University's mission is clear and articulated publicly. Senior leaders represent the mission in public presentations. EMU's programs, projects and initiatives are directed to filling the components of the institution's mission, especially as they relate to serving students as an institution of opportunity, attention to diversity, and strong community and civic engagement. EMU gives every evidence of being an anchor institution in their community, and community commitment is a clear institutional strength.

To more fully address the diversity, equity, and inclusion components of the mission, EMU leadership is encouraged to establish infrastructure and dedicated leadership to coordinate and lead these initiatives.

As noted in the 2017 review, issues of communication among leadership and the faculty and staff need ongoing work. Issues related to the financial situation (Cr5B) and strategic planning (Cr5C) are addressed under Cr5.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

In 2013, the Eastern Michigan University (EMU) community developed the University's mission statement, which the Board of Regents (the Board) subsequently adopted. EMU established policies and processes for fair and equitable behavior in financial, academic, human resources, and auxiliary functions to actualize the mission, thus operating with integrity. These policies are made widely available on the University's website, and structures are in place for individuals to file allegations of noncompliance or to appeal decisions. In addition, EMU uses its mission to guide decision-making and actions in response to an ever-changing political, economic, and demographic environment.

The Board of Regents Policy Manual documents EMU's mission, vision, and core values statement. The current mission was approved in 2013. Faculty and staff from across EMU provided leadership for the 2013 revisions and sought input from the entire campus community.

Most Board policies include a rationale that is explicitly mission-centered. Divisional staff present recommendations to the Board to implement new policies or change existing policies that have University-wide or long-term impact on ensuring fair and ethical behavior on the part of the Board, administration, faculty, and staff. Divisions and institutional offices are responsible for maintaining and publishing divisional policies and procedures. Occasionally, EMU must respond to financial or external pressures, and policies are structured to allow for changes in procedure while maintaining the ethos of the EMU mission.

- *Financial*: The Board's Policy Manual contains several business and finance operations policies. Administration practices transparent communication, particularly regarding the institution's financial condition. EMU holds outside organizations or individual contractors to the same standards of integrity that are demanded of EMU personnel.
- *Academic and Student*: The Office of Records and Registration, Academic Catalog, and

Student Handbook websites list academics and student behavior policies.

- *Human Resources*: EMU has policies, rules, and procedures to preserve the integrity of the EMU Human Resources function.
- *Auxiliary functions*: All auxiliary functions operate in compliance with the Board Policy Manual.
- *Outward communication*: EMU upholds integrity standards by prioritizing the communication of all policies.

In summary, the EMU community developed mission statement was adopted by the Board in 2013. During this time of fiscal challenges, EMU needs to identify ways to further embed faculty and students into the governance process in meaningful ways, as they have expressed frustration at the inability to have a voice on the EMU leadership team, on the Board, or in leading important strategic initiatives.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

EMU demonstrates transparency to its students and the public concerning its academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships by providing timely updates of news, policy language, and protocols on campus websites. Moreover, EMU supports claims of extracurricular educational benefits by hosting public conferences, adding student publications to library holdings, submitting final reports for grants and organizations, and documenting the awards won by its competitive academic teams.

EMU strives to present itself clearly and entirely to students and the public, providing the following information:

- *Academic offerings and requirements:* The Academic Catalogs list all academic programs and program-specific requirements. An extensive multi-tiered review process for the Academic Catalogs assures accuracy.
- *Faculty and staff:* Each college web page lists all full-time faculty and staff, including title, area of specialization, and contact information.
- *Governance structure and accreditation relationships:* The About Us page contains the organizational chart for the uppermost levels of administration and the Board.
- *Accreditation relationships:* EMU has a website devoted to Higher Learning Commission (HLC) accreditation, including information about interim actions between accreditation cycles. Every year, the Office of Institutional Research and Information Management (IRIM) posts a publicly accessible Data Book, EMU's official source of information required for federal and state government reporting.
- *Communication.* During the 2017 HLC review, faculty expressed concerns about ineffective communication on plans, proposals, and recommendations, which have since been resolved.
- *Experiential Learning, Academic:* Students find further opportunities in the variety of co-curricular activities and programs sponsored and cosponsored by academic departments. Other academic programs may require clinical training, student teaching, or internships. Social Work students were instrumental in launching EMU's on-campus Swoops Food Pantry in 2015.
- *Experiential Learning, Extracurricular Programming:* The Office of Diversity and Community

Involvement supports EMU's diverse and inclusive community mission. Academic Success Partnerships support students who navigate a particularly challenging higher education environment.

- *Community Engagement:* In both 2008 and 2015, EMU received the Carnegie Foundation's Community Engaged Classification.
- *Economic Development:* EMU hosts a Center for Digital Engagement, which matches 48 students with careers in digital fields by providing paid internship opportunities during the summer.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

The Board is the governing body of EMU. The Code of Ethics requires Board members to adhere to ethical standards while meeting legal and fiduciary responsibilities. Committee structure and open hearings assure that the Board reviews the reasonable and relevant interests of the institution's internal and external constituencies in its deliberations. In addition, the Board's policies assure that members act independently of undue influence. EMU's organizational and shared governance structures provide systems through which the Board effectively delegates day-to-day institutional management to the administration and academic matters to faculty.

The Board is composed of eight regents appointed by the Governor to staggered eight-year terms. Each appointment is subject to review by the Michigan Senate. The Board is governed by Bylaws. The Bylaws include requirements for board composition, officers, and meeting structure. No Board member may be elected as its secretary or treasurer, to preserve their independent duties. The Board secretary is a full-time staff position; EMU's Chief Financial Officer is the treasurer to the Board. As approved by the Michigan Legislature, "the secretary and the treasurer each shall give a bond satisfactory to the board to secure the faithful performance of the duties of his office." No officer may incur obligations or dispose of the Board's property or funds, without a Board vote. The Board's website includes a complete list of Board committees and their membership.

Every new Regent receives a full day of Board orientation soon after being sworn in, assuring they receive necessary and appropriate training. The Board has no fewer than five regular meetings per year. Every month, the Board receives a report that addresses academic and financial issues and questions raised by the Board. The Board routinely considers internal and external views for institutional decision-making.

The Board Policy Manual includes policies affecting the entire campus. The Code of Ethics policy clearly defines the Board's governance of EMU as a public trust. The Board prioritizes transparency and makes its deliberations available to internal and external constituencies.

The Board's Bylaws also charge the President with issuing and enforcing all appropriate executive orders.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Rating

Met

Rationale

EMU provides documents supporting its commitment to freedom of expression and the pursuit of truth in teaching and learning. The EMU AAUP Collective Bargaining Agreement serves as evidence of the articulation and perseverance of academic freedom. This document denotes how academic freedom is maintained and provides the all-important grievance process.

EMU affirms the importance of freedom of expression in its policy statement. This statement is accessible to everyone through the campus website. The Student Conduct Code acknowledges the right of all students and individuals to freely express views in accordance with the expectations set forth within it. Additional expectations for student organizations are outlined in the *Student Organization Conduct* Code and other EMU rules, regulations, and/or policies. The Student Conduct Code also addresses instructors' responsibilities to create classroom environments conducive to respect for all.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

EMU is committed to achieving the highest research standards, steeped in the utmost ethical behavior for all those who conduct research. The EMU Board of Regents Policy Manual provides the standard procedures to safeguard ethical practices and preserve research integrity. The Manual identifies the Provost and Executive Vice President for Academic and Student Affairs or their designee as being responsible for maintaining compliance. The means for reporting any Conflict of Interests (COI) is provided. Faculty and staff principal investigators are required to submit an annual COI disclosure. The EMU Office of Research Integrity submits annual research misconduct reports. Per Board policy, the Academic Integrity Committee (AIC) investigates any allegations of research impropriates.

EMU provides additional policy and federal regulation information via campus websites. There is a website designated for anonymous reporting of research misconduct.

Measures for addressing specialized research areas are provided. For example, the Office of Research Compliance (ORC) and Safety Office manage radiation research.

EMU has a myriad of offices to assist faculty, staff, and students in their academic and research efforts. Policies to safeguard human subjects' rights are comprehensive. In addition to training, EMU provides financial support for research projects, and other guidance. The Office of Environmental Health and Safety provides training for lab safety. The EMU online research website link offers online, video, and in-person training. The communication systems and processes employed to notify the faculty and students of ethical practices are sound.

Student research is enthusiastically supported and promoted. Scholarships, fellowships, and grants to support undergraduate research opportunities are available to students. EMU hosts an annual undergraduate research symposium.

The Student Handbook is accessible on the EMU website. The Handbook contains links to Board policies on ethics, student employees' conflict of interest, and civil rights. The ethics policy defines honesty, fairness in academics, research, and scholarship. The Handbook provides the methods used to implement policies on honor and integrity. Implementation of policy is the responsibility of the Chief Human Resources Officer and the Assistant Vice President, Academic Personnel and Contract Administration. The Deans, Department Heads, Assistant Vice Presidents, Directors, Managers, and Supervisors are responsible for monitoring compliance with this policy. The Board of Regents Manual is also available on the Student Handbook site.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Eastern Michigan University operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, staff, and students.

EMU presents information to students and the public concerning its policies, decisions, programs, requirements, faculty, and staff, the cost to students, and accreditation relationships, through the Academic Catalog, IRIM, and other relevant University websites, including the Board of Regents and Office of the President's websites.

EMU's policies and procedures are transparent, accessible, and clearly articulated to constituents and stakeholders through multiple venues, including the Board Policy Manual, the Student Code of Conduct, faculty contracts, and numerous websites. The University maintains constant and consistent communication among administrators, faculty, staff, students, and the public regarding policies and practices.

Following the 2017 HLC review, the University has implemented procedures to ensure that the review of Board Policies occurs on a strict three-year cycle.

There is a perception among the employee community that decisions not in the best interests of the students are being made, because of the belief/perception that the students and faculty are not effectively embedded into the governance/leadership process.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

Eastern Michigan University (EMU) reviews its programs to assure that they are current and require appropriate levels of student performance. Evidence showed most programs rely on internal reviews by the program and the corresponding dean or administrator; several programs additionally engage external reviewers. The program review process itself has been reviewed and revised very recently. The new process calls for a report that includes recent curriculum changes and student learning outcomes data with analysis and results. EMU has appropriate minimum credit hour standards for each degree level.

EMU has a clear process for course and program development that is spelled out in its Course and Program Development Handbook. Course proposals must include a syllabus with proposed learning goals appropriate for the level of instruction, and program proposals are required to provide goals, objectives, and student learning outcomes. Examples of program review reports provided demonstrate that programs are appropriate for the student credential awarded.

EMU provides support and resources for all modes of instruction, including online instruction through the Canvas Learning Management System and the Faculty Development Center website. The Center for E-Learning website provides evidence of training for instructors to move their courses online, from providing basic principles for teaching online to creating an effective presence in the online classroom.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

EMU articulates its phases of general education as moving from foundational to exploration to integration, with the opportunity for students to then differentiate their learning from others in their research core. The guiding principle for the General Education Program is that it "provides students with a comprehensive educational experience and prepares them for participation in a global world." The Program was redesigned in 2006, and faculty affirmed that there is an ongoing assessment of the Program. Student learning outcomes for each area of the Program are provided on-line and these outcomes are presented in a manner that additionally articulates the purpose and content of the courses. In 2007, the EMU General Education Program received an award from the Association for General and Liberal Studies for "fostering integrative and applied learning across time, courses, and between academic, personal, and community life."

EMU's General Education Program is based on the philosophy that general education "provides students with a comprehensive education experience and prepares them for study within their major. General education teaches students to think critically and communicate effectively; it provides an introduction to the methodologies and practices of the academic disciplines; it promotes intellectual curiosity and a love of learning." The General Education Review Committee takes an active role in evaluating the curriculum, and in 2015, the Committee conducted a thorough review and made recommendations for improvements to the structure and operation of General Education.

Evidence showed that all students are required to fulfill the *Perspectives on a Diverse World* category of the General Education program. In 2017, the General Education program developed two indirect

assessments to enhance diversity and inclusion understanding, including the development and implementation of a questionnaire to measure the degree to which student perceptions of learning align with the U.S. Diversity learning outcomes. In addition, diversity and intercultural education professors designed a survey measuring instructor perceptions of the curriculum in U.S. Diversity courses. While the curriculum and assessment support diversity, students noted that faculty and other instructors do not always use a student's desired pronoun.

Faculty and student contributions to scholarship, creative work, and the discovery of knowledge was recognized with EMU's reclassification as a Doctoral University with High Research Activity (R2) in 2019. Undergraduates have multiple opportunities to conduct and present research, including honors student theses and a long-running (41 years) Undergraduate Research Symposium. Graduate students complete a culminating experience, which may be a thesis or dissertation, or a special project or internship. They are encouraged to share their outcomes or findings with others on campus, and the Graduate School and the Division of Academic and Student Affairs annually sponsors a Graduate Research Convergence to highlight their work.

EMU supports faculty research and scholarship through sabbatical leaves; summer research awards, and professional development project awards. Research awards dropped from \$16 million to \$8 million from 2009/10 to 2013/14, but has increased steadily since then and was nearly \$14 million in 2019/20 (this does not include non-competitive CARES Act funding from the U.S. Department of Education).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

EMU has sufficient faculty and staff to offer effective, quality programs and student services. This component was met in 2017, and despite budget reductions brought on by declines in student enrollment and COVID-19, EMU continues to maintain its ability to offer quality programs, both academic and student support. The faculty and staff members with whom the team met are long-serving, passionate, and loyal to the institution.

As indicated in the Assurance Argument, EMU strives to ensure that the composition of its faculty and staff reflects the diversity of its student body and is quite successful in doing so. Diversity of students and faculty is a point of pride for the institution. The percentage of faculty who identify as white has remained stable at about 74%, with underrepresented and international faculty members making up the rest. Slightly more than one-quarter of the staff are persons of color and there has been little change since 2016-17. EMU has maintained a significant percentage of faculty of color despite a significant decline in the overall number of faculty and staff positions. The Assurance Argument, various documents provided by the institution, such as the Handbook for Academic Searches, and interviews with faculty, confirm that diversity, equity, and inclusion are diligently pursued in hiring and professional development. Training is provided for faculty search committees. However, the team learned that the interim director of affirmative action recently left the institution

and had not been replaced at the time of the team visit. Onsite meetings with members of the Faculty Senate Executive revealed that faculty and staff embraced, and in some cases are taking a lead, in pursuing EMU's diversity, equity, and inclusion agenda.

Despite a loss of 230 faculty positions (15% decline) since 2016-17, EMU has sufficient faculty to meet instructional and related obligations to students. EMU makes the argument that this decline is consistent with and necessary because of EMU's enrollment decline of 20%. On the positive side, the decline among tenured/tenure-track faculty was 13% compared to an 18% drop in full-time lecturers during that same period. EMU supplements instructional needs with qualified part-time lecturers. Team meetings with the deans indicated that declines were achieved through natural attrition and faculty buy-out initiatives. Additional departures are anticipated as the result of a current severance package. New positions are authorized using a priority system spelled out in the union contract and Department Input Documents. Despite these declines, the team saw no evidence that the fundamental teaching and learning mission of the institution has been harmed. EMU's student-faculty ratio for Fall 2020 was reported to be 14:1. The 2019-20 Graduating Senior Survey indicated that students were satisfied with the variety of general education courses offered. Eighty-two percent of AY2019-20 graduating seniors were satisfied with relationships with faculty while 75% were satisfied with the quality of their education. The visiting team did hear some concerns that continued attrition of faculty puts more burden on part-time lecturers and on the remaining faculty to do more service. The team also learned about losses in the number of librarians to staff the popular Halle Library.

EMU has very strong unions with tenure/tenure track, full-time lecturers, and part-time lecturers each being represented by a separate contract. Team meetings with faculty and deans confirmed the significant and strong role each union plays in establishing faculty work expectations, which are then specified in Department Input Documents (departmental by-laws) and Department Evaluation Documents. Interactions with faculty members in the open forum, with the Faculty Senate Executive Committee, and in various other meetings confirmed that faculty members are fully involved in advising, curriculum planning, and assessment, and in setting and reviewing faculty credentials as outlined in Department Evaluation Documents. Continuity is assured by the union contract specifications and is evident by the longevity of many of the faculty with whom the team met during the visit.

A review of Department Evaluation Documents and faculty profiles indicates that faculty are appropriately qualified with the vast majority of tenure/tenure track faculty holding a doctoral degree. Some exceptions are noted in art and music as the master's degrees are often considered terminal degrees. Faculty qualifications are clearly specified in union contracts and in departmental tenure, promotion, and reappointment guidelines spelled out in department evaluation documents. Union contracts and department documents also specify qualifications for full-time lecturers. For example, the full-time lecturer's contract specifies that a doctoral degree is necessary to be appointed as Lecturer III while a Lecturer may be appointed with a master's degree.

EMU routinely evaluates all of its faculty as specified in union contracts and Department Evaluation Documents. A review of a sample of these documents confirmed that evaluation criteria and standards of performances are clearly spelled out. As reported in the Assurance Argument, an evaluation of all instructors occurs regularly following established institutional and union policies and procedures. Tenured/tenure-track faculty undergo three types of evaluations of their teaching, research, and service: (1) annual report of faculty activity; (2) full evaluation at specified times of probationary and tenured faculty for reappointment, tenure, promotion, and full professor salary adjustment; and (3) a professional performance evaluation of tenured faculty members. Full reviews

include evaluations by deans, department heads/school directors, peers, students. Full-time lecturers go through thorough evaluations in years 1, 2, and 4 of employment. Part-time lecturers receive initial and periodic reviews. Team meetings confirmed that evaluations follow Department Evaluation Documents.

EMU has processes and a plethora of programs to ensure instructors are current in their disciplines and teaching methods. Requirements for maintaining instructional effectiveness and scholarly achievement are specified in union contracts. The promotion and tenure process requires faculty to document how they stay current in their disciplines, including a summary of the types and amounts of professional development they have engaged in over the review period.

The Assurance Argument and faculty participants in the open forum support the claim that EMU provides faculty development opportunities in various ways to include an active Faculty Development Center and the Center for E-Learning. Writing Across the Curriculum was touted as a "professional development staple." Similarly, EMU faculty have opportunities to enhance research through the Office of Research Development. Workshops to facilitate grant writing and programs such as CoRE give faculty time to prepare competitive proposals. Faculty can also apply for Research Fellowships and sabbatical leaves to support their work. Faculty members in the open forum described funding to support research activities as fairly strong. Reports on the sabbatical leave website indicate that EMU awarded 27 one- and two-semester sabbaticals in 2020-21. In the same year, 42 faculty members received Research Fellowship Awards. Some faculty members with whom the team spoke indicated that resources to attend conferences exist, but they have shrunk and often don't cover the full cost.

Maintenance of professional development opportunities will be necessary as EMU seeks to cement and enhance its status as an R2 university. Substantial support was provided for faculty to adjust to new modes of course delivery prompted by COVID-19.

Faculty and staff participate in professional development. The Assurance Argument reports that over 100 instructors have participated in EMU's assessment institutes. Beginning in 2019, the FDC supported faculty in attending Quality Matters (QM) training programs to enhance online courses. During Summer 2020, 32 faculty members, including 12 lecturers, received funding to participate in training programs to enhance online instruction. Furthermore, during the COVID-19 interruption, EMU encouraged faculty to participate in an online professional development program called "Improving Online Teaching." As a result, nearly 170 faculty members registered, about one-third of whom had never taught online.

Faculty are required by union contract to be accessible to students at least 10 hours per week. Faculty are actively engaged in instruction in and outside of the classroom and are available to students on campus. The EMU general education program includes a somewhat unique learning beyond the classroom component that includes educational activities such as service-learning, undergraduate research, and study abroad, but also leadership roles on campus. Although the Graduating Senior Survey 2019-20 does not ask about satisfaction with the availability of faculty, 75% of graduating seniors in 2019-20 were satisfied with opportunities to discuss career options with faculty and 76% were pleased with the quality of the advice received. Seventy-seven percent reported that faculty members cared about their academic performance.

The number of EMU staff has declined since 2017. Evidence showed that staff are appropriately qualified, and that a master's degree is typically the minimum for professional student support staff. The tables referenced in the Assurance Argument provide examples of professional development provided to and participated in by various student support personnel. Staff members in onsite meetings with the visiting team reported having robust support for professional development and

provided multiple examples including regional and national conference attendance, and internal opportunities including diversity, equity, and inclusion training. EMU provides tuition waivers for clerical and professional staff according to union contracts.

Although many units had experienced a loss of staff positions, college deans and the Faculty Senate Executive Committee specifically noted that a loss of department support staff is resulting in faculty and deans taking on extra duties. Losses of librarians was also noted, leading to reduced open hours for the library. While staff shortages may not be having a negative effect on the core mission at the moment, it is not clear how long this will be the case if staff numbers continue to shrink.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

Student engagement and success is one of EMU's strategic themes. EMU has a diverse student population and this diversity is reflected in the services offered. The Assurance Argument categorizes support programs into three groups: Academic Support Programs, programs directed at particular student cohorts (e.g., TRiO Student Support Services), and Student Advising and Support Offices. The Assurance Argument and the campus visit provided many examples of support for student learning and effective teaching. The Holman Success Center is a notable example of an academic support resource. It provides a first-year seminar, peer academic coaching, success coaching, tutoring, supplemental instruction services, a textbook and Chromebook loan program, and proctored study tables. Because the Center employs a QR code system for student check-in and check-out of services, it was able to provide ample evidence in the Assurance Argument that the center is widely used, including the number of students who used the center for supplemental instruction (1,153) in AY2019-20. Responses to the 2019-20 Graduating Senior Survey showed that the Halle Library is the service with which EMU students are most satisfied.

EMU provides support for student wellness and mental health. Of particular note, Counseling and Psychological Services reported holding 6,806 treatment sessions and 151 crisis appointments, with 2,044 students attending a mental health outreach program in AY 2019-20. The Office of Wellness and Community Responsibility offers one-on-one consultations for individuals seeking positive change in many aspects of their lives, including financial literacy. The Office of Diversity and Community Involvement provides various student support services to support and empower students from underrepresented groups. These services have been particularly responsive during COVID-19, switching to online appointments.

EMU provides a wide range of programs to support preparation and transition to college for admitted students. EMU has several clearly defined support/transitions programs. EDGE, a four-year academic support program designed to support Pell-eligible or academically underprepared students,

has demonstrated that participants, on average, earned a half-letter grade higher than their counterparts admitted on Academic Plan and were more likely to return for a second semester at EMU. The Brotherhood and Sisterhood Scholars programs assist first-year students of color during their transition while the College Supports Program seeks to increase admissions, retention, and full matriculation for adults with Autism Spectrum Disorder. The McNair Program offers support services to high-achieving students in their quest to attain a doctoral degree. The directors of admissions and financial aid confirmed that students are directed to these programs through the admissions process and encouraged to apply if eligible.

Survey results showed that graduating seniors in 2019-20 were overwhelmingly satisfied with Halle Library (95%), The Writing Center (89%), Holman Learning Center (87%), International Student Services (87%), Disability Resource Center (86%), academic support services (84%), Health and Wellbeing (84%), Career Services (76%), Financial Aid (76%),

Since 2017, EMU has given significant attention to improving academic advising, the focus of EMU's Quality Initiative. Academic advising is offered through the University Advising and Career Development Center, the Francine Parker Advising Center for the College of Arts & Sciences, dedicated advising centers in each of the other colleges, and faculty advising. In addition, advising functions are provided in the Honors College and TRIO programs. The directors of financial aid and admissions clarified that new students are funneled to the appropriate advising center during new student orientation. First-year students must meet with an advisor, and a hold is placed on registration for the second semester to ensure that occurs. Once students declare a major, they receive guidance from staff or faculty advisors. Academic advising is coordinated by the Assistant Vice President of Academic Services who schedules monthly meetings of advising staff from across the campus to ensure advising and related units, such as financial aid, have and share the most up-to-date advising-relevant information. Data from the 2019-20 Graduating Senior Survey indicated that 75% of respondents reported having had opportunities to discuss career choices with faculty. Seventy-five percent expressed satisfaction with advising through the University Advising and Career Development Center and 76% with college advising offices. The latter represents an increase of five percentage points from the previous year.

Given the rise in concerns about student mental health and wellbeing, especially during COVID-19, it is important to note EMU's response to COVID-19. As indicated in the Assurance Argument and in the team visit, COVID-19 precautions are pervasive. All student-facing offices such as Counseling and Psychological Services, the library, Wellness and Community Responsibility, the Math Lab and Writing center, and advising centers offer on-demand virtual appointments, including wellness check-ins. Advisors indicated that participation has increased. The University created the COVID-19 dashboard to share current case data. In addition, the Telehealth Clinic, managed by nursing faculty and administrators, serves students who test positive, quarantine, or have questions about COVID-19.

Since the 2017 review, EMU has made major investments in two key campus buildings--Sill and Strong halls. A tour revealed both to be clean, bright, and modern instructional and laboratory spaces for STEM disciplines. Although not highlighted in the report, the team visited the recently renovated recreation center which is an impressive five-story facility providing state-of-the-art recreation space for EMU students, faculty, and staff as well as for the community.

The buildings visited by the team had up-to-date technology, including the computers and projection equipment. According to EMU administrators, technology for classrooms and personnel is updated on a routine cycle to keep up with student and faculty needs. The Assurance Argument notes that the Canvas LMS, including links to Zoom, has been enhanced with integrated software to create a

seamless environment supporting instruction in all modes. Faculty use a wide array of publisher multimedia resources to enhance the learning experience. Students can access Canvas, email, library databases, statistical software, and Adobe Pro software from any campus computer (1,550 computers in total). With the exception of parking and residence halls, 2020 graduating seniors were highly satisfied with EMU facilities and related services.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Rationale

The degree programs at Eastern Michigan University (EMU) are appropriate to the institution, according to course and program catalogs, and based on program reviews. Programs are reviewed to assure that they are current and require appropriate levels of student performance. Support and resources are provided for all modes of instruction.

The general education program supports learning outcomes that provide students “with a comprehensive educational experience and prepares them for participation in a global world.” It includes a focus on diversity, with all students required to fulfill the *Perspectives on a Diverse World* category of the program. An array of wellness and academic support services are provided both to the general student population and to sub-populations.

Though the number of staff have declined since 2017, EMU currently has sufficient faculty and staff to offer effective, quality programs and student services.

Faculty and staff are provided opportunities for professional development, and faculty and student contributions to scholarship, creative work, and the discovery of knowledge were recognized with EMU's reclassification as a Doctoral University with High Research Activity (R2) in 2019.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

The assurance argument, multiple examples of program reviews, and conversations with faculty and administrators, demonstrate that Eastern Michigan University (EMU) practices regular program reviews and acts upon its findings. According to the Program Review Status document provided by EMU, most programs have been reviewed.

EMU has a large number of specialized accreditations. For those programs that are accredited externally, the reviews are equal to or more in-depth than the customary institutional review. Moving forward, these accreditations should be tied back to the general system of program review. At EMU's last HLC review, it was noted that improvements should be made to their program review process, and EMU has been working to make those changes. EMU now has a comprehensive self-study document draft, dated 8/12/2021, which provides an excellent template for program review moving forward. The document asks for program

information, description of faculty and staff, budget summary, performance data, student learning outcomes, resources, environmental analysis, and a 3-year action plan. Faculty will begin using this document in the next program review cycle.

According to its Community College Relations web page, EMU partners with 19 community colleges and has over 150 articulation agreements. This is more than any other state school. Established in 2014, the Michigan Transfer Agreement (MTA) allows students to transfer 30 credits of general education from community college to a baccalaureate university. EMU's Foundations of Excellence Transfer Focus Final Report demonstrated that, in most areas, students were pleased with their experience, but there is still room for improvement. Students gave EMU their lowest scores for structure and support of the organization, motivation and goals, exposure to diversity, and making connections. EMU has established a timeline for improvement.

Faculty are involved in determining course and credit equivalencies and in Prior Learning Assessment (PLA). EMU has a process for course and program development through a web-based platform. This platform streamlines curriculum approval by the Academic Offices Committee of the Michigan Association of State Universities and the Board of Regents. The EMU website provides current articulation agreements and a detailed transfer credit policy.

The EMU New Graduates Employment Status Survey showed that 78% of 138 respondents were either employed in some capacity or not seeking employment. EMU uses the NSF survey to track graduates and the TRIO McNair program tracks graduates as well.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

EMU is committed to assessing student learning and the quality of curricular and co-curricular programming. The faculty-driven University Assessment Committee oversees all assessment practices across campus by collecting and analyzing annual reports, closing the loop on assessment, and providing training and resources for faculty and staff. Faculty and staff sessions provided evidence that learning outcomes are standard practice, and that the data are used effectively.

The HLC Reaffirmation Review discussed previous struggles around closing the assessment loop. Since then, EMU has made substantial progress both assessing learning and closing the loop on assessment to improve student learning.

The Student Affairs and Student Services Assessment Council meets monthly to discuss assessment efforts. The Council provides an Assessment Annual Report using a template that includes: their mission, vision, how each area supports student success, and student learning outcomes, as well as how the data was used to make changes and goals for the next year. Excellent examples of evidence were provided for the Offices of Wellness and Community Responsibility, International Students, Ombuds, and Housing and Residence Life.

The academic departments have an assurance of learning (AoL) process with the goal of improving student learning, and which involves a large portion of faculty. Evidence of these processes and continuous improvement was demonstrated through multiple examples, including the following:

The College of Business has assessment committees for each of its major degree programs, with program-level learning goals having mapped objectives that correlate to the College's mission, vision, and core values.

The College of Engineering and Technology discussed their learning outcomes, documented continuous improvement over time, and provided examples of closing the loop. The Department recognizes that more work needs to be done to make sure Student Learning Outcomes (SLO's) remain relevant.

The Department of Anthropology presented good examples of two learning outcomes they assessed using ten multiple-choice questions and through student essays collected and analyzed by faculty. They found consistency in their learning outcomes of effective preparation for their students.

The Department of Biology focused on two SLO's, and after analyzing student performance, they made two curricula changes and included more assignments for students to interpret results.

The General Education report's goal was to refine the current SLO's and develop assessment rubrics in more areas for the 2019-2020 academic year. EMU reports that they "have moved to a digitalized process to make assessing student learning more systematic, comprehensive, consistent, and easy across the General Education program."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

EMU collects and analyzes information on student retention, persistence, and completion of its programs, and uses the information to support campus improvements. EMU has set a baseline goal for its first-year retention rate at 75%. According to the EMU Databook 2020, their 2019 First Time In Any College (FTIAC) Fall-to-Fall retention rate for full-time students was 71.8%. EMU's six-year graduation rate has increased from 40.7% in Fall of 2017 to 45.1% in Fall of 2018. In the last two years, the six-year graduation rates have been 46.1% and 46.5%. A December 2018 interim report that included quantifiable measures has assisted them in improving student retention, persistence, and completion.

EMU's enrollment has decreased over time, from 23,503 students in 2010 to their current total enrollment of 16,324. Admissions confirmed that EMU enrolled 20% more first-year students this year than in the previous year, and 7% more than in 2019. During our on-campus interviews with Financial Aid staff, they stated that they have made improvements to the collection of student information, by providing personalized follow-up to the student survey regarding current students' financial aid packages.

EMU has made progress to support completion and retention goals by adding several new initiatives such as Starfish, an early online retention notification system to flag academic concerns. The system has been highly successful, and is used as well by the faculty to provide positive feedback for students, which has been well-received. To increase student support, an online mentoring program and a Brotherhood and Sisterhood program, designed to assist students of color, are available. The Brotherhood and Sisterhood program includes a living-learning community, career exploration, and

a designated academic coach. TRIO Student Support Services and the McNair Scholars Program are available for students who meet the membership criteria. Edge, an early orientation program, provides coaching, tutoring, and other support to foster student success and to support Eastern Michigan's goal of achieving a 75% first-year retention rate.

The Office of Institutional Research provides a website that includes a plethora of information on retention and graduation. They publish an annual data book and online tools for decision-making by campus constituencies.

In the Faculty Senate Response to the 2021 Assurance Argument, EMU faculty noted that issues related to educational improvement documented in the 2017-18 visit had been addressed through greater faculty involvement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

Eastern Michigan University has made improvements in evaluating its effectiveness with regard to student learning through its University Assessment Committee and its use of templates designed to promote continuous improvement. EMU has established a website to highlight the Committee's mission, the expectations of assessment for curricular and co-curricular areas, the membership of and expectations for the Committee, agendas and minutes, and assessment reports. Specialized accreditation is made public through a website as well. EMU provides many quality support programs for students and has recently made vast improvements to its advising services to address retention efforts.

EMU collects retention, persistence, and completion data, and uses those data to drive improvements.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

The overarching governance role at Eastern Michigan University (EMU) is held by the Board of Regents, which is appointed by the Governor of Michigan. The Board has several governance committees including Finance and Investment, Educational Policies, Student Affairs, and Athletic Affairs. The Board meets regularly and seeks public comment; agenda and meeting documents are posted for public review. The management and leadership of EMU rests with the President, Provost, other executive leaders, deans, and other academic and administrative leaders. Faculty have a key role in shared governance. This includes the Faculty Senate, the AAUP Faculty union, and the All-Union Council, which are involved in decision-making.

EMU presented evidence of data-informed decision-making. During the Covid-19 pandemic, an online application was developed for daily health screening. The University built a telehealth network to support students, faculty, and staff, showing COVID-19 symptoms and limiting exposure to the campus community. Data from the COVID-19 screening and the Testing Center are updated weekly and displayed to the University community on the COVID-19 dashboard. The information is used by the COVID-19 Steering Committee for decision-making.

EMU presented evidence that, during the COVID-19 pandemic, Faculty Senate input was sought on academic issues including extending the date for withdrawing from classes and creating an option for students to change class grading to pass/fail. The University hired faculty and students from the GIS

program to map seating in the classrooms and large meeting spaces. University staff identified appropriate hallway traffic flows and social distancing. Faculty recommendations were sought to convert in-person courses to hybrid, synchronous, or asynchronous online courses. Meeting agendas provided evidence that committees met regularly through the Fall 2020 and Winter 2021 semesters, and used data and the expertise of faculty and staff to monitor changing health information.

The 2015 Facilities Plan is an example of analysis that included clear data visuals and easy-to-understand summaries (see Cr5B). In preparation for a renewal of this plan in the next few years, EMU has established a set of 2021 Planning Guidelines that form the basis for the next stage of facilities planning. Additional examples are found in presentations made to the University Administrators group on a near-monthly basis. Examples: March 2019 included excellent evidence of planning in relating to Housing plans with quantitative data, survey data, effective visuals, and forward looking analysis and a budget update that showed the financial position; May 2020 provided a report on GameAbove, which is a philanthropic organization of EMU alumni providing \$15M in gifts to EMU since 2019; and March 2021 provided a budget update again showing clear analysis of the difficult fiscal situation based on SCH and tuition decline. The March 2021 faculty senate presentation by EMU leadership provided detailed data on the budget position, including information on declining tuition revenues as a result of declining enrollment and student credit hours.

Executive and faculty leadership confirmed that decisions related to the details of delivery of academic programs and the curriculum, and related policy and procedure, are in the hands of the faculty.

The question of collaborative process was one that the HLC review team explored using the provided evidence and with groups on site. The Faculty Senate leadership response to the assurance argument, included in the evidence file, offered the opinion that executive leadership is not sufficiently consultative, and did not provide enough opportunities for involvement in the preparation of the Assurance Argument. Conversations with Faculty Senate leaders confirmed that they had members appointed to the criterion teams, and that they were provided a draft for review and feedback in April 2021. Because this opportunity for review came late in the spring 2021 semester, they did not have time to give to the review, and then they were off-contract for the summer. Another opportunity for Faculty Senate leadership review came in September and resulted in the response document.

In particular, there were expressions from Faculty Senate leadership of exclusion from a range of input processes. Discussions with groups, including faculty and administrators, indicated that faculty representatives were included in committee membership, but were not always available to attend meetings. When faculty were in attendance, there still were not clear lines of communication back to Faculty Senate leadership and other constituencies. In addition, the 8-month faculty contract leaves four months a year in which there is no expectation of faculty service and thus no opportunity for input. The HLC review team observed that communication was often at cross purposes and people in these governance and administrative roles did not always assume good intentions of the other. While the HLC team judges this core component met there is work to do: the lack of trust and structural challenges in communication and participation undermines EMU's ability to advance the mission and serve students. The HLC team learned from the Provost of a plan to bring in external facilitators, which seems like a very good step.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met With Concerns

Rationale

The stability of EMU's resource base is a concern, given that in seven of the past ten years the Composite Financial Index has been "in the zone", including in FY2020. EMU's Composite Financial Index dropped to 0.4 in FY 20. EMU acknowledges that in FY18 and FY19, the one-time influx of cash from a parking management agreement enabled it to emerge from the zone. During the visit, EMU financial administrators voiced the expectation that FY21 will show a more positive financial position and that the FY20 result was due to timing related to federal Covid funding. Sufficient evidence was not presented to support EMU's potential emergence from the zone in FY21 and beyond. No evidence in the form of reports or analysis on FY21 or for a future plan to monitor the situation was provided.

The challenge facing EMU is right-sizing its infrastructure and staff in proportion with the reduction in enrollment. EMU is largely tuition-dependent for revenue and uses student credit hours (SCH) as the metric for enrollment and tuition revenue. SCH have declined from a high of 550,000 five or six years ago to just over 400,000 in FY20, and to a budgeted SCH of 375,000 for FY21. This substantial decline, much of it in the College of Business, means EMU must act to adjust to this situation. In conversation with the HLC team, the EMU financial team made reference to "waiting to hit bottom" in terms of SCH and noted that they might be at that point given that first-time freshmen numbers seemed to have stabilized, but that they were uncertain if that would be the case.

EMU forecasts enrollment using a fairly accurate model. Administration shares this information with the Faculty Senate and its budget committee. Estimating tuition state appropriation changes, tuition restraint caps, and the enrollment model provides the baseline revenue for the next fiscal year budget. College budgets are determined on a Cost/SCH model. Declines in enrollment result in college budget reductions. Weekly financial reports are sent to all unit managers (directors, department heads and Deans), at meetings with all University administrators, at the Executive Council, at the University Budget Council, and the Faculty Senate.

EMU completed the renovation of Sill Hall, home to the GameAbove College of Engineering and Technology and is expanding high-demand engineering programs. EMU is in the process of selling the Owen Building, the former home of the College of Business located away from campus in downtown Ypsilanti. The University moved the CoB operations onto the main campus in January 2021, where there is now space to house the smaller CoB. This reduced the square footage of the campus, and eliminated the most expensive building to operate. The sale of the Owen Building makes good financial sense with operational costs in the range of \$100K annually, but the full benefits of the sale have yet to be realized because the sale was not finalized at the time of the HLC visit.

EMU increased faculty and full-time staff between FY13 and FY17. During this same 5-year period, SCH declined by 9% (-47,541). EMU is on track to exceed its current budgeted SCH of 375,000 in FY21, which would correspond to a decline of 115,216 SCH or -24% since FY17. Since FY17, the number of faculty, full-time lecturers, and staff have declined by 96 (-14%), 17 (-18%) and 173 (-17%) respectively. These reductions, plus student staff and other operating expenses reductions, have resulted in balanced budgets. Administrators took 5% pay cuts during the pandemic. EMU states that the level of instructional staff is still high compared to before the enrollment decline.

Before the start of the pandemic, EMU had to go to arbitration with unions to start online programs. At present, EMU is facing the opposite situation of pushback on scheduling in-person classes. Given the composition of the student body, online programs are not attractive, and may lead to more declines in enrollment. Further, online programs are challenging in recruiting international students and EMU does not have the enrollment nor infrastructure to support both in-person and online versions of its programs. The residential facilities at EMU are aging and there is no funding to renovate them. The COVID-19 pandemic had seen the number of students seeking housing drop significantly. University Housing did not generate positive net revenue in FY21. As evidenced by its FY22 Auxiliary Dashboard, University Housing expects to generate net revenue of \$1.8 million in FY22. EMU has a significant number of students who depend on the University for quality internet, housing, and food. Thus to serve its current student population, EMU needs to maintain some student housing. EMU is considering public-private partnerships to rejuvenate student housing, recognizing the substantial capital needed to bring this space up to modern standards. Such proposals are controversial.

The HLC team heard serious concerns from faculty and staff about staffing levels and reports of ways in which the day-to-day operations of EMU are hampered by staffing cuts. The team heard reports of senior administrators taking on work previously done by administrative support staff who had been cut. Requests to Human Resources take a month or more to resolve. At the time of the visit, EMU was without an affirmative action officer. While some areas are adequately staffed, the team heard enough of these reports to question the sufficiency of staffing in all areas to operate the institution.

EMU's financial situation gives evidence of being unstable. The decreasing enrollment, stagnant state appropriation, pandemic-related expenses, and substantial fixed and ongoing operating costs are all elements that add to the challenge of the financial picture. The CFI is at 0.4 which is in the zone; EMU has had a CFI in the zone for 7 of the past 10 years. FY21 financials were not available to the team. Numerous documents from EMU present this picture clearly and transparently. What seems to be missing is a plan for moving forward. In the HLC team meeting with the EMU financial team, we probed for information on the plan, and verbal indications of direction were given with many elements that support better finances. However, no comprehensive plan was offered to clearly integrate financials with academics and the strategic plan, and maintaining and strengthening the

quality of EMU into the future.

Interim Monitoring (if applicable)

No later than September 1, 2022, Eastern Michigan University (EMU) is required to provide to the Higher Learning Commission a summary plan for building financial stability for EMU into the future. This plan should be forward-looking and provided in a format that is transparent and readily understood by the EMU academic community.

Elements of the plan should include:

1. A summary of the financial position as of July 1, 2022, and projections for the position at the end of F22
2. CFI for the past 10 years including FY21
3. Trends for the key metrics used by EMU in this picture, including the SCH trend and other primary indicators
4. As relevant, enrollment planning and projection information for total enrollment and SCH into the next three years
5. Plans for cost-cutting strategies or controls on cost growth and how quality operations are maintained under these plans
6. An outline of the major revenue streams and plans for the future of each revenue stream
7. The role of major public-private partnerships or major cash infusions in this plan

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

EMU is described in its mission statement as an “institution of opportunity.” In alignment with this element of the mission, EMU serves a large proportion of students with demonstrated financial need. EMU increased its 2020-2021 financial-aid budget by 2.3% for the 2021-2022 academic year, an increase of nearly 150 percent since 2007-2008. In 2018, EMU launched the 4WARD scholarship in which students who pay tuition (at a fixed rate) and live on campus for two consecutive years pay no tuition in their two last years. Further, EMU has a diverse community mission. During the pandemic, financial-aid investments through the Cares Grant were increased. A disproportionately high number of housing residents are students of color; these awards, therefore, support EMU's “diverse community” mission. EMU increased its investments in Diversity, Equity, and Inclusion (DEI) programs as part of its mission to serve a diverse community. In 2018, EMU launched a new master's degree program in Africology and African American Studies. EMU also launched a campus climate assessment in late 2019. As a Carnegie R2 institution, EMU has as part of its mission to support “dedicated faculty [who] balance teaching and research.” As evidence, EMU's Culture of Research Excellence (CoRE) program provides a one-time course release for faculty to engage in a semester-long grant-writing seminar. In addition, the new GameAbove Faculty Professional Development & Innovation Fund, launched with donor support, offers awarded faculty with a variety of support to pursue professional development opportunities. This program supplements the existing faculty research programs.

EMU links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. The University Assessment Committee coordinates Student Learning Outcomes assessment. The Institutional Research and Information Management Director and the Faculty

Research Center Director provide administrative support. The Provost's Office provides course release time to a Faculty Senate-appointed co-chair. EMU's Faculty Development Center supports faculty expertise development. EMU prioritizes and allocates resources toward its Strategic Priority of High Performing Academic Programs. In 2019, EMU completed a seven-year technology refresh process, evaluated the program's success and future technology needs, and then prepared the next seven-year refresh process, which will run from 2021-2027. These initiatives are incorporated into the updated strategic plan.

EMU's response to the COVID-19 pandemic further illustrates how EMU integrates its planning, operations, and budgeting. When the pandemic began, EMU convened an inclusive group of stakeholders to serve on a steering committee. That committee, in turn, advised the President on the critical decisions that drove the University's successful pandemic response on issues including physical distancing, face masks, marketing to promote COVID-19 mitigation strategies and vaccination, housing occupancy, remote learning, testing, wastewater analysis, and other factors. Spending decisions were made based on the group's input. The updated strategic plan includes further integration of budget and planning. For example, an initial modification will tie the capital budget process directly to the strategic plan.

Evidence shows that the planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. EMU began updating its institutional strategic plan in 2018 using multiple workgroups consisting of faculty, students, staff, and alumni. The update process included focus groups, surveys, campus updates, and presentations to (and feedback from) the Faculty Senate, Student Government, EMU Foundation Board of Trustees, and all administrators. EMU administrators anticipate a Fall 2021 implementation of the updated strategic plan. The annual budget-planning process includes an extensive input system with the Faculty Senate Budget Committee and the University Budget Council. In addition, the Faculty Senate also provides detailed input regarding other significant initiatives, such as proposed improvements to student housing facilities and the Public Safety Oversight Commission. During the pandemic, EMU convened a steering committee of administrators and representatives appointed by the faculty and staff. The steering committee meets regularly and advises the President on all COVID-19-related policies.

EMU plans with a good understanding of its current capacity, including fluctuations in its sources of revenue and enrollment. Recent declines in enrollment and a need to reduce expenses have motivated several changes. Since 2017, EMU has reduced the number of intercollegiate sports programs by two and added a new program to better meet student demand. EMU offered employees two early retirement programs (in 2017 and 2019) to adjust faculty and staff headcount to reflect declining enrollment. Those initiatives reduced EMU's staff headcount by 19% and faculty headcount by 12% as compared to 2015. In addition, EMU launched a voluntary buyout for faculty in 2021 to further bring faculty headcount in line with past and expected future enrollment trends. EMU has engaged in a concerted effort to reduce its physical square footage, selling the building that housed its College of Business (COB) in 2020. The Owen building is still under contract at the time of the peer review site visit. In 2018, the University consolidated two health clinics into one new facility. Beginning in 2017, the University erased several years of significant operating losses from 2009-2016.

Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy, and state support. In response to the increasing demand for online learning, the University launched a partnership with Academic Partnerships to increase online learning opportunities and has focused its technology investments on equipping

classrooms for hybrid learning. Globalization is built into planning and decision-making as evidenced by new internationalization efforts, such as the Beibu Gulf Agreement and #YouAreWelcomeHere campaign. Further, in response to COVID-19, EMU launched a series of initiatives to promote efficient remote work for employees, created open wireless service in parking lots for students who lacked internet access at home, and partnered with Comcast to provide free internet access to low-income K-12 students in the surrounding community.

The 2017 report included this requirement: “Embedded monitoring is required during the fourth-year review. The institution must show a strategic plan that is dynamic and reviewed regularly (at least once every two years) with measurable goals and benchmarks. EMU must also include an annual communication plan that tells internal and external constituents progress on the strategic plan.”

EMU responded to this requirement for attention to strategic planning by convening workgroups in 2018 and launching the SPC2.0. These groups reorganized the previous plan around three strategic priorities:

- Promote Student Success & Engagement
- Deliver High Performing Academic Programs & Quality Research
- Engage & Serve EMU and Regional Communities

Membership included on the Council included administrators and faculty. Working groups were formed to take leadership on each of the three strategic priorities. The strategic planning process took a pause during the height of the response to Covid starting in Spring 2020, and then resumed in Spring 2021. Evidence of engagement with faculty, staff, and students in the planning process was included in the evidence file related to the process and in the addendum. This evidence included scans of feedback forms collected at meetings with these groups, and examples of engagement approaches were also described during the on-site visit. During the visit, the team learned that the faculty senate made faculty appointments to each of the three priority teams and these faculty participated in the planning process.

The President's Office completed a refresh of the planning document in summer 2021. Evidence showed that the refresh included specific quantitative goals and benchmarks. The plan was not rolled out in Fall 2021 because the campus was still getting back to normal from responding to Covid. The HLC team learned in a meeting with the strategic planning group that the rollout is postponed until January 2022. Some aspects of the plan were actively in progress in Fall 2021 including student success components, the classroom technology refresh plan, and a 3-year plan for Engage@EMU to expand non-credit continuing and professional education and establish a campus-wide understanding of micro-credentials.

The communication plan associated with the roll-out anticipated in late 2021 or early 2022 was provided verbally at the meeting with the strategic planning group (although no written documentation of this plan was provided). This is expected to include video messaging, all-campus email, stakeholder presentations. The expectation is that a lead administrator will be assigned to each goal and will be accountable for progress. Plans are for green/yellow/red light type dashboards to be prepared to track progress.

The Covid disruption delayed progress. However, the 2021 HLC review team concludes that the requirements of embedded monitoring are substantially met and that EMU can advance an integrated and systematic planning process. The 2027 review team will also give attention to this criterion and these issues.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Rationale

Eastern Michigan University strives to generate resources and to streamline processes and planning in order to meet its mission. EMU operates in an environment with stagnant state support, declining enrollment, and state-mandated tuition caps, in addition to contractual constraints from unionized faculty. EMU's CFI has been "in the zone" (below 1.0) for seven of the past 10 years. Due to financial pressure from Covid-related expenses, EMU's CFI is "in the zone" in FY 20. At the time of the peer review team visit, the CFI for FY 21 was not available. EMU has demonstrated some progress in reducing costs by privatizing campus parking and planning for real estate transactions. However, the conclusion of the team is that given the uncertainty of EMU's financial situation, Cr5B is met with concerns and a report on financial planning is required by September 1, 2022.

EMU meets Cr5A related to demonstrating effective leadership through administrative structures, collaborative processes, and showing it meets the mission. However, controversy associated with dissatisfaction of faculty senate leadership and ongoing communication gaps need attention. EMU has made progress on strategic planning and meets the embedded monitoring requirement set in 2017; progress was slowed by the Covid disruption and EMU will want to present good evidence of continued efforts for systematic and integrated planning in 2027.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met With Concerns
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	

Review Summary

Interim Report(s) Required

Due Date

9/1/2022

Report Focus

Eastern Michigan University will provide a summary plan for building financial stability for EMU into the future. This plan should be forward-looking and provided in a format that is transparent and readily understood by the EMU academic community.

Elements of the plan should include:

1. A summary of the financial position as of September 1, 2022, and projections for the position at the end of F22
2. CFI for the past 10 years including FY21
3. Trends for the key metrics used by EMU in this picture, including the SCH trend and other primary indicators
4. As relevant, enrollment planning and projection information for total enrollment and SCH into the next three years
5. Plans for cost-cutting strategies or controls on cost growth and how quality operations are maintained under these plans
6. An outline of the major revenue streams and plans for the future of each revenue stream
7. The role of major public-private partnerships or major cash infusions in this plan

Conclusion

Eastern Michigan University's value as an anchor institution in its community is clear, and community commitment is an institutional strength. Within the EMU community, issues of communication among the leadership and the faculty and staff need significant and ongoing work.

Eastern Michigan prioritizes student success, and has made improvements to its student learning evaluation processes and to advising services. The institution's reclassification as a Doctoral University with High Research Activity (R2) in 2019 is a noteworthy recognition of the institution's faculty and staff contributions to scholarship, discovery, and creative work.

Right-sizing infrastructure and staff in proportion to its reduction in enrollment is a significant challenge facing EMU, and faculty and staff expressed serious concerns about the ways in which the day-to-day operations are already hampered by staff cuts. Communication will continue to be critical. EMU must have a plan that stabilizes its financial situation, and supports and strengthens the quality of EMU into the future.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not Applicable to This Review



Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Eastern Michigan University, MI
TYPE OF REVIEW:	Standard Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	<p>Year 4 Comprehensive Evaluation.</p> <p>Will include an embedded report on strategic planning. Embedded monitoring is to be addressed by the institution in the applicable core components of its Assurance Argument. The review team is to ascertain whether the institution has satisfactorily addressed the monitoring issue(s) and will document its findings in the conclusion section of the team report.</p> <p>Per the institution's request, this visit will be conducted with the full team visiting the campus in-person.</p>
DATES OF REVIEW:	10/25/2021 - 10/26/2021
<input type="checkbox"/> No Change in Institutional Status and Requirements	

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: no change

Degrees Awarded: Bachelors, Masters, Specialist, Doctors

Recommended Change: no change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2017 - 2018

Year of Next Reaffirmation of Accreditation: 2027 - 2028

Recommended Change: no change

Accreditation Stipulations



Institutional Status and Requirements Worksheet

General:

The institution is approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

The institution is not approved at the following program level(s): Associate's

The institution is limited to offer the following program(s), within the approved program levels listed above: Ph.D. in Clinical Psychology, Ph.D. in Technology, Ph.D. in Educational Studies with concentrations in Urban and Nursing Education, Ph.D. in Educational Leadership, and Doctor of Education in Educational Leadership

Recommended Change: no change

Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

Recommended Change: no change

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: no change

Accreditation Events

Accreditation Pathway

Standard Pathway

Recommended Change: no change

Upcoming Events

Comprehensive Evaluation: 2027 - 2028

Recommended Change: no change

Monitoring

Upcoming Events

None

Recommended Change: Interim monitoring report due 9/1/22 on planning for financial stability.

Institutional Data



Institutional Status and Requirements Worksheet

Educational Programs		Recommended Change:
Undergraduate		
Certificate	75	_____
Associate Degrees	0	_____
Baccalaureate Degrees	178	_____
Graduate		
Master's Degrees	109	_____
Specialist Degrees	3	_____
Doctoral Degrees	5	_____

Extended Operations

Branch Campuses

None

Recommended Change: no change

Additional Locations

EMU St. Joseph Mercy Hospital, Staff Education Suite 54, St. Joseph Mercy Hospital, Ypsilanti, MI, 48197 - Active

Tianjin University of Commerce, Jinba Rd (east entrance), Tianjin, CHINA, 300134 - Active

Recommended Change: no change

Correspondence Education

None

Recommended Change: no change

Distance Delivery

13.0409 - Secondary School Administration/Principalship, Certificate, Major Code BSA, Basic School Administration

13.0409 - Secondary School Administration/Principalship, Master, Major Code K12A, K12 Administration

13.0501 - Educational/Instructional Technology, Certificate, Major Code EDMT, Educational Media & Technology

13.0501 - Educational/Instructional Technology, Master, Major Code EDMT, Educational Media & Technology

13.0604 - Educational Assessment, Testing, and Measurement, Certificate, EDA Educational Assessment



Institutional Status and Requirements Worksheet

13.0901 - Social and Philosophical Foundations of Education, Master, SFND, Social Foundations of Education EcoJustice Education Concentration

13.1101 - Counselor Education/School Counseling and Guidance Services, Certificate, Major Code PPS, Postsecondary Planning Specialist (cert prog, not Specialist degree)

13.1299 - Teacher Education and Professional Development, Specific Levels and Methods, Other, Certificate, OLT, Online Teaching

15.0612 - Industrial Technology/Technician, Bachelor, Major Code ATTF, Applied Tech (Transfer)

15.0702 - Quality Control Technology/Technician, Certificate, Major Codes QUAL, QULM, Quality and Quality Management

15.0702 - Quality Control Technology/Technician, Master, Major Codes QUAL, QULM Quality and Quality Management

15.1501 - Engineering/Industrial Management, Bachelor, Major Code TCMG, Technology Management

15.1501 - Engineering/Industrial Management, Master, Major Code EGMT, Engineering Management

19.0501 - Foods, Nutrition, and Wellness Studies, General, Master, Major Code NUTR, Nutrition

30.1101 - Gerontology, Certificate, DMT, Dementia

30.9999 - Multi-/Interdisciplinary Studies, Other, Master, Major Code IMC, Integrated Marketing Communications

42.2806 - Educational Psychology, Master, Major Code EPDL, Educational Psychology-Developing Learner

51.3101 - Dietetics/Dietitian, Bachelor, Major Code DTC, Dietetics

51.3101 - Dietetics/Dietitian, Master, Major Codes DTC, DTCC, Dietetics and Dietetics-Coordinated

51.3801 - Registered Nursing/Registered Nurse, Bachelor, Major Codes NUR, NURC, INUR, INURC, Nursing, Nursing-BSN Completion

52.0701 - Entrepreneurship/Entrepreneurial Studies, Certificate, Major Code ENTR, Entrepreneurship

52.1001 - Human Resources Management/Personnel Administration, General, Certificate, Major Code HR, Human Resources

52.1401 - Marketing/Marketing Management, General, Certificate, MKTG, Marketing Management

Contractual Arrangements

13.0401 Educational Leadership and Administration, General - Master - Educational Leadership - Academic Partnerships

30.9999 Multi-/Interdisciplinary Studies, Other - Bachelor - Individualized Studies | BSG - Academic Partnerships

51.3801 Registered Nursing/Registered Nurse - Bachelor - Nursing-Completion, BSN - Academic Partnerships
None

Recommended Change: no change



Institutional Status and Requirements Worksheet

Consortial Arrangements

None

Recommended Change: no change
