

Assurance Argument

**Submitted to the Higher Learning Commission for Its Comprehensive
Evaluation to Eastern Michigan University
2010-2017**



September 2017

Introduction

Founded in 1849, Eastern Michigan University (EMU) has received continued accreditation since 1915. Currently, EMU serves over 20,000 students who are pursuing undergraduate, graduate, specialist, doctoral and certificate degrees in the arts, sciences and professions. In all, more than 200 majors, minors and concentrations are delivered through the University's Colleges of Arts and Sciences; Business; Education; Health and Human Services; Technology, and its graduate school. EMU's exceptional faculty, students and alumni include CEOs from major businesses; a National Student Teacher of the Year; a National Teacher of the Year, numerous Fulbright Scholars and Milken Family Foundation National Educators award winners; and several Michigan Teachers of the Year. EMU is regularly recognized by national publications for its excellence, diversity, and commitment to applied education.

The University continuously improves its institutional effectiveness and expands its academic and physical capacities, even when facing the economic downturn and drastic decline of state funding. Some of the recent achievements include:

- Between 2010 and 2016, the numbers for full-time first-time freshman cohorts rose from 1,955 in 2010 to 2,785 in 2016. The average freshman GPA was 3.3, up from 3.0 in 2010 and the average ACT score for incoming freshman was 21 in 2010 and 22 for 2015.
- The Honors College has seen tremendous growth since 2011 from enrolling under 800 students to more than 1,700 students in 2016.
- In August 2015, EMU was awarded 2 five-year grants totaling more than \$1.8 million from the U.S. Department of Education to benefit veterans and low-income, first generation students.
- In December 2013, a comprehensive Degree Completion and Retention Plan was implemented to help reverse the declining retention rates. Initiatives under the Plan included programs such as Men of Color Degree Completion and Retention Project, which started in October 2014 through the partnership with the BrotherHOOD program.
- Total institutional student aid increased from \$30.4 million in 2010/11 to more than \$57 million in 2017/18.
- Academic offerings in growth areas, such as physician assistant, D.N.P, RN to BSN, and mechanical engineering programs, as well as online delivery capacities were expanded.

- The Science Complex (\$90 million) project was EMU self-funded and the largest construction project in the University's history. Completed in 2011, EMU renovated Mark-Jefferson building with an 80,000 square feet addition and a new planetarium.
- The Pray-Harrold renovation, classrooms and offices, (\$42 million) was completed in fall 2011 at a cost savings of \$3 million in construction costs and a year of construction time.
- Approved in June 2016, the complete overhaul and renovation of Strong Hall begins in fall 2017 for the \$39.5 million project, completing the Science Complex project (phase three).
- Additional campus safety and security measures, including hiring more campus police officers, lighting improvements, traffic control, and surveillance cameras were implemented.
- Continue to invest and advance information technology, including the completion of campus-wide WI-FI upgrade in both administrative/instruction buildings and residence halls.
- As only one of five Michigan institutions, EMU earned the Carnegie Foundation's Community Engagement classification in 2011. In January 2015, EMU was recognized for its exceptional and deep level of community engagement by the Carnegie Foundation for the Advancement of Teaching. In 2015, the Carnegie Foundation reclassified EMU from a large master's university to a doctoral university (R3). In December 2016, EMU graduated 26 doctoral candidates, the largest class of doctorate degrees in the school's history.
- In May 2016, the EMU Foundation exceeded its fundraising target and was approaching its largest level of contributions in a decade. At the end of June 2016, donations to the EMU Foundation was \$11.6 million, the highest giving year-to-date.
- In 2017, EMU's student center was ranked by collegerank.net as the #1 student union in the country.

Since Fall 2015, more than thirty dedicated faculty and staff members have embarked on a two-year self-study to comprehensively evaluate progress EMU has made in the past seven years and the strengths as well as the challenges the University is facing. As a result of the thorough self-study, EMU is hereby presenting this assurance argument to the peer reviewers of the Higher Learning Commission.

Criterion One

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 broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission.
(This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

(1.A.1) Eastern Michigan University's mission is widely understood and communicated within the institution, and guides the University's operations. EMU's college websites and many of its Student Affairs websites feature EMU's mission prominently on their landing pages.

Consistent with EMU's shared governance model, the institution's mission statement and Strategic Plan were developed during a rigorous and all-inclusive process that involved a broad and highly representative cross section of the campus community, including faculty, staff, administrators, students, and community members. Progress on mission and strategic plan development was communicated both internally and externally during its various stages. The University's mission, vision, and core values were approved by EMU's Board of Regents in 2013.

The process began in 2011, as former President Susan Martin re-convened the University's Institutional Strategic Planning Council (IPSC) to update and revise the University's mission statement and to begin developing a new Strategic Plan to guide the University's operations. At that time, the State of Michigan was still recovering from the economic recession and all public universities were facing a significant 15 percent reduction in operating funds from the State. The ISPC's task was therefore to update and refine EMU's mission to reflect both a challenging fiscal environment and to address educational needs facing EMU's student population. The ISPC recognized the importance of providing quality education in a climate of fiscal restraint. EMU also commissioned a study by Deloitte in 2012, as part of the strategic planning process. The study assisted the IPSC in understanding how EMU's unique nature and culture contribute to the community, particularly in terms of how our academic programs support high-growth occupations in the region.

The ISPC carefully evaluated the University's history, strengths, and opportunities, and embarked on an extensive outreach effort over the next three years, which included more than a dozen meetings with the Faculty Senate; the creation of subcommittees; a focused outreach with key campus constituencies; and periodic campus-wide messages from, and forums with, the President. This collaborative process culminated in the Board of Regents approving new mission, vision, and core values statements in June 2013. These foundational principles were then used to

develop a comprehensive and detailed Strategic Plan that includes four strategic themes with goals and objectives within each theme. The University's new mission and Strategic Plan are now being woven into every aspect of the University's operations, from budgeting to employee performance evaluations. The process has continued this academic year (2016-2017), with current President Jim Smith hosting a series of strategic plan listening sessions to seek input from the campus community to further align EMU's activities with its mission.

The Strategic Plan website outlines the strategic planning process, along with the elements of the plan and those involved. It contains minutes of 26 meetings of the Institutional Strategic Planning Council, across a four-year period. The process, along with how it was and is being communicated to the campus community, remains emblematic of EMU's participatory and inclusive culture. It will be important to recognize the success and rigor of this process under our new president, who took office in July 2016, and with several top administrative changes occurring in recent years.

(1.A.2) The institution's programs, support services, and enrollment strongly reflect its stated mission, which is as follows:

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.

EMU's General Education program, described in detail in 3.B.1 and 3.B.2, reflects all aspects of the University's mission: its core requirements support intellectual dynamism and diversity; its student learning outcomes reflect relevant, 21st-century skills; General Education provides real world experience through its Learning Beyond the Classroom (LBC) requirement; and courses frequently expose students to experiences beyond the classroom. General Education is the one program that all undergraduate students must fulfill, and as such, represents one of the primary ways EMU's mission is broadly understood and operationalized.

Intellectually Dynamic. EMU's intellectual dynamism is reflected in the growth of new academic programs and clinics, in faculty scholarship, and in students' opportunities for faculty-mentored research through the McNair Scholars program, Undergraduate Symposium, and Graduate Research Conference.

EMU has introduced a number of new programs in several of its Colleges: Data Science and Analytics and Fermentation Science (College of Arts and Sciences); Mechanical Engineering, Aviation, and Information Assurance (College of Technology); and a new online RN to BSN program and Physician's Assistant (College of Health and Human Services), for example. These programs, along with new clinics (Speech and Hearing Clinic, Autism Collaborative, and Psychology Clinic) engage students in emerging fields, provide research opportunities, and support local and community needs.

EMU promotes faculty scholarship in many ways, including improved pre-and post-award grant management and internal research support programs. These initiatives and efforts are discussed fully in 3.B.5.

The McNair Scholars program is a distinct illustration of the University's twin commitments to diversity and scholarship. The program was begun in 1989 to offer support services to high-achieving students on their quest to attain a doctoral degree. EMU is one in a highly elite group of institutions, selected by the Department of Education, to host a McNair Program. Each year, the program hosts 35 scholars.

The University sponsors two annual signature events, the Undergraduate Symposium and the Graduate Research Conference (GRC), which illustrate the intellectual achievements of EMU students. The Undergraduate Symposium, launched in 1981, is one of the nation's longest running and largest conferences dedicated to undergraduate scholarship and research. A distinguishing factor remains the degree of faculty-student collaboration for the event, which features poster displays, lectures, and presentations. This year, approximately 230 faculty mentors oversaw the work of over 500 students and their presentations. The Graduate Research Conference (GRC) provides hundreds of masters- and doctoral-level students from all disciplines to present their research in oral, performance, and poster presentation formats.

A Diverse Community. Eastern Michigan University is justifiably proud of the diversity represented by its faculty, staff, and student body. It is also proud of its many contributions to the diverse community of Ypsilanti and the broader region of Southeast Michigan to which it belongs.

Of the University's 21,000 students, well over half (60 percent) are female. Approximately 29.3 percent of the students attending EMU are minority students—including African American students (18.2 percent), Hispanic students (4.6 percent), Asian students (2.9 percent), and mixed race students (3.6 percent) (Office of Institutional Research and Information Management's 2016 Data Book, Preface ii). International students make up 3.2 percent of EMU's student body. Approximately 28 percent of EMU's student body identify themselves as first-generation college students, and 42 percent qualify for and use Pell Grant support. EMU provides domestic partner benefits for faculty, and the University has an active LGBT community. EMU, for example, in 2011 was identified as an LGBTQ-friendly school by the Campus Pride Climate Index.

The University's climate of support for diversity is evidenced by the priority it places on its Degree Completion and Retention Plan (DCR), instituted in 2013. The DCR proposes to increase student success, with the goal of becoming a national thought leader in the retention of students of color. Signature programs include the EDGE Program, which provides year-round support through success coaches to 400 plus first-year students, many of whom are first-generation college students (a detailed description of EDGE is provided in 3.D.1). EMU is also the recipient in 2015 of two, five-year federal TRIO grants, also described in detail in 3.D.1: TRIO Veterans SSS, which provides wrap-around support for veterans, and TRIO SSS, which supports first-generation college students, students from low socio-economic backgrounds and/or students with disabilities throughout the entirety of their college career through academic and other support services. The University has also undertaken BrotherHOOD and SisterHOOD initiatives, which

provide strong peer involvement, mentoring and support to students of color. Both the TRIO SSS program and BrotherHOOD initiative have created living learning communities for their participants--a high-impact practice that illustrates these programs' responsiveness to underserved students' needs.

In addition, the University has strengthened its efforts to support diversity and promote inclusion by the inauguration of the President's Commission on Diversity and Inclusion in 2016. This high-profile effort was formed to provide proactive leadership in addressing emerging campus concerns to confront racism, strengthen cultural competence at all levels of the University, and address needs for change and improvement identified by faculty, staff, and, particularly, students. It is designed to supplement and strengthen the efforts already existing University-wide Women's Commission.

Relevant skills, real world awareness, and learning beyond the classroom. EMU has one of Michigan's oldest existing Academic Service-Learning offices, launched in 1994. Since its inception, more than 250 faculty members have received training to integrate community-based learning into their courses, curriculum, and research. Such training has resulted in the development and implementation of more than 200 academic service-learning and community based learning courses, with an average of 30 AS-L courses offered per semester, providing approximately 750 undergraduate and graduate students an opportunity to learn in and with community. EMU provides both undergraduate and graduate students a large range of domestic and international immersive study experiences both in semester and weeklong, domestic study abroad formats; weeklong experiences are especially accessible to EMU's low-income students. Distinct programs include Community Health for nursing students in Taiwan; World War II and the Holocaust in Poland; Social Work's International Service-Learning in Jamaica; and Psychology and its Roots in Germany.

EMU also received its continuing classification as an engaged university in 2015 from the Carnegie Foundation for the Advancement of Teaching, and has broadened its community outreach by creating a single portal, called Engage@EMU, where students, faculty, local businesses and community partners can connect and collaborate. Additionally, EMU maintains a General Education requirement for global awareness and U.S. diversity and a 'Learning Beyond the Classroom' General Education requirement. EMU's nonprofit management certificate program, Nonprofit Leadership Alliance, requires students to complete a 300-hour internship at a nonprofit organization.

Institution of Opportunity. Commitment to creating opportunity for low-income, first-generation students is evidenced by the growth in financial aid and through the Education First Opportunity (EFOS) and Berman Road to Completion Scholarships. During the past eight years, EMU has increased its student financial aid by 128 percent, reflecting its central mission to help Michigan students and their families in a challenging economic environment. The total institutional financial aid of \$54 million for the 2016-17 academic year represents an increase of more than \$6 million (12.9 percent) over 2015-16 financial aid. EMU's Education First Opportunity Scholarship (EFOS) Program, which this year awarded \$7.3 million to 1,192 recipients, 100 percent of them with demonstrated need. The EFOS program allows high school graduates with a minimum 3.00 GPA and minimum 20 ACT, who are also Pell-eligible, to pay

no tuition to attend EMU. EMU applies the student's Pell award to 30 hours of tuition and covers the difference with EFOS funds. This is a significant, need-based commitment the University makes to support its mission as an institution of opportunity, particularly for low-income students. EMU also offers a Road to Completion Scholarship, in conjunction with the Berman Foundation. The Road to Completion Scholarship annually awards \$2,500 to any active undergraduate EMU student who is a resident of the City of Detroit, and who has completed at least 110 credit hours with a cumulative GPA of 2.5. The purpose of the Road to Completion Scholarship is to aid students from the City of Detroit with demonstrated financial need to complete their degree.

(1.A.3) The University aligns its capital expenditures with its mission to engage students in and beyond the classroom to benefit the local and global communities. Over the last several years, the University has spent an unprecedented amount, more than \$230 million, to fund improvements in academic and student-centered spaces. This includes \$90 million thus far for the self-funded Science Complex, the largest building project in the University's history, the University's contribution to renovating Pray-Harrold, its largest classroom building, and \$10 million for Rackham Building renovations, directed at improvements for health-related programs, which are a growing occupational need in Michigan.

The \$13.8 million capital budget for 2017-2018 reflects the University's emphasis on improving STEM education to align with our mission to provide intellectually dynamic education and relevant skills, and to respond to the local community's occupational needs. For example, the FY18 capital plan provides for \$3.2 million in funding of upgrades in academic facilities. Those improvements include \$1.9 million for improvements to Mark Jefferson, which houses new neuroscience and fermentation science programs, along with \$660,000 for abatement and other improvements in faculty offices in Strong Hall. These efforts help clear the way for the overall renovation of Strong Hall, the third and final stage of EMU's Science Complex, which stands as the centerpiece of the University's effort to educate students in STEM disciplines. Additional details regarding capital improvements are presented in a recent press release.

Other recent capital projects that reflect alignment with the University's stated mission to provide an intellectually dynamic education include the purchase of Holy Trinity Chapel for \$940,000 as a new and highly functional home for the Honors College. These capital priorities are particularly striking, given the State of Michigan's disinvestment in funding higher education, making EMU a largely tuition-supported institution. Despite diminishing State aid, the University has chosen to invest and grow in areas that align with regional occupational needs and that provide students with a relevant, intellectually dynamic education.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of 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 document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

(1.B.1) The University clearly and publicly articulates its mission in multiple public documents, including the Strategic Plan website, which also includes vision and core values statements. EMU's Strategic Planning process was transparent, as evidenced by the documents made public on its website. The institution's mission has been actively employed in several marketing campaigns over the last several years, including our TRUEMU initiative, which uses streetlight banners, posters, billboards, and videos to emphasize such campus constituencies and activities as faculty research, graduate students, faculty, alumni, and Honors College students. The University's mission is visible on many of its college and program websites. A number of departments and schools have developed their own mission statements to align with the University's mission. Two strong external validations of the University's priorities as articulated in the mission include the Carnegie Foundation's continuing classification of EMU as an engaged university, which highlights the mission's emphasis on learning in and beyond the classroom, and the recent Carnegie redesignation of EMU as a doctoral granting institution, which highlights the University's commitment to providing intellectually dynamic academic programs.

(1.B.2) EMU's mission, vision, and core values statements are current, as they were approved in June 2013 at the end of a robust strategic planning process, described in 1.A.1. EMU's mission emphasizes the University's distinct focus on community engagement, real-world application of learning, teaching and research, and diversity and inclusion.

The mission highlights the University's commitment to benefiting local and global communities and to community engagement. This commitment was underscored by the Carnegie Foundation's recognition of EMU's exceptional community engagement. EMU's emphasis on community engagement is rooted in decades of investment in the integration of community-based learning across all disciplines, in a robust academic service-learning program, and in direct investment in the local community, including through the Live Ypsi home buyer program and investment in

the SPARK East business incubator. Additionally, EMU's Institute for the Study of Children, Families, and Communities provides several programs to support local schools and families including the EMU Bright Futures after school program, the Southeastern Michigan Stewardship Coalition and the Hamilton Crossing and Strong housing developments' Family Empowerment Program. EMU's development of new academic programs and capital investment in a new Science Complex, described in 1.A.1, affirm the University's commitment to supporting relevant, regional occupational needs.

EMU's mission highlights the University's focus on "research to prepare students with relevant skills and real world awareness." EMU sponsors annually two signature student research forums, the Undergraduate Symposium and the Graduate Research Conference. Other programs that support undergraduate student research include the Symposium Undergraduate Research Fellow program and the Undergraduate Research Stimulus Program. All students gain real world experience as part of the General Education program requirement, Learning Beyond the Classroom, and such programs as the Nonprofit Leadership Alliance, which certifies students in nonprofit management, and which requires internships in the nonprofit community.

EMU's mission emphasizes our diverse campus community. The University has a diverse student body, as described in 1.A.1, and emphasizes diversity and inclusion through a variety of programs and offices including the Office of Diversity and Community Involvement, Campus Life, and curricularly through General Education requirements in U.S Diversity and Global Awareness. These programs are discussed at length in Core Component 3E.

The University's mission also underscores faculty's commitment to both teaching and research. The University plans to double its sponsored research activity by 2024 as part of its mission to support high-quality faculty research and to create excellent undergraduate and graduate student research opportunities. EMU's goals relative to improving sponsored research activity include increasing the number of faculty actively engaged in research, increasing the number of grant proposals and improving their quality, increasing the number of grants awarded, and improving faculty satisfaction with post-award activities. This plan, as well as various forms of internal funding and faculty development programs to support faculty research, are described in greater detail in 3.B.5. The University also sponsors several annual teaching awards for faculty and lecturers.

(1.B.3) EMU's mission as an institution of opportunity and its stated commitment to diversity and inclusion clearly identifies the nature and scope of its intended constituents, particularly students of color and first-generation, low-income, and academically at-risk students. EMU supports an intellectually dynamic community for faculty and students, demonstrated by its emphasis on research and through its academic programs, centers and institutes, and clinics. EMU also recognizes local, regional, national, and global communities as important constituents, and provides programs to benefit them, as expressed in its mission.

EMU is an institution of opportunity for students of color, and invests in programs to serve these students, including the McNair Scholars program and the BrotherHOOD and SisterHOOD

initiatives. These initiatives are designed to engage, empower, retain, and graduate more males and females of color at EMU, and are explained more fully in 3.D.2 and 3.E.1.

EMU's commitment as a school of opportunity for low-income, first-generation students is also demonstrated financially through increases in financial aid and such scholarships as the Education First Opportunity (EFOS) and Berman Road to Completion Scholarships, described in 1A1.

As an institution of opportunity EMU also seeks to support its academically at-risk students through such programs as EDGE, EMU Opportunity (EO), and academic support services provided by Holman Success Center. EMU also recently received two, five-year grants from the Department of Education TRIO Student Support Services program to enhance its services for underserved students (defined as low-income, first-generation, and students with disabilities) and student veterans. These programs are more fully described in 3.D.1.

EMU's mission describes the university's commitment to diversity and to creating a culture of inclusion for students of various social, cultural, and economic backgrounds. This commitment is expressed by a number of academic and co-curricular programs, described in detail in Criterion 3. EMU specifically highlights international students with its "You are Welcome Here" marketing campaign.

EMU is an intellectually dynamic community that serves faculty and students through such research opportunities as the Undergraduate Symposium and the Graduate Research Conference, through robust General Education and Honors programs, and through various centers, institutes, and such clinics as the Autism Collaborative Center.

As described in 1.B.2 and elsewhere in the assurance argument, EMU's mission to provide learning in and beyond the classroom to benefit local and global constituents finds expression in a strong academic service-learning tradition, in multiple community outreach programs and services, and in academic programs that support regional occupational needs.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

(1.C.1) As a regional, public higher education institution, EMU recognizes its place as an intersection of social and economic class, culture, and faith, and develops and directs many of its resources to serve as a catalyst for multicultural engagement.

The University's role in a multicultural society is central to its mission, which states EMU is a "supportive, intellectually dynamic and diverse community . . . a school of opportunity, where students learn in and beyond the classroom to benefit the local and global communities." EMU affirms this commitment through its curriculum: all students are required to complete Diversity and Global Awareness components of the General Education program, as described in 3B.

As mentioned in 1.A.1, EMU's student body is diverse (2016 Data Book, Preface ii). International students make up 3.2 percent of EMU's student body. EMU also has an active LGBT community.

EMU remains dynamic and committed in its approach to living in a multicultural world. EMU continually reaffirms that focus with initiatives and programs. Examples include the spring 2017 "You are Welcome Here" Campaign; the annual Dr. Martin Luther King Celebration, which is over 30 years old and known throughout the region; the Cesar Chavez Summit; and the President's Commission on Diversity & Inclusion, established this past year. The two most notable student awards, the MLK Humanitarian Award and Evans-Strand Award, focus on commitment to campus diversity and service.

Additionally, EMU is home to several centers and offices that affirm and support a multicultural community and identity. These include the Office of Diversity & Community Involvement, VISION Volunteer Center, The Center for Multicultural Affairs, The Women's Resource Center and the Office of International Students and Scholars. Additionally, the LGBT Resource Center and the Equality Research Center provide support for LGBT students and expand public knowledge of LGBT experiences, stories, and voices. In the fall of 2016, the University launched the Intersection, a communal and inspiring space in our award-winning Student Center intended to foster mutual understanding and to provide a space for marginalized students seeking a voice and mutual understanding.

The University also offers students multiple opportunities for multicultural experiences, including one of the nation's oldest Alternative Spring Break programs, in which students perform community service both domestically and internationally in over 25 separate communities, and Academic Service-Learning courses and international service-learning in locations such as Jamaica and Haiti. The College of Education also provides a teaching abroad internship in Korea.

Incidents of racist vandalism on EMU's campus this past academic year offered a powerful opportunity for the University to reexamine its processes, programs, and resources in order to ensure that EMU is fully living out its mission to affirm an inclusive and diverse campus and community. EMU embraced that opportunity. Student responses to events surrounding the vandalism incidents expedited the University's review of its Student Code of Conduct. The incidents prompted the launching of the President's Commission on Diversity and Inclusion, a broad review of progress on the 10 Point Plan from the Black Student Union and its leaders, and the hosting of several programs, including community events such as Walk With A Stranger and a Community Town Hall focusing on issues surrounding race and policing. The University also sponsored a TruTalks series on campus climate, and the Provost's office sponsored a Teach-In on campus climate, organized by the Faculty Senate. These incidents also prompted the General Education program to assess its Perspectives on a Diverse World: U.S. Diversity courses by designing and implementing a questionnaire for students. The assessment is intended to measure General Education's responsiveness to issues of diversity and inclusion. In addition, professors with expertise in diversity and intercultural education designed a survey for instructors of U.S. Diversity courses to measure their perceptions of what is taught in their courses.

(1.C.2) The institution's consistent focus on human diversity is strongly reflected in a variety of recent efforts, most recently notable in the Preferred Name Initiative, where, beginning in fall 2016, students, faculty, and staff can identify themselves in University systems with a preferred name and/or request an identifying pronoun. This initiative involved a broad and consultative process that included representatives from across the University.

The University also emphasizes diversity in its First Four Orientation process for new students, which includes performances reflecting diversity by the CloseUP theatre troupe, along with early education on bystander training, aimed at reducing sexual harassment and forms of assault. New Faculty Orientation also addresses such issues through C2 (CloseUP Classroom) a theatre ensemble of faculty and students, who act out issues that may surface in the classroom, particularly issues that specifically affect first generation college students and international students.

Among the many inclusionary campus offices are the Center for Jewish Studies, established in 2016, the Center for Multicultural Affairs within the Department of Diversity and Community Involvement, and the Office of International Students and Scholars. The University features a variety of international weeks or days focusing on various nationalities, along with multiple graduation ceremonies, including annual multicultural commencement events, in addition to traditional all-University commencement.

Additionally, processes for academic search committees ensure that EMU generates a diverse pool of applicants, and produces a committee that reflects cultural, social and gender diversity. Such processes include the promotion of job postings in ways that attract diverse candidates, the training of search committee chairs and deans, and the configuration of search committees to promote diversity and inclusive voices. Lastly, mandatory bias awareness and cultural competency training for all executive University leadership and academic chairs was developed and launched in the spring of 2017. Unconscious bias training was also made mandatory for all faculty search committees prior to conducting a candidate search.

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
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 identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

(1.D.1) Eastern Michigan University acts to serve its obligation as a public entity. As the largest employer in Ypsilanti, Michigan, EMU's role in economic and community development is paramount to the region's health and progress. The University continues to utilize its assets, space, faculty expertise, student talent, and personnel to collaborate and work with local, regional, and State entities in improving access, processes, and resources for students, citizens, and residents.

In 2016, EMU launched Engage@EMU, an important virtual portal and centralized entryway to University collaborations with local businesses and with the community. Its development reaffirms EMU's role and responsibility as an anchor institution in southeast Michigan, specifically in eastern Washtenaw County, by connecting service and business opportunities in the local community with university resources, faculty, and students.

Additionally, such programs as EMU's Family Empowerment Program (FEP), housed in several of Ypsilanti's affordable housing communities, provides critical access to education, services, and professional opportunities for its residents. The FEP is a strong example of EMU affirming its mission and vision to be a "premier University with community impact."

Other actions EMU takes to highlight its public role include:

- In 2016, in collaboration with the City of Ypsilanti, EMU established two polling places for local and national elections. These polling places increased voter access for both community and University members.
- EMU contributes general funds to its public radio station WEMU, a community NPR station that is highly valued within the community for its strong focus on local news.
- EMU boasts the only theatre program in the region with an emphasis on community outreach and engagement. EMU's 60-year-old applied drama and theatre program tours to schools around the state and provides teaching artists to classrooms.
- The Institute for Geospatial Research and Education (IGRE)'s GRACE project provides 120 teachers at 60 underserved schools in Southeast Michigan with training in geospatial

technology and research to prepare 5,000 8th through 12th graders in economically disadvantaged communities for careers in science, technology, engineering, and mathematics.

- Bright Futures offers an after school program, which is housed in 20 elementary, middle, and high schools in underserved communities such as Ypsilanti, Romulus, and Wayne/Westland.
- The Early College Alliance offers free tuition support for up to 60 college credits for area high school students who study at EMU.
- The Legal Resource Center provides paralegal assistance to low income residents and has serviced more than 15,000 patrons over the past 10 years, averaging 300 patrons a month.
- The College Coaching Corps supports the work of graduate student college advisers in underserved high schools, increasing FAFSA completion rates and college applications.
- Digital Inclusion provides low-cost refurbished computers to community organizations and members.
- The Equality Research Center (ERC) supports public education, academic research, and contemporary understandings of the impacts of LGBT inclusion and exclusion on social equality and human rights.

New academic programs continue to be introduced that meet the needs of today's students and employers in Michigan and throughout the region. These programs respond to the growing demand in technology and health services sectors in the state and nation, and will bring new students to EMU in the years ahead. Examples of recently approved programs include: Mechanical Engineering, Physician Assistant, Fermentation Science, Data Science and Analytics, Neuroscience, an online RN to BSN nursing completion program, Special Education Major K-12, Autism Spectrum Disorders Endorsement, Masters in Athletic Training, Doctor of Nursing Practice, and Geospatial Information Science and Technology.

(1.D.2) EMU ensures its educational responsibilities take primacy over other purposes. Despite declining State aid and the University's efforts to hold down tuition, Eastern Michigan University has invested at an unprecedented rate in its academic facilities over the past seven years, as described in 1.A.3 and 5.C.1. The result has been a sharpened focus on science and health-related programs, which also align with the local and national job market.

To affirm the University's educational commitment, EMU has spent a significant amount, more than \$230 million, to fund improvements in academic and student-centered spaces. This includes more than \$90 million for the self-funded Science Complex, the largest building project in the University's history, and \$10 million for the Rackham Building, directed at improvements for health-related programs. During 2017, the third and final phase of our Science Complex, the renovation of Strong Hall, has begun. The project is included in the State of Michigan's capital outlay plan, in which the State funds three-quarters of the project's cost.

EMU has also prioritized its educational responsibilities by increasing its advising staff, as well as expanding such academic support services as those provided by the Holman Success Center.

(1.D.3) The University recognizes its role in responding to constituents who are underserved in the community, in area schools, in the city of Ypsilanti, and throughout the region. EMU has been recognized by the Carnegie Foundation for its deep and longstanding commitment to community engagement, and for helping at-risk populations achieve both academic success and greater civic engagement.

Abundant examples have been provided throughout the assurance argument to demonstrate EMU's commitment to our external partners, constituencies, and communities, and which affirm the University's capacity and interest in responding to a variety of local, regional, national, and global needs. Additionally, EMU services our constituencies, both through curriculum (The Peace Corps International TESOL program) and in practice; for example, EMU's partnership with the Japanese School of Detroit provides culture and language immersion to visiting Japanese youth and families, and the Health Asian Americans Project works to increase health access and knowledge for Asian Americans.

1.S - Criterion 1 Summary

Summary

Eastern Michigan University's mission is broadly understood and communicated within the institution. The mission guides the institution's academic programs, community outreach, decision-making, operations, and resource allocation. The mission is publicly articulated. EMU posts its mission prominently on its website and maintains a Strategic Planning website, which also communicates its mission, vision, and core values statements, as well as its Strategic Plan.

EMU's student body reflects its diversity, and the University's activities and programs affirm its mission as an institution of opportunity and its support of diversity and inclusion. EMU's commitment to student success is reflected in a continued increase in financial aid over the past several years, in its numerous offices and initiatives dedicated to diversity and inclusion, and in its excellent student success programs.

Programs and activities demonstrate EMU's commitment to teaching and research, to preparing students with relevant skills and real world awareness, and to community engagement and the public good. EMU has a strong tradition of academic service-learning and in 2015 the Carnegie Foundation continued to designate EMU as an Engaged University.

Strengths: Despite decreasing State appropriations in recent years and EMU's efforts to remain a State leader in tuition restraint, EMU has continued to affirm its mission as an institution of opportunity by investing heavily in the renovation of its educational facilities and continuing to increase financial aid for low-income students. EMU's long tradition of community engagement is also one of its strengths. EMU's acclaimed Undergraduate Symposium annually provides over 500 students and 200 faculty with a forum for presenting original undergraduate research and is emblematic of the University's dedication to teaching and research, and of its capacity to provide students with an intellectually dynamic education.

Opportunities: While EMU has made progress in recent years, retention and graduation rates represent an opportunity for improvement, as the University strives to fulfill its mission as an institution of access. A Degree Completion and Retention plan, developed in 2013, provides a foundation for improvement in this area, including emphasis on advising and student success. EMU's recent HLC Quality Initiative, which focuses on advising, represents one way the University is addressing the need to increase retention and graduation rates.

Criterion Two

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

2.A - Core Component 2.A

The institution 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, and staff.

Argument

EMU operates with integrity and establishes policies and processes for fair and equitable behavior. The Board of Regents' Policy Manual contains several policies concerning business and finance operations of the University. These include but are not limited to: policies regarding investments (11.1.2), banking services (11.1.3), reserves (11.1.4), selection of external auditors (11.1.5), imprest cash funds (11.1.7), and policies on fraud and fraudulent activities (11.7).

University administration makes significant efforts to be transparent with its constituents about the University's financial condition. Institutional budgets and financial statements are made available to the public via the university budget website. Michigan law also requires public universities and colleges to publish annual financial and student performance information on each institution's website. Monthly administrative professional meetings are held to ensure members of the EMU community are well informed about the University's financial outlook as well as our strategic financial decisions. Additionally, these meetings are used to elicit feedback from administrative professional employees to solicit their opinions about matters related to financial decisions.

There is an established University Budget Council whose composition includes faculty members, staff, and students, which meets regularly to communicate and discuss recommendations to the EMU General Fund Operating Budget. The University Board of Regents also operates a finance and investment committee, which reports on matters of finance and investment at every University Board meeting and presents financial recommendations to the President and the Board of Regents.

EMU has defined policies, rules, and procedures that govern the institution. Expectations of ethical conduct and integrity are incorporated into union contracts and bylaws for all faculty, including contracts for tenure and tenure track faculty, full-time and part-time lecturers, as well as clerical and professional technical staff. Policies articulated in the Board of Regents Policy Manual include, but are not limited to a statement on professional ethics (3.1.10), policies on sexual harassment (3.1.8), and policies concerning conflicts of interest (3.1.7). The collective bargaining environment enables faculty and staff to hold administrators accountable to existing policies and procedures.

The Office of the Ombuds and the Office of Student Conduct, Community Standards, and Wellness continually work to evaluate and revise institutional policies and processes. The Office of the Ombuds serves as EMU's primary resource for students, faculty, and staff regarding any complaint, grievance or appeal that may be academic or non-academic in nature. When working

with this office, individuals will receive timely, objective and strategic information in a confidential manner to assist with the interpretation of policies and procedures. The role of the Office of the Ombuds is to ensure adherence to EMU policy, confirm due process as it relates to institutional protocol, assist with resolution and prevention of both academic and non-academic concerns, and to make appropriate data based recommendations to the Office of the Provost. In its Charter, the office has established itself as an objective, non-biased operation that continues to work towards developing a fair and equitable University community. The Office of Student Conduct, Community Standards, and Wellness works to create an effective living and learning environment for students, faculty, and staff through managing policies such as the Student Code of Conduct, by providing a disciplinary process and conducting programming that fosters ethical development, personal accountability, and civility towards others. Additional procedural safeguards have been put into place to ensure adherence to EMU policies and processes by all faculty, staff, and students, including, but not limited to, holds placed on student accounts, administrative review and approval of graduate thesis work.

EMU also has an Academic Integrity Committee (AIC) that is registered with the Federal Government's Office of Research Integrity. The AIC includes representation from both faculty and administrative staff. Faculty members are nominated for appointment by the Faculty Senate. The committee's purpose is to develop policies regarding research and to investigate allegations of research misconduct. The AIC provides education around responsible conduct of research, and fosters a campus wide culture of ethics in research. Our academic integrity policy includes a definition of academic misconduct that is more expansive than that of the Federal Government to ensure that we uphold the highest standards of academic and research integrity. EMU maintains a University Human Subjects Review Committee (UHSRC), which establishes policies for review of all human subjects research. The Office of Research Compliance maintains a website containing information about human subjects review and links to human subjects compliance training.

Ultimately, the effectiveness of policies and procedures is dependent on the campus community's awareness of their existence and the commitment of each individual to adhere to and be accountable to these policies and processes. EMU strives to be vigorous in its communication of policies and processes in order to promote greater awareness and engagement. EMU posts its policy documents on its webpages; all research compliance documents are posted on the ORDA website and all graduate school policies are posted on the Graduate School webpage. Effective communication is also accomplished through relationship-building including, but not limited to, effective use of the Faculty Development Center, involvement of Graduate Council and the Honors College in disseminating information to faculty and students, and Faculty Senate review of policies and procedures. Other venues for providing this information to members of the campus community include, but are not limited to, faculty orientations, staff on-boarding, department meetings, and new student orientation programming.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Eastern Michigan University demonstrates transparency to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. The following campus websites, resources, and practices provide essential information to students and the public:

1. The online Academic Catalogs articulate all academic and program requirements and policies to students and to the public; the Academic Catalog is considered a binding document between students and the University. For representative examples of program requirements provided through the online catalogs, see the Philosophy BA and the Master of Science in Exercise Physiology.
2. Each college website presents all faculty and staff, including their titles, areas of specialization, and contact information. For a representative example, see the faculty website for Theatre Arts.
3. The Provost's Office updates, maintains, and publishes institutional organizational charts, and records and makes available all university, college, and program accreditation relationships and standings.
5. The Office of Student Business Services (SBS) website makes available all financial information and associated costs of attendance including a tuition calculator for student and public use.
6. The University website, EMU Today, a daily news update, and Emich email are all considered official forms of communication for the University. They serve as primary platforms for maintaining, updating, and disseminating information to students and other constituents.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

(2.C1) The Board of Regents (the Board) is the governing body of EMU. Its current format was created when the State of Michigan ratified a new constitution January 6, 1964. The Board's standing committee structure guides its deliberations and reflects the Board's priorities to preserve and enhance the institution.

The Board comprises eight regents who are appointed by the governor to staggered eight-year terms. No more than two regents' terms may expire in the same year. Each appointment is subject to review by the Michigan Senate. Board officers serve at the pleasure of the Board. To preserve their independent duties, no member of the board may be elected as its secretary or treasurer. The secretary for the BOR is a full-time staff position; the Chief Financial Officer serves as the treasurer to the BOR. The secretary and the treasurer each give a bond satisfactory to the Board to secure their faithful performance of the duties of the office. No officer may incur obligations or dispose of the Board's property or funds, except pursuant to a Board vote.

The Board is governed by Bylaws (Policy Manual 1.5) setting out the requirements for its composition, officers, and meeting structure. It has four regular meetings per year, and may schedule special meetings and emergency meetings as appropriate. EMU's Board regularly addresses issues with an eye toward the University's preservation and enhancement.

The Board prioritizes transparency and strives to make its deliberations available to internal and external constituencies. The Board's website contains links to every document it considers at its meetings, going back to 2001. These documents, including the Board's agendas and meeting minutes, are accessible with a single click from the Regents' homepage (2016 example).

Also available on the Board's website is the Board Policy Manual. The manual contains policies affecting the entire campus, and reflects the priorities of the institution as it pertains to academic instruction, finances, administration, and life on campus for students and employees. The

policies are intended to be reviewed on a rolling basis every three years. Efforts are underway to ensure that EMU is engaging in this review process within the three-year cycle, since board member changes and competing priorities have occasionally meant that the review process has not always been implemented strictly every three years. New and revised policies are published on the Board's website after they are approved by the Board.

Policies are created when they are necessary to the efficient operation of the University. A University policy must: a) have broad application throughout the University; b) help ensure compliance with applicable laws and regulations, promote operational efficiencies, enhance the University's mission, or reduce institutional risks; and c) mandate actions or constraints and articulate desired outcomes. Any person may bring a potential policy to the Board for action, though in all cases, the Board must explicitly approve a policy before it is implemented.

(2.C.2) The Board routinely considers internal and external views as it makes decisions concerning the University. The Board presently maintains seven standing committees, reflecting EMU's priorities. These committees provide regular, thorough reports to the Board. A number of senior EMU administrative staff also sit on these committees. The committees are as follows:

1. The **Finance and Investment Committee**, of which all Regents are members, works closely with the President and/or his/her executive officers to develop an annual budget for the University that directs and controls the University's funds consistent with the Board's goals, including establishing annual rates for tuition and fees. The Committee is charged with oversight and review of the University's borrowing and investment policies, opportunities and strategies, and capital investment criteria. It also reviews the financial affairs and the property of the University and reports its findings to the Board. Further, the Committee reviews all major proposed contracts prior to the contracts being recommended to, or executed by, the Board.
2. The **Educational Policies Committee** reviews and evaluates all existing educational programs. The Committee also reviews all educational grants, requests for new programs, requests for new majors and minors, requests for new degrees, and personnel appointments prior to action by the Board of Regents. Further, the Committee makes final recommendations to the Board on honorary degrees.
3. The **Faculty Affairs Committee** meets with representatives of the faculty to discuss general concerns of the faculty and the University, excluding any matters covered by the faculty's collective bargaining agreement. The Committee shares its deliberations with the Board.
4. The **Student Affairs Committee** meets with student leaders to discuss programs, policies, and general concerns of the students. It shares its deliberations with the Board.
5. The **Athletic Affairs Committee** meets regularly with the Athletic Director and representatives of the Athletic Department to review and evaluate all existing athletic programs, policies, advancement initiatives and athletic related community relationships. The Committee makes recommendations to the Board regarding the Athletic Department's budget prior to

presentation of that Budget to the Board, to ensure a high quality academic and athletic experience for student athletes. The Committee also reports its deliberations and findings to the Board. The Chairperson of the Committee works closely with the Athletic Director to develop the agenda for Committee meetings.

6. The **Personnel and Compensation Committee** reviews all policy matters regarding the establishment of goals and objectives, performance assessment and pay structures for the President of the University, the Board Secretary, and Board Treasurer, and will make recommendations to the Board of Regents regarding all such matters.

7. The **Audit Committee** appoints and supervises any external and internal auditors for the University, meets with auditors to discuss their operations, and recommends the adoption or revision of appropriate policies relating to them. The Committee also oversees the University's insurance and risk management programs and its entrepreneurial activities.

A full list of committee membership is available on the Board's website. Committees meet before every regular Board meeting, and report to the full Board at its meeting, presenting items and committee recommendations for the Board's consideration and vote.

Board members also sit on a number of committees governing various affiliated organizations, including the following:

1. **Eagle Administrative Services Board**, charged with operation and management of the Eagle Crest Corporate Education Center and Golf Course on behalf of Eastern Michigan University;
2. **Foundation Board of Trustees**, charged with management of EMU's charitable foundation; and
3. **Education Achievement Authority**, a statewide body charged with administration of the Education Achievement System, a statewide school district for under-performing schools. EMU ended its participation in the EAA in June 2017.

The Board is appointed by the governor and its members reflect experience with a variety of external constituencies including regional business, education, and civic interests. The Board considers the reasonable and relevant concerns of its external constituencies by designating all Board meetings open to the public. The Board sets aside 30 minutes during each meeting for public comment by anyone who wishes to address the Board. People wishing to address the Board are asked to submit a form available on the Board's website, at least 24 hours before the Board meeting at which they intend to speak. They are informed that their comments, along with any documents they submit to the Board, will be considered public.

Board members have also held office hours on campus, during which a Regent meets with individuals -- students, faculty or staff members -- for 25 minutes each to listen to matters related to the University community. The Board also has a dedicated, publicly available e-mail address for anyone who wishes to communicate with it: emu_regents@emich.edu.

The Board's website also contains a direct link to an Anonymous Ethics and Compliance Reporting portal, where internal or external constituents may report if they have observed any behavior believed to be unethical, illegal, or suspicious. Such situations may pertain to Ethics and Compliance issues, such as financial reporting; compliance with Federal and State of Michigan laws and regulations; Employee Relations, Human Resources and Equal Opportunity, such as harassment, discrimination, scheduling/time abuse or disciplinary action; Environmental Health and Safety, such as MIOSHA violations and hazardous waste disposal; or Loss Prevention and Asset Protection, such as threats and violence, alcohol/drug abuse, or internal theft. The website encourages communication and guarantees confidentiality.

(2.C.3) The Board maintains strict policies designed to preserve its independence from undue influence. The Board Policy Manual contains a Code of Ethics (1.7), which makes clear that the Board's governance of the University is a Public Trust. The Code cautions that "Regents must keep the welfare of the entire University paramount over any parochial interests."

Specifically, the Code requires Regents to "discharge their duties, including any duties as a member of a committee, in good faith, with the care of an ordinarily prudent person in a like position would exercise under similar circumstances, in a manner the Regent reasonably believes is in the best interest of the University, and with the level of decorum appropriate to the office of Regent." Regents must also "adhere to all laws, regulations and policies that apply to the University." According to the Board's Bylaws, the Board's authority "is conferred upon it as a Board, and . . . no individual Regent shall bind the Board or the University to any contractual or other legal obligation without prior approval of the Board."

The Code (1.6, Conflict of Interest) specifically prohibits Regents from "us[ing] the authority, title, prestige or any other attribute of the office for personal benefit or gain for themselves or any family member." The Code requires each Regent to "exhibit personal integrity, honesty and responsibility in all actions," and states that Regents "may not use Eastern Michigan University Board membership to obtain financial gain, or for personal, business or family benefit."

Nor may any Regent "use the authority, title, prestige or any other attribute of the office to obtain consideration, treatment or favor for any person beyond that which is generally available." This includes any "efforts to influence administrative decisions with respect to an individual's admission, employment, discipline and similar matters."

Finally, the Code specifies that "Regents may not knowingly accept any gift, favor or gratuity from any person or entity, including another Regent, that might affect or have the appearance of affecting a Regent's judgment in the impartial performance of the duties of the office." Moreover, University Policy reiterates that Board members and the University President are subject to the provisions of Section 10, Article IV of the Michigan Constitution of 1963 and Act 318 of the Michigan Public Acts of 1968 as amended (MCLA 15.301 et seq), providing that no Board member or the President shall be interested either directly or indirectly in any contract with the University, the State or any political subdivision of the State, which shall cause a

substantial conflict of interest. Every year, each member of the Board signs a conflict of interest and Code of Ethics statement, and new Board members sign them at Board orientation.

(2.C.4) The Board of Regents has delegated authority to the President to manage the workings of the University and to implement University policies and procedures. Although all University policies must be approved by the Board, University procedures are approved by the President and his or her cabinet, called the Executive Council.

The Board's Bylaws (1.5) also charge the President with issuing and enforcing all appropriate executive orders. Further, the head of each University division is responsible for developing and implementing a process for the approval, implementation and enforcement of intra-divisional operating rules and regulations. Where an intra-divisional rule or regulation impacts the operations of another University division, college, department or office, appropriate notice of the rule or regulation is provided to the affected area.

EMU's administration is authorized to enact, implement and enforce, without Board of Regents approval, appropriate executive orders, administrative policies, and divisional, college, departmental, office or local operating rules and regulations. These administrative executive orders, policies, rules and regulations may not, however, conflict with University policy.

The Office of the President maintains a substantive website, containing all of the President's messages to campus, legislative testimony, and reports to the Board of Regents. It also contains contact information for the President as well as for every member of the Executive Council, and an organizational chart for the entire administration. Any member of the public can contact the President at president@emich.edu.

EMU also maintains a strong Faculty Senate, consisting of representatives from each academic department and learning resource at EMU. During the academic year, the Faculty Senate meets twice a month to discuss topics of importance to EMU's academic community. The Faculty Senate Executive Board consists of Representatives appointed by the Senate President. The minutes of Faculty Senate meetings, and the body's resolutions, along with other documents, are available on its website.

EMU maintains a strong culture of faculty governance, mandated and guided by the AAUP's Collective Bargaining Agreement. For example, Article XIII of the contract describes policies intended to ensure "mindful participation by Faculty" in the areas of selection and evaluation of Faculty Members, curriculum development, and utilization of financial resources, and calls for each department, college, or division to establish a system for Faculty input in the "areas of personnel, instruction, and finance."

2.D - Core Component 2.D

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

Argument

EMU's Board Policies, Student Conduct Code, and union contracts for tenure and tenure track faculty, and full- and part-time lecturers contain policies to ensure freedom of expression and the pursuit of truth in teaching and learning.

The Employment, Affirmative Action and Civil Rights Policy (Board Policy 3.1.8) states that "Those participating in the educational setting bear a responsibility to balance their rights of free expression with a consideration of the reasonable sensitivities of other participants."

Research and scholarship are governed by Board Policy 6.2.8, Academic Misconduct. It states, "Eastern Michigan University recognizes that academic institutions have the responsibility to set standards for ethical and honorable behavior in the conduct of research and scholarly pursuits. These standards insure that the scholarly activity of the University's faculty, research staff, and students will be conducted with integrity and openness. It is the policy of the University to foster an intellectual and academic environment in which exemplary scholarship and ethical practice may flourish." This applies to faculty, staff and students and ensures the ethical pursuit of truth in teaching and learning.

The Student Conduct Code is based on "preservation of the rights of free speech and peaceable assembly; respect for freedom of inquiry and constructive criticism; a conviction that honesty and integrity are key values to the University community; and the belief that all members of the University should be part of a campus environment that respects differences of culture, gender, religion, race, age, lifestyle, or ability." (8.1) The scope of this code includes any "misconduct that occurs on University premises and/or at University-sponsored activities but may also address off-campus behavior if the university determines that the behavior, or the continued presence of the student, impairs, obstructs, interferes with or adversely affects the mission, processes or functions of the University." (8.1.III) The Judicial Process ensures due process for students accused of violations of the Student Conduct Code.

The Student Organization Free Speech and Speaker Policy states that, "It is the policy of Eastern Michigan University to encourage recognized student organizations to invite speakers to campus to address public meetings in the spirit of the free exchange of ideas and to promote the timely discussion of a wide variety of issues. This policy assumes that the views expressed should be stated openly in order to allow for critical evaluation" (8.4.3).

The independent student newspaper, *The Echo*, reflects the University's commitment to students' freedom of expression. The student newspaper is not subject to University influence and publishes student opinions freely.

Tenured and tenure-track faculty are governed by a contract negotiated between the American Association of University Professors and EMU administration. The AAUP contract affirms academic freedom in teaching and research: “EMU and the Association fully affirm the principle of academic freedom in both teaching and research. The right of academic freedom shall be the right of every Faculty Member” (Article II.14). Similarly, “The primary purpose of academic tenure originally and presently is the preservation of academic freedom. That freedom, protected by a sufficient degree of economic security to make the profession attractive to men and women of ability, is essential if the Professor and thereby the University is to fulfill the function of being that agency in society devoted to the search for and exposition of truth” (Article XIV.517).

Shared governance is ensured by the AAUP-EMU contract, as well. The contract protects “[f]aculty involvement in the areas of selection and evaluation of Faculty Members, curriculum development, and utilization of financial resources...” (Article XIII.418.A.). The contract requires that each department, college and division have “a system providing for Faculty input in the areas of personnel, instruction, and finance” (Article XIII.420). In addition, the contract delineates the structure of the Faculty Senate. In addition to requiring input from the Senate on “all credit producing areas, scholarly/creative activity, and instructional matters,” the Senate has “the right to select or appoint Faculty representatives on all university-wide committees, commissions, councils, or task forces” (Article XIII.442).

Full-time lecturers and Part-time lecturers are each governed by an Agreement between Eastern Michigan University and the Eastern Michigan Federation of Teachers. Both state that “The Employer and the Union affirm the principle of academic freedom in teaching, subject to those limitations provided under applicable state, federal and local law, commonly accepted standards of conduct, and the satisfactory fulfillment of the duties listed herein, and such other policies, rules and regulations adopted by academic departments, colleges, administrative officers or the Board of Regents. Subject to the foregoing, employees will be free to study, investigate, present, or interpret facts or ideas concerning people, society, government, philosophy, the arts and sciences, the natural world and other areas of inquiry” (Article VI).

The Office of Student Conduct, Community Standards, and Wellness provides an Incident Report Protocol, and the Academic Administrators Guide to Classroom Management Flow Chart, for faculty reporting of students who are disrupting a classroom, preventing the free expression of ideas by students or the instructor. Furthermore, all employees are protected by an Anti-Retaliation and Whistleblower Policy (Board Policy Manual, 3.1.14).

2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

(2.E.1) Eastern Michigan University provides guidance and support services to ensure that research and scholarly practice are conducted with integrity. Board Policy 3.1.10 calls for ethical behavior in research and scholarly activities. The Office of Research Compliance provides ethical and regulatory oversight for research and scholarship. Additionally, EMU is compliant with the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).

The Office of Research Compliance oversees EMU's University Human Subjects Review Committee (UHSRC) for review of human subject research, the Institutional Animal Care and Use Committee (IACUC) for review of all research and scholarly activities using animals, and the Academic Integrity Committee (AIC), for review of financial conflicts of interest, biosafety, radiation safety, and export controls. The Office of Research Compliance maintains a website containing pages for each of the mentioned compliance areas along with links to training for faculty, students, and staff.

EMU has a Federal-wide Assurance with the Department of Health and Human Services, and maintains the UHSRC as the university's Institutional Review Board, as compliant with 45 CFR 46. The UHSRC is also compliant with other regulatory agencies (e.g., Food and Drug Administration, Department of Defense, etc.) when applicable. In addition to adhering to federal regulations regarding safety of regulated research, UHSRC policy also calls for review of "Exempt" human subject research according to the principles in the Belmont Report (1979) and professional ethical standards, including minimization of risk, minimization of coercion to participate, and obtaining appropriate consent. All individuals who are involved in conducting human subject research are required to complete human subject protection training prior to initiating the research. The UHSRC website contains guidance about application and training requirements, UHSRC policy and federal regulations, and sample applications and consent forms.

EMU maintains procedures that are compliant with the Public Health Service and USDA including a duly constituted IACUC. As such, all research and teaching procedures involving animals are reviewed for animal welfare, with principal investigators required to justify their use

of animals and provide evidence that there are no alternatives to animal use. In addition, all animal users must complete training in animal care and welfare.

EMU has an assurance with the Office of Research Integrity and maintains the AIC as the university body in charge of responding to allegations of research misconduct. In addition to data fabrication, falsification, and plagiarism, EMU further defines research misconduct for university purposes as including any other misrepresentation of data, failure to appropriately assign authorship, deliberate violation of university policy or standard procedure, and abuse of confidentiality expectations. The AIC is also responsible for reviewing and mitigating financial conflicts of interest per Public Health Service regulations. All investigators who apply for funding, from federal or other sources, are required to complete a conflict of interest declaration form for the Office of Research Compliance. In addition, the Office of Academic Human Resources requires all faculty to complete an annual conflict of interest declaration form. The AIC has two separate websites: one for research integrity and a second for conflict of interest. The research integrity website provides information about EMU policy, federal regulations, and best practices guidance for research integrity. Additionally, the research integrity website contains a page that can be used for anonymous reporting of research misconduct. The conflict of interest website provides information about federal regulations and EMU policy as well as a downloadable disclosure form.

The Office of Research Compliance, in conjunction with the Environmental Health and Safety Office, oversees biosafety and radiation safety at EMU. EMU went above and beyond, creating a policy to establish an Institutional Biosafety Committee (IBC), despite a lack of federal funding for the research that would require such a committee. The IBC is charged with reviewing and monitoring research involving recombinant and/or synthetic nucleic acid molecules, research using biological samples, and research involving biotoxins and biologically hazardous materials (see Board policy 6.4.3). The Radiation Safety Committee is responsible for oversight of all research involving radioactive materials at EMU and is compliant with Nuclear Regulatory Commission regulations. Both the biosafety website and the radiation safety website provide information about each domain and contact information for the Laboratory Safety Officer.

Export control concerns are also managed by the Office of Research Compliance. EMU has three Export Control Officers who are in charge of ensuring that EMU is compliant with all export control regulations. An Export Control Committee includes one General Counsel representative, one Office of Research Development and Administration representative, one Office of International Students representative, one Business and Finance representative, the Research Compliance Officer, the Associate Provost and Associate Vice-President of Graduate Studies and Research, the Director of the Technology Transfer Office, and two faculty representatives. The Provost and Vice President for Academic Affairs appoints members of the committee from nominations submitted by heads of the represented units, and the Faculty Senate appoints the two faculty representatives. The Associate Provost and Associate Vice President for Graduate Studies and Research or his/her designee serves as the institutional official authorized to secure export licenses when needed. The committee provides guidance and oversight of Export Control procedures at EMU. The Committee also provides appropriate training and outreach for Export Control concerns.

Finally, The Office of Research Development and Administration (ORDA) guides faculty through all grant application processes. ORDA has pre-award staff who assist faculty with grant submissions to a variety of funders, from corporate sponsors to federal agencies, post-award staff who take charge of spending grant money, and a Research Development Officer, who provides assistance with developing a research plan and grant writing. ORDA also employs statistics consultants. ORDA conducts regular educational workshops for faculty and maintains a robust online presence.

(2.E.2) EMU has many resources to offer students guidance in ethical decision-making and behavior, as well as the ethical use of information resources. The Office of Student Conduct, Community Standards, and Wellness provides education about making ethical decisions and about appropriate behavior.

The Board of Regents has a number of policies on academic honesty and integrity. Board Policy 8.1 describes the Student Conduct Code and judicial structure, prohibiting academic dishonesty and explaining sanctions for misconduct. This policy is enforced by the Office of Student Conduct, Community Standards, and Wellness. Board Policy 6.2.8 regards academic misconduct, defining activities that meet the EMU definition of misconduct. Board Policy 3.1.10 broadly refers to employee ethics, including academic honesty and integrity in its definition of “ethical behavior.” Board Policy 6.4.1 requires declarations and management of conflicts of interest in federally sponsored research and in employment.

The Student Conduct Code also enumerates expectations for academic honesty and integrity. This defines cheating, falsification, and plagiarism in detail. The EMU library provides guidance for students in the ethical use of information resources. The library's website also provides information about ethical academic behavior and use of sources. It also provides online video tutorials, including Research 101, an online introduction to research skills, Reliability of Sources, and Understanding Plagiarism. The Student Handbook, Individual courses, and course syllabi instruct students in the ethical use of sources, in avoiding cheating and plagiarism, and acquaint students with University policies regarding academic dishonesty. Additionally, the University Writing Center provides students with guidance regarding the ethical use of sources and avoiding plagiarism.

(2.E.3) Each academic department is responsible for academic integrity within their respective departments. In addition, contracts for tenure and tenure track faculty, and full- and part-time lecturers, and Student Code of Conduct contain statements regarding expectations of ethical conduct in teaching and scholarship.

EMU has made a concerted effort to provide resources to faculty, staff, and students regarding research and scholarly integrity. Faculty at EMU have access to training and assistance with the academic integrity policy via the Faculty Development Center (FDC), which maintains procedures and provides education about academic honesty and integrity policies at EMU. The

FDC offers educational resources about plagiarism, holds workshops about academic integrity issues, and disseminates to faculty important information about policies related to academic honesty; for example, the FDC assists faculty to incorporate academic honesty language into their syllabi.

Additional policies and procedures that foster academic honesty and integrity exist at EMU. The faculty contract requires faculty to maintain an awareness of ethical issues in their professional practice. The College of Business maintains an ethos statement focusing on academic and professional integrity. The Academic Policies in the Student Handbook contain information about academic integrity with the online version linking to the Board Policy about academic misconduct. Finally, the EMU mission statement contains integrity as one of the university's core values.

2.S - Criterion 2 Summary

Summary

EMU effectively 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. The University's Board Policies, Student Code of Conduct, employment contracts, and relevant websites clearly communicate and support EMU's commitment to integrity, ethical behavior, free speech, and the pursuit of truth in teaching and learning. EMU maintains equitable and accessible processes for reporting and resolving breaches of conduct, and the Office of Research Compliance ensures the University complies with all appropriate regulations and ethical research practices. The governing board of the institution remains sufficiently autonomous in its capacity to make decisions in the best interest of the institution.

EMU presents information to its students and to the public with regard to its policies, decisions, programs, requirements, faculty and staff, cost to students, control, and accreditation relationships, by means of the Academic Catalog, the Office of Institutional Research and Information Management (IRIM) and other relevant University websites, including the Board of Regents and Office of the President's websites. EMU provides its students with guidance regarding ethical conduct and responsible use of information sources through the Student Handbook, various library programs, individual courses and course syllabi, and the University Writing Center.

Strengths: EMU's policies and procedures are transparent, accessible, and clearly articulated to its 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 with administrators, faculty, staff, students, and the public regarding its policies and practices, and provides numerous, accessible pathways for reporting compliance issues and raising and resolving academic and non-academic concerns and breaches of conduct. EMU supports a robust climate of compliance training for all employees in all areas of ethical and responsible conduct.

Opportunities: As mentioned in 2.C.1, the University is committed to ensuring Board Policies are reviewed strictly on a three-year cycle, since board member changes and competing priorities have prevented review of the Board Policy Manual at regular, three-year intervals in recent years.

Criterion Three

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for 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).

Argument

(3.A.1) Eastern Michigan University maintains undergraduate and graduate degree programs appropriate to its mandate as an institution of higher learning as evidenced by its well-articulated process for course and program development, described and facilitated by the Course and Program Development (CPD) Office. The CPD is responsible for maintaining and updating online Academic Catalogs, which contain descriptions for all courses and programs and which provide learning outcomes for undergraduate and some graduate degree programs. Descriptions in the Academic Catalogs are treated as binding between students and the University.

A robust, centralized course, program, and degree input process ensures courses and programs are appropriate to the degree awarded. Faculty input at multiple levels ensures performance levels are appropriate for degree qualifications and course numbering, and that courses are relevant, current, and of high quality. The CPD Office facilitates all curricular changes from academic departments through the input system to final action by the Provost (or designee), and in the case of new degree programs, the final action of the Board of Regents and the Michigan Association of State Universities (MASU). This process is clearly articulated in the Course and Program Development Handbook, updated in March 2017. The CPD Office reviews proposals for new academic programs, including new concentrations, majors, minors, master's, specialist, doctoral degree programs, and certificates; for program revisions, including the addition or deletion of required or restricted elective courses, reconfigurations of existing courses, changes to admission requirements or graduation criteria, or the addition of a new concentration; for new undergraduate or graduate courses; for revisions to existing courses, including changes to prefix, number, title, description, prerequisites, or restrictions; and for course deletions and program phase-outs or shelving. The Course and Program Development process applies to new courses and programs as well as to course and program revisions, and remains consistent for on-campus and online delivery methods (see course and program revision forms).

Further, every department's/school's Department Input Document (DID) ensures adequate faculty input on curriculum is provided through Curriculum, Instruction, or Program committees. These committees maintain oversight of all curriculum and program proposals

developed by the Colleges. Department/school faculty committees make formal recommendations for new and revised curriculum to their respective Faculty Council. CPD proposals are reviewed by faculty at the department level, through their faculty committees, and then by the College Faculty Council. The Council makes recommendations to the Dean. Final proposals are submitted to the CPD by the Dean's office for review by all other Colleges. New degree programs and phase outs of existing programs require Michigan Association of State Universities and Board of Regent review, facilitated by the Provost. Final institutional approval of curriculum proposals rests with the Provost or designee.

The EMU-AAUP Collective Bargaining Agreement, Article XIII also stipulates the establishment of faculty input bodies in each department/school where continuous review of curriculum and instruction occurs. The CPD process satisfies the University's obligations under its collective bargaining agreement with the EMU-AAUP, and recognizes the importance of meaningful faculty input to a high-quality curriculum (see Introduction, CPD Handbook).

At the college level, courses and programs are assessed for quality and compliance using academic standards conferred through a specialized accreditation process or through college-level academic program review. In 2011, EMU moved to a decentralized academic program review process in order to avoid duplication of effort resulting from external accreditation requirements. Reorganizing academic program review and moving the responsibility to the colleges embedded all aspects of the program review process in the faculty input structures of the University. This decentralization also provided an opportunity for colleges to align resources with needs. A more thorough description of the academic review process is provided in 4.A.1. Periodic program review allows faculty to confirm if program requirements at the undergraduate and graduate levels are appropriate to the degree awarded, are relevant and are aligned with national and state standards, as well as with contemporary understanding of the field.

(3.A.2) EMU differentiates learning goals for undergraduate, graduate, and certificate programs by requiring input proposals to clearly describe student learning outcomes for specific degrees, programs, and courses. As a result of this emphasis on describing learning outcomes for the input process, the online undergraduate catalog was recently revised to clearly articulate these learning outcomes for most undergraduate academic programs (for examples see learning outcomes for BS in Earth Science and the BS in Interior Design). The CPD also requires applicants to describe how a proposed graduate program will assure graduate-level learning outcomes, including an adequate emphasis on research, and through the use of seminars, thesis requirements, and course restrictions (see page 5, New Program proposal form).

Differentiation of performance standards and learning goals for bachelor's, master's, certificate, and doctoral programs is further maintained through a course numbering system. Undergraduates take courses numbering from 100 to 499. Undergraduate students may petition to take 500-level courses for credit, but these courses cannot later be used to satisfy graduate degree requirements. Courses numbered 500 to 699 may be taken by all graduate students, whereas 700-level courses and above are reserved for advanced graduate students (see Graduate School Academic Policies and Processes 2016-2017, page 5).

The CPD new course proposal form reiterates the Graduate School policy and requires all course proposals to indicate the level of course that is proposed, and to include a detailed course syllabus that will illustrate the level of performance expected of the student in the course relative to course numbering, student learning outcomes, student assignments including presentations, research papers, exams, method of evaluation, and grading scale (if a graduate course, submitters must include graduate grading scale). The CPD provides course and program proposal forms that are standardized across the colleges and which differentiate between majors, minors, degree programs, and certificate programs. Proposal input and approval processes further ensure levels of performance and learning outcomes are appropriate to all degree programs.

(3.A.3) Learning goals for degree programs are stated in the online Academic Catalog and are consistent across all locations and modalities, including online, satellite campus, and dual credit programs. Consistency of program learning goals is maintained by using the same course design, syllabus, course materials, learning outcomes, assessment approaches, and faculty to teach courses, regardless of modality of delivery or location, and by requiring all courses, regardless of modality, to be proposed through the CPD input process, as described in 3.A.1. An example of course learning goals remaining consistent across learning modalities is the syllabus from Philosophy 100, Introduction to Philosophy, which is delivered in both traditional and online formats.

Department Input Documents (DIDs) further describe how faculty on Curriculum and Instruction Committees oversee all aspects of design and delivery of courses in a Department, including syllabi design, course content and implementation, and offerings and enrollments. Curriculum and Instruction Committees in each department ensure consistency of learning goals for all courses, regardless of mode of delivery, and vet all courses to meet stated learning goals and other curricular requirements.

Additionally, EMU requires all undergraduate students to complete General Education requirements; all general education courses in each area have the same student learning outcomes regardless of delivery method or instructor. Student learning outcomes for all general education areas are posted on the General Education website, and all general education courses are vetted in line with these student learning outcomes.

EMU further ensures program quality, including consistency of learning goals, through regular program review, which is described in detail in 4.A.1.

Finally, EMU employs the Canvas Learning Management System for its online learning. All instructors, regardless of mode of delivery, may use Canvas to support learning for all course formats. The Canvas system also provides an opportunity to conduct assessments of student learning outcomes across course sections and modes of delivery. For example, instructors have participated in assessments of General Education, Quantitative Reasoning student learning outcomes over the past two years; the use of Canvas LMS and a common rubric have been one reason for the increased assessment of this learning outcome. Similarly, assessment of student

learning outcomes in General Education, Writing Intensive courses has also increased across multiple departments and programs using Canvas and a common rubric.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. 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. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

(3.B.1) EMU's General Education Program is in direct alignment with its institutional mission, educational offerings, and degree levels. EMU's Strategic Theme, "High Performing Academic Programs and Quality Research," Goal 1, Objective 1, directly addresses the purpose of the General Education program, which is to "ensure [it] meets the needs of students to thrive in society." The General Education program articulates on its website the following as its Guiding Principle:

"The General Education Program at Eastern Michigan University is the core of an undergraduate education. It is general in that it provides students with a comprehensive educational experience and prepares them for participation in a global world. General Education teaches students to think critically and communicate effectively; it provides an introduction to the methodologies and practices of the academic disciplines; and it promotes intellectual curiosity and a love of learning."

As demonstrated by its student learning outcomes, EMU's General Education Program imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess. Students are required to complete one course in composition, speech, and quantitative reasoning; two approved courses from each of arts, humanities, social sciences, and natural sciences disciplines; and one course each from approved courses in global awareness and U.S. diversity. (A comprehensive General Education guide is provided in the Academic Catalog.) These components of the program

directly address our mission to prepare students with relevant skills for lifelong learning and civic engagement, as well as to succeed in the workplace and in a global community.

Further, the Learning Beyond the Classroom (LBC) component of General Education requires all undergraduates to engage in experiential learning in any two of the following six areas: Self and Well-Being; Community Service, Citizenship, and Leadership; Cultural and Academic Activities and Events; Career and Professional Development; International and Multicultural Experiences; and Undergraduate Research. LBC requires students to apply learning in real-world settings, which aligns with EMU's mission to provide students with meaningful learning experiences beyond the classroom. Finally, the program requires that all undergraduates take an upper-division Writing Intensive (WI) course in their academic majors. This component of the program furthers student learning within the student's chosen discipline, allowing them to write for the purpose of solving discipline-based questions about the world.

In 2015 EMU's General Education program underwent a comprehensive program review. The review examined the program's effectiveness using the Higher Learning Commission's five criteria for accreditation, including analyses of the program's mission, ethical and responsible conduct, teaching and learning: quality, resources, and support, teaching and learning: evaluation and improvement, and resources, planning, and institutional effectiveness. The review found the General Education program to be in alignment with EMU's stated mission, values, and strategic direction (See review, section 1.2, pp. 6-7).

(3.B.2) Eastern Michigan University articulates the purposes, content, and intended learning outcomes of its undergraduate General Education requirements to campus constituencies, in several ways. First, student learning outcomes are listed on the General Education website and in the online Academic Catalog. In the last three years the General Education Office has increased its outreach to academic departments to ensure student learning outcomes are listed on course syllabi. Second, when General Education courses are approved, they have their course rationales posted on the General Education website and instructors are encouraged to include these course rationales, as well, on their syllabi. Third, representatives from the General Education program attend a regular All-Advisor meeting hosted by the University Advising and Career Development Center, where they are able to inform campus advisors about the purposes, content, and learning outcomes associated with General Education. Finally, the General Education program maintains mechanisms for course vetting to ensure its learning outcomes are met before a course can be included in the program. Faculty interested in having a course approved as a General Education offering complete a General Education Course Inclusion Form, which is submitted to their respective dean's office for final approval by the General Education Advisory Council (GEAC).

The General Education Office has expanded its efforts this year to embed knowledge of its purpose, mission, and content more broadly throughout the institution by creating a Faculty Fellows program. General Education Faculty Fellows are divided into three categories, based on needs identified by the most recent program review. There are four assessment fellows, two program review fellows, and two Liberal Education and America's Promise (LEAP) fellows. Program review faculty fellows, for example, implemented faculty development for

instructors of General Education courses this year to help them create class activities that focus on General Education student learning outcomes.

Finally, students are made aware of the importance of General Education at Fast Track, our new student orientation program; through college advising; and through the General Education website and online Academic Catalog.

The General Education program is grounded in a framework created by the institution. Student learning outcomes were developed through an iterative, multi-year process of faculty research, discussion, and debate; the process culminated in 2006 with an endorsement by the EMU Faculty Senate, Provost, and Board of Regents. In 2007, EMU won the Association for General and Liberal Studies Award for an exemplary program, specifically for fostering integrative and applied learning across time, courses, and between academic, personal, and community life (see General Education program review, page 10).

EMU's General Education program imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess. General Education course distribution requirements, mentioned in 3.B.1, roughly correspond to AAC&U's LEAP Essential Learning Outcomes, "Knowledge of Human Cultures and the Physical and Natural World"; "Intellectual and Practical Skills," particularly written and oral communication and quantitative literacy; and "Personal and Social Responsibility," including intercultural knowledge and competence. Written communication and quantitative reasoning requirements are structured so that students must have a certain amount of academic preparation before they can register for the required courses. For example, students are placed in developmental math courses, if needed, based on a combination of their ACT score and/or SAT score and a placement exam. EMU's General Education Program meets one of the central goals of any Bachelor's degree granting institution – providing students with a comprehensive education, including learning within real-world settings (LBC) and exposure to diverse perspectives. The program's Perspectives on a Diverse World category, which requires students to take at least one course each in US Diversity and Global Awareness, moves students toward this important outcome.

(3.B.3) EMU's mission emphasizes intellectually dynamic learning. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information and in mastering modes of inquiry or creative work. This is accomplished and verified primarily through a robust, program review process, which is described in detail in 4.A.1. Regular program review ensures all degree programs engage students in collecting, analyzing, and communicating information most pertinent to their discipline, and in mastering relevant modes of inquiry and creative work. To further ensure students participate in recognized modes of inquiry and creative work, the Course and Program Development process described in 3.A.1 requires every new program offered at EMU to engage students in inquiry and/or creative work. Learning goals for all undergraduate degree programs, including goals related to analysis, inquiry, and creative work, are articulated in the Academic Catalog.

One significant way that every undergraduate degree program provides students with opportunities to collect, analyze, and communicate information is by requiring students in all undergraduate programs to complete a Writing Intensive (WI) course. WI courses teach students to collect, analyze, and communicate information in a manner specific to the student's discipline, allowing for significant learning experiences to explore complex, discipline-based problems through writing. Student learning outcomes for WI courses include "formulating a research question and employ strategies for researching and respond to questions"; "using discipline-specific genres to communicate information"; and "understanding conventions for communicating, disseminating, and interpreting information within a discipline."

All undergraduate students are required to fulfill the Learning Beyond the Classroom (LBC) component of General Education, as described in 3.B.1, thus allowing all students to develop skills adaptable to changing environments and to learn in real-world settings. Working with area businesses and community organizations, each college strives to provide as many internship opportunities as possible for students. Professional study areas in the College of Business, the College of Technology, the College of Education, and the College of Health and Human Services are exemplary in this regard.

EMU has a tradition of community engagement and a long-standing academic service-learning faculty fellows program. AS-L courses provide significant opportunities for students to learn beyond the classroom to benefit local and global communities. Study Abroad programs also provide students with significant learning experiences beyond the classroom. The Honors College ensures students learn beyond the classroom through its activities and requirements; University Honors students must complete 40 hours of community service and attend the Star lecture series. EMU's Undergraduate Symposium also allows students to present their knowledge and research in a forum setting, under the guidance of a faculty mentor. Undergraduate Symposium is one of the longest-running undergraduate research symposiums in the nation and provides over 450 undergraduates and 230 faculty mentors each year with a forum to present original research.

All graduate programs engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry and creative work; and in developing skills adaptable to changing environments by requiring students to complete a final thesis, project, or creative project, as described in the Graduate School Policies, section XXIX. All graduate students work with a faculty advisor to develop a plan of study that meets degree requirements and that exposes students to graduate-level skills in analysis, inquiry, communication, and creative work appropriate to their field. A course numbering system, also described in 3.A.1, ensures appropriate performance levels and learning outcomes for graduate work. Graduate students are also encouraged to present their original research at the annual Graduate Research Conference, and many graduate students also present their original work at national conferences. Finally, EMU maintains over a dozen research centers and institutes to promote graduate scholarship, including the Institute for the Study of Children, Families, and Communities, and the Coatings Research Institute.

(3.B.4) Diversity, inclusion, and multiculturalism are embedded throughout the undergraduate curriculum. All undergraduate students are required to take General Education courses in Area III: Perspectives on a Diverse World including taking one course in Global Awareness and one course in U.S. Diversity. The following are student learning outcomes for these areas:

In the **Global Awareness** course, students will:

1. Explore specific global issues influencing diverse nations and/or cultures, along with their interrelations within the global community.
2. Explore their own culture and cultural practices and how these relate to the cultures and cultural practices of others in the global community.
3. Explore the social and historical dynamics that create and influence nations, governments, global alliances, and global conflicts.
4. Explore the causes and consequences of social, cultural, and racial intolerance in the world.
5. Analyze and synthesize information from diverse sources to make informed decisions regarding global issues.

In the **U.S. Diversity** course, students will:

1. Examine the complexity of their own cultural identities and how these relate to the cultural identities of others in the U.S.
2. Explore the causes and consequences of social intolerance in the U.S.
3. Examine the differences between social intolerance and institutionalized racism, ethnocentrism, and exclusion in the U.S.
4. Explore how diversity has affected and continues to affect income distribution, economic mobility, political access, and the democratic process in the U.S.
5. Develop an awareness of alternative values, views, and communication styles in the U.S.

To more fully understand and address issues of diversity and inclusion, the General Education Program in 2017 developed two indirect assessments of its Perspectives on a Diverse World: US Diversity category. The Directors of General Education and Course and Program Development designed and implemented a questionnaire for students to measure their perception of learning relative to US Diversity learning outcomes. In addition, professors with expertise in diversity and intercultural education designed a survey for instructors of US Diversity courses to measure their perceptions of what is taught in their courses.

Individual colleges recognize the importance of cultural diversity and have developed offices and programming to support multicultural learning. For example, the College of Arts and Sciences supports an Office of International Initiatives, which provides resources for strategic planning; implements international collaborations, programs and agreements; raises awareness of international projects and involvement within the College of Arts and Sciences; and creates opportunities for faculty and students to experience international perspectives both inside and outside the classroom. The College of Business has both undergraduate and graduate degrees in business administration in international business, and students in the College of Education can teach in Korea through the College of Education's teaching abroad opportunity. EMU also

provides students with a wide variety of Study Abroad experiences in Europe, Asia, South America, and North America, with programs ranging from weeks to entire year abroad programs.

EMU also maintains several resource centers and programs that support student education and engagement with cultural diversity. The Office of Diversity and Community Involvement, comprised of the Center for Multicultural Affairs, The Lesbian, Gay, Bisexual, and Transgender Resource Center, Vision Volunteer Center, and The Women's Resource Center, assists faculty in developing curricular and co-curricular means of addressing student and cultural diversity. Its programs and services also assist students with their transition to college, engage them in meaningful dialogue, help them develop their leadership potential, and equip them with the tools to become responsible global citizens. The University's Disability Resource Center (DRC) works with students who have documented disabilities to inform instructors of students' needs via the accommodation letter process. The DRC also assists instructors in providing reasonable accommodations for face-to-face and online classes. As facility renovations and new buildings are planned, accessibility and universal design are among the guiding concerns. EMU has a 4 star rating, on a 5 star scale, from the Campus Pride Index, a national listing of LGBTQ-friendly colleges and universities.

EMU further supports underserved student populations, including low-income, first-generation, disabled, and racially and ethnically diverse students and has implemented a Students of Color Initiative as part of its Degree Completion and Retention Plan. EMU received two significant Department of Education TRIO grants in 2015, described in detail in 3.D.1: TRIO Veterans 3S, which provides comprehensive support for veterans, and TRIO 3S, which supports underserved students throughout the entirety of their college career. EMU's Military Veteran Services Resource Center assists student veterans and their families in meeting the requirements to receive their educational benefits. In recognition of the institution's commitment to serving veteran students, EMU was named by *GI Jobs* magazine as one of the top military friendly schools in 2017, ranking #5 in the nation.

Certain specialized accrediting bodies examine diversity as part of the accreditation process. For example, the Council for the Accreditation of Educator Preparation (CAEP) expects teaching programs to evaluate proficiencies related to diversity, and to provide students with the opportunity to work with a diverse faculty and with a diverse group of peers. CAEP also expects programs to develop action plans if the program lacks diversity. EMU's Human Resources diversity statement is reflective of EMU's mission: "EMU provides a collaborative, welcoming and supportive culture where differing ideas, behaviors and backgrounds contribute to the educational experience that includes a global and multicultural perspective enhancing the individual, society and the world." The Office of Academic Human Resources provides training on Diversity and Bias in the Search Committee Process, to help foster the hiring of staff and faculty that represent the student populations that are served.

(3.B.5) Eastern Michigan University has a long tradition of active scholarship and creative activity, particularly with a focus on undergraduate research. Recently, EMU's Carnegie Classification changed from Large Master's institution to a Doctoral University with Limited

Research (R3) institution, reflecting a change in graduate degrees conferred and culture of research. Having one of the oldest undergraduate research symposiums in the country, almost 7,000 students have presented since the Undergraduate Symposium's inception in 1981. This year more than 450 students, involving 230 faculty mentors, presented research, scholarly or creative works at the Symposium. There are internal award programs around campus that provide financial support for undergraduate research, including Undergraduate Research Stimulus Program, and Symposium Undergraduate Research Fellowships. To receive Departmental Honors or Highest Honors through the Honors College, completing a student thesis is required. EMU has a highly successful Ronald E. McNair Post Baccalaureate program, serving 36 undergraduate students. A primary McNair activity to prepare undergraduate students for graduate school is an independent research project. For example, the June 26, 2016 issue of *Genetics* published "Remarkably Long-Tract Gene Conversion Induced by Fragile Site Instability in *Saccharomyces cerevisiae*" by undergraduate students and McNair Scholars, Shahana Ahmed and Mikael Dunn.

In 1999, the Graduate School launched the Graduate Research Fair to showcase graduate student research with 58 students presenting. In 2011 the name was changed to the Graduate Research Conference reflecting the increasing quality of graduate student research. By March 2017 graduate student participation had increased 189% with 168 students presenting research and other scholarly and creative activity. Many graduate students not only present at the Graduate Research Conference, but at national conferences as well.

Scholarly and/or creative activity is an expectation of tenure and promotion at EMU. The EMU-AAUP collective bargaining agreement communicates the expectation that faculty members use their expertise to address problems in their field (Article XV Evaluation Criteria and Procedures for Reappointment, Tenure, Promotion, and Periodic Reviews of Tenured Faculty, Section B.2.b.). Article XV of the faculty contract further requires that annual activity reports, including scholarly and/or creative activity, are submitted each year by October 15 and that faculty maintain an electronic evaluation dossier. Each department outlines its specific criteria for scholarly and/or creative activity in a Departmental Evaluation Document (DED). Within the College of Health and Human Services, for example, schools have evaluated scholarly creative activity requirements for tenure and promotion. Codified within new DEDs, the School of Health Sciences and the School of Health Promotion and Human Performance strengthened this criterion by added objective standards. Recently the College of Technology has increased its creative scholarly activity standards for promotion to full professor. Within the School of Technology and Professional Services Management (STPSM), four published journal articles are now required for full professor rank.

Scholarly and/or creative activity at EMU is also supported by internal and external grant awards. The Provost's Office has increased its support for scholarly and creative activity through four major award programs: 1) One- or Two-Semester Sabbatical Leave; 2) Faculty Research Fellowships (FRF); 3) New Faculty Research Awards, recently replaced with 4) Summer Research Awards for which all ranked faculty are eligible. In FY2007, EMU's Board of Regents approved 17 FRFs. In FY2016, the Board of Regents approved 55 FRF awards. As described in the faculty contract (Article XII, Paragraph B.4.), contingent upon funding, EMU will award a minimum of 80% of the FRF applications recommended by the University

Research and Sabbatical Leave Committee (URSLC) up to 55 awards. Applications are submitted, reviewed, and approved in the fiscal year prior to award and then budget is set to ensure that high quality research is funded. Also established in the most recent contract is the Summer Research Awards (Article XII, Paragraph G), providing compensation to faculty to conduct research during the summer. Forty proposals were approved for the 2016 Summer Research Awards. While replacing the New Faculty Research Awards, preference is provided in the scoring rubric to ensure new faculty are competitive.

Colleges also provide internal support for research. The Dean of the College of Arts and Sciences offered annual Program Development Initiative Awards (PDI) from AY 2009-AY 2016. The purpose of this award, unique to the College of Arts and Sciences, is to provide support for innovative and creative curricular and co-curricular development that will enhance student learning opportunities and collaborative faculty-student discovery projects. Faculty may receive up to \$5,000 and a course release in the amount of 3 student credit hours (the equivalent of one regular course) to use for the proposed scholarly/creative project and to use the awarded funds, if appropriate, to support student(s) who are jointly involved in the project. From AY 2009 to AY 2016, 76 PDI awards, in the total cash amount of \$214,829 and 36 course releases, were distributed to faculty, across 15 departments/schools in the college.

In support of its mission, EMU has identified an objective in its Strategic Plan to increase research to attract external funding and improve student education, particularly with a focus on graduate education. In February 2016, the Associate Provost for Graduate Studies and Research provided an outcomes report to the Board of Regents for peer-reviewed scholarly contributions attributed to 2013-2014 program funds: 61 conferences/lecturers; 28 student presentations; 16 published journal articles with 10 others pending; 4 published books with 4 additional pending review; 17 creative works; 6 submitted grant proposals with 4 awarded.

EMU also recently invested in the expansion of its research support infrastructure. This expansion included reorganizing the Office of Research Development into a faculty-focused, one-stop- sponsored-programs-shop supporting faculty from inception of idea to spending and closing out the grant. An Office of Research Compliance was created, and Technology Transfer staffed by a permanent position, all reporting to the Associate Provost for Graduate Studies and Research. EMU also implemented an electronic grants management system, Cayuse, in order to increase efficiency by maintaining one electronic repository for proposals, as well as supporting electronic routing and approval.

Federal earmarks and grants made under the American Recovery and Reinvestment Act assisted EMU's ability to secure competitive grants and contracts. In FY2009-2010, the University received awards totaling \$16,001,062, of which \$4,663,747 supported research (FY2011 Data Book, page 39). Of the total \$16 million, approximately \$1.6 million came by way of earmark funding, and another \$2.25 million came from ARRA funding. By FY2013-14, EMU's total activity dropped to \$7,961,231, with \$1,249,250 supporting research (2014 Data Book, page 37). FY2015 saw more than a doubling of research grants, receiving \$3,144,894 (out of total grant activity of \$11.7 million). FY2016 saw a slight increase for research and development grants (\$1,531,550), with \$2,000,000 for research grants expected in FY2017. FY2017 research awards are expected to exceed \$2,000,000.

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 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; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. 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.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

(3.C.1) EMU maintains sufficient numbers and continuity of faculty necessary to deliver a high-quality education (see pp.26-27 in EMU Data Book 2016). EMU has: 1) maintained the number of its tenured/tenure-track faculty in the face of declining enrollment; 2) taken steps to ensure the use of qualified part-time lecturers for teaching; and 3) reviewed faculty workload and established a transparent equivalency process to ensure sufficient support for non-classroom activities. EMU also has an established process for reviewing and prioritizing faculty line requests annually to ensure faculty allocations align with and support academic programs and the institutional mission.

EMU maintains sufficient numbers and continuity of tenure/tenure-track faculty to fulfill their contractually obligated roles related to teaching, creative/scholarly production, and service, including service on program review and assessment committees. In the 2015/2016 academic year, EMU's faculty numbered 1,389 tenured/tenure-track faculty, full-time lecturers, and part-time lecturers. This number represents a 13% increase in faculty since the 2007/2008 year, even though EMU's enrollment has declined in both the number of students enrolled and student credit hours. The number of tenured/tenure-track faculty members increased slightly over that time but has remained essentially flat (1% increase: 683 to 688), and full-time lecturers declined by 7% to 92 from 99 during that same period. The ranks of part-time lectures, including adjunct teaching staff, increased by more than 35% from 447 to 610 between 2007/2008 and 2015/2016. EMU's student-faculty ratio for fall 2016 was 17:1.

The mission of EMU's dedicated faculty is to "balance teaching and research to prepare students with relevant skills and real world awareness." Article IX.B of the EMU-AAUP contract recognizes that tenured/tenure-track faculty have both instructional and non-classroom responsibilities for creative/scholarly activity and service. The contract assumes a 12-credit hour teaching load for fall and winter semesters, and six for summer term to be standard. Deviation from this standard is accomplished through equivalencies. To establish teaching load, course credit hours are used. Decision criteria for equivalencies and exceptions are described in Departmental Input Documents (Article IX.B.1.a); every department/school recently revised its DID to clarify the practice of establishing and excepting equivalencies, as established in the most recent EMU-AAUP Collective Bargaining Agreement. A temporary union-administration joint committee was established to review and approve all DID changes based on the inclusion of equivalencies (see Appendix C of the faculty contract).

To ensure a sufficient number and continuity of tenured/tenure-track faculty, Academic Affairs employs a process of prioritizing and approving faculty lines for the next academic year, as outlined in Department Input Documents and in the most recent AAUP contract (page 45). Deans encourage department heads/school directors to submit formal position requests for new faculty lines annually. It is the responsibility of the department heads/school directors to discuss the request process with all faculty members. College deans work with department heads/school directors to prioritize and rank faculty line requests. This ranking is shared with the college faculty advisory council. Once the council's input is returned to the dean's office, the dean then forwards his/her final decision to the Provost's Office. The Associate Provost shares the rankings for each College with the EMU Faculty Senate before making a final determination of the number and allocation of faculty line searches for the following year. The final list of recommendations is given to the President for approval. Full-time lecturer position requests do not occur annually, but they follow the same request process as faculty lines. Full-time lecturer requests are submitted in a separate ranking process from faculty line requests when they do occur. EMU verifies highest earned degree for faculty and full-time lecturers through an official transcript, and then keeps the records in Banner system.

(3.C.2) EMU ensures that all instructors are appropriately qualified, including full- and part-time lecturers, in five primary ways: 1) establishing minimum qualifications and expectations for tenure and promotion for tenured/tenure-track faculty; 2) establishing minimum qualifications for full-time lecturers within job postings and prior to hiring; 3) strengthening faculty participation in searches, as well as in evaluation, promotion, and tenure decisions; 4) requiring all selected candidates, including part-time lecturers, to provide official transcripts so that degree attainment is verified prior to hiring; and 5) training department heads and school directors on HLC requirements for faculty qualifications.

Minimum qualifications and expectations for tenure and promotion are set out in Departmental Evaluation Documents (DEDs). Faculty participation in the selection process is articulated in the DID. Searches and hiring are conducted in accordance with Academic Search Committee Guidelines.

With the assistance of Academic Human Resources, departments formulate and use Department Input Documents (DIDs) and the EMU-AAUP Collective Bargaining Agreement to facilitate the selection and evaluation of candidates. Additionally, academic departments are responsible for evaluating faculty members using procedures, techniques, and criteria specified in the contract and the DED. Academic Human Resources provides an outline of the DID and the DED to help align academic departments with institution-wide goals and objectives. The DID and DED are then tailored to each respective department's requirements and needs. To ensure fidelity to these processes, the University's internal auditors conducted a review of Academic Human Resources Training and Certification procedures related to faculty selection and hiring. The audit had no finding pertaining to the selection and hiring process, but did recommend a formalized process for ongoing monitoring for specific licensure requirements, which will be implemented by Academic Human Resources in January 2018.

Minimum qualifications for full-time lecturers are outlined in Article XII of their collective bargaining agreement. By contract, minimum qualifications are required for full-time lecturer position postings. Part-time lecturers are hired on a semester-by-semester basis as needed at the sole discretion of the department head/school director. EMUFT contractual provisions require department heads/school directors to hire from within existing part-time lecturer pools whenever feasible and whenever there is an appropriately qualified lecturer within the department. EMU has taken steps to ensure that part-time lecturers are qualified through credentialing. While hiring authority rests with the department head/school director, training was provided for department heads/school directors on the HLC's clarification of the Higher Learning Commission's Assumed Practice B.2. at a round table discussion in December 2015, and again at a department head/school director workshop held in May 2017. Department heads/school directors were also provided guidelines for posting newly available courses for part-time lecturers, which includes instructions to verify all new employee's qualifications using latest official transcripts of highest degree earned (See DH/SD Guidelines for Posting Newly-Available Courses for Part-Time Lectures, 2.b.i. and 4.g.).

(3.C.3) All instructors at EMU are evaluated regularly in accordance with established procedures outlined in each unit's collective bargaining agreement. Tenure/tenure-track faculty undergo three types of evaluation: 1) an annual report of faculty activity (all tenure/tenure-track faculty); 2) a full evaluation for tenure and promotion; and 3) a faculty evaluation once every four years once tenure is reached. Faculty are evaluated relative to instructional effectiveness, scholarly/creative activity, and service. Full reviews employ evaluations by peers, department heads, students, and a self-assessment. Annual professional performance evaluations, through review of an annual activity report, are conducted by the department head/school director and, in cases where deficits are identified, the department personnel committee is also asked to participate (EMU-AAUP Collective Bargaining Agreement, Article XV).

Full-time lecturers are evaluated for instructional effectiveness using classroom observations, student evaluations, and an assessment of a lecturer's professional development activities. Per EMUFT contract, three types of evaluations are used: an initial evaluation during year one, periodic evaluation at the second and fourth year following the original appointment, and

promotion evaluation when eligible (XVIII.E). Full-time lecturers are required to submit an annual activity report to the department head/school director, which includes a list of courses taught and professional development activities in which the lecturer has engaged. The annual activity report also indicates the instructor's interest in developing, revising, or teaching additional courses.

Part-time lecturers are evaluated under Article XI of the collective bargaining agreement . As with full-time lecturers, part-time lecturers receive initial and periodic reviews. Before the end of the part-time lecturer's second term of teaching at EMU, their department head/school director completes an evaluation using classroom/online observations, student evaluations, and course materials. Periodic evaluations are conducted every fourth academic year, after the initial evaluation. In addition to items required for the initial evaluation, periodic evaluation requires a self-evaluation and an updated CV (X.A.3).

(3.C.4) Eastern Michigan University has processes to assure instructors are current in their disciplines by including requirements for instructional effectiveness in union contracts and Department Evaluation Documents (DEDs). (See the current EMU-AAUP contract, Article IX A. Professional Responsibilities [paragraph 200]; EMU-FT Lecturers contract Article XIX Evaluation and Promotion A. paragraph 221; and EMU-FT Part-time Lecturers contract Article VIII Professional Responsibilities A. - C. paragraphs 56-58, and Department Evaluation Documents). Tenured/tenure-track faculty also have expectations for research and scholarly activity. In the evaluation and promotion process, instructors document how they stay current in their disciplines and summarize the types and amounts of professional development they have acquired over their periodic review period. EMU also provides resources for tenured/tenure-track faculty to attend academic conferences through department and college travel funds (see College of Arts and Sciences travel fund application). Individual departments and schools also offer travel funds for tenure/tenure-track faculty to attend and present at conferences. The School of Communication, Media, and Theatre Arts, for example, provides faculty with a \$600 stipend to present at a conference, and a \$400 stipend to attend a conference.

EMU's Faculty Development Center (FDC) provides professional development for instructional faculty. The FDC offers a broad array of professional development programs on topics ranging from new faculty orientation, to pedagogical approaches, to technology applications in the classroom, to statistical software training. Programs are open to all instructional staff and some may be attended by graduate assistants, such as those relating to instructional effectiveness and statistical software training. Recent FDC offerings include: Cognitive Coaching Certification Training, Research Writers Collaborative, Scholarship of Teaching & Learning, SPSS Statistics Software training, Syllabus Revision, Classroom Management, Uncomfortable Discussions - Race and Intersectionality, Global Learning, Preventing Sexual Violence, and Fulbright Award Writing Workshops. The FDC also offers an e-Fellows grant program through which faculty members receive funding and support to incorporate technology in the classroom. To assist faculty in writing their Summer Research Award, Sabbatical Leave, and Faculty Research Fellowship proposals for peer evaluation, the FDC offers Internal Research Award Writing

workshops to assist faculty in crafting their narratives to be understood by a general academic audience.

The Writing Across the Curriculum Institute is a professional development opportunity offered annually for faculty to incorporate best-practices for course writing assignments. With funding support from the College of Arts and Sciences and the College of Health and Human Services, 389 faculty, including full- and part-time lecturers, have completed the program since 1999.

Other professional development programs, sponsored by the Office of Research Development and Administration (ORDA), are focused specifically on faculty research. These include: 1) New Faculty Research Orientation, designed to help new faculty launch their research agendas and familiarize them with available research supports and services; 2) Grant Writing workshops that provide information on various stages of the writing process, including finding funding and budgeting, or agency/program specific topics (NIH AREA grants); and 3) the Culture of Research Excellence (CoRE) Fellowship program. CoRE was launched in January 2016 with support from college deans. The purpose of the CoRE Fellowship program is to provide faculty with time, support, and knowledge needed to prepare competitive proposals for external funding. Internal awards programs, described more fully in 3.B.5, provide support so that faculty members can focus on a scholarly agenda.

Several strategies are used to determine training and professional development needs for instructional staff. The Faculty Development Center, the Department of Information Technology (DoIT), Academic Human Resources, and Staff Human Resources occasionally conduct surveys regarding training and professional development interests. Surveys of faculty professional development needs are conducted every two to three years. Evaluations from faculty development workshops, technology-training sessions, and General Education workshops and training programs are reviewed to determine their impact and to identify additional topics of interest. EMU's training efforts inevitably focus on helping students learn since the largest segment of the campus workforce is instructional faculty, including lecturers and other instructional staff. The instructional evaluation process focuses heavily on teaching effectiveness, as judged by students, peers, and self-evaluation. Thus, steps to strengthen performance almost always have a bearing on increasing teaching effectiveness for most EMU employees.

Part-Time Lecturers are encouraged to attend all FDC-sponsored programs. A specialized orientation is offered to Part-Time Lecturers at the beginning of every fall and winter semester (see PT-L Orientation Agenda). In 2012 a summer seminar was created exclusively for Part-Time Lecturers; a total of seventy-eight Part-Time Lecturers have participated between 2012 and 2017 (see PTLPD roster 2012-2017). Part-Time Lecturers also facilitate many FDC-sponsored events. In addition to FDC programming, Part-Time Lecturers are encouraged to participate in the Writing Across the Curriculum seminars. Over the last six years, forty-five Part-Time Lecturers have completed the Writing Across the Curriculum seminar (see WAC PTL 2011-2017).

EMU is committed to supporting professional development for assessing student learning. From 2011 to 2016, the FDC and offices of Institutional Research and Information Management (IRIM) and e-Learning have supported an annual Assessment Institute for faculty and lecturers. During this 2-day institute, faculty create and present their assessment plans, including how they might use the Canvas Learning Management System to support their program assessment efforts in the upcoming year. Over 100 instructors have participated in the Assessment Institutes and several have attended multiple years (see Assessment PD Rosters 2011-2017). In 2016, the Assessment Institute focused specifically on General Education student learning outcomes, and in 2017, organizers embedded the Institute within the Writing Across the Curriculum (WAC) seminar so that faculty could implement assessments in General Education Writing Intensive courses (see WAC/Assessment Roster and agenda). To further support General Education Assessment, EMU developed two General Education Assessment Leadership Training Programs - one specifically for assessing Quantitative Reasoning outcomes and the other for any General Education course (see QRAL 2017 training handout).

(3.C.5) Instructors at EMU support student inquiry in multiple ways. As part of professional responsibilities, it is expected that faculty will meet with students outside of the classroom, including during office hours. The current EMU-AAUP contract (Article IX.B.4 [paragraph 231] requires that faculty post and regularly hold office hours, being available for student consultation at least ten (10) hours per week, scheduled with approval of the Department Head. The collective bargaining agreements for both full-time lecturers and part-time lecturers require instructors to be available to students outside of the classroom. Full-time lectures are required to hold office hours at times convenient for students (EMUFT 2013-2016 Collective Bargaining Agreement, Article XV.A.1). Part-time lectures are expected as part of their professional responsibilities to meet with students during and outside of assigned classes (Article VIII. B. of EMUFT Part-Time Lectures Collective Bargaining Agreement).

Faculty support of student inquiry extends far beyond consultation on course material. EMU has a strong culture of faculty-mentored student research, which is supported by its institutional mission and demonstrated through a number of significant programs. EMU's Undergraduate Research Symposium celebrates the exceptional academic work of EMU undergraduate students, including research and creative projects. EMU also provides a number of award programs to support students conducting original research under the mentorship of a faculty member. These include the Undergraduate Research Stimulus Program, Symposium Undergraduate Research Fellows, and the Honors College Undergraduate Fellowship Program. Since supporting student inquiry is a core aspect of the mission, some departments look for candidates that have experience with supervising undergraduate research. Such qualifications are included in job postings and candidates are evaluated during the selection process.

Faculty also support student inquiry at the graduate level, primarily through faculty mentorship of student work presented at the annual Graduate Research Conference. One hundred, sixty-three graduate students presented at the GRC in March 2017. All graduate programs require a culminating project, whether a thesis, dissertation, or capstone project. In 2016, the Graduate School approved 104 theses, dissertations, and projects, representing a significant investment of

time in the support of student inquiry for faculty serving on thesis/dissertation/project advisory committees.

(3.C.6) Student Affairs and other student support services offices coordinate with Human Resources to ensure staff are appropriately qualified and trained. Human Resources maintains a comprehensive website with downloadable policies and procedures related to compensation and benefits, diversity training and complaint procedures, employment policies, and hiring procedures for EMU staff. In developing job specifications for new hires, Student Affairs and student support services offices also follow recommendations provided by professional associations relevant to each office. Several Student Affairs and student support services offices oversee their own staff training including Residential Life and success coaches employed by Academic Support Programs. For example, all success coaches employed by the EDGE program attend at least 40 hours of professional development training in student success strategies every summer, and all peer tutors, peer mentors, supplemental instructors, and success coaches associated with Academic Support Programs are required to complete College Reading and Learning (CRLA) certification.

To facilitate professional development for staff, Student Affairs created a Professional Development Committee (PDC) in 2004. The mission of the PDC is to ensure professional development activities align with American College Personnel Association and National Association of Student Personnel Administrators (NASPA) Professional Competency Areas for Student Affairs Educators, provide activities to build meaningful connections across departments, maintain a library with resources available for Student Affairs staff, and implement impactful professional development opportunities for staff.

Additionally, Human Resources' Learning and Organizational Development Team helps EMU staff develop skills and competencies through training, professional development, and consulting services. The Team provides numerous seminars and workshops annually, including workshops on topics related to understanding EMU financial processes, electronic Personnel Action Form (ePAF) workshops, and correctly completing employee compensation paperwork. Human Resources also provides EMU employees with over 1,400 free eLearning courses appropriate for personal and professional development. The Learning and Organizational Development Team also offers customized training for any department or office.

Finally, Student Affairs and student support services staff are encouraged to take on leadership roles in their professional organizations; for example, staff members in the Office of Financial Aid staff hold board positions with the Michigan Student Financial Aid Association (MSFAA).

3.D - Core Component 3.D

The institution provides support for student learning and 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 programs 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, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

(3.D.1) EMU's mission states we are an institution of opportunity. Our strategic theme, "Student Engagement and Success" addresses EMU's commitment to connecting students to resources that will support their academic, social, physical, emotional, and financial well-being across the university (Objective 2.2). To affirm our mission and strategic direction, EMU supports student success through a variety of programs and offices.

Academic Support Programs provide an array of comprehensive student success services, including for academically at-risk students. The Holman Success Center (HSC) provides a first-year seminar (UNIV 101L3), peer mentoring, success coaching, tutoring, supplemental instruction services, and study tables. The HSC employs a QR code system for student check-in and check-out of services that allows the office to track student hours with precision. In the 2016/2017 academic year, HSC staff and students supported 41,712 total hours at Eagle Study Tables, 2,220 one-on-one success coaching sessions, 110 peer mentor group study sessions, 3,405 drop-in tutoring sessions, and 5,867 check-ins at supplemental instruction.

In 2015, EMU received two new TRIO grants from the Department of Education under its Student Support Services (SSS) program to enhance our services for underserved students (defined as low-income, first-generation, and students with disabilities) and student veterans. The goal of TRIO SSS is to increase college retention and graduation rates of its participants and to help them acclimate to the university. These students have access to academic tutoring and peer mentoring, workshops and cultural events, financial aid advising and financial literacy education, graduate and professional school preparation assistance, and assistance in finding scholarship opportunities. TRIO SSS participants form a Living Learning Community that helps students build strong relationships with peers, instructors, and advisors. A second TRIO grant assists

EMU's Office of Veterans Services in helping student veterans and their families meet requirements to receive their educational benefits. Veterans Student Support Services (Vets SSS) provide academic and personal support that is tailored to the unique needs of student veterans, including helping student veterans transfer military service into civilian skills. Once enrolled in the program, students meet with the Director of Veteran Student Support Services at least once per semester to review academic progress. Participants are given a student coach who helps to connect them with advisors in their fields of study and to introduce students to campus activities. Participants also meet with a Veteran's Resource Representative who assists students with navigating the VA Healthcare system.

A variety of student support services are also provided by the Department of Diversity and Community Involvement. The Lesbian, Gay, Bisexual and Transgender Resource Center provides support and safe spaces for LGBTQAI-identified students, including support groups. The Women's Resource Center (WRC) is committed to recognizing and celebrating the diverse representations of women on campus, encouraging and supporting their personal growth, academic enrichment and professional development, offering advocacy and referral services, and providing educational programming and resources to help women reach their full potential. The WRC also provides students who are victims of sexual assault with emotional support, information about reporting, and campus and non-campus resources for victims of sexual assault, as does the Department of Public Safety (DPS), Counseling and Psychological Services (CAPS), and the Title IX Office. In particular, CAPS is dedicated to supporting the physical and mental health of EMU students. CAPS offers confidential, individual counseling, couples and group counseling, emergency services and crisis intervention, consultation to faculty and staff, and workshops and educational presentations.

Academic Success Partnerships (ASP) was established in 2012 to help students gain relevant skills and training to be active learners focused on persistence and degree completion. ASP programs provide support beyond the classroom to help students manage work, life, and development during their collegiate experience. The program includes MAGIC, or Mentorship Access Guidance in College. MAGIC exists to increase the graduation rates among students who have experienced foster care or homelessness by removing barriers that interfere with academic success and the process of becoming an interdependent adult.

(3.D.2) As an institution of opportunity, Eastern Michigan University offers several support and preparatory instruction programs that work to ensure adequate academic preparation for entering students. These programs include the EDGE program, EMU Opportunity (EO), the McNair Scholars Program, and EMU's participation in the Gateways to Completion Project.

EDGE is a four year, Academic Support Program designed to help students realize their higher education goals beginning with the transition from high school to college and continuing until graduation. Students are recommended for the EDGE program by the Office of Admissions based on GPA and SAT score, and acceptance to EMU is contingent upon the student's documented agreement to participate in EDGE. EDGE provides students with free academic

workshops, training in study skills, academic monitoring, individualized instruction, and advising assistance.

EMU Opportunity (EO), sponsored by Academic Success Partnerships, is a program specifically intended for entering students who fall just below the regular admission standards but show the potential to succeed with additional preparation. EO is a two-fold conditional-admit program. Students participate in a structured three-week, summer residential collegiate enrichment experience. EO participants who successfully complete the summer enrichment experience are enrolled in the Scholars Program for the fall and winter semesters of the first year. EO's goals are to help participants adjust to university life and expectations; provide a community of support and resources to help students succeed at EMU; help students get acclimated socially to EMU and build long lasting relationships; and build academic abilities especially in the areas of math, English, critical thinking, and habits essential to college success.

EMU's Ronald E. McNair Post-Baccalaureate Achievement Program, begun in 1989, offers support services to high-achieving students on their quest to attain the doctoral degree. Each year, the EMU McNair Program strives to meet the following objectives: 1) one-hundred percent (100%) of McNair Program participants served during the project year will have completed appropriate research or scholarly activities; 2) seventy percent (70%) of McNair Program bachelor's degree recipients (or equivalent) will be accepted and enrolled in a post-baccalaureate program of study by the fall term of the academic year immediately following the completion of the bachelor's degree (or equivalent); 3) eighty-two percent (82%) of first year graduate students will continue to be enrolled in graduate school at the beginning of the fall term of the next academic year; and 4) ten percent (10%) of McNair program participants served will attain a doctoral degree within ten (10 years) of the attainment of the bachelor's degree.

The Gateways to Completion (G2C) project, funded by the Kresge Foundation in cooperation with the Gardiner Institute, collects and analyzes data to craft and implement a plan for enhancing student learning and success in high-enrollment courses that have historically resulted in high rates of Ds, Fs, Withdrawals, and Incompletes (high DFWI rates). As participants in the G2C project, EMU is focusing on course innovation and interventions for three high enrollment courses with low success rates: CHEM 121, BIO 110, and MATH 105. EMU has determined that lack of success in these courses is strongly correlated with altered higher education goals including negative outcomes on student persistence and success. Faculty teaching these courses are using data to significantly revise these courses to promote greater student success (Please see data reports for CHEM 121, BIO 110, and MATH 105).

(3.D.3) Eastern Michigan University's academic advising is overseen by the Director of the University Advising and Career Development Center (UACDC). EMU's advising system includes the UACDC, college-level advising, and faculty advising. Students are encouraged to use the UACDC, college-level advising offices, and faculty advisors as a resource for selecting a program of study that aligns with their career goals and academic abilities, and to visit regularly with an advisor. First-year students are required to meet with an advisor; a hold is placed on registration for the second year if students fail to meet this requirement. Once students declare a

major, they receive advising from college-level advisors and/or a faculty advisor. The UACDC and college-level advisors are also a resource for faculty advisors to answer general advising questions. The UACDC also coordinates and administers a Second Bachelor degree program and an Individualized Studies program. In addition to advising received through the UACDC, students may receive help choosing a program of study through the career services branch of the office. The UACDC offers many tools to assist EMU students and alumni in mapping career goals and/or deciding on a major or minor including: individual appointments with career coaches; online resources that examine personality traits, values, and skills and recommend careers; and an online career search database. The UACDC also offers career fairs and events throughout the year that provide students with opportunities to explore potential careers and learn about related majors.

Incoming freshmen participate in Fast Track, which orients new students, registers them for classes, and helps them learn about General Education requirements. Incoming students may also meet with advising staff during Fast Track to discuss their schedule. If students remain undeclared after Fast Track, they receive advising through the UACDC. Other than EDGE, TRIO, and EO program participants, all students receive academic advising from the UACDC, college-level, or faculty advisors. Students in specialized programs receive advising from those programs in order to ensure the classes they select match both their needs and their abilities as students.

Transfer students are initially assigned either to a college-level advisor, if they have declared a major, or to the UACDC if they are exploratory/undeclared. Some programs, such as Music, Dance, Teacher Education, and Dietetics, are second admissions programs, which means that students already admitted to EMU must apply for subsequent admission to these programs after they have successfully completed specified prerequisites.

Graduate students are assigned a program advisor upon admission to EMU. All graduate students must have a program of study on file with the Office of Records and Registration by the end of their first semester on campus. Because a graduate program of study requires the signature of an academic advisor, graduate students must meet with their academic advisor as soon as possible to develop the program of study. Each graduate student's program of study is unique, depending on his or her career goals, interests, and prior academic experience.

As part of EMU's effort to improve retention and degree completion, additional staff and resources were added to academic advising offices, including the establishment of two new college offices: the College of Health and Human Services advising office, and the Francine Parker Advising Center that supports College of Arts and Sciences. Additionally, monthly Advising Training Meetings are attended by staff and advisors from the UACDC, the College of Arts and Sciences, the College of Health and Human Services, the College of Education, the College of Business, the College of Technology, University Athletics, the Office of International Students and Scholars, Financial Aid, Academic Success Partnerships, and the Holman Success Center. Student satisfaction with academic advising is routinely evaluated through two student surveys: the Graduating Senior Survey and the National Survey of Student Engagement (NSSE). Eastern Michigan University's HLC Quality Initiative project focuses on improving academic advising. EMU developed and administered an academic advising survey to 1,500 students

between October 2014 and January 2016. Survey data suggested that the University should focus their immediate improvement efforts on providing students with more personalized, individualized service during their advising sessions and on ensuring such personal service can be given across multiple advising offices.

(3.D.4) Eastern Michigan University is committed to improving teaching and learning through infrastructure improvements and technological support. EMU is in the process of completing what will be a seven-year refresh cycle of classroom A/V technology across the university's 350 classrooms. EMU's Board of Regents has approved nearly \$4.8 million in capital financing for classroom technology improvements since FY13, and approved a \$13.8 million capital improvement budget for FY2017-2018, as mentioned in 1.A.3 and in the Criterion 5 summary. Additionally, in 2015, EMU transitioned from the eCollege learning management system to Canvas to better support web-enhanced, hybrid, and online instruction. The use of course shells has increased by 43% over the last five years. Students can access Canvas, email, library databases, statistical software, and Adobe Pro software for any of the 864 PC's or 158 Macintosh computers housed in 30 computer labs across the main campus buildings and at our Detroit and Livonia satellite campuses. The Faculty Development Center sponsors a classroom technology grant program called eFellows, which provides funding for faculty to pilot new hardware and software systems, with their students, to enhance learning. The FDC also hosts Communities of Practice groups focused on faculty members sharing experiences and skills with classroom technology (clickers/personal response devices, social media, and computer software).

The Halle Library offers a rich menu of instruction and services in information fluency for students and faculty; many of these services are available both online and on campus (see Library Annual Report, 2015-16). EMU maintains other significant student learning centers and supports; for example, the Academic Projects Center assists students with writing, research, and communication projects. A variety of tutoring services are also available for students.

(3.D.5) The Halle Library, with more than 972,210 volumes, 186 indexes and databases, and 20,000 full-text journals, supports students and faculty in all academic programs in teaching and learning effectiveness, and in the development of information literacy skills. The Library strives to develop users' skills in finding, evaluating, and effectively using information through a variety of instructional services.

The Library maintains a comprehensive, system-wide instructional program designed to reach out to students in many ways including: orientations to information literacy services and resources; instruction designed to meet the needs of First Year Writing students; course-related instruction and Library Research Guides designed to be integrated into Canvas, the course management system; interactive and video tutorials, as well as guides which offer convenient ways to learn more about the Library and academic research strategies; reference service available by phone, email, chat (available 24/7, in person, and by appointment); faculty and instructor consultation on assignments and curriculum; and in-depth one-on-one consultations

with undergraduate, graduate students, and community members. The Library also offers The Library Liaison program which links a representative faculty member from each department (the departmental liaison) with the librarian trained as a specialist in the department's subject areas (the librarian liaison).

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

(3.E.1) EMU's mission as an institution of opportunity and its commitment to a diverse and inclusive community guide our co-curricular programs to support an enriched educational environment for students. EMU's co-curricular programs include a robust Campus Life office and Athletics programs, community engagement activities sponsored by the Office of Academic Service-Learning, and diversity programs and activities sponsored by the Office of Diversity and Community Involvement.

EMU's Campus Life office offers student-centered learning, development, and involvement activities and organizes and coordinates Orientation information and programming for first-year, transfer, adult, international, and graduate students, including Fast Track and First Four programs for incoming students. Campus Life promotes, recognizes, and coordinates student organizations. Campus Life also offers several programs to hone students' leadership skills, including the Emerging Leaders Series; LeaderShape; Multicultural Leadership Experience, sponsored in conjunction with the Center for Multicultural Affairs; and a variety of scholarships for students wishing to attend leadership conferences. Campus Life sponsors workshops, seminars, and events for students and student organizations. These include Connect, a three-day, student organization leadership retreat and SOLAR (Student Organizations Learning and Resources) Workshops, which are interactive seminars for students on such leadership topics as how to fundraise or build effective teams. Campus Life also coordinates collaboration between Greek Life chapters and the EMU community, and posts a Greek Life Annual Report on its website. Campus Life, which is housed in our nationally recognized Student Center, provides significant opportunities for students to build real-world skills and awareness and to learn beyond the classroom to benefit their local and global communities.

EMU's 21, Division I, varsity-athletics teams participate in the Mid-Atlantic Conference. EMU fields men's teams in baseball, basketball, cross country, football, golf, swimming and diving, track and field, and wrestling. The University also fields women's teams in basketball, softball, cross-country, golf, gymnastics, rowing, soccer, swimming and diving, tennis, track and field, and volleyball. EMU supports its student athletes with general fund scholarships, financial aid, and other grants. EMU awarded \$54.2 million in general fund scholarships in 2016-17, \$10 million of which went to athletic grants-in-aid. Financial aid for athletics has grown by nearly \$3 million since 2013-14, when EMU awarded \$7.1 million in grants-in-aid. EMU athletics

provides a comprehensive academic, personal, and professional support program for all varsity student athletes through Student-Athlete Support Services (SASS). Services provided through SASS include programs that focus on student-athletes' special needs, monitoring academic performance, providing learning assistance, assisting with registration procedures, assisting in monitoring athletic eligibility, providing priority registration, and making sure that athletes are advised about current NCAA, MAC, and University rules and regulations. EMU Athletics also maintains a Student-Athlete Advisory Committee (SAAC). Each varsity team is required to have at least one representative on the SAAC. The SAAC is the student-athlete voice to the athletic administration; it provides a bridge between student-athletes and the EMU community, undertakes Student-Athlete Advisory Board projects to benefit student-athletes and the community, and represents EMU student-athletes on campus and in the community.

The Office of Diversity and Community Involvement (DCI) and the Office of Academic Service-learning support EMU's mission as a diverse and inclusive community. The DCI comprises the Center for Multicultural Affairs, the Lesbian, Gay, Bisexual, and Transgender Resource Center, the VISION Volunteer Center, and the Women's Resource Center. Each of these centers sponsors activities and programs that enrich the educational experience of students by assisting them with their transition to college, engaging them in meaningful dialogue, helping them develop their leadership potential, and equipping them with the tools to become responsible global citizens. DCI provides multicultural competency training to the campus community, including topics on gender-based violence prevention, inclusion in higher education, and valuing identity. In these training sessions, students receive hands-on, practical skills for challenging their biases, confronting inappropriate behavior, communicating with people from different backgrounds, and working to increase unity and inclusion on campus. The DCI also houses the BrotherHOOD and SisterHOOD initiatives. The BrotherHOOD initiative seeks to engage, empower, retain, and graduate more males of color at Eastern Michigan University through university-wide, collaborative partnerships. EMU's SisterHOOD initiative provides a safe space for Women of Color through monthly dialogues and programming. The initiative builds a community that focuses on developing one's identity as a WOC, celebrating cultural influences that shape the lives of WOC, and sharing and receiving encouragement and positive reinforcement from other WOC students and professionals.

The Office of Academic Service-learning (ASL), since its inception in 1994, has supported more than 250 faculty in integrating community-based learning into their courses, curriculum and research. Faculty fellow training has resulted in the development and implementation of more than 200 academic service-learning and community based learning courses, with an average of 30 AS-L courses offered per semester, providing approximately 750 undergraduate and graduate students an opportunity to learn in and with community. Additionally, AS-L coordinates and supports numerous community engagement activities and projects in which students may participate.

Academic programs and departments also sponsor and co-sponsor a variety of co-curricular activities and programs. Learning Beyond the Classroom (LBC), described in 3.B.1, provides opportunities for students to engage with speakers, panel discussions, films, theatre, music, and dance productions, and similar events; all students must complete two LBC events as part of their General Education requirements. Faculty within and between departments support such co-

curricular events as Model UN, an award-winning Collegiate Forensics Team, art exhibitions and performances, and a variety of student clubs and organizations. Co-curricular experiences are also embedded in the EDGE and Honors Programs: EDGE students are required to complete an LBC experience as part of UNIV 101L3 and Honors students are required to complete both community service and attend the Star Lecture series. EMU sponsors a variety of Study Abroad programs. EMU's acclaimed Undergraduate Symposium and Graduate Research Conference provide students with opportunities to apply their learning in real world contexts, including presenting faculty-mentored research to the campus community.

(3.E.2) EMU supports contributions to its students' educational experience through its mission as an institution of opportunity, as a university that provides students with real-world learning opportunities, and as a diverse and inclusive community. Various co-curricular programs support these core aspects of the mission. Excellent Academic Support Programs, including those provided by the Holman Success Center and EDGE programs, and our Military Veterans Services Resource Center directly and positively support the educational experience of underserved and student veterans populations. Campus Life programs, Learning Beyond the Classroom requirements, the Nonprofit Leadership Alliance, the VISION Volunteer Center, Study Abroad, Alternative Breaks, student teaching requirements, clinical experiences in Health service programs, and the Office of AS-L provide significant opportunities for students to gain real-world knowledge and experience as integral parts of their undergraduate education. Programs and activities provided by Campus Life and the DCI, among others, contribute to students' understanding of diversity and to the campus as an inclusive community.

In particular, EMU has a strong tradition of supporting faculty and students in community engagement. In both 2008 and 2015, EMU received the Carnegie Foundation's Community Engaged Classification. This classification reflects both EMU's history and current university-wide dedication to cultivating and sustaining community collaboration through engaged scholarship, curriculum, co-curriculum, and community and economic development activity. For over 20 years, EMU's Office of Academic Service-Learning has been providing professional development for faculty to integrate community practice into their curriculum and/or research, and/or to develop and implement academic service-learning (AS-L) and community-based courses. Since its inception in 1994, 234 faculty have been awarded faculty fellowships to develop AS-L courses or pursue engaged scholarly activities. Since 2012, 34 faculty fellows representing all colleges and schools and 162 AS-L courses, both undergraduate and graduate, have been offered, with approximately 4,050 students engaged, totaling approximately 81,000 hours in service and engagement with the community.

Other notable student-community collaborations focused on student learning include SEMIS, the Southeast Stewardship Coalition, which nurtures partnerships between schools and innovative thinkers in the community through place-based learning teacher institutes and school based programming, and EMU's Community Work Study program which places work study students in local non-profit organizations.

3.S - Criterion 3 Summary

Summary

Eastern Michigan University maintains degree programs appropriate to higher education, differentiates and articulates learning goals for all degree and certificate programs, and maintains course consistency across all learning modalities. Through its General Education program and its rigorous course and program approval process, EMU ensures the acquisition, application, and integration of broad learning and skills necessary for a college education, including skills of analysis, inquiry, creativity, communication, real-world application of learning, and appreciation for diversity and diverse perspectives.

The University further maintains sufficient, qualified faculty and staff to support quality curricular and co-curricular programs, and offers robust academic and student support services to facilitate engaged student learning and effective teaching. EMU's co-curricular programs are well suited to its institutional mission, particularly as they pertain to community engagement, diversity and inclusion, and opportunity of access.

Strengths: EMU maintains a rigorous and consistent course and program approval process that provides for substantial faculty input regarding all curricular modifications. This process ensures all new courses and programs are relevant, current, and reflect learning goals and performance levels appropriate to all degree programs offered by the University, regardless of mode of delivery. EMU's General Education program is based on student learning outcomes recognized institutionally and nationally as essential for college graduates. The University also offers exceptional academic support services through the Holman Success Center, as well as a nationally recognized culture of community engagement and opportunities for undergraduate research through the acclaimed Undergraduate Symposium. Additionally, EMU maintains several offices and programs dedicated to diversity and inclusion, in line with the University's mission and student population.

Opportunities: As a result of being recently designated a doctoral-granting institution by the Carnegie Foundation, EMU has an opportunity to increase faculty research including reorganizing the Office of Research Development and Administration to support increased external research award funding. To facilitate growth in this area, the Provost's Office has similarly increased its support for internal faculty research awards.

Criterion Four

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 demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
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 assure 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 assures 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 assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

(4.A.1) EMU has long maintained a practice of program review. As a result of recently decentralizing program review, each college created a review system that aligns with its mission, disciplines, and specialized accreditation requirements. EMU views the current program review model as part of the University's continuous improvement, particularly as it expects programs to be reviewed within their individual college or unit.

The Provost's Office oversees program review by requiring each college to submit an Annual Report by August 31 of each year. The report summarizes program assessment activities; the outcome of program reviews; and a status and disposition determination for each program made by the college, along with any required or suggested actions. The report also includes a summary of progress towards changes recommended in previous years. The annual report to the Provost specifically asks for lists of new programs, phased out programs, and programs that were reconfigured (both academic and student support programs), with a brief rationale and/or explanation of each unit's program review process for the past three years.

Program review examines the strengths, weaknesses, opportunities, and threats to a program for the purposes of encouraging continuous improvement and making decisions that support students' and instructors' needs and resources (specific examples include CAS, p. 6; COB, p. 16; and COT, p. 37 of the 2017 Program Review Report). Additionally, EMU's University

Assessment Committee expects all units (the five Colleges, General Education, University Library, Graduate School, and Student Affairs and Student Services) to submit annual assessment reports for how programs assess student learning, and how data analysis informs curricular and programmatic decisions (template examples.) A complete description of University assessment processes is found in 4.B.1.

(4.A.2) EMU has policies that ensure that all credits on students' transcripts meet standards determined by the University, colleges, departments, and faculty. EMU uses the following definition for the assignment of its credit hours, which follows HLC guidelines: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates to no less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or,

(2) at least an equivalent amount of work as required in the above paragraph of this definition for other activities as established by an institution, including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.

Department heads and school directors ensure adherence by scheduling classes to meet the above definition. Additionally, quality is ensured by incorporating faculty input into proposed course or credit equivalencies, including how test scores, such as CLEP and Advanced Placement, are translated and used. EMU also offers credit for professional or personal experiences that align with course requirements. A student requesting an equivalency submits a portfolio and a faculty member from an appropriate field evaluates whether or not relevant learning objectives for a course have been met. International students' transcripts are evaluated by Educational Perspectives for an official GPA and credit hour evaluation.

(4.A.3) Transfer credit is awarded to students for courses completed at colleges and universities that are accredited by a recognized regional accrediting body, if the courses are college-level (equal to 100-level or above at EMU), and if the student earned a "C" (or 2.0 on a 4.0 scale) or better. Transfer credit may also be awarded on a case-by-case basis for college-level courses in which a "C" (2.0) or better was earned at institutions outside the U.S. or at non-accredited U.S. institutions (see transfer policies and guidelines). EMU's internal review of such courses is conducted by individual departments/schools or programs (e.g., General Education) and additional documentation may be required for the vetting process. Finally, faculty vet courses from other accredited institutions that demonstrate alignment with EMU courses, ensuring equivalency of transferred credits and learning objectives of relevant EMU courses. The student may be asked to provide the faculty member with a syllabus or other evidence of the proposed

transfer course as part of the audit (see "Course Equivalents and Transfer Guides," Community College Relations website).

Additionally, EMU has formalized articulation agreements with 25 community colleges for a variety of programs. In 2012 the Michigan legislature codified a Michigan Transfer Agreement (MTA). To fulfill the requirements of the MTA students must successfully complete at least 30 credits with at least a 2.0 in each course: one course in English Composition; a second course in English Composition or one course in Communication; one course in Mathematics; two courses in Social Sciences (different disciplines); two courses in Humanities and Fine Arts (two different disciplines and excluding studio or performance courses); and two courses in Natural Science including one with laboratory experience (two different disciplines). (See "Articulation Agreement Guides" and "Michigan Transfer Agreement," Community College Relations website.)

(4.A.4) EMU maintains high quality courses and programs, including designating appropriate prerequisites and instructor qualifications, through an input process negotiated by the University and faculty that requires approval at program, department, college, and University levels. Submitters must demonstrate expectations for student learning and academic rigor for all courses. A detailed description of the input process can be found in 3.A.1, and a full account of how the University ensures proper faculty qualifications can be found in 3.C.2. Details of the expectations and procedures related to the input process can be found in The Course & Program Development Handbook and website. Students who attend the Early College Alliance (ECA), the alternative dual enrollment high school hosted at EMU, are held to the same requirements as the University courses in which they enroll (see Handbook for the ECA).

A key component of program review, including accredited programs, as mentioned in 4.A.1, is analyzing assessment of student performance toward meeting learning outcomes. For example, College of Education programs must demonstrate how well students have learned based on direct performances toward meeting selected learning outcomes or standards, including performances on standardized assignments, state certification test results, and field placements. The College assists in collecting evidence of indirect assessments, such as enrollment trends, student and employer (or field supervisors') survey results, etc., and programs are encouraged to annually review this data as part of decision-making processes. Annually, programs are encouraged to select areas to improve, conducting full program reviews on a seven-year cycle.

(4.A.5) EMU maintains good standing with its specially accredited programs. More detailed information was filed in EMU's Federal Compliance package as well.

(4.A.6) EMU evaluates the success of its graduates and seeks to align its degree programs with the needs of regional and national employers. A 2012 market study by DeLoitte,

commissioned by EMU, for example, found that 72 percent of the University's undergraduate degree recipients earned degrees that are in high-growth, high wage occupations.

Upon graduation, EMU students voluntarily participate in an annual New Graduates Employment Status Survey. This allows the University to collect data regarding graduating students' employment plans. In addition, individual programs have developed mechanisms for following graduates, or use information gathered by the State. For example, the State of Michigan surveys graduates/completers one year after completing their program to measure program influences and job status.

Individual colleges and programs conduct their own investigations about the success/impact of their programs. In the College of Education, for example, initial teacher certification programs are informed by State surveys of graduates immediately after finishing student teaching and after one year out in the field. The findings from these surveys are used to inform the program. Survey respondents from the College of Education reported that they did not feel as supported in their job search as they would have liked. The COE responded by providing more resume writing workshops and by waiving the \$10 fee for attending the COE's extensive, annual teaching job fair. The College of Business also surveys graduates to reflect on the efficacy of their programs. Specific programs in the College of Technology survey seniors as part of their accreditation process (e.g., the Mechanical Engineering Technology program for ABET and paralegal for the American Bar Association).

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

(4.B.1) EMU clearly articulates goals for student learning and maintains effective processes for assessment of curricular and co-curricular activities. Undergraduate program learning goals are presented in the online Academic Catalog; examples of program learning outcomes for Bachelors of Science programs in Earth Science and Interior Design are provided. Learning goals for individual courses are also presented in course syllabi. Determining and assessing learning goals are key institutional objectives; for example, the Mechanical Engineering Technology (MET) program is accredited by ABET, and the program follows an eight-phase cycle to assess learning outcomes in eight areas, as recommended by their accreditation agency. The Bachelor of Business Administration (BBA) program has three, clearly stated program learning goals which are mapped onto program courses. The Master of Science in Human Resources and Organizational Development (MSHROD) has six learning goals presented at the program level. Student learning outcomes for General Education are described in 3.B.1, and the General Education program provides for faculty review and revision of student learning outcomes.

EMU's University Assessment Committee (UAC) coordinates annual institutional assessment activities and processes, including planning, determining student learning outcomes, closing assessment loops, and making improvements. The UAC ensures processes and practices of assessment are relatively consistent across the University through regular meetings, their website, and training. The UAC is composed of co-chairs (one faculty and one associate dean), the Assistant Vice President of Institutional Research and Information Management (IRIM), associate deans from each of the five colleges, the Associate Provost of Undergraduate Studies, a faculty representative from the General Education Program, the Director of the Faculty Development Center (FDC), the University Librarian, the Assistant Vice President of Student Affairs and Student Services, and the Dean of the Graduate School. Every college also maintains local assessment councils or committees, which report annually to the UAC.

The UAC ensures student learning is assessed across all academic units (college, department, and/or school) and co-curricular areas by providing templates, processes, and timelines for planning and reporting assessment of student learning annually to the UAC. Further, each unit has developed processes for reviewing assessment protocols, documents, and data, including how assessment data was used to improve programs. For example, the College of Arts and Sciences (CAS) provides a template for all degree programs to electronically submit annual assessment plans and reports. The CAS Assessment Committee (CASAC) then reviews all reports (each is read and responded to by at least two faculty members of the committee), returns the reviews to the programs, and archives reports and reviews on the CASAC assessment portal. As a specific example, in 2016-2017, Biology submitted an assessment report that described how, and which, students were assessed, for what purposes, the assessment findings, and how the program closed the loop of the assessment cycle. CASAC's response confirmed Biology's exemplary effort.

In co-curricular and student services areas, the Student Affairs and Support Services Assessment Council (SASSAC) has a long history and firm commitment to assessment. The Council leads a robust assessment system in co-curricular areas through broad participation across 24 SASSAC departments and through "Learning Beyond the Classroom" (LBC). Each department has both an assessment coordinator from their area, along with a liaison from the Council who serves as a point person for any support needed with assessment. All departments complete an annual report using a template provided by the Council (see, "Templates for Reporting on Assessment," pages 13-20). An audit of each draft report is conducted by the liaison and shared in a meeting with the department director and assessment coordinator before final reports are submitted. For example, 54 participants attended the most recent SASSAC Summer Assessment Institute. Four different departments were showcased as they discussed a specific assessment and presented all steps of the assessment cycle through closing the loop, which provided participants with best practice ideas for their own work.

Finally, EMU launched a new outcomes-based General Education program in fall 2007, including the development of student learning outcomes for all of its curricular areas. Assessment of student learning was thus embedded in the infrastructure and implementation process of the new program, establishing a foundation of institutional commitment to assessment in General Education.

(4.B.2) Aligning with EMU's institutional mission, the UAC expects all curricular and co-curricular units to engage in assessing achievement of student learning outcomes from programmatic perspectives (see EMU's assessment website). All five colleges, the Library, the General Education program, and the Graduate School assess achievement of selected student learning outcomes on an annual basis, according to a timeline provided by the UAC. All annual assessment reports for each of these units are available on the University's assessment website. In their latest assessment report, the Polymers and Coatings department provides a particularly strong example of how faculty assessed achievement of one of their six student learning outcomes. Faculty selected five detailed indicators to assess the learning outcome, "students will be able to compare various coating technologies and evaluate their usefulness and limitations."

Faculty used student artifacts including a quiz, a midterm, group assignments, and a research paper to assess the level of student achievement for these indicators. They found that students reached a desired level of achievement on four out of five indicators. The department has decided to schedule guest speakers in the future to improve students' understanding of the fifth indicator.

Similarly, the SASSAC measures achievement of stated student learning outcomes for each of its departments and programs. For example, Campus Life offers a multi-layered, co-curricular, immersive, undergraduate student leadership program called the Multicultural Leadership Experience. The program takes place over three semesters. Student learning is assessed in domains of Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence, Interpersonal Competence, and Humanitarianism and Civic Engagement, as defined by the Council for the Advancement of Standards in Higher Education (CAS). Students reflect on their learning by way of in-class journaling, out-of-class blog posts, and surveys administered through Campus Labs at the beginning of each semester. Students create their own "peer learning community" by sharing their reflections. Facilitators and designers of the program use the students' assessments to ensure that students are meeting the learning outcomes and use focus groups as a way to examine not only student learning, but the clarity of assignments and appropriateness of time demands of the program (see Campus Life's 2017 assessment report).

Finally, in 2012, the General Education program developed a five-year plan to effectively measure student achievement of its stated learning outcomes. For the last three years, the General Education Subcommittee on Assessment (GESA) has worked tirelessly to determine if course outcomes are being met by standing courses in the program. As a result, a process for revising student learning outcomes was also implemented, which included opportunities for faculty to propose revisions to student learning outcomes using an Application to Revise SLOs form. This process was used in 2017 to revise the student learning outcomes for Writing 121, the program's centerpiece writing course. Additionally, during AY 2016/2017, approximately 4,000 student artifacts from at least 58 General Education courses representing all of the Program's curricular categories were assessed, and improvements were suggested for the 2017/2018 academic year.

(4.B.3) Annual assessment reports require units to identify what student learning outcomes were assessed, and how the data collected was used to enhance student learning, along with actions taken. After reviewing annual reports, the UAC and local assessment councils/committees use specific assessment information to make program changes and improve learning. Some examples include:

- In AY 2014/2015, the Occupational Therapy MA program submitted an assessment report that focused on students' success in completing the program with a GPA of at least 3.0, successful completion of Level I and Level II Fieldwork experiences, and passing the board exam. The program initiated an Early Concern Note process for students as a means of identifying academic and professional behavioral concerns in OETH 619, OETH 687, and OETH 517. Action plans were established, and all but three students successfully completed these courses. The student handbook was updated to strengthen

the language regarding repeated early concern notes and their impact on student progression through the program. All students successfully completed their Level I Fieldwork; however, three students failed to complete their Level II Fieldwork. All three students actively participated in remediation plans, including seeking recommended outside support.

- Assessment is required by the Association to Advance Collegiate Schools of Business (AACSB) in six degree programs in the College of Business. An example of closing the loop in assessment is through developing new curriculum. For example, when faculty developed an undergraduate Supply Chain Management major and minor, they formulated a list of competencies they thought would be appropriate. Competencies were then shared with the Supply Chain Management advisory board members for input, and final major and minor proposals were submitted for University approval. Assessment, in this case was used, not only to develop a new program, but to subsequently undergo a rigorous process of establishing learning goals and assessment scheduling.
- An example of assessment that indirectly influences student learning is Engineering Management. Faculty in Engineering Management examined their program of study and modeled course roll out to facilitate student success. This analysis led to nine program-level change objectives, which faculty are now developing an action plan to successfully address.
- Aviation and Flight Technology and Management programs assessed "knowledge of contemporary issues" in their senior seminar course by analyzing the weekly grades of a writing assignment. The results showed a polar distribution with most students doing well, but some students doing very poorly. Faculty were particularly concerned that students understood contemporary issues, but that assignment quality was poor, in terms of missed or late blog assignments, and that writing and research quality was poor. A faculty report stated, "A clear demonstration of knowledge in contemporary issues in the aviation industry was represented in almost all cases when blog assignments were completed." Continuous improvement includes identifying and addressing possible logistical issues that prevent students from completing the assignment well. Improvements include increasing clarity of due dates and other requirements in the syllabus and discussing the format of blog writing.
- The Paralegal Studies program plans to change their assessments by requiring a pre- and post-assessment in courses that are prerequisite to the senior level course, which was assessed this past year.
- In the General Education program, the Quantitative Reasoning assessment leader and her colleagues recognized a need for more faculty training in the use of Canvas LMS for the purposes of assessment. Between 2014 and 2016, 33 QR instructors were trained, leading to 35% more student artifacts being assessed in quantitative reasoning courses than the previous year. The Knowledge of Natural Sciences assessment leader urged faculty teaching courses in this area to focus on demonstrating how previous 'closing the loop' suggestions had led to effective changes in course design or implementation. As a result, in its 2016/2017 assessment report Biology 110/111 instructors described how they had improved the process for collecting student assessment data across two critical learning outcomes, and how this improved process led to specific assignment changes (one experiment in a lab was removed and additional instructions for carrying out assignments were added earlier in the course).

(4.B.4) EMU's assessment processes are faculty-led and reflect good practices. The UAC and local unit assessment committees have increased faculty, staff, and administrator participation in assessment of student learning across the University. Currently, 94 faculty, staff, and administrators are members of the UAC or local unit committees; however, there are many others who are assessment leaders in their departments (e.g., Biology and Chemistry departments each have assessment committees), and still others who work directly with assessment leaders; for example, the Director of Writing Across the Curriculum is working closely with General Education Subcommittee on Assessment (GESA) to coordinate assessment of Writing Intensive classes across campus.

The GESA, now in its third year, has grown from its four original members to ten. With support from the Director of Undergraduate Education and the Director of General Education, GESA solicited new members from the Faculty Senate, requesting faculty from particular departments to enhance representation of the program's categories and to provide more extensive assessment experience.

The UAC consistently encourages unit assessment teams to adopt best assessment practices, and provides training in such practices. For example, in AY2014-2015, the UAC determined that annual assessment reports reflected a need for further discussion of, and actions toward, "closing the loop." In particular, unit leaders wanted to help programs more effectively demonstrate how assessment findings guide curricular decisions. In response to this need, the UAC organized a 'Closing the Loop' retreat in November 2015 (see, "Agenda for Closing the Loop Retreat"). Each UAC member invited at least one assessment leader from their unit to attend the retreat, and participants discussed selected readings (distributed before the retreat) and exchanged ideas for closing the assessment loop and how best to guide others to successfully do so.

Additionally, the UAC, the Office of Institutional Research and Information Management (IRIM), SASSAC, and Faculty Development Center (FDC) coordinate efforts to train instructors and administrators on how to assess, analyze, and report on assessment of student learning. The annual University Assessment Institute (which has taken place each spring since 2011) has trained approximately 120 faculty and administrators (see "Assessment Institute Master List of Participants"). Furthermore, the FDC sponsors workshops on assessment during the year and coordinates with faculty to offer training as needed. In February 2016 and 2017 GESA and FDC trained instructors who teach General Education Program Quantitative Reasoning courses how to use a common rubric, norm assessments, and Canvas LMS as a tool for collecting and reporting on assessment. In 2017, Institute facilitators integrated the Institute within the Writing Across the Curriculum (WAC) seminar so that faculty could implement assessments in General Education Writing Intensive courses. To further support General Education assessment, EMU developed two General Education Assessment Leadership Training Programs, one specifically for assessing Quantitative Reasoning outcomes and the other for any General Education course (see 2017 QRAL training handout).

Finally, assessment leaders have striven to coordinate with department heads, deans, and other administrators (particularly the Provost's Office and IRIM) to ensure that assessment policies and practices are supported by necessary resources; administrators coordinate further among themselves to generate support and enhance assessment practices. Faculty leaders

are compensated with released time from teaching to coordinate assessment; for example, the CASAC chair receives six credits of released time each semester and one equivalent for summer.

The coordination of institutional assessment policies and resources support efforts to generate expanding participation among instructors, administrators, assessment leaders, and staff to ensure research-based assessment practices campus-wide. This coordination has led to the creation of the University website for assessment, continued training (including of part- and full-time lecturers during the University Assessment Institute), and participation of assessment leaders at conferences that focus on assessment (e.g., AAC&U, Higher Learning Commission, and the Assessment Institute: Indiana University-Purdue University Indianapolis). This coordination has also led to continuing attention paid by assessment leaders to designing assessment practices that are systemic and evidence-based. For example, the CAS Associate Dean for Curriculum, in coordination with the CASAC and the CAS Dean, revised Program Review to include criteria that builds on HLC's accreditation criteria, particularly expectations for the assessment of student learning (see "CAS Program Review Plan," pp. 5-6). This year the associate dean remarked that CASAC's responses and programs' assessment report information have begun to consistently appear in Program Review reports, demonstrating the coordination among the dean's office, department heads, program coordinators, and CASAC. Furthermore, these efforts have led to assessment and administrative leaders identifying additional potential leaders for assessment. During 2016-17, GESA expanded by five more participants due to the support of the Director of Undergraduate Studies, Director of the General Education Program, GESA, and Faculty Senate.

Similarly, the Student Affairs and Support Services Assessment Council (SASSAC) assesses co-curricular practices using the Council for Advancement of Standards in Higher Education (CAS) on an annual cycle. All departments use CAS standards to serve as the foundation for their student learning outcomes. Founded in 1979, the Council for the Advancement of Standards in Higher Education (CAS) is the pre-eminent force for promoting standards in student affairs, student services, and student development programs. CAS aims to foster and enhance student learning, development, and achievement, and all departments incorporate some or all of the student learning domains in their work with students.

Other examples of best practices and faculty-led assessment include:

- The Dean of the College of Health and Human Services, along with a campus assessment leader and professor of Orthotics, worked closely with program faculty to ensure that instructors--many of them lecturers--included learning outcomes on all syllabi and were made aware and capable of engaging in programmatic assessment processes.
- The Associate Dean of the College of Education initiated a portal system to populate assessment evidence for all programs, making assessment data accessible to all interested parties.
- SASSAC, in coordination with the Faculty Development Center, designed and presented annual assessment institutes for their staff to coordinate strategic assessment planning and showcase best assessment practices (see SASC 2015 Assessment Institute agenda).

The University Library integrated and assessed Library Research Guides in coordination with the Canvas LMS, to ensure accuracy and availability of critical resources for students and instructors.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to 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 but 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.)

Argument

(4.C.1) Eastern Michigan University's 6-year graduation rate is approximately 41% for fall 2010 cohort. A report made to the Board of Regents in June 2017 provides additional data relative to student retention and completion.

EMU's Degree Completion and Retention (DCR) Plan, led by the Provost's Office, defines goals relative to retention, persistence, and completion. These goals are ambitious, attainable, and appropriate to the University's mission, student population, and curricular offerings. To align with the institutional mission and student population, components of the DCR also focus specifically on students of color. The DCR was developed in 2013 as a result of a comprehensive, two-semester effort that sought feedback from all campus constituents. As of AY 2016-2017, the University has made significant progress on the following DCR goals:

(1) *Conduct a comprehensive assessment of first-year courses and courses with high DFWI rates.* EMU began participating in the Gateways to Completion (G2C) Project during AY 2015-2016, which is funded by the Kresge Foundation, in cooperation with the Gardner Institute. Gateways to Completion is a comprehensive process that collects and analyzes data to develop and implement a plan for enhancing student learning and success in high-enrollment courses that have historically high rates of Ds, Fs, Withdrawals, and Incompletes (high DFWI rates). EMU has determined that lack of success in these courses is correlated with altered higher education goals including negative outcomes on student persistence and success. As part of the project, EMU has focused on course innovation and interventions for three high enrollment courses with low success rates: CHEM 121, BIO 110, and MATH 105. Faculty teaching each of these three courses have made extensive use of student performance data to develop course modifications

for implementation in fall 2017 (please see data reports for CHEM 121, BIO 110, and MATH 105).

(2) *Conduct a project to enhance advising quality through the development and use of appropriate metrics.* EMU's Open Pathway Quality Initiative on Advising emerged from analysis of institutional data that demonstrated student satisfaction with University advising correlates with time to degree completion. In response, the QI Steering Committee, comprised of IRIM data analysts and advising staff, developed and administered an academic advising survey to 1,500 students between October 2014 and January 2016. The survey measured student satisfaction with various components of their advising experience including accuracy, empathy and care, and accessibility and convenience. Survey data provided the impetus for two recommendations from the QI Steering Committee towards providing students with greater attention and care during their advising experience. These recommendations included: (1) consistently reinforcing to all advising staff the use of tools provided by EMU's "U.achieve" degree audit system, specifically the advising notes feature, and (2) taking steps to change the University's culture of communication about advising from a "checklist" approach to more individual, personalized service. These recommendations are being carried out through coordinated Advising Training Meetings, which are attended by staff and advisors from the University Advising and Career Development Center, the College of Arts and Sciences, the College of Health and Human Services, the College of Education, the College of Business, the College of Technology, University Athletics, the Office of International Students, Financial Aid, Academic Success Partnerships, and Academic Support Programs.

To further support our DCR goals, EMU also began using the Starfish early notification system in winter 2017 to enhance advising and student support in such high enrollment courses as first-year writing and speech, as well as in courses for academically at-risk students in the EDGE and EMU Opportunity programs. Starfish flags faculty and students when issues with grades, attendance, or homework arise, or when students are at risk for failing a course. During the pilot phase, 505 flags were raised for such issues as attendance and grades, and 580 positive messages (i.e., messages indicating the student was showing improvement) were raised. In Phase II of the rollout, Starfish will be employed in all General Education courses, and for student athletes and transfer students.

(3) *Enhance support services for students of color.* EMU's BrotherHOOD and SisterHOOD initiatives were developed specifically to support students of color at EMU. The goal of the BrotherHOOD initiative, for example, is to improve retention and graduation rates of males of color at EMU through collaborative partnerships, a success-driven approach, and engagement and empowerment. Ten students participated in the first cohort in 2014-2015 (currently juniors). Seventy percent (70%) of scholars finished their second year at EMU with at least a 2.5 cumulative GPA. Eighty percent (80%) returned for their third year. This compares favorably to the 56.7% third-year retention rate for males of color at EMU. Thirty-nine (39) students (current sophomores) participated in the second cohort. Of those, 81.5% finished their first academic year with at least a 2.0 GPA. Eighty-seven percent (87%) returned for a second year at EMU compared to the 69.5% first-year retention rate for males of color at EMU. The program continues to grow; 40 students have enrolled in the fall 2016 cohort.

(4.C.2) University data collection and analysis of retention, persistence, and graduation rates arise from centralized and decentralized efforts. EMU's Office of Institutional Research and Information Management (IRIM) represents centralized efforts toward data collection and analysis, and has created several online tools, including reports on academic decision support and interactive tools that use Tableau software, which can be accessed by campus personnel to review data on retention/persistence/graduation rates. Furthermore, IRIM is highly responsive to individualized ad hoc data requests to assess the effectiveness of programs and initiatives.

IRIM also disseminates initial analyses of these reports to a range of stakeholders, including to colleges and programs (e.g., Initial Teacher Preparation Program in the College of Education), University's Board of Regents (e.g., "Graduation Rate by College Report"), and Federal agencies (e.g., the Integrated Postsecondary Education Data System, or IPEDS) and the State of Michigan Higher Education Institutional Data Inventory (i.e., HEIDI). Other reports IRIM submits include the "Biannual Update on Retention/Graduation," "Department Enrollment and Persistence Report," "Retention/Graduation Rates by Student Characteristics" (ethnicity, gender, etc.); and "Retention/Graduation Rates by Year and Academic Program." IRIM also provides the Office of the Provost and senior administrators in all of the academic colleges with an annual "Departmental Enrollment & Persistence Report" that provides data to help them make decisions.

The Office of Records and Registration also provides regular reports that focus on retention, persistence, and completion. For example, it distributes reports to college administrators about students who have not yet registered for courses. College advisors use this data to reach out to specific students to encourage and counsel them about financial aid or programmatic options that may lower barriers to graduation, for example.

Academic Support Programs represent an example of decentralized data collection and analysis. Academic Support Programs director and staff collect data relative to student persistence and retention and regularly assess learning outcomes for the EDGE program for the purposes of program improvement (a detailed description of the EDGE program is provided in 3.D.1). In 2016, retention of EDGE students from first to second year at EMU was 84%, which represents a 21% increase from the previous year and a 40% increase from 2014.

(4.C.3) The University uses information on student retention, persistence, and completion to make improvements at various institutional levels. At the executive level, data from the Graduating Senior Survey is provided to the Board of Regents. The survey provides information on student engagement, employment, and satisfaction with academic and non-academic aspects of the student's college experience. Analyzing data on student dissatisfaction with advising provided the impetus for the BOR to support new advising offices and staff at the college level and at the UACDC, and for the development of the QI Project on advising.

At the University level, data collected on success of first-year students demonstrated that enrolling in quantitative reasoning, composition, and speech in their first-year positively impacted retention of these students. These findings were shared with advising staff who

encourage students to enroll in these courses early in their academic programs. Similarly, EDGE students are automatically enrolled in these courses as part of their program.

Data also show EMU has a high percentage of students who are eligible for financial aid through FAFSA (77% of EMU students apply with FAFSA). The New Graduates Employment Survey also showed 42% of recent graduates agreed that financial concerns negatively impacted their academics. In response, EMU introduced the Education First Opportunity Scholarship (EFOS). This scholarship is awarded to students with a GPA of 3.0 and a 20 ACT/1020 SAT and who demonstrate federal Pell Grant eligibility, and which covers full tuition after the Pell grant. The EFOS scholarship requires that a student maintain 15 credit hours per semester and a 2.75 cumulative GPA, encouraging progress towards degree completion.

Further, as part of the Gateways to Completion (G2C) project, faculty teaching each of the three courses in the project (CHEM 121, BIO 110, and MATH 105) have made extensive use of student course performance data to develop course modifications for implementation in fall 2017. Modifications to course pedagogy and student support will be assessed at the end of fall 2017 and appropriately modified for subsequent course changes. The G2C project represents a significant investment in identifying and addressing barriers to student persistence at the course level and will have broad applicability in establishing programs for innovation and revision of additional gateway courses.

Another example of how EMU uses data to support student success is the BrotherHOOD initiative, which collected and analyzed past and current data in an effort to increase retention for black males. Between 1992 and 2012, the number black students at EMU increased almost 159%. Black males represent 7.7% of EMU's student population compared to 5.5% nationally. Completion rates indicated that EMU needed to target retention efforts for this population. A BrotherHOOD Living Learning Community was subsequently introduced; learning communities represent a statistically proven, high-impact approach to student success.

(4.C.4) IRIM is responsible for collecting information on student retention, persistence, and completion of programs. IRIM follows a Data Standards Manual created by a University Data Standards Committee to ensure best practices and uses standard IPEDS definitions for calculating retention and graduation rate data. FTIAC and transfer cohorts of incoming full-time students are established from the University census date ten days after the fall term begins. The cohorts include students enrolled in the fall term who attended college for the first time in the prior summer term. Retention is tracked from fall to fall, and graduation rates are calculated at the end of each academic year. Graduation rates generally track the number completing their program within 150 percent of normal time to completion.

In addition to aforementioned ongoing reporting and analysis efforts on student retention and completion, IRIM also conducts more sophisticated statistical analysis on a regular basis to discover and disseminate more insight information about student success. An IRIM Research Primer is published a few times each year to share those discoveries with key administrators.

Persistence data is reported annually to IPEDS, HEIDI, CEIP, the Common Data Set, and the NCAA. Additionally, IRIM participates in the Consortium for Retention Data Exchange (CSRDE), the Student Achievement Measure (SAM) and many college guides and rating groups such as US News & World Report, Petersons, and Wintergreen/Orchard House.

A recent measure developed in Michigan among all public community colleges and state universities is the use of comprehensive success rate (website) which includes completion data of transfer students as well as students who transferred to and graduated at other institutions. The measure provides a more comprehensive picture of degree completion than the standard IPEDS method, especially for universities like EMU that enroll a high proportion of transfer (both in and out) students.

4.S - Criterion 4 Summary

Summary

Eastern Michigan University maintains high quality educational programs through the practice of regular program reviews in all of its colleges. EMU is further committed to educational achievement and improvement through consistent, rigorous assessment of student learning for both its curricular and co-curricular offerings. Both program review and assessment processes garner substantial faculty and staff participation, and the University provides necessary support and resources for faculty assessment activities. The University articulates ambitious and appropriate goals for persistence, retention, and completion through its Degree Completion and Retention Plan, developed in 2013.

EMU collects and analyzes data and information in order to assess and improve student learning, and collects data on persistence, retention, and completion in order to make improvements and changes as warranted. Processes and training relative to assessment reflect best practices across the University.

Strengths: EMU has substantially enhanced its capacity to carry out effective assessment of student learning in both of its curricular and co-curricular programs. Currently, nearly 100 faculty participate on assessment committees and councils throughout the University, with additional faculty serving as knowledgeable assessment leaders in their respective departments and schools. The General Education program has significantly increased its assessment efforts in recent years, and assessment of student learning outcomes in co-curricular programs through the Student Affairs and Student Success Assessment Council is robust and employs best practices. EMU also has a well-established IRIM office that provides strong and timely data and analytical support.

Opportunities: Developed in 2013, EMU's Degree Completion and Retention Plan has seen the implementation of several important components including the HLC Quality Initiative on Advising, the BrotherHOOD and SisterHOOD Initiatives for students of color, and the Gateways to Completion project. Nevertheless, additional progress on the DCR, including refinement of goals, is warranted. For example, while initial efforts have been made to strengthen and support campus high-impact practices, as well as generate faculty interest and support of HIPs, additional resources are necessary to successfully implement this component of the plan.

Criterion Five

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

(5.A.1) With an annual budget of \$350 million and employing nearly 2,000 full-time, 1,000 regular part-time/seasonal, and several thousand student employees, EMU provides sufficient human resource support to its academic and other core operations. EMU has over five million square feet of well-landscaped space and several large-scale academic buildings housing classrooms, laboratories, computer labs, and faculty offices. A modern University library provides easy access to materials and ample study areas, as well as 24-hour computer labs; our Student Center has been ranked one of the best in the nation.

Since 2008, EMU has made significant investments in the physical and technological infrastructure of the University, including spending over \$230 million on capital projects (the largest portion to academic facilities) and over \$100 million on technology enhancements. EMU converted all of its phones to VoIP and installed enhanced wireless access points in all academic buildings and is on-track to complete the upgrade to all buildings and facilities. EMU has invested approximately \$800,000 annually for the last five years in classroom technology so that, at the end of the plan period, all classrooms will have a standard level of technological support for teaching and learning.

Additionally, EMU made the strategic decision to self-finance the new Science Complex renovation, and many other infrastructure projects as described in 1.A.3 and 5.C.1. These projects are intended to support growing programs in health fields, strengthen our STEM programs, and lay the groundwork for the creation of an engineering program. Enhancements include \$90 million for self-funded improvements to the Science Complex, \$10 million improvements to the Rackham building for health-related programs, and the purchase of Holy Trinity Chapel for the Honors College relocation. The 2017-2018 capital budget includes improvements to Mark Jefferson and Strong Halls, which contribute to the Science Complex

renovation project. A scoring rubric has been developed to ensure capital improvement projects align with the University's mission and strategic planning goals. The level of borrowing to fund these infrastructure projects has had a significant impact on the financial ratios used by rating agencies and the HLC, but the debt is well within EMU's ability to manage.

(5.A.2) EMU's resource allocation process is focused on the mission of the University. The allocation of the institution's resources is proposed by the President for approval by the Board of Regents. The President proposes the allocation in consultation primarily with the Provost and the CFO. The Provost is the chief academic officer and responsible for the budget of Academic and Student Affairs, which accounts for approximately 75% of the General Fund Budget. The Provost is responsible as well for a significant portion of the Auxiliary Budget and the Capital Budget. The Provost receives input on the budget from the Deans, Directors, and Faculty Senate Budget and Resource Committee. The CFO's office consults with the Physical Plant and other members of the Executive Council in building the budget for the remaining areas of the University, as well as receiving input from the University Budget Council. Budget and resource allocation processes ensure a broad input while giving managers at different levels the authority required to focus on maintaining and improving educational operations. An example is the purposeful reallocation of resources from the College of Education to the College of Health and Human Services, ensuring greater alignment with student enrollment trends and with our mission to benefit the community by providing academic programs in needed occupational areas.

EMU's resource allocation decisions ensure that its educational priorities receive paramount consideration. Since more than 60% of expenses are employee salaries and benefits, controlling expenses has meant a re-allocation of human resources. An example is the purposeful reallocation of resources from the College of Education to the College of Health and Human Services, where changes in human resources have been purposeful and prioritized. In order to ensure quality instruction the number of faculty has been maintained through attrition and strategic hiring, but as enrollment has shifted among programs, faculty lines have been re-allocated from the College of Education to the College of Health and Human Services, which is experiencing growing enrollment. Similarly, EMU has controlled its healthcare costs in partnership with its employees, as they now share 20% of the cost of healthcare with the University.

In 2002, the State of Michigan used a funding formula that favored doctoral universities. Working with faculty, EMU made the strategic decision to allocate significant resources, primarily in the form of EMU-sponsored doctoral fellowships with 100% tuition waivers and significant stipends, to create new PhD programs in Psychology and Technology. In 2006 the first PhD in Psychology was awarded. In December 2015, EMU was reclassified as a Doctoral University by the Carnegie Foundation.

(5.A.3) Eastern Michigan University's mission, vision, and core values statements and Strategic Plan were approved by EMU's Board of Regents in 2013. A description of the strategic planning

process, the members, purposes, and functions of the Institutional Strategic Planning Council (IPSC) and the outcomes of the strategic planning process are described in full detail in 1.A.1. Additionally, managers at different levels make divisional, annual plans following the four strategic themes described in the University's strategic plan, and develop specific unit-level goals, action plans, and outcome measures that are suitable to their respective purposes and available resources. EMU builds all strategic themes into its employee performance review tool, Simitive, which connects individual employee annual performance reviews directly to the strategic plan.

Similar to trends in many other states, public universities in Michigan have suffered continuous decline in State appropriations in recent years. Nevertheless, EMU has emerged from a decade-long "perfect storm" of financial challenges, primarily due to the Great Recession, with its principles of affordability, access, and opportunity intact. By strategically allocating our resources, EMU has weathered the change from:

- a State-funded to State-assisted institution;
- a tuition-sensitive to tuition-dependent institution;
- a normal college to a doctoral university; and
- a part-time, commuter school to a full-time, residential campus.

Over the last 15 years, the State of Michigan has reduced its funding for higher education. In 2002, EMU received \$87.4 million in state appropriation. In 2017, EMU received \$75 million. Had the State continued to fund EMU at the same level as 2002, EMU would have received an additional \$192 million in funds to support its programs. The result of this significant and ongoing decrease in State funding means that 70% of EMU's operating revenues now come from tuition and fees. However, in keeping with our mission as an institution of opportunity, EMU continues to make its academic and student services affordable. Serving a student population with large portions of first-generation (28%) and Pell Grant recipients (42%), the University has been a leader in the State of Michigan in the area of tuition restraint over the last decade. At the same time, EMU has increased its institutional aid to students by 128% since 2011, from \$18.2 million to \$41.5 million in 2016.

(5.A.4) Formal and informal job training are provided at different levels through the University's professional development programs and individual departments. The Faculty Development Center offers ongoing training, orientation, and workshops to all University faculty. As over 90 percent of the University's staff is unionized, the University has developed structures and processes to ensure all staff are highly qualified and trained. These qualifications are included in all labor contracts. As such, Human Resources and Academic Human Resources departments and offices maintain job descriptions and qualifications for each position, and ensure advertisements and candidates meet the outlined qualifications. A more detailed description and examples of our faculty and staff training processes may be found in core component 3C.

(5.A.5) EMU has a well-developed and standardized budgeting process. The process is largely incremental at the divisional level; the previous year's budget is incremented based on changes to staffing and operational needs. The President's Office maintains a discretionary budget for funding new academic programming and academic support. The Library acquisitions budget is automatically funded to account for inflationary increases in media. Likewise, the University software budget is automatically funded to account for increases or changes in software licenses.

The CFO receives input on the budget from the University Budget Committee, a body comprised of representatives from across the University, including faculty, charged with making recommendations to the CFO and the Board of Regents. The Provost receives input on the Academic and Student Affairs budget from the Faculty Senate Budget Committee as well as the college deans.

College budgets are built on a cost per student credit hour (SCH) metric in the enrollment and revenue forecast model. Using previous year expenses, an actual cost per credit hour is determined for the current year. Based on enrollment targets for FTIACs, new transfer students, new graduate students, combined with historic retention and graduation rates, as well as conversion rates in the summer term, the number of SCH for the new fiscal year are forecast. Colleges whose enrollment is increasing receive additional funding based on the forecast and cost per credit hour. Changes to college personnel (new faculty or separations) are manually added to the new fiscal year budget forecast.

The University budget is monitored by the CFO's office and reported to the President, Provost, and the Board of Regents. Internal dashboards of key financial indicators are used to monitor the current year budget and to report results to the CFO and the State. Internal reports of spending at the organizational level roll up to the department, college, and division levels. These reports are sent to each financial manager and contain details at the account code level. Additionally, the Office of Budget and Finance meets each month with the Directors of each auxiliary operation and also provides them with quarterly reports.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

(5.B.1) EMU's Board of Regents provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary obligations. EMU is created by the constitution of the State of Michigan and each public institution in Michigan is autonomous. EMU has an eight member Board of Regents (BOR) whose members are appointed by the Governor to eight-year terms. New members of the BOR participate in an orientation when appointed. The BOR holds public meetings several times per year. The Board Policy Manual describes all policies and BOR obligations to the University.

The BOR establishes policies for governing the University and sets the tuition and fee schedule for the University. The University President recommends tuition and fee increases as well as updates and changes to these policies for BOR approval. The Chair and Vice Chair of the BOR are elected by the Board, and members select chairs of the various operating committees: Faculty Affairs, Student Affairs, Educational Policies, Athletic Affairs, and Finance and Investment. Additionally, there is a standing Personnel and Compensation committee and an Audit committee. Additional ad hoc committees are created as needed. Selected Regents also serve on the EMU Foundation Board of Trustees and the oversight committee for the EMU Eagle Crest Convention Center.

Core component 2C describes the practices and policies of EMU's Board of Regents and its various committees in detail.

(5.B.2) BOR meetings include regular meetings of the four operating committees chaired by the Regents. Each committee includes at least two Regents and typically other Regents attend the committee meetings. The University community is actively involved in the planning of

committee meetings, the presentations at the meetings, and all meetings are open to the public and include opportunity for public comment (see sample agenda).

The Faculty Affairs committee agenda is determined by representatives of the Faculty Senate and EMU American Association of University Professors, and typically includes presentations by the faculty regarding topics of interest.

The Student Affairs committee agenda is determined by Student Affairs administrators in partnership with the Student Leader Group and the student-body President, and typically includes topics related to student life and the agenda of student government.

The Educational Policies committee agenda is determined by the Provost, and typically includes presentations by the College Deans and faculty, updates on retention and progress to degree metrics, new degree programs, faculty and administrative appointments, emeritus faculty awards, recommendations for faculty internal research awards, and tenure, promotion and reappointment recommendations.

The Athletic Affairs committee agenda is determined by the Department of Athletics, and typically includes updates on NCAA metrics and rules, success of the teams, and staff changes.

The Finance and Audit committee agenda is determined by the CFO and typically includes financial updates, staff appointments, emeritus staff awards, progress on capital and IT projects, presentation of financial statements of the various components of the University, and presentation of new labor agreements.

(5.B.3) EMU has a strong tradition of shared governance. EMU's academic requirements, policies, and processes are all determined by a contractually defined input process (see Article XIII, EMU-AAUP faculty contract) that includes recommendations by the faculty at the Department, college, and University levels. Department level governance is outlined in the Department Input Document (DID). All DIDs are posted on the Academic Human Resources website. The DIDs contain the departmental structures for providing input on academic and budget matters, faculty hiring, selection of the Department Head, and the selection of representatives to various department, college and university committees. Many of these processes are described at length in Core Component 3A.

College level governance is outlined in the College Input Document. Similar to the DID it defines the processes for college faculty to provide input to the Dean regarding academic, college, and budgetary matters.

The Faculty Senate provides input to the Provost regarding matters that affect more than one college, as well as university-level matters. The Senate has one representative from each academic department, elected by the department. The Senate selects a President and Vice President from its members. It has a number of subcommittees including a Graduate Council and the Faculty Senate Budget and Resource Committee.

Student Government representatives, as well as the Student Body President and Vice President are elected by the students. The representatives interact with the input bodies above and the BOR via the Student Affairs Committee.

This input structure ensures broad participation and collaboration by administration, faculty, staff, and students in academic matters, as described in 3.A.1.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
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. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

(5.C.1) During the last five years, EMU has made resource allocation choices in alignment with its mission and strategic plan. Examples include the following:

- Financial Aid: EMU has long prioritized affordability. In bridging the gap in State support and increasing tuition, EMU has substantially increased its financial aid budget. The decision to focus on adding 500 additional first-time students (FTIACs) via financial aid leveraging was deliberate, as 70% of these students also live on-campus and provide additional revenue in the form of room and board. During the 5-year period before this decision, the average FTIAC class was about 2,100 students. In the last five years, the FTIAC class has averaged over 2,600 students including the 3 largest classes in EMU's history. EMU also re-designed its need-based awards to make up the difference between the cost of attending EMU and the amount of the Pell grant, as nearly 45% of our students are Pell-eligible.
- Athletics: The "arms race" in college athletics has led EMU to increase its athletic budget by more than 26% between FY13 and FY16. Like many other campuses across the country, there has been some concern among faculty and students that this funding priority does not reflect EMU's mission. Nevertheless, Athletics maintains a robust student services arm, and EMU student athletes participate in several community service initiatives, which align with the mission as both an institution of opportunity and a community engaged university.
- Public safety: EMU has increased its Department of Public Safety budget by 41%, primarily by hiring additional police officers. Additional officers were also necessitated by the reduction in the police forces in the city of Ypsilanti and surrounding areas. Commitment to public safety aligns with our mission to benefit the local community.
- Student Services and Resident Hall renovation: The new enrollment strategy of focusing on first-year students has brought more students to the campus residence halls and necessitated increased investment in both Student Services (e.g., additional academic advising staff hires) and Resident Life (e.g., Wise Hall renovation).

- Utilities: Unfortunately in 2016, EMU's power plant failed. It generated 45% of the university's electricity as well as steam used for heating and cooling. Using utilities from DTE Energy will add over \$2M in expenses to the budget. Considering this impact on the budget, EMU borrowed \$20M to replace this system by FY18 with a system that is more efficient, reduces the carbon footprint, and will meet up to 95% of campus needs. The system will pay for itself in less than 10 years.
- Capital improvements in the last several years have been almost entirely in support of intellectually dynamic and relevant academic programs, including the purchase of Trinity Chapel for the expansion of the Honors College and renovations to our Science Complex.
- College budgets: As college enrollments as a whole have declined, EMU has maintained the number of faculty over a 5-year period in order to protect its high quality academic programs.

Further, capital projects are evaluated based upon their alignment with key elements of the Strategic Plan, such as enrollment growth, financial considerations, and asset preservation. Since 2015, as part of facility planning, department requests are evaluated on their alignment to the University mission, vision and goals. A rubric and scoring sheet provides departmental chairs a framework in terms of facility request and mission alignment.

(5.C.2) College deans make recommendations to the Provost regarding resource needs to ensure the success of their academic programs. Resource needs include faculty lines, new full-time lecturer hires, and infrastructure needs (facilities and technology). EMU's process for faculty line recommendation is described in detail in 3.C.1. All Colleges have program review and assessment processes that identify successes and needs, which are described in detail in Criterion 4. Resources, including maintaining adequate instructional staff, are regularly allocated based on program review and assessment reports.

In recent years EMU has identified a need to allocate additional resources for the assessment of student learning outcomes. As a result, the University has provided substantial faculty release time for faculty assessment. For example, and as described in 4.B.4, EMU recently provided the General Education Subcommittee on Assessment (GESA) with faculty release time to add five additional members to its subcommittee, and 94 faculty and administrators from the across the University serve on the University Assessment Committee (UAC) or on local unit committees, with many more serving as assessment leaders in their departments. The UAC also uses its annual reports to recommend how the University can support needed assessment activities, including the "Closing the Loop" retreat described in 4.B.3.

Additionally, EMU allocates resources to support extensive faculty development for assessment. Core component 4B provides several examples of how the Faculty Development Center, the General Education program, IRIM, and the Writing Across the Curriculum program both coordinate and deliver a variety of institutes and workshops dedicated to improving assessment of student learning outcomes. Similarly, the SASSAC conducts surveys and regular internal evaluations of assessment reports to determine additional operational and assessment needs.

(5.C.3) The multi-year strategic planning process that produced the current mission, values, and vision statements in 2013 were developed with input from the major stakeholders inside and outside the University, including students, faculty, staff, administrators, and community partners, and was approved by the Board of Regents. This collaborative process is fully described in 1.A.1. The Institutional Strategic Planning Committee developed these statements and was chaired by the President. The committee was composed of representatives from many different areas of the University, with the largest constituent from Academic and Student Affairs. Focus groups were held to develop statements that represent EMU.

EMU has a strong culture of institutional planning that involves both its internal and external constituencies, as the strategic planning processes demonstrates. This tradition has continued with our new President, who is regularly conducting campus-wide, strategic plan listening sessions in order to solicit input to better align University activities with its mission. In August 2017 EMU held a Strategic Planning Retreat that included members of the Board of Regents, the University's President, General Counsel, the campus Chief of Police, several Vice Presidents, the Provost, the President of Faculty Senate, College Deans, and representatives of the local and regional education and business community. Objectives of the retreat included developing additions to the Strategic plan, including goals and measures; steps for operationalizing new strategic goals; and discussing the unique mission of EMU and how the achievement of the mission may be measured (see participant list and agenda).

(5.C.4) As EMU has become a tuition-dependent university, the Provost's office has refined its enrollment model to forecast credit hours. These refinements have created forecasts that have been within 2% of the actual credit hours for the last 6 years. The new revisions arose out of the recognition that changes at the Federal level to the Pell grant program were affecting the forecast. The removal of summer Pell grant awards greatly decreased summer enrollment and the model was changed from a 6-year average to a weighted-3-year average to a prior year conversion rate. The limiting of Pell awards to 6 years also impacted credit hours taken from by students after their 6th year and the model was adjusted.

The financial aid leveraging to increase the number of FTIACs has added about 500 additional FTIACs per year over the last 5 years and occupancy in the resident halls and apartments increased to over 90%. These additional FTIACs are estimated to have added over 42,000 credit hours as well as over \$10 million in additional revenue in housing and dining. EMU was able to increase the number of FTIACs during this period of declining high school graduates in the state.

While the University attempts to anticipate fluctuations in its sources of revenue, including State support, one of the consequences of term-limits for State lawmakers has been rapid changes in criteria for State support for its public institutions, including metrics with which the State determines funding for its public universities. As described in 5A, EMU strategically dedicated resources to create PhD programs in Psychology and Technology to move into a new funding category as a Doctoral University. However, by the time EMU earned this new designation, the

State had changed this funding category to include additional resources only for R1 universities. There was no financial benefit from the State to offset the investment of resources needed for EMU to become a doctoral University.

Similarly, the State indicated universities that keep tuition and fees low would be rewarded with additional support. From 2010-2015, EMU had among the lowest tuition and fees increases in the state, but in 2011 the State decided on an \$11 million, across-the-board cut to public universities for FY2012, regardless of level of tuition increase. Even with the current FY18 appropriation EMU still has not reached the same funding level from the State as it had prior to its \$11 million cut. Other State universities who increased tuition at higher rates are already whole and some have additional funding. Other universities that exceeded the State tuition cap suffered only a one-year impact in appropriation. In 2016, EMU exceeded the State tuition cap in an effort to recoup lost revenue. The State, unfortunately, had made the punishment for exceeding the cap a permanent-base reduction by that time.

(5.C.5) The “Great Recession” impacted Michigan earlier than most states as the automobile industry and the City of Detroit spiraled into bankruptcy. The mass exodus of jobs has left Michigan with a K-12 population at its lowest levels since the 1950s. Seeing these trends, EMU began taking steps to expand its recruiting reach outside of Michigan and Ohio. EMU removed the “out-of-state” tuition differential on all domestic students and has begun recruiting students in western Pennsylvania and Illinois, as we believe our in-state rates are competitive, especially when coupled with our academic and need-based financial aid awards.

EMU has also begun to increase its online programs. EMU has always offered a large number of courses online, but only in a couple of cases were complete programs developed. Recently EMU took steps to put its RN-to-BSN completely online, investing marketing dollars and resources. In the first year of the program, 6 cohorts of 20 students were recruited, with cohorts starting at 7.5 week intervals. Previously our in-person program typically had one or two starts per year and was purely place-based at a local hospital or off-campus site. In fall 2016 EMU signed an agreement with Academic Partnerships, LLC (AP) to provide marketing, recruitment, and retention services for selected online programs in a bid to dramatically increase distance learning enrollment. By the end of 2017, the AP partnership will launch national marketing campaigns for the RN-to-BSN and Bachelor of General Studies undergraduate programs, and an Educational Leadership Master’s degree in K-12 Administration.

EMU has maintained a robust international enrollment. Our new President seeks to build on this base. EMU has invested in international admissions, in its Intensive English program (for international students needing to improve their language skills), and in international recruiting. EMU is also revisiting and adding new international partners. In 2017 a Senior International Officer position was created to leverage international resources across campus, from international recruitment to travel- and study-abroad programs. The newly centralized international office will work to maximize EMU’s international presence and broaden the experience of our traditional student population.

In summer 2015, EMU replaced its online learning system with Canvas LMS. A faculty-lead committee recommended a change in systems in order to better improve the online learning environment, and the transition to Canvas went very smoothly. The committee working with the Provost's office, Instructional Design, and IT developed timelines and work plans to ensure the migration of online courses and materials from one system to the new system. The new system positions EMU going forward to deliver online programming. Creation of course shells under the new Canvas LMS has increased over the past five years.

The past several years have seen significant deployments of new technology to improve efficiency and speed in administrative processes. Graduate program applications have gone online with the new in-house ApplyEMU system, which leverages the Banner enterprise system to shorten the approval process. Student advising has benefited from deployment of the Hobsons Starfish advising suite and the Red Lantern degree audit application. Similarly, the university has centralized and vertically integrated its recruitment across the colleges with the Salesforce enterprise CRM.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

(5.D.1) At the institutional level, IRIM has developed an array of regularly updated reports and tools that document and provide information about EMU's performance to the campus community and beyond. Those tools include EMU dashboard, annual Data Book, Quick Facts, and so on. The Business and Finance Division also publishes annual financial reports online.

EMU documents evidence of faculty performance. Faculty are hired after a rigorous and extensive search that typically includes committee reviews of credentials, phone (Skype) interviews and in-person, on-campus interviews. Each academic department has a Department Evaluation Document (DED) that identifies qualifications for appointment. After appointment faculty are evaluated for reappointment in the third year, for tenure and promotion in the fifth year, for promotion in the tenth year, and then undergo a professional evaluation every five years thereafter. These evaluations review the faculty member's progress in instructional effectiveness, scholarly and creative activity, and service, and are guided by the most recent EMU/AAUP contract. Faculty with the rank of professor are also eligible to apply for a "full professor salary adjustment" every 10 years by successfully meeting the criteria used in promotion to professor. All faculty submit an annual report of their activities during the previous year. Currently, this entire process is paper-based; however, in agreement with the EMU/AAUP, an electronic dossier system is being explored.

Full-time lecturers are also evaluated regularly for their instructional effectiveness. Part-time lecturers are rehired each semester by the department heads based on need and on a review of their qualifications and their teaching effectiveness. Criteria for evaluation are set forth in EMUFT contracts for full- and part-time lecturers.

Staff undergo annual evaluations by their supervisors. EMU has linked these evaluations with the University's Strategic Plan to monitor and document progress. All current faculty and staff performance evaluation processes, along with a description of how EMU maintains qualified instructional staff, are described in detail in 3.C.2 and 3.C.3.

Financially, each component of EMU is audited and results are publicly presented to the university community. Budgets are also made available on the University's website. To systematically improve its processes, EMU has brought auditing back in-house. An internal

auditor was hired and during the first year of operation has reviewed a number of university systems and process. The results were presented to the Provost, CFO, President, and the BOR.

(5.D.2) EMU constantly makes improvements in areas of institutional effectiveness and optimizes its capabilities and sustainability. This practice is particularly critical given the overall financial restraints and enrollment challenges EMU has experienced in recent years. Recent examples of improving financial sustainability include budget alignment with growth areas, restructuring tuition and fees, and restructuring older debt. These purposeful financial planning and alignment activities have allowed EMU to expand its academic offerings in enrollment growth areas and areas of regional occupational need, including the development of its online RN to BSN program, its improved online delivery system (Canvas), and its outreach to international students. EMU also recently outsourced its dining services to Chartwells, who funded extensive renovations to dining facilities. Chartwells will employ additional students at its venues, at competitive wages. Outsourcing dining services allows EMU to more fully dedicate its financial resources to its mission to provide students with intellectually dynamic and relevant academic programs that meet the occupational needs of the community.

As part of its capital budgeting process, EMU systematically budgets for network upgrades, Wi-Fi upgrades, and classroom technology. This systematic approach has greatly improved the reliability of technology. As an example, the Educational Environment and Facilities Committee (a committee of faculty and college administrators) developed and presented to the Provost a 7-year, Classroom Technology Plan to upgrade every classroom to a base technology standard. The standard was determined from a survey of faculty regarding classroom technology needs. In costing the standard, IT recognized that LED TVs had come down so far in price to be competitive with projectors. In areas where motion and video are essential in learning, using TVs was a better choice for displaying classroom materials. In areas where static displays and high resolution are necessary, projectors were a better choice. The plan was presented by the Provost to the President and CFO, and approved by the BOR. The Classroom Technology Project is now in its 5th year and the committee is seeking to extend the project into a Classroom Upgrade Project that will continue to maintain and upgrade the technology but also to systematically look at classroom furnishings and environment.

As part of its research mission, EMU has also invested significant resources in building its research capacity. Through working with the faculty, the lack of post-grant support was identified as significant impediment to seeking external support. In 2013, the Office of Research and Development was upgraded to include additional support for grant activity via the reallocation of recoupment dollars from grants. Instead of recoupment dollars being spread throughout the five colleges and expecting the colleges to provide post-award support, the dollars were centralized in the new Office of Research Development and Administration. The additional personnel and technology investments now allow for support pre- and post-award. Increases in external funding are described in detail in 3.B.5; EMU expects F2017 awards to exceed \$2 million.

5.S - Criterion 5 Summary

Summary

Eastern Michigan University maintains the personnel and infrastructure necessary to support its operations, including sufficient numbers of qualified instructional staff. Recent capital improvements and a 7-year Classroom Technology Plan ensure EMU's technological and physical infrastructure will remain adequate into the future.

EMU aligns its resource allocations with its mission and links assessment of student learning with institutional planning, evaluation, and resource allocation. EMU's Board of Regents provides adequate oversight over the University's financial and academic operations and EMU documents and communicates its institutional performance to both internal audiences and the public. As exemplified by our 2013 strategic planning process, the University maintains a culture of collaborative planning that includes its internal and external constituencies.

Strengths: Despite declining state appropriations in recent years, EMU has affirmed its educational mission in several ways. The University has dedicated resources to improving academic facilities, including a multi-year, \$230 million capital improvement project to renovate the Science Complex and improve facilities for its health-related and Honors programs. The University has also increased faculty release time to support assessment of student learning. EMU has maintained the numbers of its instructional staff, despite declines in credit hour production, and the University's commitment to both tuition restraint and providing substantial financial aid support for students aligns with the mission as an institution of opportunity.

Opportunities: The shift from a State-funded to a tuition-dependent university has created challenges for all public institutions in Michigan, including EMU. In response, the University is seeking to enhance its online course offerings and outreach to international students, as well as to market more effectively to prospective out-of-state students. EMU will continue to refine the enrollment model to provide adequate budgeting forecasting, and to respond to enrollment fluctuations in a timely manner. As with many institutions facing state disinvestment in public education, EMU will continue to right-size its programs and seek innovative solutions to provide a quality education that affirms its mission and values.

Thanks to All the Team Leaders and Members

STEERING COMMITTEE AND TEAM MEMBERS

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