

SECTION: 9
DATE: April 16, 2013

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

MONTHLY REPORT
FACULTY AFFAIRS COMMITTEE

ACTION REQUESTED

It is requested that the Faculty Affairs Committee Agenda for April 16, 2013 be received and placed on file and the Minutes of the February 19, 2013 meeting be received and placed on file.

STAFF SUMMARY

The topic for the April 16, 2013 Faculty Affairs Committee meeting is "Role of the Faculty in Accreditation."

FISCAL IMPLICATIONS

There is no fiscal impact.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Faculty Affairs Committee

April 16, 2013
9:30-10:15 am
205 Welch Hall

AGENDA

Regular Agenda Items

Monthly Report and Minutes (*Regent Stapleton, Chair*)

Discussion Topic

“Role of the Faculty in Accreditation”

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

FACULTY AFFAIRS COMMITTEE MINUTES

February 19, 2013
9:30-10:15 a.m.
205 Welch Hall

Attendees (seated at tables): H. Bunsis, J. Carroll, D. Clearwater, P. Francis, B. Jones, J. Kindred, S. Moeller, S. Norton, Regent Parker (Vice Chair), Regent Morris, M. Rahman, Provost Schatzel, Regent Stapleton (Chair) and Regent Mary Treder Lang.

Guests (as signed in): A. Dow, G. Miller, C. Powell, M. Winborne and R. Woody.

Regent Stapleton opened the meeting at 9:30 a.m.

Monthly Report and Minutes (Regent Parker, Chair) (Section 9)

Regent Stapleton requested that the Faculty Affairs Committee Agenda for February 19, 2013 and the Minutes of the December 6, 2012 meeting be received and placed on file.

Discussion Topic: Number of Faculty

Howard Bunsis, Professor of Accounting, led the discussion with his presentation "Who Teaches our Students at EMU."

Dr. Bunsis stated EMU is unique because of its small classes, taught by full time faculty. Full time faculty also work collaboratively with students on research, service learning projects and student organizations.

Data on the number of faculty, enrollment and student credit hours were presented. Currently tenure/tenure track faculty, teach 53.9% of all student credit hours. Dr. Bunsis would like to see that increase to 60%-66% in the upcoming years. EMU can expect a significant increase in faculty retirements in upcoming years. Currently 36.1% of EMU faculty is over the age of 60.

While class sizes for the past 7 years have decreased, especially for 100-level courses, retention and graduation rates have remained static over this same time period. As noted in the news of late, Pell Grant eligibility is becoming an issue for institutions. Part time students greatly affect EMU graduation rates also.

Dr. Bunsis thanked the Board.

Regent Stapleton thanked all and adjourned the meeting at 10:15 a.m.

Respectfully submitted,

Debbie Clearwater
Executive Assistant, Office of the Provost
Academic and Student Affairs

**University and Programmatic
Accreditation:
The Critical and Expanding
Role of Faculty**

**Faculty Affairs Committee Meeting
April 16, 2013**

Accrediting Bodies

Higher Learning Commission – Member of
North Central Association of Colleges and
Schools, one of six regional institutional
accrediting bodies in US

Specialized Professional Associations

For selected EMU Programs (e.g., National
Council of Teachers of Mathematics;
Accrediting Board of Engineering Technology)

Higher Learning Commission

Five Criteria for Accreditation

- (1) University's Mission
- (2) Integrity: Ethical and Responsible Conduct
- (3) Teaching and Learning: Resources, Quality and Support
- (4) Teaching and Learning: Evaluation and Improvement
- (5) Resources, Planning and Institutional Effectiveness

Value of Accreditation

- EMU students are competitive in job market because they graduate from an accredited university
- Increases opportunity for professional studies
- National respect and recognition for both the University and our students

Value of Accreditation *Process*

- Input from EMU faculty in constructing evaluation systems improves learning opportunities for students.
- Collaboration between EMU faculty and administration enhances the efficacy of the accreditation process.

Grades vs. Learning Outcomes

- Grades represent a summation of student work during a semester, or a performance.
- Learning Outcomes represent more detailed and specific objectives that curriculum is designed to help students to achieve.
- In terms of assessing student learning, faculty are now responsible for much more than marking a grade.

Responsibility and Cost

- EMU has a continued *responsibility* to meet criteria for accreditation.
- The path to demonstrating student learning and earning accreditation *has expanded* dramatically in the past seven years.
- Resources are needed *for EMU to succeed* in providing students with enhanced opportunities to learn.

Necessary Resources

- Support for Faculty and Involvement in Constructing Evaluation Systems
- University Vision for Integrating Efforts to Evaluate Student Learning
- Administrative and Technological Support

Three Brief Examples of the Expanding Role of Faculty

- **Gregory Plagens**, Assistant Professor, Political Science, College of Arts and Sciences
- **Lynne Shetron**, Associate Professor, Clinical Laboratory Sciences, School of Health Sciences, College of Health and Human Services
- **Mary Brake**, Professor, Mechanical Engineering Technology, College of Technology

Challenges

Professor Greg Plagens, Political Science

Balancing Roles

- Teaching
- Service
- Research
- Staying current in subfield literature
- Program director
- Accreditation

Highlights of Accreditation Demands

- Strategic Planning and Management
- Provide Student Support Services
- Measuring Student Learning
- Tracking Students
- Collect, Analyze, Apply, and Report Program Performance Data
- Develop Diversity Plan

Accreditation Is Not Optional

Professor Lynne Shetron-Rama
School of Health Sciences

- Without accreditation students do not get internships, do not sit for national exams, cannot practice, and will not be hired.

Accreditation Requires

Not just student learning outcomes but

- Administrative support
- Specific ratio of faculty to students
- Budgetary requirements for supplies and equipment
- Program philosophy and curriculum threads

Accreditation in CHHS

- Reports are not just every 5, 7, or 10 years, there are also annual reports
- Example of assessment and evaluation necessary
 - Every test question linked to objective
- The School of Health Sciences (SHS) has tripled in size (faculty and number of students) in the past five years.
- In SHS same administrative support we had 25 years ago
 - 25 years ago: **3 programs** and **2 support personnel**
 - 2013: **8 programs** and **2 support personnel**

Mechanical Engineering Technology

Professor Mary Brake,
School of Engineering Technology

Accrediting Board of Engineering and Technology (ABET)

- Fourteen student learning objectives (SLO) are determined by the engineering/engineering technology community (nationally).
- Five program educational outcomes (PEO) are defined in consultation with industry.
- Instead of evaluating curriculum (pre 2000), we now must show student learning objectives are met using assessment.
- Each student learning objective must be assessed via three methods, or 'triangulation.'

ABET Accreditation

- Embedded assessment – assess the 14 student learning objectives using student work
- Senior Exit Surveys
- Alumni Surveys
- Input from Industrial Advisory Board
- Co-op surveys of student and industry supervisor
- Student academic data
- Track Graduates

Why ABET Accreditation is Important

- Parents, Students, and potential employers ask if MET program is ABET accredited.
- Maintains the high quality of the curriculum
- Increased the number of majors and student credit hour generation.
 - MET is now the second most popular major in COT.
- Makes us competitive in a geographic area where there are many universities that offer engineering and engineering technology programs.
- National recognition - EMU is now on ABET.org
- Our students have increased job opportunities at higher salaries

Students' Increased Job Opportunities at Higher Salaries

- The “Big Three” require that their engineers graduate from an ABET accredited school.
- Defense contractors and certain government agencies require ABET accreditation of their graduates.

Example

- Twice a year, General Motors comes to Sill Hall to interview students.
- We are now on their radar!
- They are hiring our students for co-op jobs and permanent positions.
- This did not happen just a few years ago.

Concluding Remarks

- With responsibility come costs.
- To responsibly construct efficient and productive systems to evaluate student learning from programmatic stances, three major resources are necessary.

Resources: Objectives and Costs

- Support for Faculty and Faculty Involvement in Constructing Evaluation Systems
- University Vision for Integrating Efforts to Evaluate Student Learning
- Administrative and Technological Support

Finally...

- The effectiveness of universities in preparing students is linked to public perception and to how universities adjust to the needs of students in preparing for their personal and career paths.
- Evaluating student learning, one of the main criteria of the HLC, is a responsibility and cost.
- Faculty roles in evaluating student learning have expanded exponentially.
- EMU faculty are committed to building a sustainable evaluation system and urge the Board of Regents to support them.

Thank You to the Regents and to...

- **Sandy Norton**, English, CAS and Faculty Senate President
- **W. Douglas Baker**, English, CAS
- **Mary Brake**, School of Engineering Technology, COT
- **Elizabeth Francis-Connolly**, School of Health Sciences, CHHS
- **Gregory Plagens**, Political Science, CAS
- **Lynne Shetron**, School of Health Sciences, CHHS

Eastern Michigan University
Accrediting Organizations

College	Programs	Organization Name	Acronym
AA	University Wide	Higher Learning Commission	HLC
CAS	Biology, Chemistry, Physics Education etc.	NCATE: National Science Teachers Association	NSTA
CAS	Chemistry	American Chemical Society	ACS
CAS	Clinical Psychology	American Psychological Association	APA
CAS	Dance	National Association of Schools of Dance	NASD
CAS	English as Second Language (ESL)	Commission on English Language Program Accreditation	CEA
CAS	English Education	NCATE: National Council of Teachers of English	NCTE
CAS	ESL	NCATE: Teachers of English to Speakers of Other Languages	TESOL
CAS	Historic Preservation	National Council for Preservation Education	NCPE
CAS	Mathematics Education	NCATE: National Council of Teachers of Mathematics	NCTM
CAS	Music	National Association of Schools of Music	NASM
CAS	Public Administration	National Association of Schools of Public Affairs and Administration	NASPAA
CAS	Social Studies Education	NCATE: National Council for the Social Studies	NCSS
CAS	Urban Planning	Planning Accreditation Board	PAB
CAS	World Languages	NCATE: American Council on the Teaching of Foreign Languages	ACTFL
CHH	Clinical Lab Sciences	National Accreditation Agency for Clinical Laboratory Sciences	NAACLS
CHH	Dietetics	Commission on Accreditation for Dietetics Education of the American Dietetic Association	ACEND
CHH	Health Education	NCATE: American Association for Health Education	AAHE
CHH	Nursing	Commission on Collegiate Nursing Education (CCNE and MBN)	CCNE
CHH	Nursing	Michigan Board of Nursing	MBN
CHH	Occupational Therapy	Accreditation Council for Occupational Therapy Education	AOTA-ACOTE
CHH	Orthotics & Prosthetics	Commission on Accreditation of Allied Health Educational Programs	CAAHEP
CHH	Orthotics & Prosthetics	National Commission on Orthotic and Prosthetic Education	NCOPE
CHH	Physical Education	NCATE: National Association for Sport and Physical Education	NASPE
CHH	Physicians Assistant	Accreditation Review Commission on Education for the Physician Assistant	ARC-PA
CHH	Social Work	Council on Social Work Education	CSWE
CHH	Sports Medicine, Athletic Training	Commission on Accreditation of Athletic Training	CAATE
COB	College of Business-all programs	Association to Advance Collegiate Schools of Business	AACSB
COE	Early Childhood, Masters	NCATE: National Association for the Education of Young Children	NAEYC
COE	Education Programs	National Council for Accreditation of Teacher Education***	NCATE
COE	Educational Leadership	NCATE: Educational Leadership Constituent Council	ELCC
COE	Educational Media	NCATE: International Society for Technology in Education	ISTE
COE	Elementary Education	NCATE: Association of Childhood Education International - NO REVIEW	ACEI
COE	Middle Level Education	NCATE: National Middle School Association	NMSA
COE	Reading, Masters	NCATE: International Reading Association	IRA
COE	School Counseling	NCATE: Council for Accreditation of Counseling and Related Educational Programs	CACREP
COE	Special Education	NCATE: Council for Exceptional Children, American Speech-Hearing Association	ASHA

**Eastern Michigan University
Accrediting Organizations**

College	Programs	Organization Name	Acronym
COE	Special Education	NCATE: Council for Exceptional Children	CEC
COE	Teacher Education	NCATE: No SPA (Specialized Professional Associations)	NCATE-CAEP*
COT	Aviation Flight Technology	in process of pursuing Aviation Accreditation Board International	
COT	Business Management Mktg Technology	National Council for Accreditation of Teacher Education***	NCATE
COT	Construction Management	American Council for Construction Education	GAC PMI
COT	Construction, Masters	Global Accreditation Center for Project Management	ACCE
COT	Hotel Restaurant Management Masters	Accreditation Commission for Programs in Hospitality Administration	ACPHA
COT	Hotel Restaurant Management	Accreditation Commission for Programs in Hospitality Administration	ACPHA
COT	Information Assurance	National Security Agency, Central Security Service (CNSS 4013 and 4016)	NSA CSS
COT	Information Assurance	NSA: National Centers of Academic Excellence	NSA CSS
COT	Interior Design	Council for Interior Design Accreditation	CIDA
COT	Mechanical Engineering Technology	Accreditation Board for Engineering and Technology	ABET
COT	Military Science	United States Army Cadet Command	ROTC
COT	Paralegal	American Bar Association	ABA
COT	Technology Design Education	NCATE: International Technology Education Association	ITEA
COT	Textile, Apparel Merchandising	The Textile Institute Inc. by Royal Charter 1925 United Kingdom	TI

*Council for the Accreditation of Educator Preparation (CAEP) -the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) will unify. Formal unification of the two organizations is expected sometime during 2013.

** Type of Body: Regional, National, International

***NCATE has multiple sub-bodies. Not certain if general membership fee includes the sub-bodies.