

CHAPTER SIX

VICE PRESIDENT FOR STUDENT AFFAIRS

Theresa Powell was appointed vice president for student affairs in 1991 with the specific charge to provide effective leadership to overcome the leadership vacuum identified in the 1991 NCA report. Through Dr. Powell's leadership of student affairs, there have been significant philosophical changes, organizational changes, major program initiatives, and policy improvements throughout the division. After reviewing these items, this section will highlight multicultural affairs and student health. A summary of strengths and weaknesses for the division is also provided, along with the division's plan for improvement.

Philosophical changes during the 1990s:

Through purposeful and effective leadership, significant philosophical changes have been made since the last review. Since philosophical changes provide the foundation, direction, and focus for student affairs, these changes will be discussed first. When Dr. Powell became vice president, the division was called student services. Shortly after her appointment as vice president, the name of the division was changed to student affairs, reflecting the fact that the division is not simply a group of separate, somewhat related entities providing services, but rather an interrelated group of departments unified in purpose under one philosophical umbrella.

In keeping with Dr. Powell's charge to address the leadership vacuum in the division, she recruited and retained a strong leadership team to help her move the division forward. The leadership team consists of the vice president, an associate vice president/dean of students, two assistant vice presidents, and a recently hired assistant vice president and director of Sindecuse Health Center. Each member of the leadership team brings considerable knowledge and expertise to the division, specifically in the areas of student learning and personal development, assessment, higher education legal issues, multiculturalism, leadership, staff development, health, recreation, and technology.

A mission and goal statement was developed in the early '90s with input from staff members throughout the division. During the 1997-1998 academic year, the vice president's leadership team, in collaboration with department heads, modified this statement significantly, culminating in a vision, mission, and ten key actions statement adopted in 1998. This statement reflects educational philosophy articulated in several documents, including *The Student Learning Imperative*, the National Association of Student Personnel Administrator's *Twelve Guiding Principles*, and the principles of community described by Ernest Boyer in the Carnegie Foundation's *Campus Life: In Search of Community*. The statement is aligned with the University's mission, as well as President Floyd's vision for Western Michigan University, articulated in his inaugural address.

The Division of Student Affairs' vision is working to become a premier learning-oriented division of the University. Its mission is to engage students in

learning and personal development. The ten key actions that guide this work are prefaced with the phrase “We will”:

- Create conditions that enhance student learning and personal development.
- Create purposeful, open, just, disciplined, caring, and celebrative environments.
- Make people matter.
- Advance diversity within community.
- Teach effective citizenship.
- Forge collaborative partnerships with students, faculty, staff, and others to enhance student learning.
- Allocate resources to encourage student learning and personal development.
- Integrate expertise on students, their environments, and teaching and learning processes into practice.
- Base policies and programs on best practices from the research on student learning and development and on institution-specific assessment data.
- Involve students in all facets of the University to enhance student learning and personal development.

Department heads throughout the division have been charged with the responsibility to operationalize the vision, mission, and ten key actions in their respective departments. Each department has developed its own mission statement (linked to the division mission statement) with measures and objectives for selected key actions. All division programs and activities focus on student learning and development and are tied to the vision, mission, and ten key actions. Job descriptions, performance measures, and accountabilities include a focus on the mission of engaging students in learning and personal development.

Vacancies throughout the division have been filled with individuals who have proven commitment and expertise in student learning and personal development. Department heads as well as members of the vice presidential leadership team have the appropriate professional and graduate credentials for their positions. Directors and executive staff are actively involved in professional organizations on state, regional, national, and international levels; are recognized by colleagues for skill and professional expertise; and are invited to serve as program presenters and consultants. Examples include, but are not limited to, Dr. Theresa A. Powell, current president-elect, National Association of Student Personnel Administrators (NASPA); Dr. David Parrott, current chair, Model Policy Committee for the Association for Student Judicial Affairs (ASJA); Dr. Martha Warfield, board member, International Mentoring Association (IMA) and recipient of Western Michigan University’s prestigious Distinguished Service Award, 2000; and Ms. Amy Seth, director of University Recreation Programs and Facilities, current state director of the Michigan Intramural and Recreational Sports Association (MIRSA).

In order to determine whether the division is achieving the stated mission of engaging students in learning and personal development, a division-wide assessment plan was developed during the 1999-2000 academic year. A division assessment team—the vice president’s leadership team as well as Dr. John Coons,

acting director of the University Counseling and Testing Center—leads the initiative. Dr. David Underwood, a nationally recognized expert in assessment, visited campus in June of 1999 to provide a seminar for department heads. They, in turn, worked with their respective staffs to align departmental mission statements and assessment efforts with the division's vision, mission, and ten key actions. The assessment team provided the leadership to support each unit as they developed specific assessment plans.

Organizational Changes during the 1990s:

The creation of the vice presidential leadership team represents a philosophical and an organizational change since the last NCA review. The vice president, associate vice president and dean of students, two assistant vice presidents, and an assistant vice president and director of Sindecuse Health Center work collaboratively as a leadership team, infusing student learning and personal development across the division and throughout their respective departments. This organizational change has provided more focused leadership, greater collaboration across departments and has re-energized the division's staff.

During the 1995-1996 academic year, the provost invited the dean of students to join the deans' council. She has been a member of the deans' council since that time, and this change allows for greater collaboration between student and academic affairs.

Financial and human resources, while still limited, have been expanded for additional staff and programming dollars in critical need areas. In some instances, units have been combined to respond more effectively to student needs while making use of the synergistic human, financial, and physical resources. The University Counseling Center and the Testing and Evaluation Center were merged in 1996 into the University Counseling and Testing Center. This merger makes services more easily accessible to students, emphasizes quality and cost effectiveness, and consolidates complementary services with professional staff who are compatible. The merger also enhances the educational mission, providing rich learning opportunities for graduate interns in the American Psychological Association approved pre-doctoral training program.

In recent years the career services office and student employment referral service collaborated on services which include using the Internet to share job and career information with students and alumni. In addition, many students were using a singular service without knowing there were other similar services available. These offices were merged in September of 1998 into the Office of Career and Student Employment Services. The mission statement for Career and Student Employment Services is a celebration of the best that both former units had to offer. Career and Student Employment Services' mission is to facilitate career and employment activities that promote personal learning and professional development for students and alumni.

Career and Student Employment Services now provides employment and career services using a developmental model, which includes programming and intervention opportunities from freshman year through graduation. Career and Student Employment Services' staff teach University 101 and University 102

courses to make intentional connections with first-year students. The career advising area provides liaisons to each of the academic colleges. These career advisors now meet with students who seek information on career choices, internships, or full-time employment upon graduation. The continuum of service begins with the freshman year and continues through the college experience. All work opportunities, from on-campus work-study to internships, can be accessed through the office web services. Once a student registers, the student has access to all resources through graduation and as alumni. Alumni Association members are allowed to register and use the services at no charge.

Historically, two separate departments at the University administered the residence hall system. Residence Hall Facilities, operated by auxiliary enterprises, controlled the business operations such as contracts, billing, and room assignments. Residence Hall Life, within the Division of Student Affairs, was responsible for the student development and program functions, including staff training, educational programming, and crisis intervention. Each area reported to different vice presidents, making operations difficult because the two areas had very different philosophies and agendas. The residence hall directors reported to both vice presidential departments and often struggled with the inconsistencies and conflicts in philosophy that arose.

In January of 1999 the president combined Residence Hall Facilities and Residence Hall Life into one department named Residence Life within student affairs. Development of this new department caused major changes in staffing. A new director was hired, a current assistant director was promoted to associate director, and a new assistant director was hired. The new director has reorganized procedures and staff assignments, the central office, and residence life systems. This has eliminated the redundancy noted in the 1981 and 1991 North Central Accreditation reports. The environment in the residence halls is now focused on student learning and personal development, in concert with the mission of the Division of Student Affairs.

Since the last NCA review three new departments have been created in the Division of Student Affairs: Student Judicial Affairs, Alcohol and Other Drug Prevention, and Information Technology. Beginning in 1997, the entire judicial system was revised, culminating in the creation of a new department in November 1998. The Office of Student Judicial Affairs strives to enhance student learning and personal development by creating an educationally purposeful, disciplined, and caring community. Students are encouraged to develop integrity through self-discipline and a sense of responsibility to the community. During the 1999-2000 academic year, student judicial affairs developed a clear mission and goal statement in addition to a well-defined judicial process. A new student code was written and adopted, with significant input from students, faculty, and staff, underscoring the importance of student involvement throughout the judicial process. Two diverse judicial boards were selected and trained and educational sanction seminars developed to educate students about issues of alcohol, substance abuse, and managing emotions. During 1999-2000, student judicial affairs became responsible for administering the newly adopted academic integrity policy for the University, providing yet another opportunity to collaborate with faculty colleagues.

During the early 1990s, the vice president for student affairs recognized the need to upgrade facilities and technology. A partnership was developed with Macintosh in order to obtain computer support. At the end of each fiscal year, remaining dollars were dedicated to purchasing computers. During the mid-nineties, the vice president established a centralized information technology area within the division. She initiated a consolidation of computer purchasing, support for a universal e-mail package, the exploration and eventual purchase of an automated scheduling program, and centralization of various databases. These initiatives have continued throughout the nineties, resulting in a new department with the mission of providing technical services and expertise, enabling the division to integrate existing and emerging technologies.

The division's Department of Information Technology develops, administers, supports, and maintains all aspects of information technology within the division. This department supports twenty-two departments/units, in addition to selected student agencies. Overall, 325 computers and 440 end-users are supported by this division-wide operation. The department maintains its own servers to support the division, now divided into four zones: Faunce Student Services Building; Ellsworth Hall; Sindecuse Health Center; and the Student Recreation Center and Kanley Chapel. The Division of Student Affairs operates with a mixed computing environment, including Macintosh, Windows, and minicomputer data services (Sindecuse Health Center).

In response to students' request for more support in the area of alcohol and other drugs, Dr. Floyd approved the creation of the Department of Alcohol and Other Drug Prevention, with the new director beginning August 30, 1999. This office coordinates all facets of University alcohol and other drug prevention and early intervention strategies. It ensures consistency of purpose, strengthens student learning, and enhances the health and safety of the University community. The director serves as the chairperson for an alcohol issues advisory board with representation from service providers and key administrative, faculty, student, alumni, legal counsel, and Kalamazoo community leaders.

Other organizational changes include the transferring of units both into and out of the division, in response to changing needs and University initiatives. International Student Resources and Services was transferred out of the Division of Student Affairs into a newly created unit, International Affairs in 1994. The former president made this move in order to consolidate all services for international students into one unit. During the past eight years, the Division of Minority Affairs (DMA) has reported to the provost, the dean of admissions and orientation, the dean of the College of Education, and back to (a different) provost. In January 1999, DMA was transferred from academic affairs to student affairs to optimize talents and resources and better meet the needs of students. Newly re-named the Division of Multicultural Affairs, it assists student affairs and the University in the objective to increase the presence and participation of underrepresented ethnic minority students at the University. Since becoming a student affairs unit, efforts have been devoted to internal restructuring.

Another major organizational change occurred in 1995 with the construction and renovation of the 240,017 square-foot Student Recreation Center. The department responsible for the management of this facility, University Recreation Programs and Facilities (URPF), has as its mission to create environments that engage students in learning and personal development while reinforcing the benefits of a healthy lifestyle. During the fall 1998 and winter 1999 semesters, 150,231 facility uses were recorded, a tribute not only to the recently renovated facility but also the policies, programs, procedures, and services of URPF.

Major Program Initiatives during the 1990s:

The Division of Student Affairs has expanded existing programs and initiated new ones, in keeping with its mission of engaging students in learning and personal development. Titles and descriptions of some of these programs/initiatives include the following:

Bronco Bash

Bronco Bash is sponsored by the Division of Student Affairs. This event serves as the University's fall semester welcome back celebration, which provides an opportunity for registered student organizations to recruit new members. Bronco Bash was first created and implemented in 1980, expanding significantly during the 1990s. It attracts more students, faculty, staff, and community members each year, with attendance estimated at over 20,000 people for the 2000 Bronco Bash.

Bronco Days

In 1999 Student Activities and Leadership Programs began hosting "Bronco Days: An Introduction to the Western Way." This is a transition program designed to build connections between first-year students and the WMU community. This program facilitates student learning and development by helping first-year students with their transition to college life at Western Michigan University. Other intended outcomes of the program include building skill sets related to civility in the classroom, the ability to work in groups, leadership, and collaboration. Approximately 380 first-year students attended this program during 1999. The number grew to over 800 during August 2000.

Gold Rush

Gold Rush is a program designed to introduce first-year students on our campus to traditions at the University and to encourage them to get involved outside of the classroom at WMU.

Keystone Leadership

The Keystone Leadership Program is WMU's premier leadership program. The program offers students an opportunity to enhance leadership skills, participate as leaders on campus and in the community, and receive recognition for outstanding leadership achievement. Participation in Keystone involves the following: attendance at workshops and meetings designed to strengthen leadership skills, participation in student organizations, holding leadership positions on campus, and community service.

Greek Relationship Statement

During the 1990s WMU became one of the first schools in Michigan and one of the first 60 in the country to develop a relationship statement between the University and the Greek-letter organizations on our campus. This statement, known as the Greek Task Force Relationship Statement, outlines the University's pledge of support and assistance for the student members of these groups as well as the students' commitment to offer positive academic, living, and social opportunities within the University community.

Students Socializing Sober (S3)

S3 is a social mentoring program designed to match first-year students who want to make healthy decisions about alcohol and/or drug use with upper-class student mentors who also model this behavior. A significant number of first-year college students, who maintained an alcohol and drug-free lifestyle during their middle and high school years, often abandon this lifestyle once they begin their college experience. There is evidence to indicate that they do so because they view alcohol and/or drug use as a way to fit in and as a way to help in the adjustment to college life. The S3 program offers healthy alternatives to alcohol and drug use. This program is designed to give first-year students a solid foundation on which they can build and make healthy decisions throughout their college career. This program is funded 50% with grant dollars from the state and 50% from University resources.

Peace 'N It Together

This program is a collaborative effort by student volunteers, campus and community members to promote responsible behavior by students in off-campus neighborhoods the weekend of the WMU/CMU (Central Michigan University) football game. This program rotates to the institution where the football game is played each year and was offered in 1992, 1993, 1995, 1997, and 1999. It was developed to counter a variety of activities that in previous years had portrayed WMU and CMU and their respective student bodies in a negative light.

The student volunteers known as the "Peace Patrol" are a major component of the program. Traditionally, between 50 and 120 students volunteer for this program. They attend a two-hour training session prior to the night of the game. The night of the game, they patrol neighborhoods adjacent to campus in groups of 4 to 6 students, carrying two-way radios, and wearing sweatshirts with the program logo imprinted on the front. Students alert the Department of Public Safety about any conditions or issues that may lead to inappropriate behavior. Community members provide safe houses for the students to stop and have refreshments. This program has contributed to peaceful, positive, and fun weekends during the WMU/CMU football activities.

Bronco Buddies

The Office of Residence Life sponsors the Bronco Buddies program. Bronco Buddies serve as volunteers for the move-in weekend in the residence halls. The program is designed to assist all students, but it is particularly targeted to welcome new students and their families to WMU. Approximately 200 upper-class students participate, including members from athletic teams and registered student organizations. Specific tasks for the Buddies include helping students unload and

move to their room, facilitating elevator use, and helping with the recycling efforts. Bronco Buddies are visible during the check-in process because of the distinctive t-shirts they wear and because of their positive, helping attitudes. The program is relatively low-cost, but very high impact for students. The new students and parents express their appreciation for the assistance and welcoming attitude the Buddies display.

CommUniverCity Committee

During the early 1990s the Division of Student Affairs and the Western Student Association (the student government) began working strategically to strengthen the relationship between WMU and the Kalamazoo communities. To assist in this leadership effort, a committee was formed, including students, staff, and Kalamazoo leaders. This group, chaired by Vice President Powell, chose the name CommUniverCity. As the name implies, CommUniverCity is an attempt to show support and pride for WMU from the greater Kalamazoo community and vice versa.

At its inception, the CommUniverCity committee developed three goals:

- To promote and increase spirit, pride, and enthusiasm at Western Michigan University among students, faculty, staff, administration, and alumni
- To increase the support and pride of the greater Kalamazoo community toward the Western Michigan University community
- To foster a greater awareness of all the greater Kalamazoo area offers the students of Western Michigan University

The committee continued to meet through 1998 to further its mission as follows: "Committed to our community, our University and our city, we exist to provide collaborative opportunities that build positive relationships and instill pride between the greater Kalamazoo and WMU communities." The following programs and activities are a direct result of the work of this committee:

CommUniverCity Tailgate

Prior to the first home game, a tailgate is held on the baseball field next to the football stadium. The University and local businesses sponsor tents and invite guests to participate in an event designed to enhance University and community relationships. This event brings the University and the community together in the most significant event on campus. The largest home football crowds are partly a result of this initiative.

WMU Flags in the Community

In the early 1990s an initiative began in the office of student affairs to collaborate with local businesses in the surrounding Kalamazoo community. Local merchants were asked to fly or display a WMU flag at their places of business to show visible support for the University. By the end of the decade nearly 100 businesses proudly displayed the WMU flag and WMU posters. Additionally, participating businesses provided discounts for WMU students, faculty, and staff.

Presidential Spirit Committee

In August 1992 Vice President Powell and the Western Student Association President asked President Diether H. Haenicke to appoint a "Presidential Spirit

Committee" and charge it with "furthering spirit in WMU here on campus and in the community." The president appointed five individuals to serve as charter members of the committee. The vice president for student affairs served as the committee's chair. The committee continued to meet on a monthly basis to discuss and plan spirit efforts for the University through the 1990s. The following programs and activities are a direct result of the work of this committee:

WMU Pride Day

WMU Pride Day was established as a day on which all members of the University community are encouraged to wear something WMU. This program is coordinated in the Office of the Vice President for Student Affairs and takes place on the first Friday of every month. Members of the University community who participate in Pride Day randomly are awarded with prizes for displaying their WMU spirit.

Spirit Week

Spirit Week is a week-long series of events designed to enhance spirit and pride on campus and is coordinated and implemented by students. This week was developed in 1993 by students and continues to be a WMU tradition today.

Monthly Spirit Award

Each month during the 1990s, the vice president for student affairs presented two awards to recognize groups or individuals on campus for a unique and visible display of spirit and pride. One award was presented to a student or group of students and the other to a faculty/staff member or a group of faculty/staff members each month during the academic year.

“W” Posters

Brown and gold posters were printed with a large “W” and placed in residence hall and campus academic and service buildings’ windows as well as distributed to merchants on the downtown pedestrian mall for display. This practice continues today, along with posters displaying the new logo.

Finals Finish

Finals Finish is a program developed by WMU’s Presidential Spirit Committee to provide a positive environment for students to study, snack, and relieve stress as they prepare for final exams. The WMU Student Recreation Center remained open until 2 a.m. Monday through Wednesday of the winter semester final exam week with the help of faculty and staff volunteers. Approximately 3,000 students participated in the program during the first year in 1997, while 97 faculty and staff volunteered their time at the event. This past year, the program was extended to include the library. Participation grew to 4,368 students.

Policy Improvements:

Given that there has been a paradigm shift in the underlying philosophy guiding the Division of Student Affairs, it follows that policy changes would also occur. Purposeful refinement of divisional policies has allowed for significant improvement and facilitated a renewed focus on the ethical values of student affairs. This section will address the underlying values of the division, highlighting the newly revised *Student Code* and *Academic Honesty Policy*.

The University mission statement reads in part “the University provides to students a balanced educational experience, including co-curricular activities that contribute to personal growth and help to develop leadership skills.” In February 1999 President Floyd added to this mission his vision for the University: “To be recognized as one of the nation’s premier student-centered research-intensive universities.” The Division of Student Affairs incorporated the president’s vision in its most recent mission and vision statements. Student affairs aspires to “be a premier learning-oriented student affairs division” as well as to “engage students in learning and personal development.”

A list of ten key actions was articulated during the development of the vision and mission statements for the division. These key actions are intended to guide the work of the departments and to express the ethical values of the division of student affairs. These key actions are used as outline points for departmental and division-wide training, written in position descriptions and performance measures, and used as agenda outlines for weekly meetings. Specific key action statements are printed in certain publications (e.g., *The Student Code*, *The Bridge*, and the divisional brochure).

Integrity in practices and relationships, examined by highlighting ethical values, consistency of practice with publicly stated policies, issues of public disclosure, and evidence of follow-through on commitments are supported by this development of vision and mission statements consistent with the University

mission and presidential vision. These statements lay an ethical foundation for the Division of Student Affairs.

To ensure that the division fulfills its commitment to focus on student learning, it requires departments to develop assessment plans. The feedback mechanisms in assessment plans ensure the constant refinement and strengthening of departmental programs.

The Student Code

Another example of the expression of ethical values that has been adopted by the University is the recently revised student code, which outlines the standards of behavior expected of each student, the protections afforded each student charged with violating these standards, and the process used for adjudicating violations. The *Student Code* handbook is printed in large quantities (30,000 were printed for the fall 1999 semester), distributed during orientation, placed in each residence hall room prior to student check-in, and made freely available in public buildings like the Faunce Student Services Building as well as via the student affairs web page. The code has recently been completely rewritten and was adopted by WMU's Board of Trustees effective August 15, 1999. The rewriting was accomplished with the help of a large number of University people, including representatives of the student government, the Residence Hall Association, the Minority Student Leadership Council, Legal and Compliance Affairs, residence hall directors, student affairs department heads, the Student Judicial Board, the Appeals Board, a subcommittee of the Faculty Senate, the dean of students, and the vice president for student affairs. The inclusiveness in this joint effort is evidence of the division's commitment to involving diverse elements of the campus community in policy formulation, as well as its commitment to full disclosure of those policies.

In its appendix, the student code handbook contains a number of statements that clearly articulate ethical values. They include statements regarding the discrimination-complaints and grievance procedure; the policy on sexual harassment and sexism; the smoking policy; the HIV policy; the sexual-assault statement of guidelines, programs, and procedures; and the policy on possession or use of alcoholic beverages. On its second page, the handbook describes the "discipline of students in the educational community as a part of the teaching process" and asserts that, as such, discipline "shall be educational." Any time charges are brought against a student, the student is provided with a copy of *The Student Code* along with a detailed description of the process applicable to the student. Each student is made aware of her or his duties, responsibilities, rights, and the possible consequences of her or his behavior.

Academic Honesty Policy

Another expression of the University's commitment to ethical treatment of students is its academic honesty policy, which was recently completely revised by a Faculty Senate committee. The *ad hoc* committee worked for two years to develop policy revisions about violations pertaining to cheating, fabrication, falsification, forgery, multiple submission, plagiarism, complicity, and other forms of academic dishonesty. The committee based the revised policy on six principles, articulated on the first page of its report:

- Faculty's judgment and control of grades are paramount.
- The procedures must be kept as "user-friendly" as possible.
- Students must be ensured due process and fundamental fairness.
- Legal liability risks must be minimized in articulating and implementing these changes.
- Academic dishonesty offenses must be trackable and cumulative offenses accounted for.
- Time allowed for appeals must be regularized and streamlined.

The new policy is the result of a sound collaboration between the faculty and Student Judicial Affairs. In 1999 the policy was recommended by the Faculty Senate and adopted by the Board of Trustees. The processes necessary to support the policy are managed and facilitated by Student Judicial Affairs. Meetings with the deans' council, college and departmental faculty meetings, publication in University catalogs, and general seminars are occasions for the dissemination of this academic honesty policy and its processes to faculty and administrators.

Division of Multicultural Affairs

During the past eight years the Division of Multicultural Affairs (DMA) has reported to the provost, the dean of admissions, the dean of the College of Education, and back to (a different) the provost. In January 1998 DMA was transferred from academic affairs to student affairs to optimize talents, resources, and better meet the student needs. The Division of Multicultural Affairs assists student affairs and the University in general with the objective of increasing the presence and participation of underrepresented ethnic minority students at the University. The new name, Multicultural Affairs, better reflects the division's emphasis on serving underrepresented ethnic minorities while acknowledging that non-minorities also receive support from, and are involved in, various programs' areas. Since becoming a student affairs unit, efforts have been devoted to internal restructuring. This restructuring has led to greater levels of staff satisfaction and productivity.

The mission of the Division of Multicultural Affairs is to "facilitate the continuance of a supportive environment by providing a range of services and programs that have a positive impact on the academic success and quality of life for underrepresented ethnic student populations. Furthermore, the division enhances diversity within the community through cultural programming, engages students in learning and personal development through support services and programs, and advances participation and interaction in all services and programs between ethnic minority and other students at Western Michigan University."

Frequent changes in reporting lines aside, during the past eight-year period, DMA has persisted in developing and providing programs based on principles of student learning and personal development. Priority is given to programming that brings University awareness of the importance and contributions from an ethnically diverse student population. Additionally, programs are targeted at pre-

college youth in order to increase the participation of ethnically underrepresented minority students in higher education. DMA collaborates with the Office of Admissions and Orientation in increasing the recruitment and enrollment of ethnically underrepresented minority students at the University.

Program units in DMA continuously review goals and objectives to refine the services that are offered from pre-college to retention. As a consequence, enhanced program and service goals are reflected in the successful achievement of DMA's overall goals. The 1998-1999 annual report provides evidence of these outcomes and includes the following:

- The MLK Program increased services to eligible non-minority students as well as minority students in larger numbers than ever experienced before, creating a new level in diversity within the division's program participants.
- The retention unit's game, developed by Student Activities and Leadership Programs, was placed on the division's web page to encourage greater participation by all students. Presentations of retention activities during freshman orientation increased usage of other retention services offered by the unit.
- The 4-S Mathematics Program expanded beyond the original target of developmental freshman mathematics, to include support for students in higher-level mathematics, with outstanding progress for all student participants. As a consequence, the program achieved systemic changes in the mathematics department by the department's funding of the instructor for continuation of the program.
- A new 4-S program grant, the 4-S College of Business Program, was written and funded to address the needs of minority students in the Haworth College of Business. This program began in fall 1999.
- The King/Chavez/Parks Program developed a partnership with community-based organizations and developed the format for a parent component.
- A new grant, Gear UP, will increase the KCP initiative to a specifically targeted middle school in Benton Harbor.
- The Upward Bound Program achieved exemplary status and operated a fifth-year program in a cycle that is ordinarily limited to four years. This program's thirty-three year history on this campus is featured in the fall edition of the Research Magazine, published by the Office of the Vice President for Research. Because of this outstanding performance, the Division of Minority Affairs wrote grant proposals for three additional TRIO programs and was successful in obtaining the funding of two: Upward Bound Math/Science and Ronald E. McNair Post Baccalaureate Achievement Program. Both of these programs began operation in fall 1999.
- In addition to grant-funded programs, DMA also received \$8,000 from the Pfizer Pharmaceutical Company to support four scholarships for students in business and biological science who have an interest in pharmaceutical sales.

DMA has contributed to the University's quest for Carnegie doctoral-research extensive status with award-winning grants. From July 1994 through May 1999, Dr. Martha Warfield, director of DMA, directly participated as the

principal investigator or supervisor in grant proposals totaling \$21,766,541. Of that amount, the University has received \$4,132,412 in grants related to her work. Since joining DOSA in January 1999, DMA has written grant proposals totaling \$1,770,923. This volume of grant activity is noteworthy given the organizational transition that has occurred for DMA during this time period.

Due in large part to the work of the dedicated professionals in the Division of Multicultural Affairs, The Celebration of Diversity Award was given to Western Michigan University by the National Association of Student Personnel Administrators, Region IV-East in the fall of 1994. This award was given in recognition of the programs, services, and activities provided by the division in support of diversity.

Student Health

Alcohol and Other Drug Prevention:

Alcohol and Other Drug Prevention coordinates all facets of University alcohol and other drug prevention and early intervention strategies. It ensures consistency of purpose, strengthens student learning, and enhances the health and safety of the University community. The director serves as the chairperson for an alcohol issues advisory board comprised of service providers and key administrative, faculty, student, alumni, legal counsel, and Kalamazoo community leaders. The advisory board is responsible for assessing all institutional policies, procedures, services, resources, needs assessment, and evaluation strategies in order to determine strengths, deficiencies, and inconsistencies in the University's approach to prevention and early intervention related to harmful use of alcohol and other drugs. The advisory board is also responsible for the establishment and oversight of an institutional vision and mission for education, prevention, and early intervention targeted to alcohol and other drug use within the University supported by measurable goals and objectives. The board connects key student communities and organizations who can lead student-driven initiatives to transform the alcohol/other drug culture surrounding the University community. Since this department is in its infancy, work in this regard has just begun.

Disabled Student Resources and Services

Disabled Student Resources and Services accommodates the varied needs of students with disabilities to facilitate their learning and personal development. The office serves over 200 students a year who identify themselves as having a permanent disability. An additional number of students who have temporary disabilities are also served. The number of students and the specific type of disability continually changes. This requires constant research and re-education so that efforts can be altered to meet student needs.

Technological improvements continue to aid students in several disability groups. Advancements such as electronic mail, voice input and output technology, scanning of text to disc to Braille, power point lectures online and other online resources, and distribution groups have all been utilized by this office.

The separation of services for disabled students between student affairs and instructional support services continues to be awkward and inefficient. Many students have more than one disability so they must visit both offices for accommodations. Staff and faculty that refer students do not understand the distinctions between the offices that cause the student to be referred to the incorrect office. Students then get the impression that the University is ineffective at addressing their needs. Some students had significant difficulty during the 1998-1999 school year with disability systems at the University. This situation has been addressed, as the decision was made to merge the two offices in September 2000. The merged office will report in the Division of Student Affairs.

Sindecuse Health Center (SHC)

Sindecuse Health Center provides high-quality comprehensive medical care and health services to the entire campus community. In 1998-1999 the SHC staff provided service for 34,967 clinician visits and total health center visits of 70,286, an increase over last year of 2.8% and 7.9%, respectively. Physical therapy had 8,228 visits, up 14.8%; laboratory performed 18,385 procedures, up 3.4%; and the pharmacy filled 69,783 prescriptions, an increase of 14.8 %. The Office of Health Promotion and Education totaled 20,432 individual contacts and 21,413 program contacts during the 1998-1999 fiscal year.

The Health Center's mission is aligned with DOSA's mission since healthy students have the ability to be more productive, focused, and capable of achievement during their matriculation. SHC's education and health promotion efforts emphasize the development of life skills, such as suitable alcohol use, proper eating habits and dietary recommendations, the minimization of sexual risk taking, disease prevention and other health risk reductions. These prevention and early intervention efforts enhance and optimize student opportunities for learning and personal development.

Many changes and enhancements to SHC programs and services include performing arts medicine and physical therapy services, a revised and expanded foreign travel immunization program, a pharmacy delivery program for local homebound retirees, a new blood chemistry analyzer for in-house laboratory tests, and a peer theater health promotion program targeting awareness and minimization of high-risk health behaviors. The SHC recorded revenue of \$6,987,689 in 1999, an increase over last year of approximately 18%, while operational expenses were \$6,055,865, resulting in a net positive balance for the fiscal year.

Sindecuse Health Center had a change in leadership at the end of fiscal year 1998-1999. After the resignation of the director, the chief pharmacist was appointed acting director. In an effort to attract highly qualified candidates, the SHC director's position was elevated to an assistant vice president's position. A national search was conducted and the newly appointed assistant vice president for student affairs and director of Sindecuse Health Center began August 30, 2000. She is charged with fulfilling the mission, vision, and ten key actions of the Division of Student Affairs by serving on the vice president's leadership team and

providing leadership and direction for the health center. She is specifically responsible for infusing student learning and personal development throughout each reporting department within the Sindecuse Health Center.

Sindecuse Health Center is composed of 56 full-time employees, 4 part-time employees and utilizes the services of 12 temporary/call-in employees and 11 consultants. As the financial picture continues to strengthen and new ideas infuse energy and excitement, the outlook for Sindecuse Health Center is positive. Staffing levels and facility design and size are beginning to replace finances as the limiting factor in new program development. Critical areas such as health promotion and information technology need to be addressed and a strategic plan will identify and prioritize future needs.

University Counseling and Testing Center (UCTC)

A variety of services and activities are provided to the campus community by UCTC, including University Substance Abuse Services. For the first time in three years, a full complement of faculty staffed the unit in the 1999-2000 academic year. The UCTC staff consists of ten tenure-track, bargaining-unit faculty and two staff who are licensed psychologists. The faculty and staff continue to engage in a wide variety of activities, including service to students, educational programming, outreach/consultation, research, and service to the University.

UCTC had an overall increase of eighty-five individual counseling sessions for the fiscal year 1998-1999 with a total of 1,085 students receiving counseling services. There was an increase of 219 personal counseling sessions that was offset by a decline of 109 academic counseling and advisement sessions. The decline in academic counseling and advisement sessions is the result of transferring the Student Planned Curriculum advising work to the Division of Continuing Education. The average number of personal counseling appointments per client for the reporting period was 7.74. Of the individual counseling sessions that were conducted, 74.81% were for personal counseling needs and 15.87% were for academic and career counseling purposes. The remaining 9.30% of sessions were either no show or cancelled sessions. Outreach and consultation activities remain important functions of the UCTC. Faculty and trainees have made numerous mental health consultations and outreach presentations during the year.

UCTC continues to provide instructional services for University 101 and University 102 classes. There were eight sections of University 102 offered throughout the year for students wanting a structured learning option to deal with career planning needs. In addition to the above instructional activities, departmental faculty members made numerous presentations to other campus classes and/or groups during the reporting period.

Standardized testing activities are conducted throughout the year. The testing department administers up to fifteen different national standardized tests each year, as well as biweekly academic skills assessment sessions. The scanning services unit of UCTC processed nearly 803,000 optical scanning forms during the year. This total included forms for instructional testing, research, and funded projects.

Diversity in staffing continues to be a high priority for the UCTC in the staff replacement process. Two African/American females were added to the staff during recent years. One was appointed as an assistant professor and the other appointed as a pre-doctoral intern. A departmental faculty member continues to work closely with the Division of Multicultural Affairs to forge a link between the respective units and to help make the UCTC a more viable resource for minority students.

The UCTC continues to provide an American Psychological Association accredited pre-doctoral internship training program. Both faculty and graduate trainees continue to be active in attending and presenting at regional and national conferences. During the 1998-1999 academic year, three manuscripts were published or accepted for publication.

In the fall of 1999 considerable tension surfaced between the members of the faculty and the director as well as among faculty members themselves. As a result, a consulting team was brought in to assess current leadership dynamics, relationships among and between all members of the department, how faculty view their roles and rights, the roles and rights of management, and the environment as it relates to traditionally underrepresented populations. Since that consultant's report, the director has resigned from his administrative position and returned to the faculty. The administration is in the process of implementing some of the recommendations made by the consulting team.

University Recreation Programs and Facilities (URPF)

University Recreation Programs and Facilities is committed to creating environments that engage students in learning and personal development while reinforcing the benefits of a healthy lifestyle. Through its policies, procedures, programs and services, URPF seeks to create an environment with a culture and climate that fosters learning and respect for diversity in intellectual viewpoints, race, cultural heritage, gender, religious and sexual preferences, and other human differences. Delivery of high-quality programs that emphasize the enhancement of student learning and personal development is the continued focus of URPF. The Student Recreation Center plays an important role in University efforts to attract, recruit and retain students, faculty, and staff through the provision of opportunities to pursue health-related activities in an educationally purposeful environment.

URPF operates and supervises recreation, intramural, and fitness facilities and programs designed to enhance and contribute to the development of the total person that promotes healthy lifestyle choices. The facilities managed by URPF include the Intramural Fields, University Soccer Fields, Sorenson Tennis Courts, Kanley Track, West Hills Athletic Club, the Student Recreation Center (SRC), and Oakland Gymnasium. Program offerings focus around the URPF Student Fitness Programs, Intramural and Recreational Sports Programs, and the West Hills Athletic Club, Zest for Life Employee Wellness Program. In response to requests by users, hours of operation and group exercise classes were expanded to include early morning sessions from 6 a.m. to 8 a.m. on Monday, Wednesday, and Friday.

In addition, new offerings, services, and equipment were added throughout fitness and open recreation programs.

In support of continuous improvement, the department implemented a leadership team management structure. URPF changed job descriptions and reporting lines to gain efficiencies and to increase internal professional development opportunities. Implementation of the leadership team concept has facilitated the integration of human resource development efforts with quality customer service. The performance management system was revamped and now emphasizes empowerment and team decision-making. Individual decision making is pushed deeper into the organization to create a supportive and enjoyable workplace climate. Programs and services are managed to produce specific student learning and personal development outcomes. URPF policies and procedures are developed and guided by the principle of providing students with practical, experiential, and knowledge-based learning opportunities through program participation and collaboration with peers, co-workers, faculty, staff, and others.

In 1998 the University's Health Management Committee recommended that non-bargaining benefit-eligible staff be allowed to use sick and/or annual leave to purchase membership in the SRC. Through the joint efforts of the vice president for student affairs and the vice president for business and finance, this recommendation was implemented in January 1999. With the Board of Trustees' approval of the faculty contract in October 1999, faculty became eligible to purchase annual SRC memberships using sick leave. In January 2000 AFSCME bargaining unit employees also became eligible to purchase SRC memberships with sick leave. To date, 249 annual memberships using sick and or annual leave have been processed. It is anticipated that this new initiative will encourage faculty and staff to utilize the extensive services offered at the Student Recreation Center.

URPF collaborates with the health, physical education and recreation department in a variety of endeavors. Examples include the staging of the annual Turkey Trot, the operation of PhytStyles, D.A.S.H., and interns and teaching assistants who help supervise the weight room. Such programs afford students enrolled in the recreation and exercise science programs opportunities to develop practical skills, which will be valued as they enter their chosen careers.

URPF has a significant impact on the institution's ability to recruit and retain students. Popularity and importance of the SRC is clearly evident by the number of students and staff who use the facility. During the fall 1998 and winter 1999 semesters, 150,231 individuals used the facility. The breakdown of the participation patterns includes 18,668 in intramural sports, 17,777 in group exercise, 113,529 in the weight room, and 367 in PhytStyles.

A report compiled by WMU students in 1998 investigated the role that the SRC plays within the campus community and overall quality information about the facility. Surveys were distributed to students inside and outside of the SRC. Fifty-six percent of the respondents indicated they used the SRC several times a week, while 23 percent used the facility at least once a week. Only four percent had never entered the SRC. Respondents were also asked how important the SRC was to the

campus community. On a scale of one (high) to five (low), 52 percent thought it was very important, 31 percent said it was important, seven percent were neutral, and ten percent thought it was unimportant or very unimportant. The survey also asked whether the students believe that use of the SRC positively impacted their academic performance. Fifty-nine percent indicated yes while 41 percent of respondents disagreed. Overall, these results indicate that the overall satisfaction of students using the SRC was extremely high in 1998-1999.

Strengths, Weaknesses, and Plans for Improvements

Strengths: Since the last NCA review, there have been significant philosophical and organizational changes, major program initiatives, and policy improvements throughout the division. A strong vice president and leadership team clearly articulate the vision, mission, and ten key action statements that focus on student learning and personal development. There is also strong leadership at the department level, with directors who have the appropriate educational credentials, professional experience, and commitment to student learning and personal development.

The Division of Student Affairs effectively aligns its human and physical resources to help accomplish University goals. Since the 1991 NCA report, the University has recognized Student Affairs' ability to provide quality student-centered experiences that support the academic goals of the institution. Within the past decade, learning and personal development experiences that complement the mission and philosophy of student affairs have been added to the division. Three new departments—student judicial affairs, alcohol and other drug prevention, and information technology—have been created. The Division of Multicultural Affairs was integrated into student affairs in 1998 to optimize talents and resources and to meet the student needs. Residence hall facilities was moved into student affairs and merged with residence life into one department to address concerns from the past two decades. The quality, adaptability, and continuity of services provided by staff to the students have been positively affected. The recently rehabilitated and re-constructed Student Recreation Center is vital to the University's mission and has demonstrated that its services and programs are in line with students' needs. The 1998 ACT Survey revealed that 90% of the students are satisfied with the recreational and intramural programs and services offered by the University, which is six percentage points higher than the national norm for this item.

The Division of Student Affairs systematically evaluates and assesses its programs and services. Each department is required to submit a formal yearly assessment plan, which relates its mission to the divisional mission. Each department has generated measurable goals based on its mission and derived from the divisional key actions. Each department has also outlined a feedback process in its assessment plans.

In the 1991 report on student services, the American College Testing (ACT) Service's Student Needs Assessment was identified as the instrument through which student needs assessment could be gauged. The most recent assessment conducted in 1998 found student services to be at or above national norms in

many categories. Student service areas were cited as major contributors to the overall satisfaction with Western Michigan University. Students at Western Michigan University are highly satisfied with their involvement in campus life. Many co-curricular aspects of campus life receive high ratings: opportunities for involvement in campus activities, athletic facilities, recreational and intramural programs, and college-sponsored social activities.

Weaknesses: The division assessment plan has only been in effect for one full year. While all departments have created feedback mechanisms to evaluate the success of their programs, the division lacks data at this writing to indicate whether or not the programs are successful.

No divisional mechanism exists for the creation of new revenue streams to help fund new needs. The present mechanism is the pooling and reallocation of “permanent” monies from each department. While this system allows for flexible prioritization, it does not support long-term planning.

During the 1998-1999 budget year, the vice president for student affairs held 2.21% (or \$4,378,034) of the University’s total booked budget. During this same time period, the division had a full-time equivalent staff count of 118.85. Of this number, 56 full-time employees were employed at the Sindecuse Health Center. There is inadequate staffing and funding for the division.

Plans for Improvement: The Division of Student Affairs is constantly seeking ways to improve. A variety of methods will be used to gather data to refine programs, practices, and policies. These methods include student focus groups, mailed surveys, telephone surveys, on-site program and activity evaluations, and invited student feedback from groups such as the Western Student Association, hall councils, and the Residence Hall Association. Additionally, feedback from faculty, staff, and community members will help shape and improve the work of the division. The continual refinement of each departmental assessment plan through the means listed above is evidence of purposeful planning for improvement.

The following represent some general plans for improvement for the future.

- The reallocation of existing divisional resources to constantly enhance the impact on student learning and personal development.
- Continued efforts to capture a greater share of the overall University budget dollars.
- Identification of revenue streams already in existence that could be more appropriately utilized in student affairs (e.g., dining services, long-distance revenue, summer conferences, vending).
- Identification and utilization of new revenue streams for the use and benefit of student affairs.
- The expanded use of grant writing to identify resources outside of the University budget.

- Continued development of a structured plan for staff development that facilitates the building and improvement of skill sets that allow for the greatest impact on student learning and development (e.g., learning, teaching, leadership, student development, race relations).
- Continued involvement by key leaders in the division in regional and national organizations that facilitate the exchange of cutting edge ideas and practices.
- Evaluation of all programs, practice, and policies to determine which to strengthen, which to abandon, and which to maintain in their present form.
- Identification of candidates to fill vacancies that are current in their knowledge of student learning and personal development, teaching and learning, and student affairs practices, policies, and programs.

CHAPTER SEVEN

VICE PRESIDENT FOR INFORMATION TECHNOLOGY

Overview: During the past decade the dramatic advancements in computing technology have significantly impacted the administrative and academic computing services at WMU. Along with moving into a new computing facility in 1991, Administrative Data Processing and Academic Computing Services merged to become University Computing Services to maximize human and physical resources for better service to the WMU community.

As additional collaboration between technical areas developed, the Departments of Telecommunications and Video and Production Services merged with University Computing Services in 1999 to become the Office of Information Technology (OIT). Included with the merger was the announcement by President Elson Floyd that the leadership for OIT would be a vice presidential appointment in recognition of the campus-wide impact of information technology. After a national search, the first vice president of information technology and CIO, Viji Murali, was appointed in November 1999.

OIT currently has 69 full-time professional/administrative positions and 34 clerical/technical staff members involved in assessing the campus needs for IT in support of instruction, learning, research, business functions, and technical services. The OIT staff establishes short-term and long-range strategies and plans to incorporate the identified needs and implements, directs, and coordinates facilities and support services for a variety of computing activities.

A student technology fee of \$50 per semester was introduced in 1987. As the demands on computing technology continued to increase, the fee changed to \$75 a semester in 1997 to assist in equipping student computing labs, upgrading the networking infrastructure and the modem pool, and providing student employee support and supplies for the labs.

Funded in part by the technology fee, the Distributed Computing Plan (DCP) began in 1987 to implement computing facilities throughout the campus. From two open-access and several department labs with approximately 200 computers in 1987, there are now over 70 computing sites on campus with over 2,000 computers. Ranging from discipline-specific software and specialized hardware to open-access sites with general applications, these facilities provide a wealth of information technology resources for the students. Some facilities are primarily instructional, hands-on classrooms during the day with open lab time evenings and weekends. Others are open between 14 and 24 hours daily. In addition, 15 new electronic classrooms were installed and four others were upgraded in the past two years.

Although student personal accounts have been available upon request since 1987, WMU began actively distributing these accounts during freshman orientation in 1997. While approximately 2,000 accounts were requested in 1987, there were over 22,000 student personal accounts in 1999.

All residence hall rooms have Ethernet connectivity, providing students who own computers with direct Internet access. First offered in 1998, more than 800 students requested activation. During fall 1999, more than 2,500 students requested residence hall connections. Students also have convenient access to residence hall computing labs that were upgraded in 1999.

Numerous infrastructure upgrades have also been implemented in the past two years. The campus network, WMUnet, provides connectivity to 80 buildings and has been upgraded to 100 Mbps to most desktops and rewired to a CAT5 minimum with a gigabit capable backbone. At the same time, the modem pool was increased from 250 to more than 700 modems, all with v.90 56K capability.

WMU and its regional centers are a part of the MichNet network that provides local access to the Internet throughout Michigan. Western Michigan University is a charter member of the Internet2 initiative.

Since 1989 the Open VMS networked cluster of alpha computers increased in total capacity by 88%, while the IBM mainframe capacity increased 180%. In addition, two SPARC servers and several Sun servers running Solaris now support web services; and the 15 Intel 80286 Novell Netware file servers have been replaced by 65 Pentium I/II/III-based servers.

Services: Western Michigan University is an information-intensive environment. Students, faculty, and staff must have reliable and effective means of accessing and using the information that is critical to the educational mission of the University. To assist with the WMU community's IT needs, OIT provides the services discussed below.

The help desk provides telephone, e-mail, and walk-in computing assistance to the University community and handles over 27,000 inquiries a year. Since 1989 this service has increased its staffing level, extended its hours of operation, and added a new reception area – major recommendations that were implemented from the help desk process improvement plan, a six-month study completed in 1995.

The instructional technology center is a walk-in facility for faculty and teaching assistants where they can experiment with incorporating technology into their courses. The facility has a variety of computing hardware, numerous software applications, several types of scanners, color printers, and digital cameras as well as video editing and streaming equipment.

The multi-purpose enabling technology lab (METL) facility is used for classes in blind rehabilitation, special education, occupational therapy, and speech pathology and audiology. Students in these classes learn about a wide range of adaptive technologies. Bringing together several separate facilities has enabled students in the different curricula to experience technologies that could not be sustained in a departmental facility. METL is also a resource for schools, individuals, and service agencies providing technical expertise on adaptive technology as well as being a demonstration and evaluation site. METL is used by

students with disabilities, visited by others attending summer classes, and provides the Upshaw Institute for the Blind with a student training facility.

The University lab environment consists of 26 "open" microcomputer laboratories (i.e., open on a walk-in basis to all WMU students and faculty) and 48 computer laboratories reserved for instructional purposes. These labs provide access to the Internet, Web, electronic conferencing, and a variety of productivity applications, as well as course-specific software tools. These facilities house Windows 95 and Macintosh computers, Sun workstations, and terminals. Four large open access-computing facilities are located on the main WMU campus in the College of Engineering, Haworth College of Business, the University Computer Center, and the Bernhard Center. Each of the five regional centers has computing labs of varying capacity and capability.

ResNet, the residential computer network service, provides students living in WMU residence halls with a direct connection to WMUnet and the Internet. ResNet gives students the fastest possible access to the network and does not require a modem or tie up their phone line.

The "Western Web Kit," a CD-ROM utility, was developed to assist in the installation of software and computer configuration for Internet connectivity through WMU to the MichNet backbone. It also includes utilities for virus protection, telnet services, FTP, and drivers to support the residence hall Ethernet cards. A web site supports this CD and offers updated software, news, and a freshman computing usage survey.

Many student services are now being offered online. In the past two years, OIT has implemented the following: an online undergraduate and graduate admissions application submission; online access to grades, address changes, registration, and catalog and course schedules; and an interactive voice response for students' accounts payable information.

Improvements in the administrative services area include converting financial aid to an imaging and electronic documentation environment; implementing a new campus e-mail and messaging system (GroupWise); computerizing human resource management, and restructuring the systems supporting the new registration, billing, and cancellation processes (in collaboration with business and finance).

Now a part of OIT, Telecommunications plans, implements, and manages the University's digital telecommunications system and network, providing high-quality communications services including voice, data, facsimile, video and other network services in a cost-effective manner. The office also provides telecommunications planning, engineering, and other consulting services to WMU departments.

Telecommunications has two NEAX 2400 state-of-the-art digital switching systems (with 8,500 telephone lines), outside plant cable (consisting of optical fiber, coax, and copper), reinforced outside plant ducts for cable protection, digital and analog voice terminals, Octel enhanced call processing and voice messaging

equipment, and Periphonics interactive voice response systems. Telecommunications is currently exploring ways to improve the features of the voice, data, and video systems along with expanding the present video network to all University buildings not now provided with access.

Now known as instructional technology development, this unit of OIT includes video production and services, technical services, video distribution, and EduCABLE programming.

Video production and services provides television production support, including script writing and review, graphics, assistance in instructional design, and scheduling of on-campus electronic distribution of instructional television materials to improve the quality of instruction and the availability of resources to a large number of students. The resources include two television studios with a complement of lighting instruments and cameras, four editing suites with M-II and S-VHS/VHS tape, non-linear editing equipment, and an AVID system. Two distance education classrooms provide an electronic output for distribution by video tape, cable, satellite, and/or compressed video over T-1 telephone circuits.

Technical services provides technical support for the general instructional effort of the University. This includes the operation of technical equipment, distance education classrooms, compressed video system bridge, satellite uplink, and purchase and maintenance of audiovisual equipment, including movie and slide projectors, and classroom sound systems.

Video distribution and EduCABLE programming provide for off-campus distribution of non-class related video programming and on-campus programming of WMU's cable television system. EduCABLE is a conventional cable television distribution system offering over fifty channels of cultural, instructional, and foreign language programming as well as entertainment to every residence hall room and on-campus apartment. The service is also available in many classrooms. The system additionally carries 24 channels of audio programming. Two channels have information on campus events, one of which is specifically directed toward students, frequently having programming created by students or purchased specifically for student use.

The University also provides SCOLA service to the community 24 hours a day. Two programs—*NewsViews* and *Forum*—produced by OIT are distributed regularly to both the campus and the larger community. *NewsViews* is a half-hour discussion with local members of the Michigan Legislature hosted by the news staff at WMUK, the University-owned 50,000 watt FM station. *Forum* is a collection of interviews with WMU faculty, staff, administrators, and visiting dignitaries.

In support of the academic mission, instructional technology development has enhanced 22 lecture halls for instructional delivery capabilities ranging from docking stations for notebook computers and video projectors to full multimedia presentation facilities.

Technical computing services (TCS) provides consulting, troubleshooting, and repair of personal computers as well as handling the WMUnet and ResNet

connectivity requests. With the dramatic increase in computers on campus, the number of service requests rose from 953 in the 1992-1993 fiscal year to 5,446 in 1998-1999. In addition to handling the hardware maintenance for all on-campus computing labs, TCS also provides support to the five regional centers.

Micros & More provides consulting, needs analysis, and system configuration proposals on microcomputer hardware and software for WMU students, faculty, staff, and departments. Educational pricing on Apple, Compaq, Dell, and Hewlett Packard products as well as on the industry standard software packages provides significant cost savings for the WMU community. Micros & More annually handles over 20,000 inquiries.

Strengths: Beginning in 1996, OIT worked closely with the WMU community on year 2000 compliance issues. The WMU year 2000 program office identified mission critical areas such as financial aid, public safety, physical plant, and accounting. Combining the talents of staff in the mission critical areas with OIT staff resulted in a campus-wide team addressing issues such as risk management, contingency planning, remediation, testing, and documentation. The team's efforts to avert Y2K problems were successful as demonstrated by no Y2K related failures in mission critical systems.

Upgrading the residence hall computing labs with standardized systems, working with the residence hall directors and staff to streamline the repair reporting process, and offering Ethernet connectivity in the halls are examples of significant improvements. The feedback from students and their parents has been very positive. The management of the labs was formerly overseen by auxiliary enterprises. The residence hall facilities began reporting to the vice president for student affairs as of July 1, 1999. This change also provides support from the information technology division of student affairs to further enhance services.

The distributed computing plan (DCP) mentioned in the overview has enabled every department on campus to receive computing equipment. For the past several years, the colleges have submitted three-to-five year strategic computing plans. Each year these are carefully reviewed by the committee so that the funding can be maximized through quantity system purchases negotiated by Micros & More. Older equipment that may no longer meet the needs in highly computer-intensive curricula is then cascaded to other general purpose computing facilities.

As a follow-up to the DCP, in 1992 university computing services initiated a monthly meeting with college computing representatives (CCR). Members include computing support individuals from the colleges and representatives from OIT. The purpose of CCR is to communicate OIT plans and changes as well as to receive input from the colleges about ways OIT could enhance or modify services to better meet the colleges' needs. The DCP funding is also discussed and reviewed with the CCR since many of its members are responsible for developing the strategic computing plans within their particular college and manage the operational funds for student lab coverage, maintenance, and consumables.

In 1998 further emphasis on communicating UCS changes, resources, and services to all constituents in the colleges resulted in the addition of a faculty representative from each college to enhance the dialog. These liaisons have proved invaluable to the OIT communication efforts and are an essential method for receiving feedback from computing support professionals throughout the campus. A similar group of LAN representatives from the various colleges also meets periodically to discuss technical networking issues, concerns, and plans.

In 1997 WMU developed a microcomputer standardization policy to effectively maximize the human and financial resources associated with supporting and servicing the systems. The process provides WMU with microcomputers from brand name hardware manufacturers and reduces the total cost of ownership. The policy also includes an exception procedure to procure nonstandardized systems as may be necessary.

In addition to ongoing partnerships with a variety of hardware and software manufacturers, OIT is involved in the Southwestern Michigan Interconnect for Learning Experiences (SMILE) project. SMILE is designed to bring Internet connectivity to public, private, and parochial schools; libraries; and other educational agencies in Southwest Michigan. A collaboration involving the Regional Education Media Centers and the Intermediate School Districts, SMILE provides training, technical support, and assistance in curriculum and instructional development.

Along with the center for teaching and learning, OIT is working with 15 regional school superintendents on connectivity, technology grants, and training certification needs for their staff, as well as receiving their input on technology skills desired for future teachers.

OIT is currently exploring a partnership with international research firms and the possibility of a fiber optic network configuration in Battle Creek.

Weaknesses: Although the 1991 and 1999 mergers brought technical areas on campus together, there has not been a gain in the number of IT employees. While the number of computers on campus and the complexity of their applications have dramatically increased, the OIT staffing level has stayed constant. A current challenge facing OIT is 15 unfilled staff positions. Another issue is a shortage of qualified applicants willing to work at the current WMU pay rates.

Current staff members need cross training, professional development opportunities, and career path options. In several cases, only one or two staff members can be considered in-depth experts in their particular areas. With the present workload and staff shortages, it is nearly impossible to dedicate the time and resources required for adequate cross training activities. Wherever possible, mentoring occurs. OIT also relies on the talents of student employees in many critical areas.

Another weakness is the current budget model. Funding is generally provided for one-time projects or purchases. However, ongoing funding is needed

for support, maintenance, and eventual upgrade costs. Many departmental budgets do not include any ongoing monies for such improvements.

Continuous Improvement: Given the impact of information technology and dramatic, seemingly unending opportunities associated with it, OIT needs to be proactive, responsive, and visionary. Since staffing is a critical issue, continuing to merge technical staff and promoting standardization are two ways to maximize the human, physical, and financial resources. In July 2000 seven newly integrated areas of OIT were identified: information technology development, planning and policy development, telecommunications and network services, applications and LAN operations, business operations and vice presidential support, customer satisfaction liaison, and systems and operations.

Information technology development will be responsible for instructional technology, research and development initiatives, and community outreach. Planning and policy development will set the direction for the service and resource offerings through effective strategic planning, project management, and policy development. Telecommunications and network services will install and maintain WMU's integrated private communications network for voice, data, and broadband transmission. Applications and LAN operations will focus on the administrative computing infrastructure and technical support for academic computing functions. Business operations and vice presidential support will be responsible for budget oversight, personnel issues, contract work, and administrative policies and procedures. In the coming months, the customer satisfaction liaison unit and the systems and operations area will be further defined.

OIT is currently implementing a new unified account system, reducing the number of usernames and passwords people need to remember. The unified account will provide one username and password access to both UNIX and VMS systems, including dial-up service to the WMU/MichNet modem pool. Incoming freshmen for fall 2000 have already received their unified account. During fall 2000, a transition plan will be communicated to students, faculty, and staff. As people wish to transition, they will receive a new username; and all existing data files and mail will be easily accessed through their new account. Full implementation is planned for winter 2001.

Other consolidations to consider would include reducing the number of file servers, emphasizing online services and transactions for the WMU community's convenience, and additional imaging and electronic documentation to streamline paper handling.

As noted in the overview, WMU hired its first vice president of information technology and CIO in November 1999. One of the vice president's first initiatives has been to undertake a strategic planning process that includes the following:

- An evaluation of how well the University IT initiatives are aligned with University mission and goals,
- An assessment of what is happening in the higher education marketplace,
- A review of the University's business model,

- A review of the information technology delivery process,
- A review of the resources used to deliver IT services, and
- A parallel effort to develop information technology architecture and standards.

Four working teams have been established that broadly represent all sectors of the University and include the people who have the authority to implement a strategic plan once it is finalized. The teams are as follows:

- Strategic planning is charged with researching and defining the strategic plan.
- Architecture and standards is researching and defining the technology infrastructure and standards for information technology across the University.
- Communications is defining the process by which information will be gathered and distributing information about the plan to various campus constituents.
- Executive steering committee composed of vice presidents and deans will establish the highest priorities for IT projects and ultimately be responsible for approving the strategic plan and the architecture and standards.

Beginning in January 2000, the teams worked with Deloitte Consulting for the initial three months of the process. A vision statement, mission statement, and four guiding principles were created and serve as the foundation for the work to follow. OIT's vision is to rise to and maintain a position of leadership in higher education among student-centered research institutions in the creative use and application of information technology. Its mission is to achieve academic excellence through the design, development, and application of information technology in support of learning, teaching, research, service, and the conduct of University business consistent with WMU's mission. The four guiding principles are:

- Information technology is a vital service.
- Information technology is an essential resource for learning, teaching, research, and community partnerships.
- Technology is essential for data and information management.
- Information technology is a strategic University asset.

Assessment will be a critical component of the strategic plan. Input is being gathered from a wide variety of constituent groups as OIT's strategic plan is developed. This information will then be incorporated into the planning process and used in making strategic and tactical decisions and to help define the organization and the allocation of future resources. Because the strategic plan is in the early phases of development, it would be premature to critique it. A "living document" reflecting the dynamic, ever-changing advances in technology, it will be continuously reviewed and updated.

In all these efforts, communication is essential. Whether it is focus groups, advisory committees, strategic planning sessions, or a combination of these various sources, OIT needs input from the WMU community to determine future IT services. Also important to the success of OIT will be developing ongoing collaborative projects like the Y2K project team, the current human resources information system installation, and the strategic planning initiatives for a mutually beneficial understanding of IT as we enter the next millennium.

CHAPTER EIGHT

VICE PRESIDENT FOR BUSINESS AND FINANCE

Western Michigan University's area of business and finance is currently organized under Vice President Robert Beam into ten organizational units: accounting, business services, auxiliary enterprises, campus planning, campus facilities development, employee assistance program, human resources, logistical services, the physical plant, and public safety. Mr. Beam has had stewardship for this area since his appointment in 1985, providing stability for a crucial area of the University. He also serves as the treasurer of the University and both affiliated Foundations. In addition to the overview of the vice president's responsibilities, this section will present the major activities for each organizational area under the vice president's responsibility. A summary of strengths and weaknesses for this area is also provided, along with the organization's plan for improvement.

The business and finance area supports the University's goal of being a research-intensive, student-centered institution by fostering a strong financial base while providing high-quality services. To this end, progress is constantly measured against three goals. One goal is to monitor the cost and effectiveness of programs to ensure that activities meet stated objectives and that programs are managed in a manner to make the best use of University resources. Another goal is to be mindful of new opportunities that will enhance the financial strength and reputation of the University. A third goal is to celebrate the successes of the employees. The business and finance area is committed to an environment which encourages the fair, humane, and beneficial treatment of all of its employees and customers.

As treasurer of the University and both foundations, Mr. Beam is the public spokesperson on the financial matters of these organizations. He is often the liaison between the campus and the local, regional, and state community. As such he attends many public forums to represent the interests of the University and forge collaborative partnerships with the community.

In carrying out the business functions of the University, the vice president is the key contact point for external parties. He negotiates and cements the financial relationship between the University and outside parties. He also serves as the bridge between the financial operation of the University and the academic, research, and student service parts of the University. He must seek balance between the program needs of these areas and what can be physically built or provided from fiscal resources of the University.

Further, the vice president attempts to protect the physical and fiscal resources of the University for future years. In this role, he weighs land acquisitions and sales, new business ventures with private parties, campus expansion, the refurbishment of aging facilities with limited resources, new construction, the impact of new fees, the demands placed on tuition revenue, and the safety and general well-being of the campus. During the past decade, the University has experienced a significant shift in its source of operating dollars. For the 1990-2000 fiscal year, the level of support from state appropriations dropped to

55%. Thus, increasingly tuition and fees plays a more prominent role in the general fund operating budget and comprise 43% of it versus 37% in 1990-1991. Even with the greater reliance upon tuition and fee dollars, the University has maintained its level of cost when compared to other Michigan colleges and universities. WMU has consistently maintained the position of being seventh (in terms of tuition and fees) out of fifteen public institutions in the state. For 1999-2000, WMU fell to ninth position because the calculation methodology was changed from 31 to 30 credit hours. Significant revenue growth has also occurred in the area of gifts and research dollars throughout the nineties. Whereas ten years ago, annual giving usually fell short of \$8 million, over the past five years annual giving has averaged over \$15 million. Similarly, externally funded research has more than tripled since 1990. The revenue generated from departmental activities has also more than doubled since 1990-1991. Contributing to this overall revenue growth has been cultivation of revenue-producing opportunities. One example of this type of entrepreneurial endeavor is the pilot training contracts that have been developed in the College of Aviation.

Mr. Beam, as vice president of finance and business, is also the authorized person who can legally bind the University in contractual matters. Each contract is reviewed to protect the current and future interests of the University community. It is important to determine that each contract accomplishes the desired outcome for the University while optimizing the use of limited University resources.

The vice president also sets the fiscal policy for the University community. It is important that these policies are fair, reasonable, and yet preserve and grow University resources. These policies are far-reaching as is evidenced by the range of responsibilities performed by the ten organizational units. To maximize effectiveness, it is important to balance cash inflows and outflows. It is important to monitor the timing of transaction activity to ensure that adequate cash reserves are always available. It is also necessary to maintain flexibility in order to react to any arising need.

The following is a summary of the ten organizational units within the finance and business area and their accomplishments during the recent decade of campus expansion and organizational growth.

Accounting and Business Services

Accounting and business services perform the core business functions necessary for the successful operation of any large organization. Within this group are found the functions of payroll, accounts payable, debt management, customer account maintenance, investment of working capital and endowments, financial record keeping, fixed asset management, risk management, real estate management, and contract review.

The decade of the nineties represents a period of taking advantage of new technology and reengineering existing business practices. Old legacy computer systems were replaced with state-of-the-art relational databases. This occurred for the general ledger, accounts payable, and payroll systems. With distributed

networks and the web, a great deal of functionality has been placed in the hands of the end-user. A web service was implemented so departments may access their financial information from the desktop, by summary total or detail, for a customized period of time. Another system was developed so departments can directly charge one another for the use of goods or services and eliminate the paper trail.

Business practices were also modernized. The old cash advance system for travel was replaced with an American Express corporate card program. The Perkins Loan department that had been internally staffed was outsourced. As a result, customer service improved and the default rate declined. The University implemented a lock box process for the receipt of payments, which has greatly shortened the time for processing payments and receipting cash in the bank. We have also implemented an interactive voice response system so that students can verify their account detail and make payments by charge card. This same process was moved to the web in late 2000. Booking travel arrangements was also consolidated through one agent so that all billings are automatically processed. In turn, this consolidation has allowed for the University to negotiate rates with air carriers and car rental services. Again, costs are better controlled and user satisfaction remains high.

The decade of the nineties has evidenced tremendous growth in the University's endowment portfolio. During this decade, the portfolio has increased almost 565%. Within this portfolio, unrestricted endowments have demonstrated comparable growth over the same ten-year period. This factor has positively contributed to the standing of the University by rating agencies and other external parties performing financial reviews. To help administer the endowment program, we collaborated with an outside firm to develop a new automated system. Upon future sales, the University will receive a 5% royalty of gross revenue.

In looking at the debt ratios, it has to be noted that outstanding debt has continued to increase to provide for capital projects. However, the other operating ratios have maintained or improved their relationship to debt and continue to position the University as a strong institution. Moody's recognized this situation in 1998 as a result of a 1997 public offering. At the time of the offering, Western was assigned a rating of A3 by Moody's. The University did not believe this rating adequately reflected the nature of the University and invited the rating agency to visit campus. This visit occurred in early 1998. As a result of this visit, the rating was upgraded to A2. Also, during this decade, we became much more sophisticated in our management of debt. Historically, we had always borrowed on a fixed-rate basis. We entered into a 5-year swap agreement that generated over \$1.3 million of additional interest cost savings. And, in our last issuance, which occurred in June 2000, we issued variable rate bonds that go through a special auction process. The University's A2 rating has been maintained even with the issuance of additional debt.

During the decade of the 1990s the business services unit has been engaged in a steady land acquisition program. It has been a concerted effort to purchase the property adjoining the western perimeter of main campus. It is the intent of Western Michigan University to create a positive gateway into campus from that

direction. Further, through its risk management activities, business services has maintained the University's membership in the Michigan Universities Self-Insurance Corporation (MUSIC). This organization provides insurance coverage for errors and omissions liability, comprehensive general liability, and all risk property insurance. Eleven universities comprise MUSIC. This is a unique venture within the state where the universities have collaborated to maximize their purchasing power.

The overall theme over the past decade for the accounting and business services area is to do more work and do it smarter. Technology has been key in supporting our increased productivity.

Campus Facilities and Campus Development

The University's facilities group consists of three departments: campus planning, campus architecture and interior design, and campus construction. The work of these units is integrated so that they manage the building environment from germination of the original idea to demolition. Campus planning starts with the idea, utilizing the specific requirements of the intended user as well as the University's mission statement to develop the building program. The architecture and interior design office further develops the program statement into a design that, in turn, generates construction documents. The construction office oversees the actual physical building process.

The focus of this unit is to provide structure to the building process. Each facility project should follow the same steps to ensure a successful conclusion. It is also important that facility changes respond to changes in the educational process. Each project needs to comply with coherent and sound design philosophy that integrates a uniform quality level. Facility standards are employed so that buildings meet customer needs, remain flexible and are constant and straightforward to maintain. This entire process is important to achieve maximum impact with limited construction resources. All facility groups have input during every stage, even though they may not be directly responsible for that stage. For example, during the design review process, most if not all facility groups are asked to contribute to the development of standards to guide the design. This process of participation ensures a balance between the use of initial and long-term resources.

Campus facilities and campus development is involved with more than just new construction. It is responsible for maintaining an inventory of existing physical plant conditions and helping to project future needs. As part of this process, it commissions audits of major structures on campus and conducts studies pertaining to each building, especially with reference to issues of historic preservation and deferred maintenance.

The past decade was a period of unparalleled campus construction for Western Michigan University. The entire face of campus changed during this ten-year period. A large number of projects were completed with funding received as capital outlay appropriations from the State of Michigan. Within the past decade, the state provided funding for the following projects:

Haworth College of Business, \$16.1 million
Waldo Library, \$14.1 million
Haenicke Hall Science Facility, \$38 million
Power Plant, \$24.1 million
College of Engineering and Applied Sciences, \$50 million

In December 1999 the state authorized a new building for the College of Health and Human Services with a project cost of \$40 million. In addition to these projects, there were several other major construction and/or renovation efforts completed through the nineties. These projects were funded either in part or total from private donations and student fees:

Student Recreation Center, \$48 million
Lee Honors College, \$1.3 million
Gilmore Theatre Complex, \$5.6 million
Bill Brown Alumni Football Center, \$9.1 million
College of Aviation, \$15.8 million

Another significant endeavor completed by the facilities group has been the development of a campus master plan. During 1999 an interactive planning process was used to provide a forum for administration, faculty, students, staff, alumni, and the community to provide meaningful input. Through this highly collaborative process, the master plan evolved to establish a framework to accommodate the physical growth and development of the University campus over the next twenty or more years. The quality of the physical environment has a tremendous influence on the University as an academic institution. A well-crafted master plan supports the University's mission, enhances the campus image, fosters a sense of physical unity, and provides a campus-wide level of organization. Establishing a clear and orderly direction for future growth allows the University to utilize its resources to their potential, and, at the same time, fosters a vibrant learning environment.

There are several goals embedded within the master plan. One goal is to create a sense of place by identifying, emphasizing, renewing, and building on the special features that constitute the spaces of the Western Michigan University campus. For example, a concept that evolved was to preserve and promote the natural features of Goldsworth and Arcadia Valleys.

A second goal is to develop academic communities, so that there is a unified campus of viable parts. As a result of this goal, the main campus has been delineated into four distinct areas referred to as north campus, east campus, west campus and south campus. North campus consists chiefly of residence halls and recreational areas. East campus, which was designated a Michigan historic site in 1990, is primarily composed of the buildings and land of the original campus from 1903 through the 1940s and also includes Waldo Stadium. South campus consists mainly of property recently deeded to the University by the State of Michigan and includes the power plant. West Campus, the largest of the four

areas, contains the academic core and most administrative and student services functions of the University.

A third goal is to organize the campus so that it is people-friendly. Within each campus, the vehicular/parking, bicycle, and pedestrian systems were studied to ensure safe and efficient means of transit. It will be necessary to upgrade signage and add informational kiosks. It is important to maintain and enhance visual and physical connections among the campuses to improve circulation and accessibility.

A fourth goal is to develop and plan visually significant campus approaches, arrival areas, entries, and edges. It is important that the University can easily be identified, yet be friendly and sensitive to the urban fabric. It is also important that these gateways create a strong positive experience.

The physical master plan can be located at <http://www.wmich.edu/masterplan>. This framework, thoughtfully crafted and sensitively integrated with the existing campus plan, serves as a blueprint to guide future growth.

Auxiliary Enterprises

Auxiliary enterprises consists of twelve major units: the Bernhard Center, Children's Place Learning Center, the WMU Bookstore, Fetzer Center, Food and Dining Services, Lawson Arena, Miller Auditorium, The Oaklands, Printing Services, West Hills Athletic Club, the WMU Apartments, and the Paper and Printing Pilot Plants. Each of these revenue-generating segments functions as a separate enterprise. These businesses receive no monetary support from the state or from student fees. Instead, as a good or service is purchased from one of these units, a high-quality product or service is received at a competitive price which helps WMU grow and replenish the resources necessary to continue the excellent programming. For the 1999-2000 fiscal year, these operations were budgeted to generate over \$41 million dollars in revenue.

The **Bernhard Center**, located in the heart of campus, is a short walk or drive for most students. The multi-use facility is Western's community center, welcoming students, faculty, staff, administration, alumni, and guests. It can accommodate up to 1,700 guests for meetings and 1,250 guests for banquets. The twenty-five meeting and dining rooms may be arranged for a variety of needs including lectures, exhibits, banquets, meetings, and conferences. Within the center, the Bronco Mall has been developed to provide a food court atmosphere. Other dining selections include catering services or the sit-down cafeteria. The center also houses a 20-lane bowling alley, pool tables, and video games for the entertainment of our students. The WMU Bookstore continues to be located here as does a bank branch, a full-service computer center, and a lounge and study area. In addition, weekly entertainment is provided at the Center Stage where local bands and musical groups, magicians, and comedians perform for the benefit of the campus community.

The **Children's Place Learning Center** was established in 1996 (to replace the older Sara Swickard Pre-School) and is dedicated to providing high-quality day care to enhance the lives of children and parents of the WMU community. Activities are designed to meet the physical, emotional, and creative needs of children in a safe and secure environment. Special emphasis is placed on activities that promote a multi-cultural approach to learning and education, and those activities which instill pride and appreciation in individuals for their unique heritage.

Arts and crafts, sports and games, quiet play, and special events are the primary activities offered to children ages 2½ to 5. A before- and after-school program for 6-to-9 year olds is also offered. The program provides outdoor play equipment, indoor toys, games, puzzles, paints, craft supplies, and books for the children. The center is licensed through the State of Michigan, Department of Social Services; and staff members meet all licensing qualifications.

The **WMU Bookstore** provides the full range of items needed for campus life, generating almost \$9 million dollars in revenue. The bookstore has expanded its market outreach and improved shopping convenience. Within the past two years, the bookstore has begun to sell its merchandise on the web. As an additional service, students can order and pay for books via the web and pick up and pay for orders at the bookstore. During the 1999 Christmas season, the WMU Bookstore opened a small retail outlet at a local mall to test the outreach to the market. There is also a satellite operation within the Bronco Mall area which sells cards, wrapping paper, stuffed animals, and some clothing.

The **Fetzer Center** is one of the region's most utilized business conference sites. This facility features a 250-seat auditorium which has a full range of audiovisual equipment, including multi-image, rear-screen projector; recording capability; and large-screen projection for video or computer imagery. It also offers six conference rooms which provide flexible seating arrangements to meet the needs of each group. In addition to conference and meeting space, the center includes a banquet wing that can serve up to 280 people, another 90-seat lecture hall, and a reception and exhibit area. During the nineties, a corporate training program was developed and is successfully marketed to the community.

Food and dining service operations are extensive with 6 full-service dining facilities and 5 campus cafes. Four of the six dining rooms have been refurbished in the last few years to modernize their appearance and functionality. The remaining two dining rooms are slated to be renovated over the next few years. The majority of the campus cafes have been opened during the nineties. Dining services provides many choices for students and staff. The dining rooms are open continuously from breakfast through dinner, and students may select from a wide array of choices at each meal. A multitude of meal plans has been introduced to appeal to varied student needs. In addition to dining room eating, carryout service is now provided to meet the demands of students' life-styles. Another new feature is dining dollars: with all meal plans, \$30 is provided at the beginning of the academic year, which allows the student to eat at any of the campus cafes.

Lawson Arena, once managed by athletics, is now part of auxiliary enterprises. It houses both a pool and an ice sheet. As part of its programming, Lawson offers open ice-skating and swim times to the campus community. In addition, it provides for structured fee-based lessons in swimming and skating. For skating, it offers basic skills, figure skating, and hockey. This site is also used for the intercollegiate hockey team and synchronized skating.

Miller Auditorium opened in 1968 with the pledge to enrich the lives of WMU students, faculty, and the people of southwest Michigan. It seats almost 3,500 patrons and is third in size only to Detroit's Ford Theatre and Masonic Temple Theatre. The theater has undergone recent renovation which resulted in innovations such as continental seating with no center aisle. Miller Auditorium was refurbished in the summer of 1998 with new seats and additional accessible seating for patrons with disabilities. In addition, renovations were made to improve the acoustics. The programming is varied to appeal to a wide range of interests and brings in touring groups from New York as well as international venues.

Also during the nineties, as part of its operation, the Oakland Recital Hall was renovated into a modern campus cinema. The purpose of this theater is to be an intellectual and cultural resource for the community. The movies shown at the theater are international films and other special viewings that do not play in commercial theaters.

The Oaklands was purchased in 1944 and originally served as the home to two early Western presidents. It was constructed in 1869 in an Italianate Villa style and features 23 rooms, a circular staircase, and a number of fine art pieces from around the world. It provides overnight accommodations for distinguished guests, as well as providing the University community with elegant surroundings for small meetings and receptions.

Printing Services offers a variety of services to the Western Michigan University community. The in-plant shop is a full-service facility with offset and letterpress printing, a complete bindery operation, computer typesetting, and state-of-the-art duplicating equipment. Its mission is to provide promotional and functional materials for the institution in the most efficient manner possible relating to cost and production time. During the nineties, significant upgrades in equipment were made to allow it to remain a competitive operation.

West Hills Athletic Club is a full fitness club that serves the community, as well as the faculty and staff of the University. It became a part of auxiliary enterprises in 1998. It offers comprehensive, flexible, and competitive programming for children and adults in tennis, basketball, jogging, weights, and aerobics. There are various types of memberships offered to appeal to the interests of the market. Although this facility used to be managed as a private corporation, the University assumed ownership when the property was marketed. The University took this action to protect this facility as a practice site for both its men's and women's tennis teams. Ownership of West Hills also signals the University's commitment to a healthy and productive work force. The University has continued to operate this facility as a private membership club.

The University also operates 585 on-campus apartments for student families, single graduate students, and non-traditional students. The one- and two- bedroom units, both furnished and unfurnished, are located in 3 complexes and operate throughout the year at between 90% and 99% of capacity. WMU apartments are safe and secure. Public safety officers regularly patrol the complexes and an escort service is available after hours to assure safe pedestrian travel between the apartments and campus facilities.

The University is also engaged in constructing two modern apartment complexes for students with the goal of replacing aging stock. Each of these complexes will be designed with private bedrooms and a common living area and continue to offer one- two- and four-bedroom units. The design of these structures reflects the changing expectations of our students.

In addition to the apartments, auxiliary enterprises manages Spindler and Vandercook Halls. Spindler Hall is operated as a residence hall for seniors, graduate, and non-traditional students. The hall can house approximately 100 students. Vandercook Hall is currently being utilized as a fraternity house.

The **Paper and Printing Pilot Plants** have recently been transferred to auxiliary enterprises. The two operations provide opportunities for faculty, students, and the paper and printing industry to conduct research into the making or printability of paper. The combined operations have revenues of approximately \$600,000.

Employee Assistance Program (EAP)

The employee assistance program offers confidential, no-fee assessment and referral services to employees. EAP staff help assess the situation, determine the best way to deal with or resolve the situation, and provide support and follow up to make sure the individual's needs are met. Counsel is provided in areas of substance abuse, emotional or psychological illness, or other significant personal problems.

Human Resources

Western Michigan University employs a diverse work force. The Department of Human Resources is a liaison between the University and its employees. It serves the University community through professional assistance in attracting, developing, sustaining, and retaining the excellent faculty and staff needed to carry out the University's mission. The department consists of compensation and benefits, employee relations, employment services, information systems, staff collective bargaining and contract administration, and training and development. The department develops policies and procedures to provide internal structure and support to the work force. It also interacts with the community in the exchange of information in all areas of human resources management.

Compensation is divided into two areas: benefits (indirect compensation) and compensation (direct compensation for non-instructional staff). Both areas provide services and planning activities which support the human resource needs of the University.

The benefits office is responsible for the administration of employee benefits provided by the University. These benefits offer protection, security, recreational, and educational opportunities as part of each employee's total compensation package. Several new benefits have been introduced in the past five years. The University has increased its commitment to preventive and wellness programs, including adding preventive coverage for employees covered by the University's indemnity health-medical plan. Programs have also been designed to increase employee participation in the Student Recreation Center and Zest for Life program. The University is also introducing a flexible medical spending plan.

Compensation is responsible for the administration of direct compensation programs designed to attract, motivate, and retain a highly qualified and productive work force for non-instructional positions. It is linked to the financial management in terms of predicting, controlling, and explaining human resource costs. It also provides information and interpretations of existing programs and policies to management and staff of all employee groups.

Compensation for the non-bargaining positions has just recently moved to a market-based system. This project known as Compensation 2000 is a collaborative project between Western Michigan University and the consulting firm of Towers Perrin to design and implement compensation and performance

management systems for clerical, technical, professional, and administrative staff. The project was initiated in January 2000 with an audit of current compensation practices and systems. The second phase of the project established the compensation strategy. Input for these project phases was provided by a cross-section of employees, including supervisory personnel and executive officers, through such methods as focus groups, strategy committees, and implementation workout sessions. The focus of the third phase of the project has been the design and the September 2000 implementation of the new system.

Pay increases for the non-bargaining group for the past five years have exceeded the rate of inflation and have been comparable to national and regional average pay increases. Therefore, the relative market position for these groups has been steady. One sub-group, information technology, had not maintained relative market position and monetary initiatives were taken to bring this group back to market levels.

Employee relations plays a critical role. The department manages activities involving non-bargaining employee relations and also participates in certain functions concerning the five unionized employee groups. The department provides current information on human resources policies and procedures, and assists in the coordination of University-wide human resources programs and initiatives.

Western is proud of its employees. A service recognition program has been designed to acknowledge staff who provide long-term service to the University. Employees who have five, ten, fifteen, twenty, and twenty-five years or more of service are honored each year.

The University recognizes that in any work situation some employee-supervisor differences will occur. A grievance procedure exists for general employment, prohibited discrimination, and sexual harassment grievances. In addition, a new alternative dispute resolution process has been put in place. It is a confidential and private mediation service that helps employees resolve interpersonal disputes. For those having a dispute with another employee, the service provides professionally trained mediators to help find a solution that is comfortable for both parties. Emphasis is placed on allowing the parties to find their own solution in a fair, non-judgmental setting. Mediators are highly trained volunteers from the University workforce who represent all faculty and staff and reflect the diversity of the University community. This mediation is informal, neutral, free, and confidential.

Employment services is responsible for recruiting candidates for non-instructional positions, handling records on all vacancies and candidates, job postings (internal and external), maintaining applicant files, and updating the applicant information telephone line. The staff also coordinates all employee and supervisor file reviews and the spouse employment referral program.

The University's mission includes a commitment to increasing the diversity of the staff. While the total number of minority staff has remained stable during the past decade, the relative percentage of minority employees has decreased

slightly because of an overall increase in staff. Currently, 59% of staff employees are female and 19% are minorities.

Information systems maintains and supports the employee and position computer files as required to provide administrative and management assistance to the University's offices and functions. This unit maintains all employee documents for current reference by staff and for historical purposes.

Staff collective bargaining and contract administration is responsible for negotiating and administering three collective bargaining agreements.

Support service employees are represented by AFSCME Local 1668, AFL-CIO. Approximately one-fourth of this group is responsible for providing dining services to students, faculty and staff, and to the public through catering operations. The custodial and landscape groups and skilled trades staff maintain the University's physical facilities.

The Police Officers Association represents the police officers. They provide a full range of public safety activities, including security, traffic control, crime investigation, community policing, and first aid services. Additional responsibilities include training students and staff in crime prevention and safety procedures.

In 1994 the University assumed operation of the power plant from the State of Michigan. Employees who operate and maintain the power plant are represented by MSEA.

Training and development activities are coordinated between the manager of corporate training at the Fetzer Center and the Department of Human Resources. Training sessions are open to the University community and the outside corporate community. The programming is designed to meet continuing demands for a better qualified and more effective work force. There are normally fees associated with the training opportunities. For on-campus participation, the office of the vice president pays for fifty percent of the costs for business and finance, with the remainder of the cost being the financial responsibility of the participant's home department.

A new program, "Western and You, Committed to Excellence," has been introduced in September 2000 for all new employees. This two-part orientation program explains the responsibilities and privileges of University employees as well as the University benefits program.

Logistical Services

There are three major units within this department: purchasing; freight, postal and delivery; and stores and surplus sales. This department is responsible for the professional and efficient procurement of goods and services by the University community.

Purchasing has many goals. First and foremost, it is responsible for ensuring that maximum value is received for each University dollar expended. To this end, the department has put in place various dollar limits that govern the level of involvement by the buyers. During the nineties, the department introduced a procurement card program, which was designed to allow for the direct purchase of low value, small dollar goods by the end-user through the use of a credit card. This program provides quick turn-around for the department placing the order. It also frees up time for buyers, who were spending the majority of their time on low-dollar purchases which are only a small percentage of funds spent annually by the University. Written bids are obtained for goods or services costing up to \$25,000. For items over this amount, a sealed bid process is followed. It is the intent of the University to award bids to the lowest responsible bidder provided that the bid has been submitted in accordance with the requirement of the bid request, meets all specifications, meets delivery requirements, and does not exceed the funds available.

Another goal is to conduct its activity in accordance with the ethical practices of the profession. As such, purchasing subscribes to the code of ethics promulgated by the National Association of Educational Buyers.

The purchasing department also operates within the parameters of a conflict-of-interest statement. This policy states that a commodity or service cannot be purchased from a University employee or his/her immediate family. A commodity or service also cannot be purchased from a company of which the employee or an immediate member of his/her family owns more than a 1% interest of the stock. An exception to this policy can be made only with written approval from the vice president for business and finance. All personal purchases are prohibited.

A third goal is to provide courteous and fair treatment to suppliers. Potential vendors are selected for their ability to serve the needs of the University in an economical and efficient manner and on a continuing basis. Past performance of vendors and cooperation with the University are important factors in vendor selection. It is also important to support diversification among University vendors. As such, certification is required for minority and women-owned businesses wishing to do business with the University under the minority procurement policy.

Freight, postal and delivery receives goods and incoming mail, handles outgoing mail, and ensures that items are properly received by the departments. There has been significant change in this area during the nineties. The mail operation used to be staffed with University employees. After an in-depth analysis on cost and efficiency, the operation was outsourced, which has resulted in improved service at lower cost.

University stores and surplus sales has also undergone significant change. In the past the University maintained its own inventory of office supplies and forms and staffed this area with University employees. During 1999 the University partnered with Staples, a major office supplier. Departments now place their order via the web and Staples delivers the items to their office the next day. Due to the

large volume of business, discounted pricing was negotiated with Staples. Again, costs have gone down, items are received more quickly, and customer satisfaction has increased.

Maintenance services operates and maintains academic, office, apartment, and residence hall buildings. Building items include roofs, electrical, plumbing, appliances, carpentry, and heating, ventilation and air conditioning systems. This division is also responsible for the maintenance of the campus utility infrastructure, which includes high-voltage electric, water, sanitary, storm, steam, and condensate systems.

Physical Plant

The physical plant is responsible for operating and maintaining the physical environment of the University community. The staff of over 400 employees consists of engineers, technicians, skilled crafts people, and others with the skills and abilities to maintain the wide variety of buildings and equipment on the campus. These services must be provided in a manner which minimizes disruption of the research, instructional, and public service missions of the University. This area is divided into eight units: maintenance services, landscape services, building custodial and support services, financial and operational services, remodeling services, recycling services, transportation services, and power plant and utilities administration.

The most significant change in the physical plant data since the 1991 NCA reaccreditation visit is the addition of the Kalamazoo Psychiatric Hospital buildings and grounds. The State Legislature transferred to Western Michigan University 106.75 acres of land contiguous to the University's east campus. This transfer included 31 structures totaling 662,182 square feet. In this transfer the University leases back to the State Hospital almost 53 acres and 441,862 square feet of building space.

New construction and additional building square footage also contributed to the significant change in the physical plant data since the last NCA visit. During the past decade, the University added 809,911 square feet of new building construction or an additional 11.8% to its building portfolio. The new building construction and renovation of 726,094 square feet of existing building space created an unprecedented decade of construction activity. Capital construction and renovation projects accounted for a financial investment of \$444,688,000.

Due to the amount of new construction and renovated space, the University made significant progress with its challenges of deferred maintenance planning and maintenance. A total of 1,536,055 square feet of buildings was either renovated or underwent new construction, which greatly upgrades the existing building stock.

In 1997 the University administration presented to the Board of Trustees a proposal to make deferred maintenance a priority by establishing an annual funding source to continue the battle against its aging physical plant. On July 25, 1997, the Board approved a \$45 fee. This fee generates almost \$2 million per year.

This funding source has led to an annual audit of building needs. The needs are prioritized and presented by the physical plant to the administration. This process provides the opportunity to systematically remove or add building items to the deferred maintenance list. The University is still challenged with deferred maintenance, but it has initiated, funded, and implemented a well managed process to keep it under control.

Also during 1997 the physical plant purchased a computer maintenance management system which provides the framework for all maintenance activities, including the generation of planned maintenance orders. The goal of preventive and planned maintenance is the regular and systematic application of engineering knowledge and maintenance attention to equipment and facilities to ensure the proper functionality and to reduce their rate of deterioration. The result is a proactive rather than a reactive environment, optimizing equipment performance life and energy reduction. Through this system, over 4,000 pieces of equipment have been identified with over 5,000 preventive maintenance tasks scheduled.

In 1994 the sign shop came into existence. It was formed to comply with the Americans with Disabilities Act (ADA) regulations for signage. ADA regulates types of signs as well as their locations on all permanent spaces. So far 14 buildings have been completed and several buildings have redone or remodeled departments. By doing its own sign production, the University has dramatically cut its response time for office signage. What used to take up to two weeks for an outside vendor to produce can now be made in two days.

The decade of the nineties also saw the introduction of an energy conservation program. During this time, direct digital control of air handling equipment has been added to 52 buildings on campus with more than 10,000 points under control. In 1992-1993 the University replaced 22 electric motors (25 hp and larger) with high efficiency units as part of a Consumers Power Company rebate program. Because of the rebates involved, these motors were basically free to Western. Heating, ventilating, and air conditioning energy reduction efforts began in 1996 with simple time-of-day scheduling of the equipment, protected against freezing by night setback programs. At the same time, work began on lighting projects such as LED exits, T-12 to T-8 conversions, and compact fluorescent lights. During this time, physical plant applied for and received \$340,138 of energy conservation grants from the U.S. Department of Energy. A total of four grant applications were approved. These technical assistance grants made it possible to gather and evaluate data that is currently a driving force for the University's present and future energy conservation measures. Future projects will focus on occupancy sensors, low wattage and dimmable lighting, and heat recovery.

Also throughout the nineties, customer service and continuous improvement initiatives were begun. The maintenance shops were reorganized to create a zone concept, which decentralized the plant operations and created the multi-craft shop. This change has resulted in quicker service to building customers and a sense of building ownership from the employees working in their zone. This concept was enhanced in 1996 when all heating, ventilating, and air conditioning trades were decentralized.

The physical plant's participation in the University's TQM initiative in 1994 is notable. The result of this participation was ongoing change in physical plant processes. An integrated facility management system was implemented with employee input. The system has significantly changed the culture of how work is processed and accountability and finances are tracked. Customer service focus groups and programs have also been implemented. All maintenance employees participated in the "At Your Service" program in 1996. A building performance team was created in 1996. This process has significantly improved the final building construction product. Integrated teams consisting of staff from campus facilities and campus development and the physical plant division were established in 1999 to work jointly on University facility standards.

Landscape services is responsible for the horticultural environment as well as the snow removal necessary for our campus. During the past decade several grounds beautification initiatives occurred which dramatically enhance the campus appearance. To demonstrate this point, 53,500 daffodil bulbs were planted from 1995 to 1997; 10,000 tulip bulbs were planted for the spring of 1999; there are over 40,000 square feet of perennial flowers and 23,000 square feet of annual flower beds. During a six-year period from 1991 to 1998, a total of 547 trees were transplanted from the nursery onto campus.

Building custodial and support services is responsible for the cleaning management duties as well as specialized floorcare, window washing with specialized equipment, light replacement in high fixtures and in tunnels, and hazardous waste and blood-borne pathogen clean-up of large areas. During the past decade, technology has had the most significant impact on this area. Mops have become integrated circuited, self-propelled, polyurethane, tanked, automatic floor scrubbers, with robotics capabilities. Wax has become a dinosaur replaced by polymers and metal interlock finishes. Also during the past ten years, a greater focus has been placed on the physical safety of the employees as they perform these duties.

Remodeling services is responsible for managing small to medium-size remodeling projects. The scope of work ranges from simple projects such as the installation of shelving and electrical outlets, to the more complex tasks of remodeling an entire suite of offices. Remodeling services has the resources to manage all phases of a project from estimating costs to project completion.

Recycling services was added to physical plant operations and it strives to provide the most efficient and effective method of reducing waste at the University. Recycling is available in all buildings on campus and at numerous off-campus facilities. The program was designed to be user-friendly. The number of separations has been kept to a minimum. Paper, containers, polystyrene foam, batteries, inkjet cartridges, and toner cartridges are the most common materials recycled. The University also recovers specialty materials from specific departments: motor oil, oil filters, lead and acid batteries, empty aerosol containers, fluorescent lamps, and electronic equipment.

Transportation services is responsible for administration of the University fleet of 298 diversified vehicles and for the coordination of the special transportation needs of the University community. Any student, faculty, or staff person who has a permanent or temporary physical disability can request service. This area has its own garage staffed by four full-time mechanics that maintain and service the fleet.

The **power plant and utilities administration** is an addition to the campus since the last NCA visit. Historically, the coal-fired power plant was built in 1924 and owned by the state. Under the state's ownership, it was last upgraded in 1965. Ownership was transferred to the University in 1991. Initially it was a coal-fired facility with the use of 5 boilers and one generator to produce electricity. In 1991 and 1992, three coal-fired boilers were converted to 100% natural gas and the two others were retrofitted to co-fire natural gas and coal as a means of meeting tougher emissions requirements. The plant then underwent a three-phase refurbishment and expansion program from 1995 to 1997. The project included the installation of a steam turbine generator, a natural gas-fired peaking/emergency generator, new electrical switch gear and switchboards, and a new hot process water treatment system. All of the improvements were made in phases without interrupting service to the campus. It now has a cogeneration cycle, which means that it has a combined cycle where both heat and electricity are produced.

Public Safety

The Department of Public Safety is made up of four units: environmental health and safety, parking and key control, the police department, and security administration. The mission of the public safety department as a whole is to provide a safe, secure, and orderly campus environment. The department is also currently providing leadership for a campus-wide effort to develop a comprehensive disaster plan for WMU.

The **environmental health and safety division** performs a range of activities to ensure that the campus is environmentally as safe as possible. Staff provide regulatory compliance oversight for the maintenance of storage tanks, work site inspections throughout the campus, accident investigations, training, fire safety procedures, hazardous materials storage and disposal, and the monitoring of air and water quality. Health and safety training for faculty and staff to assure OSHA compliance with, for example, fire safety procedures, blood-borne pathogen standards, and the disposal of hazardous waste materials receive major attention. These activities directly support several major faculty research projects that use hazardous materials as well as assist with the protection of students, faculty, staff, and visitors throughout the campus. In all the division's work, primary emphasis is placed on programs that prevent accidents, minimize exposure to hazardous agents, promote responsible waste management, and prevent further degradation of the environment.

Parking and key control has responsibility for the maintenance of parking facilities, enforcement of parking regulations, parking stickers, and the maintenance of locks and key codes for campus physical facilities. New facilities such as the College of Engineering and Applied Sciences will have an employee key card access system, and older buildings will be converted to a similar key card access system over several years thus replacing the traditional keys and core locks now prevalent throughout the campus. Parking services is directly responsible for 100 parking lots and two parking structures that provide 13,500 spaces for student, visitor, and employee use. In any 24-hour period, between 15,000 and 18,000 vehicles move on and off the Kalamazoo campus. In addition to parking facility maintenance and security, the parking staff also provides parking services for hundreds of cultural and sporting events held on campus throughout the year. To facilitate student movement around the campus and reduce the stress on parking facilities, for the past three years the University has subsidized the Kalamazoo Metro Transit system at a rate of about \$800,000 annually. As a result, WMU students ride the city's buses, on and off campus, free. With an operating budget of about \$1 million and 18 full-time staff as well as student employees, the parking services department has an integral role in facilitating the University's academic purposes as well as the many community cultural and sporting events that bring visitors to campus.

The police department is staffed 24 hours a day year around with 32 police officers vested with full powers of arrest. Officers are licensed by the Michigan Commission on Law Enforcement Standards and receive their authority from the Sheriff of Kalamazoo County. Their authority and duties are confined to the main campus in Kalamazoo only and do not extend to any of the University's regional centers or sites. Officers in the department enforce state and local laws as well as University ordinances. The department's dispatch and alarm monitoring center is one of five public safety centers for answering the countywide 911 emergency telephone system. The department is one member of the countywide police mutual aid group that works closely with other county police agencies when investigating campus crime.

The police department has three divisions: patrol, detective, and community policing. The patrol division patrols the 1,200-acre campus and responds to requests for assistance throughout the campus. The detective division investigates all on-campus criminal incidents and, if necessary, through collaboration with other police agencies. And the community policing division, created with funds from a federal grant, uses problem-solving tactics and police-community partnerships to reduce the fear and causes of crime. In this role, the community policing division presents programs on personal safety, sexual assault, alcohol awareness, and violence in the workplace.

The **security administration division** maintains the computer systems for all the divisions and activities within public safety. Additionally this division maintains the equipment and database files used to produce photo identification cards for students and employees and to control the electronic security system.

Strengths and Weaknesses: There are significant strengths inherent in the business and finance area. First, this unit recognizes the importance of its people

and rewards them for their efforts. It is their creativity and spirit that have provided many of the opportunities that benefit the University community. In addition, the staff is a blend of seasoned veterans and fresh talent. The people are dedicated, possess needed expertise, and are receptive to new ideas.

Another strength is that the business and finance area is committed to seeking active partnerships in both the public and private sectors. These partnerships can take many forms and serve many purposes. Examples of this type of partnering abound. For example, the ticket operation of Miller Auditorium has been integrated with a city-wide ticketing process. The Department of Public Safety has developed close working relations with county law enforcement agencies. Landscaping services has been actively engaged with the local Flowerfest for the past several years. As with any partnership, it is equally important for the University to contribute something in return. Through its many programs and services, it is the intent of the business and finance area to improve the quality of life for all of the people it touches.

Strength is also found in the huge investment made in technology. This investment is evidenced by the upgrade in business critical systems such as human resources, payroll, accounts payable, and purchasing. It is also demonstrated in the deployment of web technology and interactive voice response systems. The dependency upon current technology is easily seen when touring dining facilities or custodial. Technology has provided the means for leaps in productivity.

Major improvements have been made in the physical plant over the past decade. As previously noted, major renovations and new construction have significantly enhanced the physical portfolio. In addition, a well-managed planned and preventive maintenance plan has been implemented. A funding mechanism through the deferred maintenance fee has been established. While addressing these needs, both a recycling plan and energy conservation measures have been introduced. And, to help guide future development, the physical master plan has been adopted.

The business and finance area has become more sophisticated in its activities throughout the nineties. These new techniques have resulted in enhanced customer satisfaction, either a reduction in costs or better control of costs, and more efficient processes. Examples of this new level of expertise include the procurement and travel card program, consolidating travel, using market products such as swaps, and web payment processing.

The financial position of the University has also become stronger through the nineties. The available working capital and level of endowment has shown a steady growth. The material that is provided for General Institution Requirement 21 includes many of the financial operating ratios. As these ratios demonstrate, the University has continued to enjoy strong interest by students even in an increasing cost environment. This price elasticity is a very positive factor. In looking at the debt ratios, it has to be noted that outstanding debt has continued to increase to provide for capital projects. However, the other operating ratios have maintained or improved their relationship to debt to continue to position the

University as a strong institution. This financial well-being is also evidenced by the higher assigned rating by the rating agencies.

The business and finance area has also engaged in many actions that help secure the future of the University. Within the past ten years the business and finance area has actively sought opportunities to acquire land and expand the physical boundaries of the University. These land acquisitions are not only on contiguous property but also large blocks of real estate that are located near the campus perimeter. In addition, the business and finance area assumed ownership of the power plant and totally renovated this facility in order to protect the campus power source. Another example of proactive action was the acquisition of the West Hills Athletic Club to protect the practice site for the tennis teams. A great deal of effort has been focused upon actions taken today that are necessary for the future health of the University.

Even with all of these tremendous accomplishments, additional challenges persist. The moderate increases in tuition and state appropriation levels over the past decade in combination with more students and an increasingly complex regulatory environment have caused additional strain on employees. There has also been significant expansion in programs and expectations. For example, the newly constructed buildings require more resources for custodial and maintenance. However, the money added to these programs is not commensurate with the need. This also holds true for auxiliary enterprises with the addition of the cafes and the Oakland Recital Hall. Staffing and other resources were not increased proportionately. Instead, management discovers new ways of getting the work done. This same scenario is prevalent throughout the business and finance area.

The new compensation method which uses market-based pay addresses one level of the staff's concern. However, implementation of this new methodology is in a period of transition. The length of this transition period is still evolving as is the means of tying compensation to performance. The staff understands that a transition period is necessary and that it was critical to replace the older compensation system which had been developed in the early eighties.

Implementation of relational databases requires constant upgrade of equipment and software versions, placing demands on both the financial and human resources needed. The existing budget process does not incorporate base funding for these system demands. In addition, staffing has either remained stable or declined in most areas so the demands of system changes are placed on existing staff.

And, although there have been significant overall gains in the physical stock on campus, the University still has an aging campus physical plant. This reality is most evident in campus housing. These facilities were built in the fifties and sixties, and although some cosmetic work was performed in the late eighties and early nineties, the infrastructure has remained untouched. For the most part, the existing housing stock does not meet the expectations of the incoming students. The gap in expectations is so large that it makes more economical sense to build

new student housing rather than renovate the old housing stock. The cost for replacing housing stock alone is staggering.

To remain a strong vital unit, the business and finance area needs to strategize for the next decade. Without this planning, the full potential will not be realized. To this end, the following points address areas that will need vigilant attention in the ensuing years.

Administrative systems will continue to be upgraded and maintained. However, one of the key systems remains a legacy system from the eighties. The student information system needs to be replaced. This system impacts upon the life of students and has a significant influence on their level of satisfaction with the University.

Streamlining the payroll process will continue so that a distributed time entry system via the web and time clocks is implemented.

Student housing needs will continue to be addressed. Although two new complexes are under construction, greater needs exist and will need to be addressed.

The overall compensation plan, which includes both direct pay and indirect compensation received in the form of benefits, will need to be reviewed. Although individual components have been evaluated, the entire package needs to be analyzed to determine its impact on the competitive compensation position of the University.

The University will need to move into both e-commerce and e-business functionality throughout its operations.

CHAPTER NINE

NCA CRITERIA

In the preceding chapters of this self-study, we discussed the purposes, resources, accomplishments, plans for improvement, and the integrity of educational programs, research efforts, faculty, and staff and support services. In this chapter we will summarize our conclusions and identify additional patterns of evidence to demonstrate that Western Michigan University does satisfy the five criteria established for accreditation by the North Central Association of Colleges and Schools – Commission on Institutions of Higher Education.

CRITERION ONE: The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Western Michigan University fulfills the requirements for criterion one. In Chapter 3 (Mission, Governance and Presidential Leadership) we demonstrated that the University's mission for the 1990s was consistent with our legislative mandate and appropriate to a public, national university. President Floyd's initiation of a process to review and revise WMU's 1990 mission statement to reflect a student-centered, research-intensive orientation was also explained. In subsequent chapters, we demonstrated that the purposes identified with undergraduate and graduate education, research, and related academic support services were also consistent with the mission of the University. Several of the academic colleges, notably business, education, and engineering and applied sciences, have mission statements which reinforce and support University educational purposes. Because these statements are published in documents available to students, staff and faculty, and because these constituencies help accomplish our purposes, we conclude that our constituencies understand the institution's stated purposes. Moreover, alumni, the Legislature, and other external constituents are also kept informed of our purposes through University publications, news releases, public service activities, the University's web page, and regular presentations to legislative bodies and community groups.

Two purposes appropriate to an institution of higher education, and important to Western Michigan University, are freedom of inquiry and excellence in teaching and learning (see Chapters 4 and 5). Western Michigan University's Board of Trustees guarantees freedom of inquiry to the faculty with consistent provisions in the WMU-AAUP Collective Bargaining Agreement, 1999-2002. For example, Article 13, "Academic Freedom and Responsibility," clearly states that academic freedom, along with academic responsibility is extended to all faculty at the University. Tenure also provides freedom of inquiry to faculty. Moreover, teaching excellence is part of a long tradition at Western Michigan University and a part of every college's performance expectations as also reflected in the WMU-AAUP Collective Bargaining Agreement, section 17 on tenure which states that "competence in teaching is a necessity for awarding tenure to teaching faculty" (17.5.1). The same requirement is stated in regard to faculty promotion: "competence in teaching is a necessity for promotion for teaching faculty" (18.3.1).

Further, students are afforded similar protections with their learning. The document on Student Rights and Responsibilities states that “students have the right to free inquiry, expression and association” (*Undergraduate Catalog*, 1999-2001, p. 270). This statement is taken from the 1999 WMU Student Code and it is the first basic right made explicit for all students. Graduate students have a similar policy made explicit which states that “Western Michigan University is committed to maintaining an environment which protects the rights of students to freely pursue academic inquiry and personal expression while encouraging them to develop critical judgment, civility and self-discipline” (*Graduate Catalog*, 1998-2000, p. 22).

CRITERION TWO: The institution has effectively organized the human and physical resources necessary to accomplish its purposes.

Western Michigan University fulfills the requirements for Criterion Two. Throughout this self-study report, we have demonstrated that we have effectively organized our human, financial, and physical resources to accomplish our purposes. Specifically, we have organized them in ways appropriate to a national, public university with a balance among undergraduate teaching and programs, graduate education, and research endeavors.

Our human resources include an informed and dedicated Board of Trustees, qualified and experienced senior administrators, a faculty appropriate for undergraduate and graduate teaching and research, and a professional and, in some cases, unionized staff and non-unionized staff qualified to accomplish its support services. President Floyd is working to restructure the senior administration with: 1) the integration of graduate education and research, 2) the appointment of the University’s first vice president for information technology, and 3) the appointment of a new provost and vice president for academic affairs, July 2000.

University administration is also committed to shared governance through regular meetings and discussions with various employee groups and their representative bodies. Shared governance generates multiple processes through which faculty, staff, and students participate in decision making. For example, the Faculty Senate has existed at the University since 1928 when it was initiated as the Faculty Council. The Senate and its councils and committees play an active role in shared governance, especially with matters involving academic programs, curricula and degrees, enrollment, and matriculation issues.

Faculty and administrators work together also in issues identified during collective bargaining sessions as areas in need of specialized study. Departmental policy statements, written in conformance with the WMU-AAUP Collective Bargaining Agreements, govern departmental policy development and discussion, and Article 23 (Faculty Participation in Departmental Governance) is intended to ensure meaningful participation by the faculty.

Additionally, students through the Western Student Association, the Graduate Student Advisory Committee, and staff through the Professional Support

Staff Organization, the Administrative Professional Association and other standing committees and task forces all work to formulate issues and bring recommendations for administrative consideration. Several recommendations of committees and task forces have been implemented during the past decade, for example, in areas of faculty salary compression, curriculum review policy, and with significant student involvement, an improved campus bus system and renovated student recreation center. There is some concern, however, about the demands of shared governance by both a lean faculty balancing the demands of teaching and research, and a lean professional and support staff.

Western Michigan University succeeds in attracting highly qualified students of sufficient number, and institutional enrollment is expected to grow modestly. Overall institutional enrollment has grown about 8% over the past decade with most of the growth in undergraduate programs. Enrollment is sufficient to meet our stated purposes in undergraduate education and, since we continue to be attractive to more students than we can currently admit, a strategic enrollment management plan is being crafted. Additionally, there is a need for a comprehensive recruitment and enrollment strategy for graduate and especially doctoral programs. The graduate dean, the associate dean of The Graduate College, the provost, and the respective college deans and department chairs are currently determining an approach to this strategic need for graduate students. Coordinated, careful recruitment and retention efforts are expected to yield positive results and provide a more stable, diverse base of candidates for our graduate programs.

The financial resources of the University are appropriately managed and sufficient to accomplish our purposes (Chapter 8). The State of Michigan has provided adequate general fund monies as well as capital outlays for the University's growth and expansion in the region. We have been able to keep tuition reasonable while making progress toward improved faculty and staff compensation. Nonetheless, like most public institutions of higher education, we continue to diversify our funding base through research grants and capital campaigns. Our pattern of expenditures shows a considerable growth in funds allocated to instruction (teaching and learning) since 1989, up from \$55,858,354 to \$90,975,802 in 1999. This represents a stable allocation of nearly 46% from the general fund budget. Consistent with our goals to achieve Research II status, our sponsored research expenditures have increased by 224% since 1989, from \$10,004,640 to \$32,525,864, due to the concerted institutional and faculty effort to attract external funding for research projects.

Our physical resources are excellent although deferred maintenance is a continuing concern. The physical plant (Chapter 8) is well maintained and is expanding to provide an integrated facility for the College of Health and Human Services as well as new facilities for the College of Engineering and Applied Sciences. Computer access and facilities have been upgraded during the past decade and faculty and students have acceptable equipment. Western Michigan University provides a safe and healthy environment for students, in part because of its extraordinary combination of student health services and health resources both on and off campus in the community.

Two resource weaknesses are of concern—the constant demand for improved computers and upgraded software, and the limited number of full-time faculty and staff positions to support our educational programs and the increasing numbers of students. The president is addressing both weaknesses in the upcoming capital campaign and through special internal fund allocations. The provost is developing a concrete plan for the allocation of additional new faculty positions throughout the academic colleges.

CRITERION THREE: The institution is accomplishing its educational and other purposes.

Western Michigan University fulfills the requirements for Criterion Three. Throughout this self-study report, we have demonstrated that we are accomplishing our purposes of undergraduate education, graduate education, and research. Graduating students who are knowledgeable and competent to work in a range of occupations and organizational settings, who continue study in advanced academic programs, and the dissemination of the results of our basic and applied research all demonstrate the accomplishment of our educational and research missions. Through education and research, the University extends knowledge, disseminating the results of research in the classroom and beyond.

The report on Graduate Studies and Sponsored Research (Chapter 5), the academic colleges' ten-year summaries (Chapter 4), and University catalogs all document courses of study that are clearly defined, coherent, intellectually rigorous and responsive to the needs of the region and the state. Specialized accrediting bodies regularly review and accredit programs in the College of Arts and Sciences (computer science, chemistry, school psychology, behavior analysis, applied behavior analysis, experimental analysis, clinical psychology, and public administration); in the College of Aviation (flight school license, aviation maintenance technology, and aviation flight science); in the Haworth College of Business (bachelor's programs in accountancy, business information systems, finance and commercial law, management and marketing, the MBA program, and the MSA program); in the College of Education (dietetics, interior design, family life, counselor education, school counseling, community counseling, student affairs in higher education, counseling and leadership, counselor education and supervision, counseling psychology, rehabilitation counseling and rehabilitation teaching, graduate athletic training program, health education, physical education teacher/coach program, physical education and recreation, recreation program, early childhood, elementary, middle, and secondary education, health, physical education and recreation, special education, educational leadership and educational specialist); in the College of Engineering and Applied Sciences (aeronautical, industrial, mechanical, computer, electrical, construction engineering, graphics and design technology, and industrial design); in the College of Fine Arts (art, dance, music, and theatre); in the College of Health and Human Services (blind rehabilitation, occupational therapy, physician assistant program, nursing, social work, speech pathology and audiology, and rehabilitation counselor education); and in the Division of Student Affairs (the University Counseling Center, substance abuse services, internship and pre-doctoral program in pre-professional psychology, and the Sindecuse Health Center).

The 1996 implementation of the revised general education program will continue to be reviewed by the Committee on General Education with appropriate recommendations being made to the Undergraduate Studies Council. Team-based learning strategies, internships, computer-assisted instruction, electronic media, and increasing research opportunities for both undergraduate and graduate students all create interaction among students as well as among students and faculty. We have taken the first step toward re-establishing an institution-wide assessment program with the provost's initiative to integrate the numerous individual program assessment requirements into a general University framework of assessment for both undergraduate and graduate programs at the University.

All faculty, for their reappointment, promotion and tenure, must demonstrate effective teaching. Teaching evaluations document student satisfaction with teaching (Chapters 4 and 5). The Center for Teaching and Learning, University Libraries, the University Computer Center, academic support services, and academic advising all contribute to the effective delivery of our educational programs, and the preparation of accurate student transcripts.

A diverse array of student life programs (Chapter 6) and extensive cultural programming (Chapter 4) provides significant opportunities for students' personal development and assures their well being. Students are afforded leadership opportunities in a broad array of settings from project teams to athletics to residence halls and the community. Kalamazoo and its environs also benefit from the hours that faculty and staff devote to organizations.

Allocation of general fund monies for graduate education and research demonstrates Western Michigan University's strong commitment to research commensurate with its organizational development into a national university. In 1999 Carnegie acknowledged and recognized WMU as meeting the criteria for Research II, and in August 2000 classified the University as "Doctoral/Research Universities - Extensive." Research endeavors and graduate programs have grown substantially during the past decade. To assure excellence in graduate education, the Graduate Studies Council has embarked upon a comprehensive review of graduate programs.

Faculty and staff provide significant levels of service on University, college, and departmental committees and task forces, as well as to their professional disciplinary organizations. The Faculty Senate and the WMU chapter of the AAUP both rely on hundreds of individual service contributions each year. However, development and training for both faculty and professional staff continue to warrant institutional attention and continued financial commitment.

CRITERION FOUR: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Western Michigan University fulfills the requirements for Criterion Four. Our annual academic budget review and planning process (Chapter 3) provides an annual process within which our progress against institutional goals and our educational effectiveness are evaluated. Moreover, this self-study process has

helped us evaluate strengths and weaknesses within organizational units and define areas for specific improvements. The president's ongoing initiative to consolidate separate functional planning activities into an institutional strategic plan with a revised mission statement is part of the University's continuing organizational development. Our system of increasingly decentralized decision making, along with a long history of shared governance, enables broad input into policy formulation and decision-making from both internal and external constituent groups. This improves our ability to respond effectively to unanticipated future challenges as well as to exercise careful stewardship of limited resources. Our new Center for Teaching and Learning Excellence will continue to foster the improvement of teaching and learning throughout the University.

However, our ability to achieve some of our long-range institutional goals for diversity is in question. We have been unable to attract and retain either the numbers of diverse students or faculty desired despite multiple efforts throughout the University. And we have yet to demonstrate the effectiveness of our assessment processes with integrated institutional outcomes, especially for the revised general education program and in terms of its foundation role in undergraduate education.

CRITERION FIVE: The institution demonstrates integrity in its practices and relationships.

Western Michigan University fulfills the requirements for Criterion Five. University publications, including the Undergraduate Catalog and the Graduate Catalog, fairly and accurately represent Western Michigan University, our programs, and University courses of study. As a public institution, our records are open to the public, and meetings of the Board of Trustees are public meetings under Michigan's Open Meetings Act (Public Act 267). Board meetings are publicized and most meetings are held on the main campus in Kalamazoo although some meetings are held in Grand Rapids and Detroit to provide improved trustee access in those geographic areas.

The Office of Institutional Equity, which reports directly to the president, monitors fairness in hiring practices and employee treatment. The University Policies and Procedures Manual describes policies and practices for faculty, students, and staff. The policy "Investigator Significant Financial Disclosure Policy for Sponsored Projects," approved by the Board of Trustees April 21, 1995, establishes policy and procedures about significant financial conflicts of interest in relationship to research or educational sponsored projects at the University. A conflict of interest coordinator reviews sponsored research projects for conflict of interest and gives recommendations on such issues throughout the University. In March of 1998, the Board of Trustees approved a policy, "Consensual Sexual Relations," which prohibits conflicts of interest, favoritism, or bias among members of the University community. Faculty, staff, and students with grievances have recourse to appeals and hearings with several internal bodies, such as the University Ombudsman, the WMU-AAUP Chapter, the Professional Concerns Committee of the Faculty Senate, the Research Misconduct Officer, as well as the Affirmative Action Officer. Collective bargaining with the five campus unions has

yielded increasingly favorable relationships and all parties seek to demonstrate integrity in their relationships with one another.

Relationships with external bodies are conducted ethically. These include the NCAA (Chapter 3), external funding agencies (Chapter 5), businesses that provide services (Chapter 8), and the University Foundation (Chapter 3). Grants and contracts specifically monitors all research-related grants and contracts; the Office of Vice President for Research keeps researchers informed about copyright and patent information (Chapter 5). The Human Subjects Institutional Review Board (HSIRB) monitors compliance for the protection of human subjects in research endeavors. Research involving recombinant DNA, radioactive material, hazardous substances, and vertebrate animals are also carefully monitored through institution-level committees (e.g., the radiation safety committee, the institutional animal care and use committee, and the recombinant DNA biosafety committee). Also, on October 27, 2000, the Board of Trustees approved the *Intellectual Property Policy* for the University. Concern over copyrights and electronic pedagogy was addressed in the last collective bargaining agreement between the University and the faculty and resulted in a new article, Article 88, "Electronically Purveyed Instruction," WMU-AAUP Bargaining Agreement, 1999-2002, 88-92. Other forms of intellectual property protection are found in Article 43, "Discoveries, Patents and Copyrights" of the 1999-2002 WMU-AAUP Collective Bargaining Agreement.

Insofar as these policies have been tested, practice appears consistent with policy throughout the University.

CHAPTER TEN

GENERAL INSTITUTIONAL REQUIREMENTS

- 1. Western Michigan University has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.**

Western Michigan University has a mission statement that describes the primary programs of the University as well as the University's goals and purposes. The Board of Trustees originally approved the "Mission of the University" statement on February 20, 1970, and subsequently approved revisions on June 13, 1980, June 25, 1982, and April 27, 1990. The University's mission statement is published annually in the *Undergraduate Catalog* (1999-2001, pp. 5-6) and the *Graduate Catalog* (2000-2002, p. 5). Additionally, the University's mission statement appears in the annually published *University Fact Book* (1999-2000, p. 3), and also is available on-line at http://www.wmich.edu/ucat/mission_of_university.html. The current mission statement is being examined for possible revision by the president, provost, and several internal advisory groups.

- 2. Western Michigan University is a degree-granting institution.**

Western Michigan University grants baccalaureate, master's, specialist, and doctoral degrees. The University's degree programs and their requirements are outlined for undergraduate and graduate students in the *Undergraduate Catalog* and the *Graduate Catalog*, respectively. Changes to degree programs are published in annual catalog supplements and incorporated within each new catalog publication.

- 3. Western Michigan University has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.**

Western Michigan University was first established and given legal authorization to confer degrees by the Michigan Legislature of 1903, as Western State Normal School. WMU was recognized and further established by the State of Michigan in the Michigan Constitution of 1963.

- 4. Western Michigan University has legal documents to confirm its status not-for-profit, for-profit, or public.**

The Western Michigan Board of Trustees is a constitutional body corporate in accordance with the Constitution of the State of Michigan, Article VIII, Section 6. The University was granted an exempt status as an instrumentality created by an Act of the State Legislature in 1903. Further, in February of 1945, Section 170 C of the Internal Revenue code qualifies gifts to the University as charitable contributions.

5. Western Michigan University has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

WMU's Board of Trustees was legally established in Article VIII, Section 6 of the Michigan Constitution of 1963. The constitution requires that "institutions of higher education established by law having the authority to grant baccalaureate degrees shall each be governed by a board of control which shall be a body corporate. The board shall have general supervision of the institution and the control and direction of all expenditures from the institution's funds."

6. Western Michigan University's governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

As further established by the Michigan Constitution of 1963, Western's Board of Trustees consists of eight members of the public who hold office for eight-year terms, and not more than two members' terms may expire within the same year. The governor with the advice and consent of the senate appoints the members of the board. As directly stated by the Constitution (Article VIII, Section 6), the board "shall be a body corporate." Membership of the Board of Trustees is regularly published in the *Graduate Catalog* and the *Undergraduate Catalog*. Current members of the Board of Trustees are Richard Chormann (Kalamazoo), George Franklin (Battle Creek), Richard Haworth (Holland), Birgit Klohs (Grand Rapids), Joan Krause (Grand Rapids), Richard St. John (Kalamazoo), and Lori Waddles (Detroit).

7. Western Michigan University has an executive officer designated by the governing board to provide administrative leadership for the institution.

The Michigan Constitution of 1963 states that WMU's Board of Trustees has the authority to select the University's president to act as its chief executive officer. The president serves as an ex-officio member of the board without the right to vote. Dr. Elson S. Floyd currently serves as the sixth president of the University.

8. Western Michigan University's governing board authorizes the institution's affiliation with the Commission.

Since the establishment of the Western Michigan University's Board of Trustees in 1964, the Board has authorized the University's affiliation with the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education.

9. Western Michigan University employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

Western's academic programs include significant instruction at the graduate level. As a result, the appropriate highest earned degrees for most of the faculty are doctoral degrees. In some fields, however, there may be other terminal degrees,

including the Master of Fine Arts and Master of Social Work for faculty teaching in such programs. Overall, 92% of the full-time faculty hold the terminal degree in their fields. All full-time faculty, their degrees, and the institutions from which those degrees were obtained are printed in the *Undergraduate Catalog* (1999-2001, pp. 292-301) and in the *Graduate Catalog* (2000-2002, pp. 194-204).

The following tables (Tables 10.1 through 10.5) present the credentials of the full- and part-time faculty, including those at the Kalamazoo campus and at other instructional sites at the University during the fall 1998. The evidence presented is divided into separate sections for full- and part-time faculty, and includes faculty providing instruction at all University sites.

Full-time Faculty: Data on the full-time faculty (fall 1998 semester) were taken from Department of Human Resources payroll records, from the academic vitas in the Office of Academic Affairs, from files in the respective academic colleges, and from the faculty data in University catalogs. The 887 full-time faculty whose credentials are reported here include five appointment types:

- Executive Officials (34)
- Chairs and Directors (52)
- Full-Time Ranked Faculty (774)
- Research Appointments (7)
- Professional Specialist/Clinical Supervisors (20)

Executive officials include the ranked officers of academic colleges, the Division of Continuing Education, University Libraries and the Office of Academic Affairs, including chairs and directors of departments, schools, and programs. Full-time ranked faculty are professors, associate professors, assistant professors, and instructors. Ranked faculty whose only duties are to conduct research hold research appointments, which are grant-funded positions. Professional specialist/clinical supervisors are responsible for teaching with supervision in various areas or in clinical experiences. Faculty who teach in programs not awarding University credit are not included in Table 10.1.

**Table 10.1: Highest Earned Degrees,
Full-Time Faculty, Fall 1998**

Degree	Exec. Official	Chair or Director	Ranked Faculty	Research Apptmts.	Clinical Specialist
Doctor of Philosophy	27	42	532	5	4
Doctor of Arts			1		
Doctor of Business Administration			7		
Doctor of Education	4	4	45	1	1
Doctor of Jurisprudence			6		
Doctor of Musical Arts			12		
Doctor of Physical Education			3		
Doctor of Public Administration				1	
Doctor of Science		1	9		
Doctor of Social Work			2		
Specialist in Education			1		
Master of Fine Arts		2	30		
Master of Social Work			2		
Master of Arts	2		61		2
Master of Business Administration	1	1	14		
Master of Education			1		
Master of Music			13		
Master of Public Administration			2		1
Master of Physician Assistant		1			
Master of Science in Accountancy			3		
Master of Science		1	25		10
Bachelor of Arts			1		1
Bachelor of Science			3		1
Artist Diploma			1		

Among the full-time faculty listed in Table 10.1, 707 colleagues hold doctoral degrees, 1 holds a specialist degree, and 34 hold terminal master's degrees. In addition, 138 hold master's degrees and 7 hold bachelor's degrees.

Table 10.2 shows the granting institutions of earned degrees for institutions that supply the largest number of full-time faculty at Western Michigan University. Included in this table are all institutions from which at least five full-time faculty have received their highest earned degree, for a total of 47 such institutions.

Overall, full-time faculty colleagues have degrees from approximately 200 institutions. For this 1998 year, 302 faculty colleagues held terminal degrees from Big Ten universities. All full-time faculty appointment types are included in the following table.

**Table 10.2: Granting Institutions,
Highest Earned Degrees, All Faculty Fall 1998**

Western Michigan University	93
Michigan State University	67
University of Michigan Ann Arbor	57
Indiana University at Bloomington	32
University of Wisconsin Madison	26
Ohio State University	24
University of Illinois Urbana	20
University of Iowa	19
Purdue University	17
Wayne State University	17
Northwestern University	14
Pennsylvania State University	13
University of Minnesota Twin Cities	13
Florida State University	12
University of Colorado Boulder	12
University of Washington	11
Case Western Reserve University	9
University of California Berkeley	9
University of Chicago	8
University of Nebraska Lincoln	8
University of Virginia	8
Southern Illinois University @ Carbondale	7
University of California Santa Barbara	7
University of Texas Austin	7
Columbia University	6
Ohio University	6
University of Arizona	6
University of California Los Angeles	6
University of Georgia	6
University of Maryland College Park	6

University of Missouri Columbia	6
University of Northern Colorado	6
University of Notre Dame	6
University of Pennsylvania	6
Virginia Polytechnic Institute	6
West Virginia University	6
Colorado State University	5
Iowa State University	5
Kent State University	5
North Carolina State University	5
State University of New York Buffalo	5
Texas A & M University	5
University of Cincinnati	5
University of Massachusetts	5
University of Toronto	5
University of Wisconsin Milwaukee	5
Vanderbilt University	5

Part-Time and Adjunct Faculty: For the fall 1998 semester, there were a total of 472 part-time and adjunct faculty at the University. For the 1997-1998 academic year, part-time faculty totaled 204 FTE. This figure includes all teaching done by part-time and adjunct faculty as well as all overload teaching done by full-time faculty. These overload teaching assignments include assignments at the regional centers and all spring and summer session teaching done by full-time faculty on academic year appointments. Since this figure includes the work of these full-time faculty, the 204 part-time FTE overstates the amount of teaching done by those who are not full-time employees of the University. Complete data on the academic credentials were obtained for 471 of the 472 individuals.

The part-time and adjunct faculty “highest earned degrees” reported in Table 10.3 includes all part-time faculty teaching on the main campus in Kalamazoo and at the various regional centers. It also includes the on-site supervising teachers for education students completing their internship programs for K-12 teaching certificates. In those cases where a part-time faculty member is teaching in two departments, the data records report the faculty member for the initial hiring department. Data for part-time and adjunct faculty are reported; adjunct faculty differ from other part-time faculty in that they are board appointed.

Among the part-time faculty, 102 hold doctoral degrees, 7 hold specialist degrees, and 43 hold terminal master’s degrees. In addition, 251 hold master’s degrees and 65 hold bachelor’s degrees. There are four faculty with no college degree and there is one part-time faculty member for whom the information is not available.

**Table 10.3: Highest Earned Degrees,
Part-Time and Adjunct Faculty, Fall 1998**

Degree	Count
Master of Arts	182
Doctor of Philosophy	64
Master of Science	36
Bachelor of Science	29
Bachelor of Arts	26
Master of Fine Arts	23
Doctor of Education	21
Master of Social Work	19
Master of Music	11
Master of Business Administration	10
Specialist in Education	7
Bachelor of Fine Arts	7
Doctor of Jurisprudence	6
Master of Public Administration	6
No Degree	4
Doctor of Medicine	3
Master of Education	3
Doctor of Arts	2
Doctor of Business Administration	1
Doctor of Musical Arts	1
Doctor of Optometry	1
Doctor of Pharmacy	1
Doctor of Public Administration	1
Doctor of Science	1
Master of Library Science	1
Master of Architecture	1
Master of Health	1
Bachelor of Applied Science	1
Bachelor of Engineering	1
Bachelor's Degree	1
Missing Data	1

Table 10.4 shows the degree-granting institutions for part-time and adjunct faculty. The institutions are limited to those providing the largest number of part-time faculty, (i.e., those from which at least five part-time faculty have received their highest earned degree). All universities listed are accredited institutions.

Table 10.5 shows the highest earned degrees for all full- and part-time faculty. Almost 80% of full-time faculty hold doctoral degrees and over 82% of the part-time faculty hold at least a master's degree.

Table 10.4: Granting Institutions, Highest Earned Degrees, Part-Time and Adjunct Faculty, Fall 1998

Granting Institution	Degree Count
Western Michigan University	256
Michigan State University	33
University of Michigan Ann Arbor	19
Central Michigan University	10
Indiana University Bloomington	8
Wayne State University	8
Grand Valley State University	6
University of Notre Dame	6

Table 10.5: Highest Earned Degrees, Full and Part-time Faculty, Fall 1998

Degree Type	Full-Time Faculty	Full-Time Percentage	Part-Time Faculty	Part-Time Percentage	Total Number	Percentage of Total
Doctorate	707	79.7%	102	21.6%	809	59.5%
Specialist	1	0.1%	7	1.5%	8	0.6%
Terminal Master's	34	3.8%	43	9.1%	77	5.6%
Other Master's	138	15.6%	250	53.0%	388	28.5%
Bachelor's	7	0.8%	65	13.8%	72	5.3%
No Degree	0		4	0.9%	4	0.3%
Missing Data	0		1	1.1%	1	0.01%
Total	887		472*		1,359	

10. A sufficient number of the faculty are full-time employees of the University.

This requirement concerns faculty whose primary responsibilities are instructional. Administrators with faculty rank but without regularly assigned teaching duties are not counted in Table 10.6, Teaching Faculty by Appointment Type. The count of the full-time faculty in this table does not include executive officials who hold faculty rank. However, it does include department chairs and directors, since teaching is usually a regular part of their work. All full-time ranked faculty, professional/clinical specialists, and research appointments are included in Table 10.6. The total number of full-time employees with regular teaching assignments during the fall 1998 semester was 853 colleagues.

**Table 10.6: Teaching Faculty
by Appointment Type, Fall 1998**

Faculty Group	Number	Percentage
Chairs and Directors	52	6.1%
Full-Time Ranked Faculty	774	90.7%
Research Appointments	7	0.1%
Professional Specialist, Clinical Supervisor	20	2.3%
TOTAL	853	99.4%

11. Western Michigan University’s faculty has a significant role in developing and evaluating all of the institution’s programs.

The faculty at Western Michigan University has a significant role in the development and evaluation of the University’s programs. A variety of mechanisms and procedures are in place to facilitate the development and evaluation of academic programs, including those contained in the WMU-AAUP Collective Bargaining Agreement, those contained in the constitution and by-laws of the Faculty Senate and the explicit and central faculty central in curriculum design and development.

A. WMU-AAUP Collective Bargaining Agreement (1999-2001)

The contractual agreement between Western Michigan University and the WMU Chapter of the American Association of University Professors (September 1999-September 2002) stipulates that the faculty have a significant role in academic program development and evaluation. The provisions cited below have existed in previous WMU-AAUP Agreements also.

- **Article 23 (Faculty Participation in Departmental Governance)** Section 1 stipulates that University faculty, by virtue of their command of their disciplines, possess the abilities to assist in the governance of the departments so as to make those departments “maximally appropriate for instruction, research, service and other professional activities of the disciplines.” The faculty are charged to develop departmental policy statements that may include procedures for making recommendations regarding departmental degree requirements and curricular offerings.

- **Article 24 (Faculty Senate)** stipulates that the right of the Faculty Senate to freedom of debate and communication does not impinge upon the rights of the collective bargaining agent for the faculty or upon the rights of the University.

- **Article 30 (Electronically-Purveyed Instruction)** provides for faculty participation in establishing policies, procedures, and other guidelines for the preparation, presentation, transmission or retransmission of electronically purveyed instruction.

- **Article 37 (Long-Range Planning)** states that the AAUP shall provide appropriate faculty names for membership on any long-range, strategic or institutional planning council, board or committee, which includes bargaining unit faculty members and is appointed by the president.

B. The Faculty Senate

The purpose of the Faculty Senate is to formulate, review, and give advice on policies and other matters of concern to the University. Membership is composed of Board of Trustees appointed faculty with the academic rank of instructor or higher, excluding adjunct faculty. More specifically, Article III, Section 1 of the Faculty Senate Constitution states:

“The Senate shall have the authority to study and recommend action on policy or in the general areas for which councils are provided in Article VIII of this constitution. The Senate also shall have authority to review actions of or proposals from other bodies or individuals for the purpose of formulating Senate recommendations. The Senate shall consider all matters proposed by faculty committees or councils, by individual faculty members or by the administration of the University if placed on its agenda. The Executive Board shall place all recommendations from Senate Councils (which must include a suggested implementation timetable), other than curricular improvements, on the agenda for debate and approval. The agenda of the Senate shall be proposed by the Executive Board and determined by the Senate.”

And finally, Section 2, Article III of the Senate Constitution states that “The Senate shall represent the faculty in all matters affecting the welfare of the faculty excluding only those areas reserved to the collective bargaining agent.” This includes procedural and policy issues related to the curriculum review policy of Western Michigan University and to organization change of academic units, which are specified in the Curriculum Review Policy of the University and in the constitution and bylaws of the Faculty Senate.

Since implementation of the latest Faculty Senate revisions in May of 2000, there are five established Senate councils: Campus Planning and Finance, Graduate Studies, Research Policies, Technology and Operations, and Undergraduate Studies. Councils may consider matters of policy within their area and take action subject to the limitations of the Senate’s constitution and bylaws. All councils are composed of at least 60% of elected faculty colleagues to maintain a faculty majority. Each council is briefly summarized hereafter.

- **The Campus Planning and Finance Council:** The Campus Planning and Finance Council functions as a body for the collaboration of the administration and faculty in making decisions and policy concerning campus planning, financial, and budgetary matters. This council is a combination of two earlier Faculty Senate Councils, Budget and Finance; and the Campus Planning Council. (At least 13 members)

- **The Graduate Studies Council:** The Graduate Studies Council reviews, develops, and recommends policy regarding graduate education at Western Michigan University. Policy recommendations include, but are not limited to, the admission of applicants to The Graduate College and to graduate degree programs, development of graduate curricula and approval of graduate programs, selection of graduate faculty, awards and fellowships, and graduate student personnel practices. Reviews shall include, but are not limited to, existing programs, proposed new programs and significant program changes, and academic standards of graduate-level programs. The work of the council is accomplished through standing and *ad hoc* committees, which act on behalf of the council, within the framework of its policies, subject to review by the council. Existing committees include the agenda committee, the graduate admissions and standards committee, the graduate awards and fellowships committee, and the graduate student advisory committee. (17 members)

- **Research Policies Council:** The Research Policies Council is responsible for reviewing, developing, and recommending policies dealing with the enhancement and implementation of research and creative activity in the University. Existing committees of the Research Policies Council include the executive committee, the research operations committee, and the research screening committee that oversees the Faculty Research and Creative Activities Fund. (At least 15 members)

- **The Undergraduate Studies Council:** The Undergraduate Studies Council is a policy-recommending and review body with jurisdiction over any matter related to the undergraduate curriculum at the University. Thus, for example, it will be concerned with the establishment of new departmental programs, new interdisciplinary undergraduate programs, apparent duplication between existing programs or courses, and needs for additional or specialized instruction. The council's existing committees include the committee on admissions, financial aid and student affairs; the committee to oversee general education (COGE), the intellectual skills program advisory committee, and the international education committee. (At least 15 members)

- **Technology and Operations Council:** The Technology and Operations Council shall: (1) assist in the development and continuous revision of the University's strategic plan for information technology; (2) develop and recommend needed policy revisions and new policy proposals; (3) coordinate the application and review process for the distribution of funds designated for academic and administrative IT; and (4) ensure appropriate coordination and participation by working closely with *ad hoc* and standing committees in colleges, departments, and other University units dealing with campus IT. The work of the council is accomplished through its standing and *ad hoc* committees subject to review by the council. (At least 12 members)

C. Curriculum Design and Development: The University policy "*The University Curriculum Review Process and the Process for Organizational Changes of Academic Units*" last revised August 1999 states that the "curriculum is the province of the faculty" (p. 1). This policy specifies the general principles, review process, procedures, and definitions used to propose improvements to content and

requirements of degrees, majors, minors, curricula, and concentrations throughout the University. Moreover, the policy specifies the role for the Committee to Oversee General Education (COGE) and the role for the University Teacher Education Committee (UTEC) and their respective functions in general education and teacher education. Finally, this policy links the curriculum review process for new degrees, majors, curricula, and concentrations through the various college curriculum committees, the academic deans, the Undergraduate and Graduate Studies Councils, and the provost.

12. Western Michigan University confers degrees.

WMU confers baccalaureate, master's, specialist, and doctoral degrees through seven academic, degree-granting colleges. The University, since its founding in 1903 as Western State Normal College, has granted over 195,000 graduate and undergraduate degrees. Graduation ceremonies occur in December, April, and June; degrees are also conferred in August. During the 1998-1999 school year 3,495 baccalaureate, 1,306 master's, seven specialist, and 52 doctoral degrees were granted.

13. Western Michigan University has degree programs in operation, with students enrolled in them.

All degree programs at the University have students enrolled: 165 bachelor's programs, 62 master's programs, two specialist programs, and 25 doctoral programs shared some 27,744 students during the 1998-1999 academic year (1998-1999 WMU *Fact Book*, pp. 1-5).

14. Western Michigan University's degree programs are compatible with its mission and are based on recognized fields of study at the higher educational level.

Western Michigan University has earned recognition by the Michigan Legislature as a graduate-intensive university. The University shares with other higher education institutions the mission to discover, disseminate, extend, and preserve knowledge and culture. The Board of Trustees, on recommendation of the president and faculty, approves degree programs that complement and enhance the University's mission. The Presidents' Council of State Universities of Michigan also reviews and endorses new degree programs, thus assuring that the fields of study are appropriate for higher education institutions in the State of Michigan. In addition, national accrediting bodies (for example, dance, theater, education, business, chemistry, industrial engineering, and computer science), as well as national honoraria (Phi Beta Kappa for Arts and Sciences) ensure the type and quality of academic programs throughout the University.

15. Western Michigan University's degrees are appropriately named, following practices common to institutions of higher education in terms of both length and of content of the programs.

All degrees conferred by Western Michigan University are named in accordance with customary academic usage and have conventional and unexceptionable requirements. Approved and reviewed by the appropriate Faculty Senate Councils, the provost and president of the University, all degrees are finally approved by the Board of Trustees and the Presidents' Council of the State Universities of Michigan. A semester credit hour in all programs is customarily defined as representing one hour of class time per week (*Undergraduate Catalog*, p. 28, and *Graduate Catalog*, p. 189).

16. Western Michigan University's undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

Freshmen entering Western Michigan University since fall 1996 have had a revised and improved general education program that evolved over several years, from September 1988 until its approval in December of 1993. The revised general education program consists of two parts: four proficiencies and eight distribution areas. The proficiencies seek to develop improved proficiency in writing and mathematics or quantitative reasoning, and beyond that, to enhance one of these proficiencies or to develop another foundation skill. The comprehensive general education courses are distributed among eight areas: fine arts, humanities, the United States: cultures and issues, other cultures and civilization, social and behavioral sciences, natural sciences with laboratory, natural science and technology: applications and implications, and health and well-being. Course work must total a minimum of 37 hours, not counting the baccalaureate-level writing course. Further, a minimum of six hours from the 300- or 400-level courses and

with no more than two courses from any one department seeks to ensure breadth as well as some depth in the revised program.

The general education program requirement for a science course with laboratory delayed the implementation of the new program from the fall of 1995 to the fall of 1996. Additional faculty and course sections were required and resources had to be re-directed (during a time of budget constraints) to the sciences to support this program requirement. Emphasis on the interplay of science and technology as well as a higher level of math proficiency are also part of the revised program. Intellectual skills have been incorporated into the general education program as proficiencies. The former general education program included two credits of physical education while the current program requires two credits of health and well-being.

The College of Arts and Sciences expanded the University's general education program by requiring its students to take one course in critical thinking, meet a foreign language proficiency, and take a second course in U.S. cultures and issues, natural sciences or science, humanities, and social and behavioral sciences. Other academic colleges may, at their initiation and with faculty and administrative approval, also expand or focus the requirements of the general education program. Most recently, the Haworth College of Business changed all undergraduate degree programs to achieve a 50% balance between business and non-business courses to meet the new American Association of Collegiate Schools of Business (AACSB) accreditation standards. The revisions for majors receiving a BBA degree also included recommendations about general education course alternatives.

The Committee to Oversee General Education (COGE), a standing committee of the Undergraduate Studies Council (USC), reviews and approves proposals concerning the University's general education program. Additionally, COGE conducts periodic reviews of specific general education requirements and courses. COGE reviews all general courses at least once within a seven-year cycle as determined by the committee. COGE membership includes faculty from the Colleges of Business, Education, Engineering, Fine Arts, Health and Human Services, and three faculty from Arts and Sciences, one from each division. The Office of Academic Affairs may appoint an additional member. COGE approves general education credit course proposals which in its judgment meet the criteria stated in the *1994 General Education Policy*.

The current general education program relates to the University's mission statement. The general education program emphasizes a diverse cultural and ethnic heritage and the importance of a global perspective, which complements the University's fifth goal of "enhancing the multicultural nature of the University." This is articulated in the *Undergraduate Catalog* (1999-2001, p. 34) where the goals for the general education program are stated.

- General education is concerned with the breadth and balance of learning and with the versatility that comes with proficiency in intellectual skills that have universal application. General education should develop

each student's knowledge, capacity for expression and response, and critical insight to help the student become a capable, well-informed, and responsible citizen of a culturally diverse society in a complex world. To this end, the University's general education program aims to improve the student's competence in mathematics and language, both oral and written, and to foster the will and ability to think clearly, critically, reflectively, and with as much precision as the subject allows. While requiring a degree of proficiency of everyone, the University's general education program enables a student to master foundational intellectual skills through a sequence of related courses.

- General education also seeks to extend the undergraduate learning experience beyond particular academic or professional concentrations. It aims to acquaint the student with essential subject matter and methods of knowing in the arts and humanities, the social and behavioral sciences, mathematics, and the natural (including applied) sciences. Moreover, it aims to enable the student to use technology appropriately, and to understand the value of individual health, fitness, and well-being. These aims are based on the belief that such learning enriches human experience and fosters understanding of oneself, others, and the world. Furthermore, just as specialized programs mandate some breadth in a student's education, so should the general education program allow some study in depth.

WMU's institution-wide general education learning objectives are clearly stated, and students are carefully advised about the courses needed to fulfill their general education requirements. The directors of academic advising in each college are extremely knowledgeable about the general education program. The University Advising Council (UAC), consisting of these academic college advisors, meets several times a year and in the process of their work, reviews general education courses and developments. A member of UAC also serves on COGE and represents issues associated with student matriculation through the general education program, including equivalencies from community colleges. All general education requirements and goals are delineated in the regularly published *Undergraduate Catalog* and in handouts and brochures to which all students, including transfers, have easy access.

Western hires extremely few part-time faculty who do not possess at least a master's degree and many of our part-time faculty have a Ph.D. However, it is important to note that 65 percent of the courses taught in Western's general education program are offered through departments and programs within the College of Arts and Sciences. Most departments within the College of Arts and Sciences have a number of professors whose expertise and professional interests are in the field of general education. Furthermore, the college offers

interdisciplinary programs such as American studies, black Americana studies, criminal justice, and environmental studies, which allow students opportunities to focus and extend their interests into special topics, to minors, and to coordinate majors.

17. Western Michigan University has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

Admissions policies, procedures, and requirements are set forth in the undergraduate and graduate catalogs of the University. Admission policies and practices governing undergraduate and transfer student admissions are found on pages 7-9 of the 1999-2001 *Undergraduate Catalog*. Admission policies and practices governing graduate admissions are set forth on pages 6-9 of the 2000-2002 *Graduate Catalog*.

As a national, student-centered research-intensive institution, WMU identifies, admits, and enrolls thousands of academically qualified students every year. Furthermore, because of its commitment to a diverse student body, WMU has established specialized admission programs which assure broadly representative student access. Western Michigan University admits students whose educational backgrounds indicate a high probability for success in college work. In reviewing applications from prospective freshmen, the University gives primary consideration to high school grades in college preparatory subjects, the mix of college preparatory courses taken by students while in high school, individual scores on the SAT/ACT, and the trend of grades throughout high school. To give each student with evidence of the probability for success full consideration, seventh and/or eighth semester (high school senior year) transcripts may be required. Further, an admission interview may be requested, and individual attributes and special abilities may be considered in the admission process. Freshman applicants are strongly encouraged to complete the Presidents' Council of Michigan Public Universities requirements. These include four units of English, three units of math (including intermediate algebra), three units of social studies, and two units of the natural sciences.

In reviewing applications from prospective transfer students, the University makes decisions on the basis of previous college work (and high school grades if fewer than twenty-six semester hours will be transferred). At least a "C" average in transferable work is required for initial admission consideration.

Offers of admission made to students are conditional pending the student's successful completion of senior year grades or current course work at another college or university. Poor performance may result in a change in admission status or withdrawal of the University's admission offer.

The University recognizes the need for educational opportunities and access for people of different ages and backgrounds. Therefore, special admission programs are available for potentially successful students from disadvantaged, culturally deprived, or economically impoverished segments of society. In addition, the University provides access to adults who are returning to school after a considerable absence. Admissions consideration is also given to those students

who do not meet WMU's regular admissions criteria but who have demonstrated the potential for college-level work. From this pool, the University's Office of Admissions and Orientation selects students who appear to have the best chance for success.

Among such special programs are the Alpha Program and the Martin Luther King, Jr., Program. The Alpha Program is a support program for first-year students that provides the opportunity for college-level work with academic assistance. The program provides developmental academic advising, acquaints students with existing University resources, and requires attendance at skill building workshops. The Martin Luther King, Jr., Program is a probationary student development program that has been in existence at WMU since 1968. Named in honor of the late Dr. King, this particular program has the distinction of being the forerunner of similar programs throughout the United States. Designed to encourage minority students to pursue a college education, the original program provided scholarships and remedial help through a Kellogg Foundation grant. In its present form, the MLK program seeks to encourage students who would not otherwise pursue a higher education to do so. The MLK program provides supportive services, such as academic advising, vocational and personal counseling, tutoring, and testing, to meet each individual's needs and support students through completion of thirty-six credit hours at the University. Interested students apply through the regular University admission process for freshman students. The Office of Admissions and Orientation notifies students eligible for consideration and the program representative arranges a personal, on-campus session to help with the admission decision.

As a student-centered, research-intensive institution, Western attracts graduate applicants from throughout Michigan and the nation, and, increasingly, from other nations throughout the world. U. S. citizens send application materials to the Office of Admissions and Orientation; non-U.S. citizens send application materials to the Office of International Student Services. These offices process the materials, enter the relevant information on the computerized student information system, and forward the materials to the appropriate academic program for review and the admission decision. Admission is granted to students who hold a bachelor's degree and have an acceptable academic record (a minimum 3.0 grade point average in the final two years of undergraduate study). These graduate applicants have also passed the required entrance examinations for their respective graduate programs and have met any program admission requirements that may be in effect. Acceptance to a specific program of study leading to a graduate degree is dependent upon the endorsement of the department or unit in which the student plans to study and the graduate dean.

Admission with Reservation may be granted, at the discretion of the academic program, to an applicant who has fulfilled the general requirements for admission but may be deficient in the specific prerequisite requirements of the academic program. Following successful completion of the prerequisite requirements, the student is evaluated for regular admission. Probationary Admission is granted, at the discretion of the academic program, to a potentially successful applicant who may be deficient in a variety of general or program-specific requirements. Following successful completion of specified prerequisite

course work, the probationary student is evaluated for regular admission. Guest students and applicants wishing to elect graduate course work only with no intention of entering a degree program may be admitted with the status of Permission to Take Graduate Classes (PTG). These several categories of admission are standard in graduate education, and the general qualifying requirements for admission to graduate programs at Western Michigan University conform to the recommendations of the Council of Graduate Schools in the United States. Program specific admission requirements conform to those at other graduate-intensive institutions with similar programs of study.

Recruitment of admissible graduate students who have a high potential to succeed in and benefit from one of WMU's many graduate programs is typically a shared responsibility. The Office of International Student Services, and its parent the Office of International Affairs, coordinates the recruitment of international students to the University and assists academic departments in the recruitment of international students for specific disciplines. The Graduate College, under the leadership of the director of diversity recruitment and retention and the director of graduate recruitment and retention, has recently taken on the responsibility of coordinating recruitment activities for both specific academic programs and graduate education generally. As indicated earlier in the graduate studies section of this report, in cooperation with the academic programs, The Graduate College has completed a University-wide training program on graduate recruitment. The college is now assisting academic departments in the development of recruitment plans with the intention that these plans will result in an increased ability to target students whose skills, abilities, and interests are matched to program strengths at WMU (*Graduate Catalog*, p. 17).

18. Western Michigan University provides its students access to those learning resources and support services requisite for its degree programs.

Western Michigan University provides services that support and promote the academic, social, cultural, intellectual, and physical growth and development of all students. These services range from libraries, laboratories, health services, information services, academic advising and tutoring, counseling, cultural and artistic performances, residence halls, food service, bookstores, intramural sports, and others. The instructional support resources are many and varied, including Center for Academic Support Programs, Academic Skills Center, University Curriculum, and Career English Language Center for International Students. These are discussed in further detail in Chapter 4 of our self-study report.

19. Western Michigan University has an external financial audit by a certified public accountant or a public audit agency at least every two years.

Internal financial audits are conducted annually by a certified public accountant on the University's internal audit staff. In addition, the Board of Trustees appoints an external audit firm to audit the University as a whole as well as the WMU Foundation and the Paper Technology Foundation (a copy of each of

the audits since 1992 is on file in the resource room). These audits are published annually and are available to the public at the reserve desk of Waldo Library.

20. Western Michigan University's financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

A review of annual budgets and audits indicates that the University appropriately allocates and uses its resources. Detailed financial documents including the 1999-2000 budget summary, booked budget summaries, and general fund uses, resources, and breakdowns are available in the resource room for examination by the NCA re-accreditation team.

21. Western Michigan University's financial practices, records, and reports demonstrate fiscal viability.

The University's financial practices are described at length in Chapter 8. The University's budgets, audits, and annual reports demonstrate the University's fiscal viability. Various analyses and documentation of the University's viability are compiled and available in the NCA resource room.

22. Western Michigan University's catalog or other official documents includes its mission statement along with accurate descriptions of educational programs and degree requirements; learning resources; admissions policies and practices; academic and non-academic policies and procedures directly relating to students; charges and refund policies; and academic credentials of the faculty and administrators.

Western Michigan University publishes its mission statement in both the undergraduate and graduate catalogs. Additionally, both catalogs contain detailed descriptions of educational programs and degree requirements. Both catalogs also include detailed descriptions of learning resources and their contact information, admission policies and practices, both academic and non-academic policies and procedures, tuition and fee charges and refund policies, and the academic credentials of the faculty and administrators. More detailed descriptions of other policies and procedures affecting students may also be found on-line at <http://www.studentworld.wmich.edu/sja/studentcode.html>.

23. Western Michigan University accurately discloses its standing with accrediting bodies with which it is affiliated.

Information regarding Western Michigan University's status with NCA and other accrediting bodies is published in the *Undergraduate Catalog* (p. 6) and will be published in the *Graduate Catalog, 2000-2002*. Accreditation information is updated regularly to reflect the current accreditation status for all University programs. Further, the annual *Fact Book* lists all accredited programs throughout the University (1999-2000 *Fact Book*, pp. 6-8).

24. Western Michigan University makes available upon request information that accurately describes its financial condition.

In compliance with the Freedom of Information Act, the University will supply copies of the annual financial reports and audits when requested through the Office of the Assistant Vice President for Business. Additionally, copies of the annual financial audits and reports are available for public review at the resource desk of the Waldo Library.

Conclusion: Western Michigan University fulfills the General Institutional Requirements.

CHAPTER ELEVEN

FEDERAL COMPLIANCE REQUIREMENTS

The material in this chapter of the University's report responds to North Central Association's requirements to address specific institutional policies that have federal compliance implications.

I.C.9. Credits, Program Length and Tuition: The Commission expects an affiliated institution to be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives.

Credits: Western Michigan University equates its learning experiences with semester credit hours, using the practice of measuring one credit hour usually representing one hour of class time per week (*Undergraduate Catalog*, 1999-2001, Glossary of Terms, p. 288). The semester credit hour system is understood and uniformly applied within the University when awarding academic credit. Evidence of this understanding and its uniform measurement is reflected on all University transcripts issued by the registrar's office, which provides credit hour equivalencies for all listed courses. Copies of anonymous sample transcripts reflecting this policy are on file in the NCA resource room.

Program Length: The program length at Western Michigan University is similar to academic programs found in other accredited institutions of higher education. Semesters are defined as a unit of time in the academic calendar, fifteen weeks long (*Undergraduate Catalog*, Glossary of Terms, p. 288), which is the common academic calendar unit at all public institutions in the State of Michigan. Undergraduate programs can be completed within four years of study although students who change majors, repeat courses, or transfer into the University may require more than four years to complete program requirements for an undergraduate degree. Master's degree programs vary in length but full-time students may usually complete their programs within one and one-half years. Institutional policy requires master's degree completion within six years. Doctoral programs vary in length and there is an institutional policy that requires degree completion within seven years after a student's admission to a doctoral program.

Program-specific Tuition in Terms of Program Costs, Program Length, and Program Objectives: The following table is a summary of the range and frequency of program fees associated with some courses in programs offered by the seven academic colleges. In all cases of such fees, either specialized equipment, supervision, or related materials are necessary to deliver that particular course. For example, the highest course-based fees are found in the College of Aviation, where specialized and complex aircraft and simulation equipment are an integral part of the educational program. Moreover, there are fees associated with courses

in, for example, the Colleges of Arts and Sciences with the physical sciences and languages, in Education with off-site supervision, in Health and Human Services with clinical supervision and materials, in Engineering and Applied Sciences with specialized laboratory and material fees and in Fine Arts with artistic media and materials.

Table 11.1: Summary of Academic Course Fees, Fall 2000

# of Courses	Fee Range
520	> \$50
103	\$51 - \$100
25	\$101 - \$200
31	\$201 - \$500
16	\$501 - \$1,000
6	\$1,001 - \$2,000
3	\$2,001 - \$5,000
6	Above \$5,000

A complete list of individual courses, course names, and fees per course is available in the NCA resource room.

I.A.5. Institutional Compliance with the Higher Education Reauthorization Act: The Commission expects that its affiliated institutions comply if required with the Title IV requirements of the Higher Education Reauthorization Act as amended in 1992. Therefore, institutions will provide teams for review and consideration the most recent default rates (and any default reduction plans approved by the Department of Education) and any other documents concerning the institution's program responsibilities under Title IV of the Act, including any results of financial or compliance audits and program reviews.

Western Michigan University is in compliance with the Title IV requirements of the Higher Education Reauthorization Act as amended in 1998. The table below presents the University's default rate for the past five fiscal years as calculated by the U. S. Department of Education.

Table 11.2: Five Year Student Default Rate

YEAR	DEFAULT RATE
1998	4.9% (most recent year available)
1997	5.3%
1996	5.2%
1995	5.0%
1994	5.8%

As illustrated by the information shown above, the default rate for students at Western Michigan University during this time period has had minor fluctuations. The default rates have been less than the national default rate. For the most recent year, the rate fell to 4.9%, which is two points lower than the national average default rate of 6.9%.

The results of the University's financial and compliance audits under the A-133 Circular for financial aid indicates that there are no material findings for the last three audit years. For audit years 1995 and 1996, both material and immaterial instances of non-compliance were found. In both those years, the University either disagreed with the findings and/or they have been corrected.

To help students avoid going into default, letters are sent to all students who appear on federal delinquency reports providing them with information about how to obtain manageable repayment options and urging them to contact the loan holder. Future plans at Western Michigan University include:

- 1) Individual meetings with new freshmen and sophomores who have loans to be certain they understand their fiscal obligations;
- 2) Development of earnings projections by industry and geographic region for our students that, in turn, will allow the University to project monthly loan repayment amounts into a non-student budget. We believe this effort will give our students a clearer understanding about the impact of their borrowing once they are no longer a student; and
- 3) Counsel with students about how their enrollment decisions (dropping classes, withdrawing, changing majors, etc.) impact their financial circumstances.

Copies of the above federal compliance reports and audits are on file in the NCA resource room.

IV.B.2. Institution's Advertising and Recruitment Materials: Whenever an institution makes reference to its affiliation with the Commission, it will include the Commission's address and telephone number.

Although the current *Undergraduate Catalog* notes that it is an institution accredited by the North Central Association (*Undergraduate Catalog*, 1999-2001, p. 6), it does not provide the address or the telephone number for the Commission. The following statement will be included in all undergraduate and graduate catalogs published by Western Michigan University hereafter:

"Western Michigan University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL, 60602-2504, telephone 800-621-7440."

The same or similar statement will be used hereafter in any other promotional materials produced by the University if reference is made to its affiliation with the Commission.

III.A.1. Professional Accreditation: Two policies draw attention to the Commission's decision to incorporate the activities of other accrediting associations into its decision-making processes. These policies define two specific situations that are of concern to the Commission: (1) where an institution holds specialized accreditation with a single agency, the status of which covers one-third or more of either the institution's offerings or its students, and (2) where an institution is also accredited by another institutional accrediting body.

Western Michigan University has no specialized accreditation with a single agency that covers one-third or more of the institution's offerings or its students. Further, another institutional accrediting body does not accredit the University.