The Gold Standard
LEARNER CENTERED • DISCOVERY DRIVEN • GLOBALLY ENGAGED

Western Michigan University Strategic Plan Annual Effectiveness Report

Year One 2012-13

July 15, 2013
Western Michigan University Strategic Plan Annual Effectiveness Report

Prepared and Presented by the Office of Institutional Effectiveness

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OVERVIEW

Learner centered. Discovery driven. Globally engaged. While these three pillars did not formally exist in October 2010, they describe long- and deeply-held tenets of Western Michigan University. Today, these pillars are readily voiced by WMU’s various constituencies. On December 8, 2011, the Western Michigan University Board of Trustees approved a revised mission statement and the University Strategic Plan, including statements of vision and values, thus putting in place a set of mission documents to guide the institution’s future. This report reflects the actions and outcomes associated with implementation of 2012-2015 University Strategic Plan.

Implementation Overview

The University Strategic Planning Operations Team (USPOT) was convened by Dr. Jody Brylinsky, Associate Provost for Institutional Effectiveness, on May 23, 2012. The team was originally comprised of people from the University with specific knowledge of and experience in strategic planning, both in higher education and other business sectors, to serve as advisors in developing a structure to carry out strategic initiatives that require cross-campus collaboration and were not already in progress within any vice presidential area. USPOT considered implementation barriers, infrastructures, strengths and weaknesses, and identified five key implementation goals. The team members were also asked to advise on accountability measures for the inaugural year of the Western Michigan University Strategic Plan’s progress. USPOT developed a roadmap for implementation, reporting mechanisms, and facilitated the first quarterly progress report in the end of August 2012, detailing the work accomplished and plan for the academic year.

During the fall 2012 semester, seven tactical action communities (TACs) were formed to work on specific initiatives and projects that would advance the strategic plan, including:

- University Strategic Planning Operations Team (USPOT);
- Community Outreach and Engaged Scholarship;
- Data and Systems Governance;
- Enterprise Risk Management (ERM);
- Equity, Diversity, and Social Sustainability (EDSS);
- Student Success; and
- Sustainability Tracking, Assessment, and Rating System (STARS).

The TACs divided the work of their unique charges among numerous project action teams (PATs), which are short-term subsets of the TAC membership. To both raise awareness and increase inclusivity, USPOT hosted a Strategic Plan Implementation Summit during Academic Forum in January 2013, which included addresses from President Dunn, Provost Greene, and members of USPOT. The “college fair” atmosphere allowed for greater networking among those involved and those desiring to become involved. Approximately 200 faculty, staff, and students attended the summit.
In December 2012 and April 2013, TAC leaders provided formal reports to President Dunn and the Senior Leadership Team to keep them apprised of progress made and assistance needed. During the reporting, WMU’s senior leaders were able to offer feedback on the work the TACs were doing and give informal climate reports from their areas about how the work was being perceived.

At the end of the 2012-13 fiscal year, in June 2013, TACs reported approximately 180 active participants, many of whom serve on multiple TACs and PATs. Each person received a personal ‘thank you’ from Dr. Brylinsky for volunteering their time and expertise.

Concurrent with the development of the TACs, all university units were actively engaged in aligning their strategic planning process with the 2012-2015 University Strategic Plan (USP). Units provided a crosswalk between their unit and university plans that would lay the groundwork for reporting planning effectiveness at the end of the year.

The development of institutional effectiveness measures was the first step in fostering integrated planning and demonstrating institutional accountability to successful execution of the USP, using the 2012-2013 implementation year to establish data resources and report mechanisms.
Implementation Model

*Continuous Quality Improvement: Plan – Do – Check – Act*

The Continuous Quality Improvement (CQI) model, comprised of four stages: plan, do, check, and act; was selected as the systems approach to managing the USP. This approach emphasizes “process” rather than individuals, recognizes the importance of collaboration and integration of resources, and promotes the need for “evidence-based decision-making,” all critical for nurturing a culture of strategic planning at WMU. Successful CQI in WMU strategic planning ensures that the needs of those served by the University are continually being met by searching for opportunities to improve all processes. Efforts are made to achieve standards of excellence, the “gold standard,” rather than minimum standards.

**Plan:** Each year the University will engage in strategy-setting and budget alignment necessary to make continuous improvement. This includes a number of broad actions that will have impact on the University’s ability to focus strategic planning for the upcoming year.

- Campus community discussion
- Draft implementation roadmap and communication plan
- Operational planning to focus on priorities and performance indicators

**Do:** Execute tactical actions to advance USP goals and strategies. Tactical action communities chartered to promote integrative initiatives strategies leading to success of USP goals

- Project action teams in place and underway
- Data definitions and data collection processes in place to capture evidence for decision-making

**Check:** Monitor and measure progress against establish goals, metrics and indicators.

- Project action team updates
- Tactical action communities’ progress reports

**Act:** Take actions to continually improve process performance.

- Collect data on performance indicators and strategic planning process evaluation
- Compile and distribute comprehensive annual report
- Engage in gap-analysis and forecasting for updating USP
Strategic Planning Structures

As part of the implementation planning process, a leadership model was created to allow for the planning, doing, checking and acting of the continuous improvement framework of the USP. The Leadership Model became the vehicle to manage overall planning actions and ensure that operational initiatives align with USP goals through effective oversight at the administrative and operational levels. The model is designed to foster a sense of campus integration, empowerment, partnership and vested interest in successful implementation of the USP.

The Leadership Model is designed to clearly identify responsibilities for selecting, managing and measuring of strategic initiatives within the USP. The goal of the Leadership Model is to provide visualization of organizational units supporting strategic implementation, and demonstrate the interrelationships of all the underlying initiatives.

President of the University and Board of Trustees – Provide overall direction and accountability for execution of the USP. As such, the president will present an annual progress report and update of the USP.

TAC Chairs Council – Senior leadership across the University will provide operational planning and accountability for the execution of USP goals and strategies. Administrative personnel are to consider how best to integrate initiatives of the tactical action communities, establish links to the budget, and report impact on key performance indicators of the USP. All recommendations from the planning structures are reviewed and forwarded to appropriate implementation units from this advisory council. The council also engages in bi-monthly meetings to foster integrative planning and collaboration between planning units and tactical action communities.

Committee on University Strategic Planning (CUSP) – As indicated in the approved USP, an appropriate Faculty Senate body will provide the president and University leadership their evaluation of the outcomes of the USP. Consistent with the culture of shared governance at WMU, CUSP will also report to current Faculty Senate structures.

President’s External Advisory Council – Key partners of the University will be asked to provide insight and perspective as to how the USP may remain current and responsive to the environment in which WMU operates. This group will also be asked for feedback on how the public at-large is interpreting the actions of the USP.

Tactical Action Communities (TACs) – Led by University administrators, goal-specific stakeholders are chartered to engage in integrative planning of major initiatives to advance the USP goals. The actions of the TACs will be measured as to resulting impact of USP performance indicators. TACs should not parallel existing Faculty Senate committee structures, but instead work in conjunction with the committees to accomplish the goals of the USP.

Project Action Teams (PATs) – Small groups formed to execute tactical actions to advance a specific strategy identified by a TAC. The proposal of a project action team from a TAC will delineate their scope of the tasks with measureable outcomes and timeline. The project action team will report back to the TAC.
Planning Units – Existing University structures that provide ongoing support of the USP through pursuit of the mission and operations of the respective division. For the purpose of strategic planning, the units are identified by vice president divisions: academic affairs, business and finance, diversity and inclusion, legal counsel, research, and student affairs.

Integrated Planning Communication Model

The WMU Strategic plan was developed to uphold the community values of shared governance, transparent and timely communication, and accountable and responsible behavior within an ethical, compassionate, diverse, and respectful environment. To honor these stated values, a strategic planning communication model was developed to communicate the integration of the various planning and operational units at WMU. The University’s strategic plan is designed to encompass the comprehensive nature of the University and to be the guiding principle for every unit plan. The model reflects both the reporting mechanism and strategic planning function for each component of the model.

Each vice presidential area and its units will review and revise existing strategic plans and budgets to ensure alignment with the University plan and identify specific indicators by which their plan will be measured. University resources must be budgeted in accordance with the goals identified in the strategic plan.
Office of Institutional Effectiveness

University Strategic Plan Annual Report: Year One 2012-13
Institutional Effectiveness Measures

Institutional Effectiveness Measures help gauge how well the University is performing in relation to the overarching institutional goals of the University Strategic Plan. As such, the measures are a tool for institutional self-assessment, communication, strategic change, evidence-based decision-making and continuous quality improvement. Critical assessment of University performance helps inform the continued execution of the University Strategic Plan.

Accountability to the University Strategic Plan will be based on the composite reporting of three levels of measures, indicators, and metrics. The most composite level of progress is reflected by institutional effectiveness measures; University-wide data that is commonly reported to external stakeholders.

Institutional Effectiveness Measures – Strategic Plan Indicators

- Represent key information requested by external stakeholders and reflect the positive impact of University planning, overall.
- 19 measures were selected based on established criteria that provided the most accurate and accountability-focused data, minimizing resources required for data collection.
- Each item will be compared to peer institutions using scorecard descriptors as to whether the University is above or below average of all peers.
- If no peer data exists, the University will use institutional trend data targeted for improvement.

Key Performance Indicators – Goal-Level Strategic Plan

- Identify a more distinct reflection of progress on University Strategic Plan goals. University data is used to communicate the impact of multiple strategies leading to the success of one or more goals.
- Represent key progress in implementing and executing University Strategic Plan goals.
- 21 items have been proposed and are awaiting approval.

Tactical Action Communities – Progress Metrics

- Specific University Strategic Plan goal deliverables or processes leading to a deliverable that are determined by each tactical action community.
- A third-level of measured progress will come from the tactical action community metrics and specific outcomes of their activities.

The selection of Carnegie peers is based on the 2010 Carnegie Classification of Institutions of Higher Education. The system has multiple parallel classifications to provide greater flexibility in selecting peers. For WMU peers, a series of refining selections is done using both the basic framework and the “elective” classifications in the new Carnegie system. The following criteria were selected to yield ten Carnegie peer institutions:
- **Basic Framework** [RU/H] Research University (high research activity)
- **Graduate Instructional Program** [CompDoc/NMedVet] and [CompDoc/MedVet] Comprehensive doctoral with and without medical/veterinary schools
- **Enrollment Profile** [HU] High Undergraduate
- **Undergraduate Profile** [FT4/S/LTI] and [FT4/S/HTI] Full-time four-year, selective, low transfer-in and high transfer-in
- **Size and Setting** [L4/NR], [L4/R], and [L4/HR] Large four-year, primarily non-residential, primarily residential, and highly residential
- **Community Engagement** Curricular Engagement and Outreach and Partnerships

Based on the previously described selection system, the following 10 institutions most resemble WMU:

- Kansas State University
- Northern Illinois University
- Temple University
- Texas Tech University
- University of Akron
- University of Alabama - Tuscaloosa
- University of North Carolina at Greensboro
- University of North Dakota
- University of Southern Mississippi
- West Virginia University
### Institutional Effectiveness Measures Chart

<table>
<thead>
<tr>
<th>Metric Type Name</th>
<th>Actual</th>
<th>Actual Change %</th>
<th>Peer Average</th>
<th>Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campus Profile</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>25,086</td>
<td>0.16%</td>
<td>25,470</td>
<td>2011-12</td>
</tr>
<tr>
<td>Annual change in total enrollment</td>
<td>0.16%</td>
<td>-91.62%</td>
<td>-34.0%</td>
<td>2011-12</td>
</tr>
<tr>
<td>Percent of undergraduate students receiving Pell grants</td>
<td>38.0%</td>
<td>22.58%</td>
<td>9.82%</td>
<td>2011-12</td>
</tr>
<tr>
<td>Race/ethnic diversity as a percent of total</td>
<td>17.9%</td>
<td>22.0%</td>
<td>20.6%</td>
<td>2011-12</td>
</tr>
<tr>
<td>Race/ethnic diversity as a percent of total</td>
<td>15.5%</td>
<td>-1.76%</td>
<td>15.1%</td>
<td>2011-12</td>
</tr>
<tr>
<td>Average high school GPA of incoming freshmen</td>
<td>3.28</td>
<td>0.31%</td>
<td>3.30</td>
<td>2012-13</td>
</tr>
<tr>
<td><strong>Student Outcomes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six-year graduation rate</td>
<td>55.9%</td>
<td>7.09%</td>
<td>55.9%</td>
<td>2005-06</td>
</tr>
<tr>
<td>Bachelor degrees awarded per 100 FYE undergraduate students</td>
<td>20.6%</td>
<td>-0.88%</td>
<td>19.1</td>
<td>2010-11</td>
</tr>
<tr>
<td>Graduate degrees awarded per 100 FYE graduate students</td>
<td>44.7%</td>
<td>-1.67%</td>
<td>37.0</td>
<td>2010-11</td>
</tr>
<tr>
<td>Second year retention rate</td>
<td>74.0%</td>
<td>-2.63%</td>
<td>74.0%</td>
<td>2010-11</td>
</tr>
<tr>
<td><strong>Outreach</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International students as a percent of total</td>
<td>5.6%</td>
<td>12.00%</td>
<td>4.6%</td>
<td>2011-12</td>
</tr>
<tr>
<td>Number of seniors surveyed that participated in Study Abroad</td>
<td>11.00%</td>
<td>-8.33%</td>
<td>14.00%</td>
<td>2011-12</td>
</tr>
<tr>
<td>Number of seniors surveyed that participated in Community Service or Volunteer Work</td>
<td>56.00%</td>
<td>-6.67%</td>
<td>56.00%</td>
<td>2011-12</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research expenditures per traditionally ranked faculty</td>
<td>US$38,526</td>
<td>-8.80%</td>
<td>US$100,595</td>
<td>2010-11</td>
</tr>
<tr>
<td>Federal research expenditures per traditionally ranked faculty</td>
<td>US$22,601</td>
<td>-5.19%</td>
<td>US$62,581</td>
<td>2010-11</td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional support per FYE</td>
<td>1,750</td>
<td>-0.40%</td>
<td>2,482</td>
<td>2010-11</td>
</tr>
<tr>
<td>Endowment per FTE student</td>
<td>US$9,088</td>
<td>16.68%</td>
<td>US$10,083</td>
<td>2010-11</td>
</tr>
<tr>
<td>Alumni giving rate (undergraduate)</td>
<td>9.0%</td>
<td>-10.00%</td>
<td>14.0%</td>
<td>2010-11</td>
</tr>
</tbody>
</table>

### Symbol Legend

- **Green**: More than one tolerance above target
- **Partially Green**: Within one tolerance above target
- **Yellow**: Within one tolerance of the target
- **Partially Red**: More than one tolerance below target
- **Red**: More than two tolerances below target
Sample Individual Institutional Effectiveness Measure

Metric Performance

**Campus Profile-Percent of undergraduate students receiving Pell grants**

<table>
<thead>
<tr>
<th>Indicator Supplemental Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample Individual Institutional Effectiveness Measure</strong></td>
</tr>
<tr>
<td><strong>Metric Performance</strong></td>
</tr>
<tr>
<td><strong>Campus Profile-Percent of undergraduate students receiving Pell grants</strong></td>
</tr>
<tr>
<td><strong>Indicator Supplemental Information</strong></td>
</tr>
<tr>
<td><strong>Comment Subject</strong></td>
</tr>
<tr>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td><strong>Indicator rationale:</strong></td>
</tr>
<tr>
<td><strong>Source availability:</strong></td>
</tr>
<tr>
<td><strong>Source:</strong></td>
</tr>
<tr>
<td><strong>Trend analysis:</strong></td>
</tr>
</tbody>
</table>

![Graph](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Peer Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>23.0%</td>
<td>18.0%</td>
</tr>
<tr>
<td>2008-09</td>
<td>23.0%</td>
<td>24.0%</td>
</tr>
<tr>
<td>2009-10</td>
<td>31.0%</td>
<td>29.0%</td>
</tr>
<tr>
<td><strong>2010-11</strong></td>
<td><strong>38.0%</strong></td>
<td><strong>34.0%</strong></td>
</tr>
</tbody>
</table>
IMPLEMENTATION VISION AND GOALS

Through a process of discussions, institutional reflections and research of best practices, USPOT generalized an initial implementation roadmap and five aspirational goals. With input from Dams and Associates, Inc., the first year of implementation would focus on developing infrastructure to support planning, communication of the plan, implementation to stakeholders, and establishing accountability measures to evaluate the progress of institutional planning. To this end, the following implementation goals were established.

Goal 1) Create a comprehensive communication plan that fosters a clear and consistent message about University strategic planning.

Created and uses the phrase “The Gold Standard.” (Status: Ongoing) University Strategic Plan Operations Team (USPOT)

The Gold Standard brands the University Strategic Plan. Its corresponding logo (see cover page) has been used on all formal TAC and PAT communications, as well as on the strategic planning website. Promotional magnets, plastic coins, and candies utilized this branding to increase awareness of the plan and implementation activities.

Reformatting of the University Strategic Plan website. (Status: Ongoing) University Strategic Plan Operations Team (USPOT)

The strategic planning website was reconfigured to showcase ongoing work, activities, and achievements of the TACs and PATs. The website offers information on how to seek involvement, as well as providing a gateway to the institutional effectiveness measures.

Hosted the first Strategic Plan Implementation Summit. (Status: Complete) University Strategic Plan Operations Team (USPOT)

In January 2013, approximately 200 faculty, staff, and students attended the summit to learn more about becoming involved in strategic initiative implementation and planning. The summit featured a college fair atmosphere where each TAC displayed an information poster and were present to share information with attendees. It is recommended a summit is held annually.

Goal 2) Build and sustain confidence in the University Strategic Plan across the campus and community stakeholders.

Formal quarterly reporting to senior leadership. (Status: Ongoing) University Strategic Plan Operations Team (USPOT)

To increase the degree of TAC accountability, the practice of conducting formal quarterly reporting meetings with President Dunn and the Senior Leadership Team began in fall 2012. TAC chairs meet with senior leadership to present progress reports and receive feedback.
Agenda preparation for Board of Trustees’ meetings. (Status: Ongoing) University Strategic Plan Operations Team (USPOT)

To show links between planning and decision-making, as well as to keep the Board of Trustees involved in planning, USPOT members assist with preparing agendas for board meetings. Items to be discussed correspond with stated goals and strategies.

MOU with the Faculty Senate (Status: Completed) University Strategic Plan Operations Team (USPOT)

Signed an MOU with Faculty Senate showing that the TAC structure mindfully respects WMU’s facets of shared governance and will utilize the Senate structures to advance appropriate recommendations brought forth from the TACs.

Goal 3) Operationalize the University Strategic Plan by aligning University infrastructures to support a perpetual cycle of strategic planning and evaluation.

Use of census data within the Operational Data Store (ODS) will support academic program review. (Status: Completed) Academic Affairs: Institutional Research

Census data, organized within the Operational Data Store (ODS), as well as development of data models is now available to support academic program review and other trend analysis requiring the use of student, course and faculty data. Census data for students, courses, and faculty have been captured in single flat files. In order to utilize the University’s business intelligence tools and make the data readily available to the University community, the census data have been converted to a star schema and data models have been developed for use in Cognos reports. The next phase of this initiative will be to develop reports to support the academic program review process.

Updated data systems governance policy. (Status: Ongoing) Data and Systems Governance TAC

The Office of Information Technology (OIT) Executive Advisory Board has been expanded and renamed, “Data Governance Board” to support a new data systems governance policy.

Developed integrated program review and planning procedures. (Status: Ongoing) Academic Affairs

The “beta” year for academic affairs with student support programs, and administrative programs to follow, is scheduled to begin in fall 2013. By conducting a beta test, the procedures will be tested among an array of areas, allowing for reflection and revision of the procedures for continuing review in the other University units. The proposed process uses a consultative and integrated program review process for creating, sustaining, growing, and eliminating programs.
Goal 4) Utilize the strengths of WMU’s human capital to create a secure and informed campus climate for strategic planning, thereby motivating WMU faculty, staff and students to exhibit commitment to, ownership of, and accountability for the University Strategic Plan.

**Creation of the Tactical Action Community structure. (Status: Completed) University Strategic Plan Operations Team (USPOT)**

The TAC structure is designed to cull experts in specific topic areas from across the University and ask them to solve implementation of strategic initiatives. At the time of the report, the structure includes seven tactical action communities consisting of approximately 180 participants, many of whom serve on more than one TAC or PAT.

Goal 5) Incorporate effective evaluation and enterprise risk management into the culture and strategic decision-making processes of the University.

**WMU’s ERM experts visit TACs and units across campus to educate and assess risk appetite. (Status: Ongoing) ERM**

Enterprise Risk Management (ERM) recommends continuing the education on ERM and how it should be an integral part of all strategic planning efforts. The goal is to allow the components of ERM to be adopted organically with the University. Full- adoption of ERM practices will assist with creating a culture of integrated planning.

**Preliminary Report on Major Strategic Initiatives**

Reporting units and tactical action communities submitted their annual strategic planning effectiveness reports by June 17, 2013. The enclosed list of initiatives and success measures are only representative of the major initiatives within a planning unit. For further information, view each completed submission in Appendix A. Additionally, links to unit websites have been provided.
UNIVERSITY STRATEGIC PLAN GOAL #1
Ensure a distinctive learning experience and foster the success of students

1.1 Ensure distinctive local and global learning experiences for all learners.

To ensure distinctive local and global learning experiences, it is critical that our campus strives for and welcomes a diverse population of students, faculty and staff. The president’s role is critical to achieving this objective, especially in the global arena. In concert with the Haenicke Institute for Global Education, the face-to-face relationships forged by the president are key to ensuring the optimum learning experience for international students who choose to attend our University, and for WMU domestic students who wish to experience a life-changing semester abroad. This year, to establish or renew the recognition of WMU as a top-tier research institution, the president traveled to or received distinguished guests from the following international institutions: Confucius Institute and BLCU (China); Graz University of Tech (Syria); Hasermite University (Jordan); Dominican Republic; Saudi Arabia, Keimyung University (South Korea); Prof. Abdel-Aty (Bahrain and Egypt); Midwest Games (Malaysia); Doshisha, Kansai Gaidai, and Keio Universities (Japan); and Kalamazoo Kai Alumni (Japan).

Currently no university-wide orientation for new graduate students exists. Students will be able to access important matriculation information, graduate college requirements, alerts to helpful resources and more.

Expanded offerings by partnering with the Office of Career and Student Employment Services to begin to offer sessions on career exploration and workshops on preparing for the career (e.g., CV preparation, interviewing, etc.). This is in addition to offerings in the areas of time management, writing for publication, writing competitive proposals, etc. New this year is our effort to increase our services and offerings through an online platform. A popular resource that the Graduate College provides is statistical consulting. Workshops are regularly offered on the use of SPSS and SAS in addition to one-on-one consulting. To accommodate more students, these workshops are being converted into an online offering in ELearning.
New international partnerships with nine institutions representing four countries (China, Korea, Mongolia and Turkey) have been established for purposes including academic cooperation, dual degree programs, and student exchange.

HIGE has partnered with the Graduate College and academic departments to recruit and enroll graduate students from countries around the globe. During the 2012-13 fiscal year, Fulbright at WMU attracted 21 fellows representing 13 countries. As of the June 6, 2013, 17 students were admitted. Of those, 16 will start in fall 2013 and one will begin in spring 2014.

The Arts and Sciences International Committee (ASIC) has overseen the administration of the new College of Arts and Sciences’ study abroad scholarships and supported measures to encourage and educate students about study abroad; for example, the introduction of digital picture frames in CAS advising with scrolling images of WMU students abroad.

These initiatives focused on creating opportunities for students and faculty to have unique international experiential learning opportunities. Additionally, international experiences have been funded through CFA Faculty Fellowships (FF - internal grants to support global, diversity, and interdisciplinary initiatives) and six students received endowment- or gift-funding (E/GF) to pursue study abroad. Through these funding sources students and faculty traveled, studied, and created art in China (Dance – FF), Russia (Music - FF), England, France, Germany (Art - FF), Italy (Art - facilitated in collaboration with Lee Honor College ), and Nicaragua (Art) with the Trace Gestures project (FF), as well as in Africa, Switzerland and Mexico (E/GF). Several additional international projects are currently under development. This initiative has benefited from a cost share with each unit, CFA, and support from the Haenicke Institute for Global Education.

This program is intended to allow students to complete a three-credit, intensive summer short-course with a WMU faculty. Each course involves travel and study somewhere beyond southwest Michigan, with the location and topic determined by faculty expertise. Honors credit is given for the courses, which are kept small (typically ≤10 students). Students pay the cost of the tuition associated with the course, and the LHC is committed to covering all other costs (e.g., travel to sites, lodging, meals, etc.) associated with the program.
with each course using a combination of development and LHC program fees. A workshop describing the program was followed by a call for proposals sent to all WMU faculty in fall 2012. Many faculty expressed interest in the program, and many more applications were received from faculty than could be funded. Three courses were planned for summer 2013 (two are complete; one will run in summer II 2013). Completed courses are “African Film Festival,” a trip to Montreal, taught by Dr. Vincent DesRoches, and “The Texas Tour” to Austin, Houston and San Antonio, taught by Dr. Derrick McIver. In summer II, Dr. Sarah Hill will take a group of students to New York for a study of “Garbage in Gotham.” LHC hopes to raise significant external-funding via development to support up to five courses for summer 2014. It is also using these trips to connect with alumni in the destination cities.

**Student internships with BTR Park companies.** (Status: Ongoing) Office of Community Outreach

The Office of Community Outreach, in partnership with WMU’s Business Connection Office, promotes and helps to arrange student internships with the BTR Park companies.

**Develop local advisory boards for selected WMU academic programs to advance the growth of interdisciplinary programs.** (Status: Ongoing) Office of Academic Affairs: Extended University Programs

Developed interdisciplinary academic teams to develop a B.S. in Sustainability and Freshwater Science, graduate degrees in public health and board certified behavior analyst, and the revision of the food service administration program.

**Established three new interdisciplinary degrees.** (Status: Completed) Office of Academic Affairs: College of Fine Arts

To increase the use of current and emerging technologies, the School of Music has submitted for approval two degree programs: Bachelor of Science Degree in Multimedia Arts Technology-Music and a Minor in Multimedia Arts Technology. The Bachelor of Science in Multimedia Arts Technology-Music (122 credit hours) is designed to offer career opportunities in the recording, sound reinforcement, intermedia performance, and entertainment industries. Students in this program receive intensive, hands-on instruction and experience utilizing state-of-the-art electronic equipment and labs. The Minor in Multimedia Arts Technology-Music is a concentrated course of study in audio engineering, digital media, electronic music, and other interdisciplinary applications of technology in the fine arts. The minor in Multimedia Arts Technology – Music is intended to serve a wide demographic of students interested in multimedia technology. It complements the Bachelor of Music performance tracks by providing a secondary emphasis on technology. Likewise, it provides an outlet for non-music majors (e.g., engineering majors) who have a strong interest in music technology, but are not traditional performers.

**Arts and Entrepreneurship Initiative.** (Status: Ongoing) Office of Academic Affairs: College of Fine Arts

Based on assessment data collected from the SNAAP Survey, CFA has been in conversation with WMU’s Haworth College of Business, the Corzo Center for the Creative Economy at the
University of the Arts, SEA (Self-Employment in the Arts), and ArtServe Michigan (a statewide organization advocating for the arts in Michigan) to develop an initiative focused on advancing entrepreneurial thinking and creative innovation. Focus groups and workshops have been facilitated by representatives from ArtServe Michigan with faculty, students, and the college leadership team to explore the issues, needs, and opportunities for integrating professional development activities and entrepreneurial support mechanisms into the college. ArtServe Michigan’s report is forthcoming with observations and recommendations for possible implementation strategies. Additionally, entrepreneurship workshops have been facilitated over the year by various CFA units, such as the School of Music’s Entrepreneurship Extravaganza, to advance this strategic initiative.

These artistic endeavors involve complex processes that synthesize creative research with traditional and/or innovative production techniques that demand rigorous application of disciplinary expertise. Quantitatively, the college produces more than 1000 events annually including faculty and student presentations, recitals, and exhibits, marching and pep band performances, and various community-based performances and exhibits. Qualitatively, these events are attended by thousands of individuals from across the Southwest Michigan region, and receive regional and national attention such as documented in the recent article in the Chronicle of Higher Education (http://chronicle.com/article/Arts-Patrons-for-the-21st/139037/).

1.2 Provide tools to foster the success of our students.

Develop a competency-based student employee professional development program. (Status: Ongoing) Division of Student Affairs

Develop a professional development in-service for student employees, specifically those working in student affairs departments. Focus professional development on the skills employers seek in new college graduates, and those which can be demonstrated and improved through campus jobs. Use the feedback and assessment results from the pilot in 2012 to improve the delivery and scope of the training.

Disability Services for Students (DSS) Peer Mentor Program was opened to all students with registered disabilities. (Status: Ongoing) Office of Diversity and Inclusion: Disability Services for Students

Mentees in the peer mentorship program are paired with upper-classmen or graduate students who also have registered disabilities and who have been academically successful at WMU. Mentors are trained by DSS staff and are required to meet weekly with their mentees to assist in developing study skills, time management, and self-advocacy skills. Mentors can also refer
As of June 2013, WMU has signed 10 reverse transfer agreements with Michigan community colleges, including:

- Glen Oaks Community College
- Grand Rapids Community College
- Jackson Community College
- Kalamazoo Valley Community College
- Kellogg Community College
- Lake Michigan College
- Lansing Community College
- Muskegon Community College
- Northwestern Michigan College
- Southwestern Michigan College

(Italicized schools indicate agreements have been signed, but students have not yet been notified). Among the eight non-italicized schools above, WMU has informed 599 students of their potential eligibility to earn an associate's degree using credits transferred from WMU. The Office of the Provost is working with the Office of Institutional Research to write a new Cognos report that will provide the frequency counts of how many students have requested WMU transcripts to be sent to community colleges in order to monitor the results/impact of these agreements. The ultimate measure of effectiveness is the number of associate degrees conferred. Further, WMU is working with the community colleges to identify a way to report the number of degrees conferred from this pool. WMU is also reporting the data to the President's Council of the State Universities in Michigan (PCSUM). A website about these reverse transfer agreements is planned within the Office of the Registrar website. Upcoming agreements include Wayne County Community College District, and plans to contact Schoolcraft College and Oakland Community College to sign agreements have been made.

During orientation, each incoming freshman and transfer student will be assigned to an advisor of record. The assignment information is then entered into BANNER and Degree Works. If at any time a student needs to know the name of their advisor, they can log into Degree Works to view the advisor's information. This gives every new student a dedicated advisor who will be able to answer their academic questions.

The PAT decided the course should continue as a 2-credit course. Members discussed reducing the number of required assignments, thus allowing instructors more latitude to deal with the remaining objectives in more depth, and to create links and consistency among and between those objectives. Instructors could introduce the
The PAT examined the seven core objectives of FYS to determine their necessity, as well as discussed all of the other “features” of the course’s design. This includes the role of the student instructors, training, repeatability, and offering spring sections. The PAT also determined that the course should be repeatable if the student earns an “E” grade in the initial attempt, since all other courses are repeatable. It is suggested that more sections of the course should be offered in the spring semester for those students who start at WMU in January and for those wanting to repeat the course.

A space within Ellsworth Hall has been dedicated as a lounge for veteran students and their family members. The space can be used for meetings, studying, and use of the military ID card system. Entering Alpha students are assigned mentors. The mentors are paid, trained, and given structure to assist the Alpha students to be successful in a collegiate setting. The program includes social activities, first-year experience seminar visits, group study hours, and spring semester education seminars.

The UNIV 1030 course is variable by topic and offered in spring 2013 with seven sections for students who were having academic difficulty. All the students enrolled were undecided and the courses were taught by academic advisors with exploratory advising. It allowed the advisors to meet weekly with the students and increase their academic skills.

The main objective is to ensure that each student will learn to become an independent, confident learner and develop good study habits and time management skills in order to achieve their personal, academic, and professional goals. STEM provides free, one-on-one tutoring for many lower-level and select upper-level courses. Additionally, the program provides academic support to undergraduate students from different racial, ethnic, and cultural backgrounds and academic disciplines, as well as with abilities through peer mentoring, counseling referrals, multicultural activities, educational seminars, career and graduate school planning, and other resources to enhance their education and college experience, as well as to enable them to achieve a post-secondary degree.
A barrier to retention and graduation for graduate students is the completion of the thesis or dissertation. The Graduate College is continuing its efforts to find funding to support this initiative that provides a three-day retreat with a writing coach to help students over the barriers of writing completion.

At the start of the semester, first-time/first-year beginners, first-time transfers, and returning sophomores with academic difficulty in critical STEM course(s) in CEAS programs were identified and invited to meet with the Associate Dean for Undergraduate Programs and Assessment or with a graduate assistant for a personalized recommendation for academic habit and strategy change. Follow-ups were conducted to determine student action on the recommendations. At the end of the semester, academic performance was determined to measure the impact of Early Intervention on student success. Based on findings from 2012-13, students who participated in Early Intervention have, on average, a larger positive GPA change in critical STEM courses than those who were invited but did not participate.

The Student Success TAC will maintain a master database of all students flagged by early alert systems throughout the year, charting a variety of data and culminating, ultimately, in whether or not students flagged by early alerts throughout the year returned for the fall 2014 semester. After reviewing the data for the study in the fall 2014 semester, the PAT expects to be in a much better position to make recommendations about further improvements and changes to campus-wide early alert systems. No barriers pending approval of the graduate assistant position.

The Student Success TAC will perform a comprehensive data gathering and analysis on the profile of admitted domestic FTIACs not enrolling in WMU as compared to admitted domestic enrolled FTIACS; develop framework, tracking, and reporting structures for direct outreach to admitted FTIACs by various campus components with the goal of increasing yield. Begin with pilot program with select academic college(s); perform holistic review of the impact of financial aid on the yield of FTIACs to WMU, which began in summer 2013; and, examine return on investment of Gold Pride Receptions in light of Scannell and Kurz’ recommendation to eliminate them and replace with on-campus admitted student receptions, with the possibility of hosting a pilot admitted student reception for 2013-14 currently being investigated (spring 2013). The data analysis will provide profile information useful in identifying future students whose profiles match or are similar to

**Office of Academic Affairs: Graduate College**

Implement an early intervention program for at-risk students. *(Status: Ongoing)* Office of Academic Affairs: College of Engineering and Applied Sciences

**Student Success TAC: Early Alert PAT**

Collected data that will provide evidence about the effectiveness of an early alert system helping with retention. *(Status: Ongoing)*

**Student Success TAC: Examination of Factors Impacting Yield of FTIACS to WMU PAT**

Gather data and perform analysis on four initiatives regarding the yield of FTIACS to WMU. *(Status: Ongoing)*
currently enrolled students. The structure will provide guidelines to various campus components on appropriate timing, messages and process to outreach to prospective students. The structure also will establish a reporting process for tracking and monitoring outreach; and the data gathered as a result will provide information about the impact of outreach by various campus components on yield. The holistic review of both merit- and need-based awarding policies in light of budget, impact on yield, retention, and other factors will provide strategic direction for future aid policies. An examination of the costs and ROI, including yield, of Gold Pride Receptions will provide data about the impact of these programs and whether or not these programs should continue.

Dr. Suzan Ayers, Professor in the Department of Human Performance and Health Education in the College of Education and Human Development, assumed leadership of the 21st Century Student Initiative (W-21) in the spring 2013 semester. This university-wide committee focuses on helping instructors and advisors better serve our millennial learners. The committee has moved into an advisory capacity for campus leadership, including regularly meeting with Provost’s Council, the Office of Faculty Development, and the Student Success TAC. The committee conducted a series of surveys during the spring 2013 semester. The resulting data are being analyzed by the Office of Faculty Development for use in framing the fall Teaching and Learning Bash, scheduled for Friday, September 13, 2013. The data will be made available to deans and directors before the start of the fall semester.

The 21st Century Student Initiative (W-21) group entered into a new phase of its work regarding millennial students and, under new leadership, has begun work to discover effective teaching techniques to respond to the learning needs of this generation of students. (Status: Ongoing) Office of Academic Affairs
UNIVERSITY STRATEGIC PLAN GOAL #2
Promote innovative learning, discovery, and service

2.1 Invigorate curricula and teaching methods to improve learning outcomes.

- Develop a program evaluation model that can be used across the University to inform decision-makers about the value (merit, worth, quality, and significance) of program efforts which are directed at improving the retention characteristics of FTIAC students. *(Status: Ongoing)* Student Success TAC: Evaluation Framework PAT

- The Joint Program Plan is a dual-enrollment program in which students are jointly admitted/enrolled in MCC and WMU. It is designed to encourage students to complete their associate’s degree and continue on to WMU for their BBA. HCoB has tasked its community college advisor and recruiter with assisting in implementing this program (as well as our program at GRCC, signed in 2011-12).

- Accelerated Degree Path program (MA in Music) combines a Bachelor of Music degree (or a Bachelor of Arts in Music) with a Master of Arts in Music. *(Status: Ongoing)* Office of Academic Affairs: Haworth College of Business

- Qualified undergraduate music students can be admitted into the accelerated degree program and take approved graduate-level coursework in history and theory. These courses count as advanced placement toward the M.A. degree and can be used to substitute for theory/history and professional music elective requirements in the B.M. In addition, undergraduates admitted to dual enrollment status with the Graduate College may take additional graduate-level courses for graduate credit only (i.e., counting toward the M.A., but not toward the B.M.). The student can apply for admission into the master’s program following completion of the bachelor’s degree, and complete the remaining graduate coursework in the fifth year.

- Developed new 4+1 program in Blindness and Low Vision studies. *(Status: Complete)* Office of Academic Affairs: College of Health and Human Services

- During the past academic year, the college completed the approval process to offer a 4+1 program allowing undergraduate IHS students to receive some credit at the graduate-level for courses taken while an advanced undergraduate.
A WMU delegation of six faculty and administrators, including representation from WMU’s Office of Faculty Development, traveled to Santo Domingo in the Dominican Republic in May 2013 to offer teacher training to faculty at a new community college, Instituto Tecnológico Comunitario (ITESCO).

This begins with OFD providing teaching tools during new graduate assistant training. The goal is develop a certificate-like program for graduate students to be able to take advantage of to develop their teaching portfolio.

The goal of the fellow positions was to develop leaders on-campus who are interested in making a significant contribution to graduate education.

on the book will take place at the unit- and department-levels. The Textiles and Apparel Studies area has developed an especially sophisticated assessment process based upon industry association competencies, and was WMU’s Assessment Excellence Award unit awardee for 2013. TLES instituted a department assessment day to analyze assessment data and recommend action steps for program improvements. Each of CECP’s national accrediting bodies requires assessment and documentation of student learning in terms of program objectives and goals. Currently, the department assessment committee is working on syllabus templates and signature assignments as part of the assessment process. The committee has begun the development of syllabus templates and signature assignments for select department courses to be used as part of the assessment of student outcomes. All ELRT NCATE programs and programs that can lead to certification from the state have assessments built into the courses; these assessments are guided directly from the expectations set by NCATE and state certification. At the end of all our master’s programs, students are required to develop a portfolio in which they self-assess in relation to standards set by their chosen profession. In addition, field experience and/or capstone supervisors are asked to assess their students in terms of the learning objectives set forth by the program.
The College of Arts and Sciences began implementation of its first-year priorities for the plan, including the development of an integrated approach to advising across the college. The enrollment plan will serve to coordinate and focus CAS efforts to achieve strategic balance with respect to enrollment.

- Develop and implement measures to better identify and assist students at-risk of not persisting.
- Created student success coordinator position to help design, build, and expand CAS student success centers.
- Completed year-long study of using advising holds for students on academic probation; all probationary students will have mandatory advising holds beginning with 2013-14 academic year.
- Designed and developed a risk assessment tool to be administered to incoming first-year students at orientation.
- Developed CAS-wide inventory of existing recruitment and retention practices from all departments.
- Redesigned orientation sessions for first-year students to focus on proactive approaches to retention and risk assessment.

Developing training programs and demonstration course content for WMU stakeholders interested in or involved with E-Learning.

CHHS has added a fully-online version of our gerontology minor and a fully-online version of the B.S. in Interdisciplinary Health Studies to its portfolio. Programs were added to increase enrollment.

2.2 Support and promote innovative discovery and development across campus.

After years of planning and fundraising, Western Michigan University broke ground for a facility that will house the University’s archives, as well as historical records for all of southwest Michigan. The Legacy Collections Center will be built with private funding that includes several significant gifts. When finished, it will house more than 28,000 cubic feet of what is now known as the WMU Archives and Regional History.
Collections as well as overflow books and serials from University Libraries. The collections include historical University, regional and local governmental records; manuscript collections; oral histories; census records; a research collection of books, magazines and newspapers; and, several large photographic collections. The Legacy Collections Center also will house the complete archives of the Kalamazoo Gazette.

Completed installation of new classroom technology, including Sangren Hall, as well as planned a summer classroom technology refresh. In addition, strategic measures and indicators will be developed and documented in collaboration with OIT unit directors and CTO during fiscal year 2014.

Ambassadors have assisted in recruiting at DECA and BPA conferences, on-campus open-houses and scholarship events, and off-campus receptions. The most important part of the ambassadors’ job is to lead personalized campus experiences for prospective students. These visits include meeting with the dean or associate dean, the director of advising, staff in the Communication Center and Career Center, a tour of the building and campus, lunch in one of WMU’s cafeterias, and sitting-in on a class in their major or area of interest. It combines the best of students, faculty, and administrative staff in helping to recruit future students.

Unit leadership participated in “visioning” activities related to the use of iPads or other tablet devices in College of Education and Human Development programs. Results of these activities include the establishment of a plan for faculty development, training opportunities for faculty and staff, and greater integration of current technologies into teacher education courses. Training for faculty and staff will occur in fall 2013. A college-wide committee set priorities for the technology initiative to focus on teacher preparation programs. The college-wide ad hoc technology committee provided a report that was shared with faculty and administrators. CoEHD has funded the $455,000 Teaching with Technology Project, which includes hiring a full-time instructional technology coach for two years and purchasing technology for students.

Utilize diverse staff with expertise in instructional design, multimedia development and course development to create an instructional design process that is incorporated into institutional policies and adheres to federal and accreditation requirements.
Begin to develop web-based professional development material so students can access 24/7 and from remote locations. A popular resource that the Graduate College provides is statistical consulting. Workshops are regularly offered on the use of SPSS and SAS in addition to one-on-one consulting. To be able to accommodate more students in the workshops, these are being converted into an online offering in ELearning.

The Graduate College has also increased visibility of its programs and students through social media outlets such as Facebook and a graduate student blog.

Enhancing service-learning to foster student citizenship and learning as well as to benefit the greater community. The centers, one in Kalamazoo and one in Grand Rapids, provide practical training opportunities for graduate students by offering affordable mental health services to residents of southwestern Michigan. All master’s and doctoral degree students affiliated with the department provide professional counseling and psychological services at the centers. Graduate student counselors are supervised by faculty members and provide counseling services to students and the greater community. These clinics are an ongoing vital training ingredient of our counseling programs that provide services to the greater community. Within the last year, both clinics have been updated with the most advanced training technology.

Several initiatives in-process include Camtasia Relay implementation (lecture capture software) and Suicide Prevention learning modules as well as ongoing support of ELearning (consultations and workshops). Strategic measures and indicators will be developed and documented in collaboration with OIT unit directors and CTO during fiscal year 2013-14.

The Graduate College has begun to embrace emerging technology by moving to put its forms and professional development material and applications for awards, etc. online.

(Status: Ongoing) Office of Academic Affairs: Graduate College

The Department of Counselor Education and Counseling Psychology operates two training clinics, the Center for Counseling and Psychological Services in Kalamazoo (CCPS-KZOO) and the Center for Counseling and Psychological Services in Grand Rapids (CCPS-GR). (Status: Ongoing) Office of Academic Affairs: College of Education and Human Development

OIT, in collaboration with University constituents, will provide strategic direction and/or incorporate effective teaching and learning technologies.

(Status: Ongoing) Office of Academic Affairs: Office of Information Technology
2.3 Support and promote engagement and service to the University, community, and professional disciplines.

WMU’s Office of the Vice President for Legal Affairs and General Counsel assists in the development of agreements of all types relative to innovative discovery and development initiatives across campus, as well engagement and service to the University, community, and professional disciplines.

Provide legal advice and assistance to the president, Board of Trustees, and all University offices and units to help them achieve their missions, this goal, and these strategies. (Status: Ongoing) Office of Legal Affairs and General Counsel

Establish a platform to more easily connect and communicate with alumni and donors. (Status: Ongoing) Office of Development and Alumni Relations

With the combination of the offices of development and alumni relations, it was determined that there was a need to more easily connect and communicate with alumni and donors. After researching solutions, the Office of Development and Alumni Relations selected iModules software as the new platform. This software enables alumni and donors to keep connected to WMU by accessing mywmu.com. The site is populated with stories, daily. In addition to the stories, the software is the tool used to register for all types of engagement and donor events. Online donations are also made through this site. Landing pages for funding initiatives are launched quickly.

Establish and promote a Scholarship Initiative for fundraising activities. (Status: Ongoing) Office of Development and Alumni Relations
to staff the initiative, which has now been turned over to a full-time engagement manager as an area of emphasis.

Experiential learning definition for University-wide understanding and measurement. (Status: Ongoing) Community Outreach and Engaged Scholarship TAC: Experiential Learning PAT

This initiative relates to fundraising for scholarships to assist current students with college tuition and expenses. The Office of Development and Alumni Relations developed a white paper and other materials to promote scholarship fundraising. Two interns were hired

Community-Focused Programs and Partnerships. (Status: Ongoing) Office of Academic Affairs: College of Fine Arts

Creation of institutional definitions for experiential learning to support course identification and student achievements.

The College of Fine Arts takes a leadership role in advancing student learning through community-focused programs and partnerships. A representative list of these activities includes the music therapy program which provides
community services on-campus and through its affiliation with over 30 medical, educational, and health-related agencies in the greater Kalamazoo area; the Saturday Morning Art (SMArt) program and the Saturday Morning Music Lab which engage hundreds of local children in creative expression annually; community outreach performance events by the Western Dance Project, the Orchesis Dance Society, the Music Theatre Program, Gold Company and various other ensembles across the college; active participation in Art Hop and Art Prize, and, the Frostic School of Arts’ Design Center which serves community partners and organizations such as the Alzheimer’s Association, the Association for Behavior Analysis, the Kalamazoo Disability Network, and numerous University clients with communication-design packages.

This conference was hosted by the CHHS Committee on Diversity and Inclusion. It brought together individuals from throughout the region to learn about challenges and solutions to health disparities and inequities.

Hosted a community-university conference to learn about issues of health equity in our community. (Status: Completed) Office of Academic Affairs: College of Health and Human Services

Offered training to CHHS faculty, and opened to faculty across MI in NIH grantsmanship. (Status: Completed) Office of Academic Affairs: College of Health and Human Services

Established an open-access repository for WMU research, scholarly and creative output called “Scholarworks”. (Status: Completed) Office of Academic Affairs: University Libraries

Sponsored an all-day workshop for faculty from throughout southwest Michigan in NIH research grantsmanship. Ninety faculty members attended. CHHS anticipates that this event will lead to inter-institutional collaborative research efforts.

A permanent digital archive of WMU student, faculty and staff work. To-date, programs of International Congress on Medieval Studies, Prism, Inquiry (OVPR), The Hilltop Review, Reading Horizons, and honors theses are included as well as reprints of published articles, research findings shared with possible collaborators, and lenses into academic output of WMU personnel.
UNIVERSITY STRATEGIC PLAN GOAL #3
Advance WMU as a major research university

3.1 Refine WMU’s portfolio of mission-appropriate programs.

WMU, Borgess Health, and Bronson Healthcare progressed in their commitment to collaboratively develop a private school of medicine (WMed) that advances excellence in medical education, clinical care, research, and service. (Status: Ongoing) Office of the President

President Dunn is one of several key individuals from WMU and the community who have propelled the medical school forward. His leadership as chair of the WMed Board continues to keep the momentum alive and ensures that milestones are met on timeline so that WMed admits its first class of students in August 2014. Significant accomplishments include:

- In December 2011, WMed was authorized by the State of Michigan as a non-public university and degree-granting institution, achieved preliminary accreditation from the LCME in October 2012, and is seeking separate status with the HLC.
- WMed has Services and Resources Agreements in place with WMU.
- The medical school plan is under the direction of the WMed Board and WMU supports the successful execution of the plan.
- WMU is committed to capitalizing on opportunities to partner with WMed on programs that will enhance the reputations of both institutions.

WMU affiliation with Thomas M. Cooley Law School (Status: Ongoing) Office of the President

Western Michigan University is exploring the possibility of a formal affiliation with Cooley, a private nonprofit law school. Cooley would become the Western Michigan University Thomas M. Cooley Law School. Such an alliance would provide WMU the benefits of an established and respected school of law—one of the hallmarks of a world-class university—without changing the University’s financial picture. Cooley would remain an independent, nonprofit 501(C)(3) entity with separate governance and fiduciary responsibilities.

Establish a Ph.D. program in Engineering and Applied Sciences. (Status: Ongoing) Office of Academic Affairs: College Engineering and Applied Sciences

The Ph.D. in Engineering and Applied Sciences (EAS) is designed to provide a flexible vehicle to tackle new and emerging areas of research that cut across multiple disciplines or are of interest to and within the expertise of the CEAS faculty. This program, however, is not intended to replace any of the existing Ph.D. programs. The program requires the selection of a Ph.D. champion before admission is granted. The role of the champion is to oversee the process from admission to graduation to ensure compliance with all program requirements. This early intervention will serve to strengthen the student’s program and reduce the time to graduation. The champion will provide guidance to the student throughout the program and will serve as...
the chair of the dissertation committee. This initiative allows students who have special research interests that cut across disciplines and are not served by current Ph.D. programs. It also provides faculty in departments that have no Ph.D. programs the ability to conduct research with Ph.D. students.

A medical engineering master’s program and certificates are currently being developed. Research teams are also meeting to explore research opportunities. A group of faculty who are engaged in medical engineering teaching and research has been formed to explore collaboration initiatives and to create graduate medical engineering programs/certificates.

The new graduate program in Health Information Management, a cooperative program with the medical school, is in its final planning stages. Planning for the M.S. in Public Health continues, but will require additional time.

Courses have been developed to support a new focus area for the HCoB MBA in aviation business. The GSC has not yet approved the new focus area since the College of Aviation is unable to commit to offering the courses regardless of size over a three-year period.

The School of Music began pursuing a Performance Certificate Program in Music two years ago. The primary interest in such a program was to attract a few very exceptional students that would have an impact on the many others students around them. Prospective students applying for this program are primarily interested in being able to focus on the musical and technical skills of their chosen instrument; the program design is focused on applied music lessons and participation in large and small ensembles. This is a post-graduate program for those students who have already completed an undergraduate degree. Impacts from the program include elevating the general level of the music population as well as enhancing the performance level of the school’s ensembles. The program will be of particular interest to international students looking for a one-year study abroad opportunity.

The TLES and ELRT departments have developed a new Teacher Leader concentration that leads to a Teacher Leadership endorsement from the state. The concentration will be approved by WMU and the Michigan Department of Education by fall 2014. The Child Create
d a medical engineering research and education program. (Status: Ongoing) Office of Academic Affairs: College Engineering and Applied Sciences

Added certificate program in Health Information Management. (Status: Ongoing) Office of Academic Affairs: College of Health and Human Services

Develop a graduate degree program in the College of Aviation. (Status: Ongoing) Office of Academic Affairs: College of Aviation

Development of a Performance Certificate Program in Music. (Status: Ongoing) Office of Academic Affairs: College of Fine Arts

Pioneer new configurations of graduate certificate and degree programs. (Status: Ongoing) Office of Academic Affairs: College of Education and Human Development
and Family Development program, in the FCS department, has been at the forefront of making undergraduate programs available online. The CTE graduate and post-baccalaureate programs are now available fully-online.

3.2 Increase WMU research and creative activity that impacts the state, nation, and world through partnerships with communities, industries, governments, institutions, and foundations.

This has included engaging Hanover Research to conduct research to improve and benchmark operations, identify funding opportunities, and assist in proposal preparation. WMU is linking with other research universities in Michigan to form the first in the nation business-friendly web portal providing information based upon Elsevier Experts systems to promote entrepreneurial activity in the state. The Elsevier System will also help promote collaboration and seek funding sources. We are partnered with Wayne State and others in the national federal program of AHEC for Area Health. Cross-disciplinary efforts are being facilitated in conjunction with external collaborators to seek major funding.

In fall 2012, Lee Honors College initiated a new “Thesis Celebration.” All honors students were encouraged to present and defend their thesis research and creative activities during a two- to three-day symposium at the end of the fall and spring semesters. Student presentations are open to the public with titles of presentations, honors thesis mentor and student names, and major published in advance of the celebration. Students, staff, faculty and members of the public are highly encouraged to attend the thesis presentations. Thesis presentations are judged by current WMU staff and faculty, as well as alumni, and based on these evaluations students are selected to receive Best Thesis prizes. Prize winners are recognized at the graduation ceremony each semester, and receive a certificate and small honorarium. In addition to the thesis celebration, efforts have been initiated to have LHC students present their thesis research and creative activities at area middle and high schools. This was piloted in fall 2012, with four LHC students in STEM presenting their research to all KAMSC students. The intention is to increase the number of thesis presentations given to local middle and high school students.

The plan includes an introduction, vision, mission, values, six goals, and 26 related objectives. The OVPR mission that existed previously was refined and affirmed, while all other parts were new including the vision,
values, goals, and objectives. The plan itself is completed, but implementation of the plan is ongoing for the 2012 through 2015 period.

Fundraising to be an All-Steinway program began six years ago and the first pianos acquired through the campaign arrived in 2007. Funding came from a variety of donors, but two local foundations—the Dorothy U. Dalton Foundation and the Irving S. Gilmore Foundation—were among early significant donors and provided impetus for the fundraising campaign.

WMU joins just over 150 top international music schools to have earned the All Steinway designation. (Status: Completed) Office of Academic Affairs: College of Fine Arts

The Laboratory for Brain Research and Interdisciplinary Neurosciences (BRAIN Lab). (Status: Ongoing) Office of Academic Affairs: College of Fine Arts, and College of Health and Human Services
diagnosed with neurologic disorders. The BRAIN Lab currently utilizes functional magnetic resonance imaging (fMRI) in conjunction with clinical instrumental improvisation to identify the neural mechanisms and behavioral outcomes involved with a pediatric trauma population to provide for more accurate conceptualization of potential therapeutic processes and ultimately more effective delivery of services. The lab’s membership is comprised of faculty from the colleges of Arts and Sciences, Fine Arts, and Health and Human Services, representing the departments and schools of Psychology, Music, and Occupational Therapy, as well as a neurologist, currently in private practice. Affiliate members represent the colleges of Education and Human Development, Health and Human Services, and represent the departments and schools of Human Performance and Health Education (Exercise Physiology program) and Social Work. External partners at McGill and Johns Hopkins universities are also currently engaged in foundational collaborative work with the lab.

Completed successful Phase I and Phase II SBIR projects (NSF). A start-up company was formed. (Status: Completed) Office of Academic Affairs: College of Engineering and Applied Sciences

This conference was developed by faculty involved in the Center for Health Information Technology, and was a cooperative endeavor with the College of Business and other campus units. A new center on health and geographic spatial mapping (HDreAM) is also being developed.

Previously funded research (e.g., NSF, DOD, etc.) led to the award of an NSF I-Corps grant and the formation of a University spin-off start-up company. CEAS faculty (John Patten) engaged in the second NSF I-Corps cohort at Stanford University (spring-summer 2012), and participated (by invitation) at NSF Headquarters
NSF I-Corps Events (for all federal agencies that sponsor R&D). CEAS gained national reputation in this new and premier program. The college was also able to hire two alumni to work on the project.

**Financially-support 10 new doctoral associateships.** *(Status: Ongoing) Office of Academic Affairs: Graduate College*

With assistance from the Office of the Provost and Vice President for Academic Affairs, the Graduate College advertised to departments the opportunity to apply for one of 10 new doctoral associateships to help in recruiting top new graduate students that met the goals of both the University and academic affairs strategic plans. Thirty-two nominations were put forward for 10 slots.

**Deferred tuition payment plan for individuals who work for companies that pay tuition as a company benefit.** *(Status: Completed) Office of Academic Affairs: Graduate College*

Working with the Office of Business and Finance, the Graduate College put into place, beginning Summer II 2013, a deferred tuition payment plan option for individuals who are employed with area employers who provide a tuition benefit. Usually these employers only reimburse after the class is completed. This allows these individuals to pay their bill after the reimbursement. Competing area institutions such as GVSU and Davenport already offer this benefit.

**Exploration of visual art created by persons with autism to assess the potential relationship between art and verbal communication.** *(Status: Ongoing) Office of Academic Affairs: College of Fine Arts*

In support of the Academic Affairs Strategic Plan, the CFA leadership team is currently exploring research areas that converge existing CFA resources and programs with WMU’s primary Discovery Focus Areas. With the BRAIN Lab, Music Therapy program and faculty interest, and research into Arts and Autism (Bill David [Art]: Exploration of visual art created by persons with autism to assess the potential relationship between art and verbal communication), CFA is strategizing the development of an interdisciplinary research cluster that focuses on the intersection of the arts with autism, brain function, and neuroscience.

**Expand on-campus, inter-cultural, interactive research and creative activity through connection with WMU’s Exchange Visitor Program designated by the U.S. Department of State.** *(Status: Complete) Office of Academic Affairs: Diether H. Haenicke Institute for Global Education*

Expand on-campus, inter-cultural, interactive research and creative activity by hosting 94 international scholars for teaching and research (2011-2012 fiscal year) in connection with WMU’s Exchange Visitor Program designated by the U.S. Department of State. Applications are processed by Immigration Services in collaboration with hosting department.
CFA established a Grant Writing Group (GWG) to actively submit grants for external-funding in fall 2012. Working closely with OVPR, the GWG is an active ongoing collaborative whose members bring ideas and projects they wish to realize to the table; research potential funding sources to share within the group; explore creative approaches to aligning funding to projects; write, critique, and share ideas for improving the grants created by their colleagues; and participate in training.

A significant move to a new site entails a second cataloguing and sheltering of items to store in the 31-foot high-bay mobile storage. Bottom-line: to safeguard unique resources for scholars at WMU and community members.

Approximately 500 square feet of space has been allocated for a collaborative research area. A large format printer and used computers are available.

In 2010, the CECP department in the College of Education and Human Development, in collaboration with the Department of Blindness and Low Vision Studies (BLS) of the College of Health and Human Services (CHHS), was awarded a five-year, $748,843 Rehabilitation Long-Term Training—Vocational Rehabilitation Counseling grant from the U.S. Department of Education, Rehabilitation Services Administration to support students seeking the rehabilitation counseling degree options at WMU. HPHE received a federally-funded grant for special physical education, support of student travel to professional conferences. ELRT has a number of grants and contracts that generate funds. It recently created a commitment to setting aside funds to support students’ professional development. Many of the CoEHD DA positions are allocated to minority and international students. FCS received some external-funding in textiles and CTE areas that help student assistance. It has several endowments that annually award student scholarships.

Planned: Enhance funds available for student travel to conferences from EUP revenue share

Counseling grant from the U.S. Department of Education, Rehabilitation Services Administration to support students seeking the rehabilitation counseling degree options at WMU.

Established a research center facility for CoA that fosters collaboration. (Status: Ongoing) Office of Academic Affairs: College of Aviation

Sought funds in this NEH cycle to preserve unique items sheltered by Archives and Regional History Collections. (Status: Completed) Office of Academic Affairs: University Libraries

Development of the Grant Writing Group (GWG) to advance CFA’s pursuit of external-funding to support the faculty’s creative and scholarly endeavors, teaching and learning activities including international and service learning, professional development, collaborative and interdisciplinary activities. (Status: Ongoing) Office of Academic Affairs: College of Fine Arts
funds, and generate external funding through the National Center for Grandparents Raising Grandchildren.

**Cultural competence training for graduate assistants. (Status: Ongoing)**

*Office of Academic Affairs: Graduate College*

Beginning this fall, a session on cultural competence will be incorporated into new graduate assistant training.
4.1 Enhance diversity and promote a campus climate of inclusion.

The Office of Diversity and Inclusion hired a consultant to conduct the first comprehensive campus climate survey at WMU, which was designed to discover the perceptions and experiences of the WMU community regarding diversity and inclusion. The external consultant performed the research to yield essential information on the climate for diversity and inclusion. This research will help WMU learn about strengths, as well as challenges, and supply necessary information about focal issues where the University can make improvements.

WMUK will have, by June 30, produced 200 Arts and More stories that reflect the diversity of southwest Michigan and arts and culture on-campus. During the past year, WMUK produced stories that reflect diversity, and campus and community arts and cultural activity included Kiran Vangipuram’s Carnatic concert with award-winning Indian flautist Prapancham Sitaram at Kalamazoo College; Poet Jaswinder Bolina at WMU’s Gwen Frostic Reading Series; Kalamazoo’s annual Jewish Film Festival; James Sanford review of the French film *Amour* at WMU’s Little Theatre; intern Ted Yoakum reported on the “Little Library” movement’s rising popularity in southwest Michigan; intern Patrick Littleton reported on a game played by WMU students called “Zombies versus Humans;” the documentary film *How to Survive a Plague* about AIDS/HIV activism screened at Kalamazoo College; and Kalamazoo Art Hop artist Dupri Mangeldoft.

Provide support services at WMU for special and non-traditional student populations. (Status: Complete) Office of Academic Affairs: College of Education and Human Development

TLES revised a graduate course on the American educational system to be used as an introductory-level course for international graduate students in the College of Education and Human Development. International students will have a better foundation and preparation for upper-level graduate courses. The course will be offered in fall 2013.

The Department of Counselor Education and Counseling Psychology is committed to valuing racial and ethnic as well as cultural and individual differences in faculty recruitment and in the selection, retention, and evaluation of students, and in training conducted. The
department works closely with the director of graduate student recruitment and retention in the Graduate College, who actively recruits racial and ethnic minority students through national conferences and academic institutions. As a result of this partnership, the director specifically brings potential graduate students to the CECP department from Historically Black Colleges/Universities (HBCU’s), and CECP actively recruits them to their graduate programs. Because of the reputation of CECP graduate programs and their focus on diversity, a multi-level admissions process, in which the complete set of applicant materials are considered including GPA, letters of recommendation, professional experience, professional goals and interests, and experience and interest in diversity, CECP has been successful in recruiting a diverse group of graduate students. For the most recent faculty opening, CECP successfully recruited one of the nation’s top female African American scholars in the field of counseling psychology. This new faculty member will begin her appointment in the fall of 2013. Throughout the recruiting for faculty and students, ELRT uses diversity and diverse perspectives as valued criteria in their assessment of applicants. ELRT advertises in publications and on listservs that target underrepresented groups and diverse clientele. The HESA Leadership concentration curriculum has diversity as a focal point. Cultural and ethnic diversity are emphases especially in the child and family development, dietetics, family studies, and textiles areas. FCS offers each semester multiple sections of FCS 3150 Global Ecology of the Family, a popular general education course in Area IV Other Cultures and Civilizations. FCS also contributes two courses that are options in the Race and Ethnic Relations Minor that is offered by the Lewis Walker Institute for the Study of Race and Ethnic Relations.

Lee Honors College is striving to increase the ethnic and cultural diversity of the LHC study population, with a particular focus on increasing populations of African-American, Hispanic, and Native American students, as well as international students. A graduate assistant was hired to focus on this effort (PJ Majors, pursuing a master’s degree in the HESA program). Associate Dean, Carla Koretsky, and PJ Majors have completed several recruiting visits to high-diversity schools in the Detroit area, and have partnered with MI GEAR UP and the WMU LSAMP program to encourage traditionally-underrepresented groups to consider joining the LHC. Koretsky hosted a meeting with KPS to discuss potential partnerships with the LHC aimed at increasing the diversity of incoming LHC students. She has also submitted a proposal for an NIH Planning Grant, which would be used to build collaborations so that WMU can be competitive for funds associated with the new NIH BUILD Scholar program. Koretsky also implemented a new application process to encourage talented students, especially those from low-performing school districts, to join the LHC as freshman. LHC is pleased with the tremendous ethnic and cultural diversity of the Medallion Scholar freshman class for 2013-2014 and hopes to see an increase in the diversity of the LHC population as a whole.

Increase the ethnic and cultural diversity of the entire Lee Honors College student population, including the Medallion Scholars.

(Status: Ongoing) Office of Academic Affairs: Lee Honors College

Revise the graduate admissions processes to reflect best practices.

(Status: Completed) Student Success TAC: Graduate Admissions Process Review PAT

The PAT determined the following timeline for implementing changes to the admissions process.

- 2013-14: Contract with Hobsons for “Apply Yourself” - $60,000 per year; hire a systems administrator to oversee implementation
and administration of the new system.
- 2014-15: Bring on-board the Connect CRM- $55,042.
- 2015-16: Add the Optional Application Review software, if necessary ($17,500 maximum price), and to pay for the system, raise the application fee by $10.00, which would still be a lower fee than WMU’s peer institutions. At 7,000 applications per year, the fee would generate $70,000. Associate Vice President Dean Honsberger has agreed to return the fee to the Graduate College to pay for the software and to cover the cost of the added personnel. A second recommendation is to cost share this with the colleges annually for use of the new system. For example, CAS- $20,000 + CoEHD- $15,000 + CHHS- $15,000 + CEAS- $15,000 + HCoB- $15,000 + CAF- $7,500 would yield an additional $87,500.

The Workforce Recruitment Program (WRP) is a recruitment and referral program that connects federal sector employers nationwide with highly-motivated college students and recent graduates with disabilities who are eager to prove their abilities in the workplace through summer or permanent jobs. The U.S. Department of Labor’s Office of Disability Employment Policy (ODEP) and the U.S. Department of Defense’s Office of Diversity Management and Equal Opportunity (ODMEO) manage the program, which continues to be successful with the participation of many other federal agencies and sub-agencies.

A recommendation is to design and implement a curriculum and student learning outcomes to increase the intercultural competence (knowledge, skills and attitudes) of new resident assistants. Design assessment measures to evaluate student learning and program effectiveness. In 2012-13, the following was accomplished:

1. Curriculum, assessment measures, and student learning outcomes were developed for the pilot RA cohort.
2. All new RAs completed the Intercultural Development Inventory (IDI) and the AAC&U Intercultural Competence Rubric (pre- and post-).
3. Five DOSA staff members received IDI training/qualification.
4. Results of the curriculum and assessment measures were analyzed and evaluated.
5. The Intercultural Competence Strategy Team determined implementation plans for 2013-14 as well as began development of a similar training program for DOSA staff.

Each semester, Disability Services for Students (DSS) sponsors a film series that highlights the challenges of a specific disability. A panel of students who have that particular disability conduct a question and answer session to discuss their experiences navigating WMU, as well as their lives, in general. The videos are made available to faculty, departments, and organizations for further discussion.

Disability Services for Students (DSS)
Workforce Recruitment Program.
(Status: Ongoing) Office of Diversity and Inclusion: Disability Services for Students

Develop an intercultural competency curriculum for resident assistants and evaluate student learning for that curriculum. (Status: Ongoing) Division of Student Affairs

Disability Services for Students sponsored the “What Do You Know” film series to promote awareness of disabilities. (Status: Completed) Office of Diversity and Inclusion: Disability Services for Students
CASE Diversity committee has supported numerous initiatives; for example, support for diversity speakers, a diversity-themed student essay contest, a campus-wide LGBT reception, and more. Establishment of a diversity committee to increase student diversity in the College of Aviation has long-term efforts working with urban youth in middle school taking place.

The team includes representation from offices of International Admissions, Study Abroad, CELCIS, Communications, and Budgets. It focuses its efforts on maximizing recruitment efforts between all Haenicke Institute functional units.

The Ready-to-Work series was developed by the Office of LBGT Student Services in coordination with the Writing Center and Career and Student Employment Services. This series focused on educating students on the barriers facing LBGT people in the workplace, and offered several workshops to address these barriers and provide opportunities for success. The culminating event of the series included the first LBGTA Diversity Career Fair featuring local businesses who value and champion a diverse workforce.

The Writing Center was able to identify and hire a consultant who has extensive education and experience with students for whom English is not their primary language.

4.2 Enhance the health and wellness of the community.

WMU’s Department of Human Resources is leading a campus-wide wellness initiative to develop and implement a program to improve and maintain employee health and manage healthcare costs. The department is sponsoring healthcare and other benefit programs to increase awareness, and also maximize employee health and wellness. This programming is being conducted in compliance with healthcare reform and other applicable laws.
The bystander intervention program trains and encourages WMU community members to be Western H.E.R.O.E.S. Western H.E.R.O.E.S. have the knowledge, awareness, and confidence to step in safely when they see potentially harmful behavior. The program aims to counteract the Bystander Effect, which holds that the greater the number of people present during an emergency, the less likely it is that any of them will actually intervene. The Western H.E.R.O.E.S. program calls us all to:

- Notice what is **Happening**
- **Evaluate** the situation to see if there is a problem
- Take **Responsibility** to be the one to do something
- Obtain the **Education** necessary to know how to intervene safely
- **Step** up and make a difference

Drug and alcohol information, facts, safety tips, and crime prevention are offered as presentations during First-year Experience Seminar sections, giving students tools to successfully transition from high school to college life at WMU. DPS will continue to expand presentations into the residence halls and Greek Life as opportunities allow. Additionally, presentations to staff and faculty regarding emergency preparedness and campus violence (e.g., active shooter on-campus) have increased in 2012-13 and will continue during the 2013-14 academic year.

A functional disaster exercise with full-scale components was held on November 30, 2012. The exercise included at least one full-scale component for each EOC team and the Critical Incident Policy Group. By design, the exercise had a 'shift change' so that alternate members participated in determining actions needed to mitigate the emergency. Based on the debriefing and participant evaluations, the exercise tested a variety of team objectives and was successful in identifying strengths as well as areas for improvement.

OUCH training helps all WMU employees understand in a unique and powerful way, the impact of stereotypical comments. Employees explore why people don’t speak up against stereotypes and other biased behaviors, and learn six techniques for speaking up without blame or guilt.
Promotes equity: students with temporary mobility issues can be transported safely to/from class, which otherwise might not have been possible. Promotes quality of life: students with temporary mobility issues can participate in campus activities otherwise restricted due to transportation concerns. Promotes maturity: students with temporary mobility issues are exposed to various behaviors, ethics, diversity, and inclusion when faced with navigating WMU’s large, hilly campus on crutches.

After research and extensive analysis, an RFP was prepared for a new emergency notification system that would include text messaging. Following a discussion of the RFP committee, the vendor decision was unanimous. Presentations were made to the Senior Leadership Team, the student information integration group, and the electronic change control committee for their support. The product was purchased.

4.3 Foster the University’s reputation.

The Office of University Relations revived its WMU Magazine, which was always intended to be a quarterly publication, but had not been regularly published for nearly a decade. WMU now has a regularly published magazine that appears quarterly. Four issues were published during the 2012-13 year, and that schedule will continue. The University now has a showcase to inform multiple audiences about the quality of the institution. It features general University news, stories on cutting-edge research, profiles of successful alumni, and features about faculty and student success. The publication is distributed four times each year to 65,000 people, including alumni, legislators, members of the media, funding agencies and foundations, donors, members of the WMU and Kalamazoo communities, and other higher education institutions. The goal was met by allocating resources to hire an additional staff member with primary responsibility for planning, writing and editing. Funding also was provided for printing and mailing. The new staff member is assisted by four other staff members who help on an as-needed basis.

The program consists of a series of mailings to the presidents and provosts of other top national universities as a way to both inform them and boost WMU’s reputation within the larger academic community. The goal for the year was to at least double the number of annual mailings placed in the hands of the people who help decide some important and national rankings. In 2012-13, eight such mailings were completed—

Purchased a John Deere four-passenger enclosed vehicle to provide temporary, on-campus transportation to qualified students with mobility issues. (Status: Completed) Office of Diversity and Inclusion: Disability Services for Students

Research, analyze, and recommend a new emergency notification system that includes text messaging. (Status: Completed) Office of Business and Finance: Department of Public Safety

Revive a quarterly all-University magazine. (Status: Completed) Office of University Relations

Enhance University academic mailing program. (Status: Ongoing) Office of University Relations
up fourfold from the previous year. The goal is to continue that pattern, using both materials developed for other purposes and some produced exclusively for this mailing program.

Presidents, chancellors and provosts around the nation are now seeing more WMU publications that include the WMU Magazine and brochures on such topics as the Biosciences Research and Commercialization Center (BRCC), new Sangren Hall, and the President’s Annual Report as well as reprints of major national news coverage such as Chronicle of Higher Education articles about WMU.

The University has developed a strong brand recognition centered on the “W,” and has developed a marketing effort directed at raising the overall profile of the University and increasing enrollment using a variety of media. The Office of University Relations publishes a University magazine quarterly and has a program of academic mailings. The goal is to educate the community about the brand and provide tools campus-wide to promote a consistent image.

To enhance the University’s reputation through a cohesive brand strategy in a new program called “Behind the W” as an internal brand building effort with faculty and employees. (Status: Ongoing) Office of Government Affairs and University Relations

Partner with WMU development to educate gift officers and potential donors on CASP programs. (Status: Ongoing) Office of Academic Affairs: Center for Academic Success Programs

The Center for Academic Success Programs has many unique efforts and populations being served. The development office can use what CASP is doing to connect alumni and potential donors back to WMU. The donations could be used to increase and enhance several noteworthy CASP efforts.
5.1 Advance economic sustainability.

The University was able to balance the board budget and minimize any negative impact on programs, quality and student services by strategically implementing the following plan:
- 3.91% increase to tuition and fees
- 1% increase in the fringe benefit rate due to retirement cost increases
- 2% compensation increases to most employee groups.
- $4.2 million in selective budget reductions based on preserving our strategic plan effectiveness. WMU has made cuts and implemented cost-avoidance measures totaling more than $65 million over the past decade.

Beginning with the spring 2013 semester, the Western Michigan University College of Engineering and Applied Sciences; along with the College of Fine Arts, and Haworth College of Business, adopted a differential tuition model that will boost the cost of tuition, reduce the amount of fees assessed, and preserve and enhance the quality of the student experience. 75 percent of the funds are used to enhance academic programming and 25 percent are dedicated to increased financial aid. The additional funds help the colleges provide high-quality faculty and specialized support staff, dedicated laboratory space, equipment, software licenses and extensive consumables that are necessary to educate career-ready professionals in all fields in the respective colleges.

The 4A Student Affairs Strategy Team accomplished the following in the 2012-13 fiscal year: creation of a program manager position; development of project teams; and refining plans for the Western View Community Center, including managing the project through its designated phases. The Western View Apartments II and Community Center will be ready to open on-time and under budget in fall 2013.

Expansion of differential tuition. (Status: Complete) Office of Academic Affairs

Create an award-winning student center known for its student energy, vibrancy, responsiveness, and aesthetic appeal. Assess and measure campus needs and desired outcomes regarding a new student center. (Status: Ongoing) Division of Student Affairs

Higher education consultant firm, Brailsford and Dunlavey, provided a proposal to assess and analyze the condition of the Bernhard Center. The proposal also includes conducting four student focus groups to gain deeper understanding of students’ needs and desires in a new or renovated facility. The 4A Student Affairs
Strategy Team also gathered data that will help determine specific direction regarding renovating the existing Bernard Center, build new (including conducting benchmarking tours to other student centers), and gathered feedback from the campus community that will assist the team in developing design, program, and services in a new student center. Discussions were held with the president regarding timeline and priority of a new student center.

A committee was created to review and analyze all of the items in the Maintenance Stores inventory. Teams also were created to further drill down into the inventory items by category (electrical, mechanical, etc.). Items identified as obsolete were then removed from the inventory and disposed of in an environmentally-acceptable method. Over $100,000 of obsolete items were removed and deleted from the inventory account.

Utilize “Lean Concept” methodology to increase efficiencies and effectiveness of Maintenance Stores operation.  (Status: ongoing) Office of Business and Finance: Logistical Services

Added workflow for the tuition appeal process.  (Status: completed) Office of Business and Finance

Implemented new procurement card program.  (Status: completed) Office of Business and Finance

Enhanced email communication for accounts receivable billing.  (Status: completed) Office of Business and Finance

OIT will participate in divisional project planning and development while tracking budget and providing follow-up to achieve project deliverables, in addition through leveraging of bulk system purchases with the annual Distributed Computing Plan.  (Status: Ongoing) Office of Academic Affairs: Office of Information Technology

Implemented Banner Workflow for tuition appeals.  The process is now automated to notify each department of their task, lessening staff time for other departments, and providing students with an automated email response.

After an RFP and selection of a vendor, the University implemented a new procurement card program during 2013, which includes improved rebate and better tools to administer the program.

The office reviewed the current, automated communication system for notification of student billing and added a notification to be sent to students when tuition adjusts based on changing in level from lower to upper, improved customer service, and reduced phone calls.

Formation of a project management office, which is leading the research and selection of an ITSM system. Successful allocations of DCP funds and bulk purchasing cost-savings are in the process.
5.2 Advance environmental sustainability.

Based on student feedback, University and division-wide goals, and review of peer institution investments in student dining options, open new Goldsworth Valley Dining facility (targeted opening date of fall 2014). Facility will have approximately 1,000 seats; LEED Silver target facility, positively impacting student life in the Valleys. *(Status: Ongoing) Division of Student Affairs*

Completed year-long readiness assessment of sustainability criteria outlined in the AASHE guidelines. *(Status: Completed) Sustainability Tracking, Assessment, and Rating System (STARS) TAC*

Increase efficiencies and decrease use of paper. *(Status: Ongoing) Office of Business and Finance: Auxiliary Enterprises*

The self-study indicated that WMU was poised to earn a Silver rating and, with noted action planning recommendations, will seek a Gold rating in December 2014. The self-study took a holistic and comprehensive view of sustainability that will inform the campus on how best to meet WMU’s commitment to becoming a climate-neutral campus, and a model of sustainability in all of their practices and policies.

Secure FTP program for logistical services allows them to make documents and files available behind a password protected website. The program also allows them to securely receive large files and documents from vendors. This process saves on time, paper and additional resources required to handle the workflow.

WMU paper pilot plants have established two new recyclability protocols for mixed office waste and one for bleached paper board packaging. *(Status: Ongoing) Office of Business and Finance: Auxiliary Enterprises*

These two new protocols will help divert thousands of tons of fiber-based products currently going to land fill back into the recycling stream.

Targeted, opening date of fall 2014 was put on hold to best determine campus location; planning continues and project is ongoing. Currently, the project is in schematic design phase. After the revised plan is presented to the administration, a schedule will be announced to allow University community input.
Logistical Services now has an operational website that allows for the downloading and uploading of bid documents and bid responses electronically. This has enabled us to save significantly on printing and postage costs. It has also allowed us to increase efficiencies in the bid process with information being exchanged in a more expeditious manner.

Institutional grounds are developed and maintained in accordance with an IPM plan that adheres to the following four-tiered approach: 1) set action thresholds, 2) monitor and identify pests, 3) prevention, and 4) control. We apply the least toxic pesticides only after proper protocols are followed using all strategies of IPM practices first and foremost. All pesticides are scrutinized by our Environmental Health and Safety department and the director’s approval is needed before we are allowed to use a product. Two major factors determine whether or not a product can be used; human toxicity and environmental effects. When a chemical is approved, everyone involved receives safety training.

For the demolition and construction of the new Sangren Hall, demolition and construction waste was diverted from landfills by an amount of 93%, saving 29,000 tons of material for recycling. The cost of the demolition is approximately the same due to salvage savings by the contractor. The most cost-effects come from not being charged disposal fees for 29,000 tons of waste – 93% of landfill costs are saved. The effects are displayed on the FM website at https://www.fm.wmich.edu/planning/newsangrenhall.

Until this last year, there have not been feasible replacements for exterior building lighting that significantly reduced energy consumption that were economically feasible (i.e., having an ROI of less than five years, or an ROI that falls within a comprehensive product warranty). LED technology is now superior to traditional exterior lighting sources (high-pressure sodium, metal halide, etc.) and the price has come down enough to make it economically feasible. This strategic initiative is crucial to the overall goal of reducing campus energy consumption because exterior lighting had been largely untouched. Once building exterior lighting is accomplished, the focus will shift to roads, walkways, and parking lots.

Currently updating interior lighting guidelines to improve efficiency of interior lighting on-campus. New guidelines will not allow halogen or high-intensity discharge sources of lighting in new construction and renovations. These
technologies are now outdated and can be replaced by much more efficient LED lighting technology.

Further develop the BTR Park with sustainability-minded industries.  
(Status: Ongoing) Office of Community Outreach

Community Outreach is collaborating with the Office for Sustainability regarding the Gibb’s House transition. In addition, during planning of the BTR Park, there is a plan to expand to the Orchard Lake property.

5.3 Advance social sustainability.

This initiative relates to budget transparency and the open collegial sharing of data within the University. This initiative provides for compliance with the state mandate to within 30 days after the board of a public university adopts its annual operating budget for the following school fiscal year, or after the board adopts a subsequent revision to that budget, the public university shall make all of the following available through a link on its website homepage in a form and manner prescribed by the Department of Technology, Management, and Budget.

Projects to comply with federal healthcare reform legislation and maintain total compensation practices to maintain best advantages to recruit and retain employees.  
(Status: Ongoing) Office of Business and Finance: Department of Human Resources

In consult with the Michigan Universities Coalition on Health (MUCH), WMU’s Department of Human Resources is proceeding with a project that will comply with federal legislation and will develop benefit program offerings that will assist the University in maintaining viable and affordable healthcare options. (Completion for benefits plan is year 2014.) WMU HR is also engaged in a project to develop a new salary compensation program for non-represented employees that will follow and maintain a market-based standard for professional staff. (First feasibility phase of project anticipated completion date of October 2013.)

Three online training and development programs for staff were purchased to prepare University staff to build skill sets.  
(Status: Completed) Office of Business and Finance: Department of Human Resources

Employee Orientation. HR is set to launch the following training programs in the coming fiscal year: Online Title IX Training; Online Anti-Bullying in the Workplace.

Human Resources staff coordinate, plan, and facilitate programs in the fall Supervisor/Manager Training Series pilot for the offices of Business and Finance and Student Affairs; spring Supervisor Training Series for Facilities Management; summer Supervisor Training Series for Facilities Management (in process); and New
The Michigan Campus Compact program is an established partnership with faculty in the College of Education and Human Development, WMU students, Kalamazoo Public Schools, local community organizations, and area churches. It was established between the University community and the local community in order to provide area families with information to ensure an understanding of the process and preparation for a post-secondary education.

Multiple objectives have been attained with respect to increasing communication and responsiveness with alumni of the college. For example, CAS social media outreach has been enhanced (including a workshop offered in this area), and action plans have been created for increasing the impact of events involving alums. CAS created a Director of Marketing and Communication position, in part, to enhance its effectiveness in this area.

To help welcome incoming exchange students to WMU and the Kalamazoo community, they are paired with students who have studied abroad. In the inaugural year, (AY 2012-13), 48 pairs were formed.

The hardship scholarships available to TRiO students assist those who qualify with purchasing textbooks, tuition, food, living, and other college-related expenses that they are unable to cover. The TRiO director meets with all students who apply for the hardship funds.

The goal of the WMU College Assistance Migrant Program (WMU-CAMP) is to provide students with direction and assistance toward successful completion of their first year at WMU and persistence toward degree attainment. WMU-CAMP provides services and resources in the areas of academic guidance, career planning and development, intellectual and cultural enrichment, as well as financial assistance based on individual need. WMU-CAMP participants also receive follow-up services after successful completion of their first year. The Division of Multicultural Affairs received almost $408,000 for the 2012-13 academic year to implement a WMU-CAMP program. It is expected that the Office of Migrant Education will renew the grant for another four years for a total of $2,075,735.
LOOKING TO THE FUTURE

Based on quarterly reports, the following recommendations were advanced to senior leadership and the Faculty Senate for further development and implementation.

Recommendations

1. Revise the planning model as proposed by the picture below. The model shows the three years of implantation of the plan with the addition of a “Zero” year to make significant revisions to the plan before setting up new infrastructures in the first year. This creates a continuous five-year strategic planning lifecycle. In each year, the University would engage in budget alignment and strategy setting; resource allocation and target setting; execution of tactical actions; progress mapping; and evidence-based assessment while continuing with the steps of Act, Plan, Do, and Check. The end of year analyses and preparations for the following year would bridge one fiscal year to the next, allowing initiatives that have been completed to be sunset, while activities that are continuing will show a snapshot of their work since the previous reporting period.

2. Hold an implementation summit annually.

3. Instructors teaching 1000- and 2000-level courses to utilize WMU’s Early Alert Systems, to identify only students who are struggling, rather than reporting grades for every student in a section, and academic advisors and other academic support staff document follow-up with students identified by instructors in the reports. The Early Alert Project Action Team will maintain a database of all students identified through early alert reports, and will report back to the campus community on a regular basis about progress, ultimately making our final recommendations for improving the systems in December 2014. (Student Success TAC)
a. Request: The Early Alert Project Action Team is asking for support for a full-time graduate assistant to be allocated to the PAT to assist with the collection, distribution, and management of the data required for our first-year focus study. The graduate assistant will provide the support needed to run reports, distribute and collect spreadsheets, manage the database, and coordinate communication related to the study. The GA would be housed in the Office of the Registrar. The assignment will begin summer session II 2013 and be continued through the completion of the study in December 2014. (Student Success TAC)

4. Gather data and perform analysis with assistance of the Office of Institutional Research of admitted FTIACs who did not enroll into WMU. (Student Success TAC)

5. Provide a framework for direct outreach to admitted freshmen by various campus components with the goal of increasing yield; beginning with pilot outreach initiative(s) by select academic colleges. (Student Success TAC)

6. Review the first-year impact of the new need-based awarding policy after census in September to study yield impact, and again in January after census to study retention impact. (Student Success TAC)

7. Scannell and Kurz recommended hosting ‘admitted student event(s)’ on-campus as a yield initiative to bring students to campus, as opposed to hosting Gold Pride Receptions in locales in Michigan and Chicago. Conduct careful review of ROI (e.g., cost, yield, of GPRs) before making decision to eliminate those yield programs. (Student Success TAC)

8. Accept University definitions for following types of experiential learning: (Community Outreach and Engaged Scholarship TAC) – Faculty Senate, Western Student Association, and Graduate Student Advisory Committee
   a. Direct community-engaged learning
   b. Volunteerism and community service
   c. Capstone courses
   d. Registered student organizations
   e. Student employment
   f. Student research
   g. Study abroad
   h. Thesis

9. The STARS Readiness Assessment initial process that takes a holistic and comprehensive view of sustainability on campus has been completed. Based upon the initial results, we are recommending that we notify the necessary campus constituents that we will proceed with completing a comprehensive self-study responding to STARS criteria with evidence-based data. We are also recommending that we register and submit WMU data for a STARS rating upon completing the 2014 self-study. (STARS TAC)
10. In looking at the specific credits, it is apparent that additional points can be achieved by ongoing work as noted by detail provided regarding methods for improvement. As part of the readiness assessment, information was obtained concerning resources required. The following recommendations are proffered in order to maximize points during the 2014 comprehensive self-study period: (STARS TAC)

   a. Communicate with each responsible area to continue to move forward with programs/processes that can be reasonably implemented that will increase our points per credit.

   b. Operational areas of responsibility for each credit should determine whether or not additional financial resources are necessary and available to implement methods of improvement.

   c. Institutional resources that are available to support the effort of this TAC be dedicated to promote further institutional progress in meeting the education and research credits.

11. It is recommended that a more sophisticated, automated approach is needed to integrate current data collection regarding educational and research activity related to sustainability with faculty activity reports. It is recommended that PARs serve as the collection tool, but that the information needs to be maintained in a searchable database with SharePoint or a similar program used as an integration tool. It is recognized that other existing TACs may have identified a similar need to facilitate their data collection efforts. It is recommended that Academic Affairs appoints members to work with the Office of Information Technology to determine the feasibility and approach for implementing a searchable database populated with information from PARs. (STARS TAC)

12. USPOT to continue for the next planning year with a revised charge and membership. (USPOT TAC)

13. Continue with current TAC/PAT structures if presented with action plans for completion of established strategies. (USPOT TAC)

14. The University engages in the process of establishing benchmarks for Institutional Effectiveness measures. (USPOT TAC) – Office of Institutional Effectiveness

15. Key Performance Indicators with targets to be established to measure success of specific strategies aligned with strategic plan goals. (USPOT TAC) – Institutional Research

16. Pursue integrated planning through program review procedures, beginning with Beta Year 2013-14 for Academic Programs, actual implementation 2014-15; Student Support Programs in 2015-2016; Administrative Program Review 2016-2017. (USPOT TAC)

17. Enterprise Risk Management (ERM) recommends the University community take another year to educate ourselves on ERM and how it should be an integral part of all strategic planning efforts. We think that it is important that ERM be adopted organically within the
University enterprise, and a period of education and training will allow that to occur. The ERM TAC will continue to pursue ways to introduce and advance ERM to the University community in the hopes that formalizing it in the future won't be unwelcome. (ERM TAC)

18. The University holds an annual “Compliance Round-table.” The seminar would allow each of the areas with direct compliance responsibilities (SFA, G&C, research, international admissions, athletics, etc.) to report on any new developments within their area to senior leaders, internal audit, general counsel, etc. This will open an environment of communication that will raise awareness within the University leadership of the scope of compliance responsibilities and possible issues that need resolution. The preparation for such an event will be a good activity for the compliance areas as well as to ensure they remain current in their area of expertise. (ERM TAC)

19. Came to consensus for recommendations on student health/safety priorities. At the next meeting we plan to accomplish the same for the WMU employee population. By the middle or end of June, we plan to finalize our PAT recommendations for two to three health and safety priority topic areas for students and employees, which will include proposed measures of effectiveness/accountability. As this is unfolding, we are identifying data gaps/needs that we will include in our June recommendations. (Equity, Diversity, and Social Sustainability TAC)

20. The Healthy Campus 2020 topic areas we are likely to recommend as priorities for WMU students are (not in order of priority): (Equity, Diversity, and Social Sustainability TAC)
   a. Mental Health (objectives and measures may focus on stress, anxiety, sleep, and/or coping skills)
   b. Substance Abuse (objectives and measures may focus on alcohol, tobacco, marijuana, and/or non-medical prescription drugs)
   c. Violence Prevention (objectives and measures may focus on feeling safe on campus and/or physical/sexual violence)