Western Michigan University
Higher Learning Commission
Accreditation
Self-Study Report
Spring 2010
Acknowledgements
Western Michigan University gratefully acknowledges the commitment and dedication of faculty, students, and staff from across the University whose steadfast engagement made the self-study process deeply reflective. The individuals listed below made significant contributions to planning, researching, writing, and editing WMU’s self-study report and to preparing for the site visit. WMU also gratefully acknowledges Andrew Lootens-White, staff liaison, the Higher Learning Commission, and James Allen, Southern Illinois University–Carbondale for their guidance and support.

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Core Component 5a The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations ................................................................. 2

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**Western Michigan University** (WMU), located in Kalamazoo, Michigan, is a public university of more than 24,500 students from across the United States and 90 other countries. Founded in 1903, WMU is a nationally recognized, internationally engaged student-centered research institution dedicated to fostering student success. Classified as a research university with high research activity by the Carnegie Foundation for the Advancement of Teaching, WMU strives to build intellectual inquiry, investigation, and discovery into undergraduate, graduate, and professional programs. WMU offers more than 240 degree programs through seven degree-granting colleges and Extended University Programs. Guided by dynamic leadership, sound financial stewardship, an award-winning University-wide sustainability campaign, and innovative research and technology, WMU embraces the future with a renewed commitment to excellence and community engagement.

WMU is pleased to share the results of this two-year self-study project with the University community, external constituents and partners, the Higher Learning Commission, and the public. The occasion for the self-study is the decennial continuing accreditation evaluation by the Higher Learning Commission. It is crucial to maintain institutional accreditation in order to preserve eligibility for federal financial opportunities for students, the transfer of credits from WMU to other institutions, employer reimbursement of tuition, and specialized program accreditation. The self-study also provides an opportunity for WMU to acknowledge its accomplishments in meeting the challenges of an ever-changing demographic, academic, and economic climate and to identify ways for continued improvement.
**Mission**

Western Michigan University is a student-centered research university, building intellectual inquiry, investigation, and discovery into all undergraduate, graduate, and professional programs. The University provides leadership in teaching, research, learning, and public service. Nationally recognized and internationally engaged, the University:

- Forges a responsive and ethical academic community
- Develops foundations for achievement in pluralistic societies
- Incorporates participation from diverse individuals in decision-making
- Contributes to technological and economic development
- Engenders an awareness and appreciation of the arts

**Goals**

Western Michigan University’s mission is characterized by its pursuit of the following institutional goals:

- To foster a safe, civil, and healthy University community
- To provide access to academic programs at reasonable cost and in multiple settings
- To strengthen interdisciplinary collaboration and international programs
- To increase diversity within the student body, faculty, and staff through institutional practices and programs
- To recognize excellence in the teaching, research, learning, creative work, scholarship, and service contributions of students, faculty, and staff
- To conduct ongoing assessment activities and engage in continuous improvement initiatives within the University
- To establish lifelong relationships between alumni and the University
- To advance responsible environmental stewardship
- To support community and regional partnerships that elevate civic, cultural, social, and economic life

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1. Mission and Goals Statement approved by WMU Board of Trustees, December 7, 2001; wnmich.edu/about/mission/
Points of Pride

The Carnegie Foundation for the Advancement of Teaching classifies WMU among the nation’s fewer than 200 research universities.

Of the nation’s 1,700 public colleges and universities, WMU is one of only 100 to be granted its own chapter of Phi Beta Kappa, the nation’s most prestigious academic honor society.

U.S. News & World Report consistently names WMU among the nation’s top 100 public institutions and the Midwest’s top 30.

WMU is a member of an elite network of only 61 universities in the United States authorized to be home to a Confucius Institute.

WMU’s Foster Care Initiative in Higher Education/Seits Scholars Program is the nation’s largest and most inclusive higher education outreach to former foster care youth.

In August 2009, Princeton Review named WMU as one of the state’s most sustainable universities placing it third among the state’s college and universities overall.

The Michigan Economic Development Corporation in 2003 lauded the Kalamazoo community and development of Western Michigan University’s Business Technology and Research Park for outstanding performance and cooperative efforts in developing a SmartZone.

The Chronicle of Higher Education named Western Michigan University one of America’s Great Colleges to Work For in 2009. The University was named one of the top-10 large colleges in the nation in recognition of its offerings and best practices in providing health care benefits, tuition remission, life insurance, disability insurance, and post-retirement benefits.

Setting the Context

Institutional History

Founded in 1903 to train teachers in the western part of the state, the last of Michigan’s four normal schools began offering Bachelor of Arts degrees through the University of Michigan in 1913 and independently in 1918. It awarded its first Bachelor of Science degree in 1924 and in 1927 renamed itself Western State Teachers College. In 1934 it began offering master’s degree work in cooperation with the University of Michigan. It was renamed Western Michigan College of Education in 1941. Eleven years later the State Board of Education authorized it to award master’s degrees independently. In 1955 the institution changed its name to Western Michigan College in recognition of the growing breadth of academic programs. Two years later the State of Michigan recognized Western Michigan College as the state’s fourth public university and the school took the name of Western Michigan University.

By the mid-1960s, WMU was offering its first doctoral degrees in educational leadership and sociology, had established regional education centers in Grand Rapids and Benton Harbor, and had initiated women’s intercollegiate sports. During the 1970s, the College of Fine Arts and the College of Health and Human Services were established, the Department of Black Americana Studies was established, and the first capital campaign to raise $6 to $8 million was initiated. In 1975, the faculty voted for unionization with the American Association of University Professors as their collective bargaining agent. The University’s successful Medalion Scholarship program began in 1984. The second capital campaign, the Campaign for Excellence, began in 1988 and was concluded in 1992 with $62 million acquired. The Lee Honors College building opened in 1990 to provide a permanent home for the honors program, which had existed since 1962. Additionally, the School of Nursing was established within the College of Health and Human Services in 1994. In 1991, the School of Aviation developed from the Department of Transportation Technology within the College of Engineering and Applied Sciences. In 1997, the school prepared to move to Battle Creek’s W. K. Kellogg Airport and in 1999 was elevated to the level of a college.

In 1994, the Carnegie Foundation for the Advancement of Teaching classified WMU as a Doctoral I institution; in 2000, as a Doctoral/Research University – Extensive; and in 2005, as a research university with high research activity. Phi Beta Kappa, the nation’s most prestigious honor society, approved Western Michigan University’s charter in 1997.

Over the past 10 years, Western Michigan University celebrated its centennial and experienced greater national recognition under the leadership of five presidents and interim presidents: Dr. Elson S. Floyd, Dr. Daniel M. Litynski (interim), Dr. Judith I. Bailey, Dr. Diether H. Haenicke (interim-president emeritus) and Dr. John M. Dunn. The institution retained strong academic programs, experienced enrollment growth, contributed to the economic development of the region, and completed numerous infrastructure improvements.

2003 marked WMU’s centennial year with events that involved alumni, faculty, staff, students, and the regional community. Official festivities began on September 3 with a gala that included the inauguration of Dr. Judith Bailey as the University’s seventh president. The centennial year was celebrated with the publication of Brown and Golden Memories: Western Michigan University’s First Century by Michigan historian and author Larry Massie (BA ’72, MA ’74, SPA ’77). The Centennial Scholar and Artist Series featured lectures, performances, and presentations by WMU graduates and others. The performers and speakers included...
Broadway stars Marin Mazzie (BS ’82) and Barbara Marineau (BA ’72) author and illustrator Art Spiegelman, international opera star Susan B. Anthony (BA ’75), orchestral composer Peter Boyer, National Academy of Engineering president William A. Wulf, and award-winning author Nancy Heller Fisher. The centennial celebration concluded with the installation and dedication of a sculpture by Karla Wyss-Tye (BA ’63, MA ’80).

The most notable programmatic evaluation during the past decade focused on an extensive review of graduate programs in 2005, resulting in strengthened academic offerings. Review teams made up of faculty members and department chairs from every part of the University participated. Department chairs, deans, and the University’s academic leadership developed recommendations involving 23 programs. Eleven programs were discontinued, including doctoral programs in comparative religion and school psychology, a specialist program in school psychology; master’s degree programs in applied sociology, art, biostatistics, molecular biotechnology, operations research, teaching of earth science, teaching of geography, and teaching of music. A number of programs continued with conditions and two were suspended to allow time for reconfiguration.

2005 also marked the launch of a First-Year Experience program designed to ease the transition of undergraduate students to college life. The program includes three components: new student orientation, fall welcome, and the first-year experience seminar. The seminar is a two-credit-hour course which provides students an opportunity to work with a faculty facilitator and an upper-level student facilitator. Some sections of the course have a particular emphasis or are created for students in specific programs.

WMU experienced enrollment growth in some sectors though total enrollment declined 17% from a high of 29,732 in 2002 to 24,576 in 2009. Extended University Programs, offering courses through e-learning and 10 regional sites (additional locations) experienced the most dramatic growth. The fall 2009 headcount was 3,616, representing a nearly 10% increase from 2001 enrollment of 3,278. Graduate enrollments grew to 6,089 in 2002 and experienced declines through the mid-2000s before rebounding with the fall headcount of 5,029 students in 2009. In 2008, WMU took a leadership role in ensuring access to the University by student groups traditionally underserved in the past. For example, WMU launched its John Seita Foster Youth and Higher Education Initiative in coordination with the Michigan Campus Compact and the Michigan Department of Human Services. The program is for young people who have aged out of foster care and who qualify for admission or transfer to WMU. The pilot program attracted 51 students who received full academic scholarships, plus peer support and the benefit of a campus coach. Over 115 Seita scholars will benefit from the program through 2010-11.

WMU continues to be a leader in economic development and regional revitalization. In 2001, WMU’s annual economic impact was estimated to be more than $614.5 million. (A current economic impact study will be completed fall 2010). Of major impact is the Business Technology and Research Park (BTR), a high-tech business development that shares WMU’s Parkview Campus with the College of Engineering and Applied Sciences. The park’s location provides opportunities for partner firms in the life sciences, advanced engineering, and information technology to interact with WMU faculty, research staff, and students. The Business Technology and Research Park was designated as the Michigan SmartZone of the Year in 2002. As a SmartZone, a portion of the tax revenues generated by resident companies is
returned to the project for infrastructure upgrades. That figure exceeds $750,000 annually,\(^4\) with an estimated total economic impact in 2008 of $64 million.\(^5\)

During the 2000s, physical plant improvements augmented WMU’s academic endeavors. The 2001 Western Michigan University Master Plan resulted from two years of meetings, interviews, and research overseen by WMU’s Department of Campus Planning, and conducted by master plan consultants SmithGroup JJR, Inc. The process involved faculty, staff, students and alumni, as well as representatives of the city of Kalamazoo, neighborhood groups, and interested members of the community. In October 2008, following a series of public workshops on the Campus Master Plan, WMU updated the plan to reflect the new focus on sustainability and environmental issues.

Construction projects for the period included the Seelye Athletic Facility (2002), Paper Coating Pilot Plant (2002), College of Engineering and Applied Sciences Building (2003), College of Health and Human Services Building (2005), Chemistry Building (2007), and Richmond Center for Visual Arts (2007). Currently under way is the construction of the first new housing facility for students in 50 years (2010), and long-awaited construction of the new Sangren Hall (2010). The new campus apartment complex is designed to meet the needs of upper-level students. The new Sangren Hall, home to the College of Education and Human Development, replaces one of the most utilized classroom buildings on campus built in 1964.

Another example of augmenting academic endeavors is construction of WMU Southwest Building on the campus of Lake Michigan College (LMC) in 2003, marking the first time a Michigan university chose to construct an instructional facility on a community college campus. Southwest Michigan residents may take their first two years of classes at LMC, then complete undergraduate and even graduate degrees at WMU without ever having to leave the area.

In addition to construction projects, several extensive renovation projects were completed. Brown Hall, a liberal arts classroom building constructed in 1967, was renovated. Opening for use in 2008, the renovated facility includes lecture halls and classrooms plus specialized labs for communications, English, and foreign languages. Other renovation projects included the south wing of Kohrman Hall, which opened in January 2008, with classes and studios for the Gwen Frostic School of Art. Current projects include the renovations of Hyames [Baseball] Stadium, Ellsworth Hall, Bernhard Center, and classrooms in central Kohrman Hall, and the relocation of the Archives and Regional History Collections.

After completion of the Campus Master Plan, WMU conducted an in-depth study of the traffic and circulation problems on the west side of campus. Two projects addressed street issues and another project updated a 1970 promenade. The 2007 renovation of the Dalton Promenade near Miller Auditorium replaced aging concrete walks and landscaping, and created ramps and gradual elevation changes for barrier-free travel across campus. Planning for the new roads and intersection occurred in tandem with designing a new entrance plaza on the western edge of the main campus. The entrance plaza project was not implemented but construction of the roundabout created a single intersection and an improved connection to Howard Street in 2002. The project included pedestrian walkways and roads, as well as new parking lots near the Faunce Student Services Building. In 2008, with the help of a grant from the State of Michigan, the University reconfigured Oliver Street (between Stadium and Oakland Drives), constructing a new roadway, sidewalk, and bicycle paths; and reconstructed

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\(^4\) About the Business Technology and Research Park, wmich.edu/btr/about/

parking lots. Also included in the project was a storm water management plan to prevent building and parking lot run-off from entering the Arcadia Creek watershed.

Acting on its goal of responsible environmental stewardship, WMU formed a sustainability advisory committee in 2008 and has undertaken a number of activities, including launching a comprehensive sustainability Web site, initiating an LED pilot lighting project, unveiling two electric vehicles to mark the transformation of the campus maintenance fleet, entering the Southwest Michigan Regional Sustainability Covenant, and signing the American College and University Presidents Climate Commitment. WMU has been recognized for its achievements in this area. The College of Health and Human Services building is the first building in Southwest Michigan and one of only three in the state to meet national energy and environmental standards for an existing building. The Leadership in Energy and Environmental Design for Existing Buildings, or LEED-EB, rating system makes it one of the highest performing buildings in Michigan. The WMU building achieved gold-level certification from the U.S. Green Building council, making it the first LEED-EB certified higher education building in the country to achieve a rating higher than silver. It is also the highest certified level for any LEED-certified building in Kalamazoo.

Western Michigan University is a complex academic enterprise. The 51 departments in the seven degree granting colleges (arts and sciences, aviation, business, education and human development, engineering and applied sciences, fine arts, and health and human services) along with the Graduate College, the Lee Honors College and Extended University Programs, collectively offer 29 doctoral degrees, one specialist degree, 68 master’s degrees, and 148 undergraduate programs and majors. WMU’s campuses encompass more than 1,200 acres and 151 buildings. Its main campus, close to downtown Kalamazoo, features some of the finest instructional and performance facilities in the Midwest, as well as residence halls equipped to house almost 5,400 students. The College of Engineering and Applied Sciences and the Business Technology and Research Park are located three miles away on the Parkview Campus, while the nationally recognized College of Aviation is based at the W.K. Kellogg Airport in nearby Battle Creek.

Of the several active in-state regional sites or additional locations, WMU owns or leases seven of them: Battle Creek (Kendall Center); Benton Harbor (WMU-Southwest); Grand Rapids (WMU-Grand Rapids: The Graduate Center-Beltline; WMU-Grand Rapids: The Graduate Center-Downtown); Lansing (WMU-Lansing located at Lansing Community College University Center); Muskegon (WMU-Muskegon located at Muskegon Community College); and Traverse City (WMU-Traverse City located at Northwestern Michigan College University Center). Delivery of a doctoral program in educational leadership to single cohorts occurs at three locations: Big Rapids (Ferris State University), Marquette (Northern Michigan University), and Saginaw (Saginaw Public School District). A request for substantive change currently in process seeks additional locations at the Royal Oak and Southfield campuses of Oakland Community College. Out-of-U.S. additional locations are Valetta, Malta (University of Malta) and Singapore (Center for American Education).

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Major Developments in Michigan and Western Michigan University’s Response

Operating Climate

The operating climate for Western Michigan University has undergone significant changes since 2001. From a time of plenty to a time of constraints and diminishing resources, WMU’s world reflects what is occurring at the state and national level.

During the earlier years of this period, the national economy was generally prosperous. The technology bubble burst did drive down the equity markets for a few years, but there were other investment opportunities in the marketplace. Overall, businesses were profitable and employment opportunities were readily available. Michigan was one of the first states that experienced financial difficulties. Michigan’s heavy reliance upon the automotive industry and related industries was the harbinger of the economic demise that would spread across the country. The state depleted its rainy day stabilization account early on in the economic slump and had to turn to budget reductions. In addition, Michigan’s budget structure includes heavy financial commitments to corrections and Medicare, which means that other governmental entities, including higher education, are subject to budget cuts.

Michigan’s financial woes have been compounded as the recession hit the country and the global economy. The state has consistently led national statistics in unemployment. Higher education has repeatedly faced reductions in state appropriations throughout this time period. The federal stimulus money in fiscal year 2009-10 provided some limited relief to the budget situation; however, the cliff facing the state and its budget situation is daunting. In addition to reducing state appropriations, the state for the first time curtailed state scholarship programs beginning in the 2010 fiscal year. Therefore, there are fewer dollars for both the University and the student.

At the same time, the financial markets crumbled in the fall of 2008, which drove the endowment portfolio to an unprecedented low. WMU’s portfolio had grown to approximately $200 million in fiscal year 2007 and fell to approximately $132 million in fiscal year 2009. As of April 30, 2010, the portfolio has recovered to $168 million. Unlike other colleges and universities, WMU never relied on endowment earnings as part of its base funding mechanism. However, the decline in endowment values has resulted in constrained scholarship dollars, as well as more limited program development money.

In the early years of the 21st century, Michigan experienced a high point in students graduating from high school. In addition, the availability of private student loans, federal grant and loan programs and family income levels allowed many of these students to consider a four-year college as the logical progression after high school. Although for-profit colleges were also competing for students, most of these entities were more dependent upon physical proximity for student selection. While numbers of high school graduates within the Midwest, and in Michigan, continued to rise from 2001 through 2007, the numbers began falling in the state with the 2007-08 year. This decline is projected to continue through 2014-15, with Michigan expected to experience the largest drop within the Midwestern states, with a projected 13.2% decline in public school graduates. As these projections were part of the Western Interstate Commission for Higher Education (WICHE) report published prior to the eco-

7 Jan Van Der Kley, Office of Business and Finance
nomic crisis of October 2008, it is still uncertain how much larger the drop in high school graduates may be due to families leaving the state to find work elsewhere.

As the budget troubles of Michigan have continued, funding for higher education has been reduced. Thus each institution is forced to rely more heavily on tuition, and enrollment numbers have become even more critical. WMU’s enrollment peaked in 2002, with a headcount of 29,732; a steady decline followed to a low of 24,433 in the fall of 2007. The following year brought a modest increase of 1.6% to 24,818 and an increase in the number of courses offered. Fall 2009 enrollment remained relatively stable at 24,576, a 1% decrease from the year before.

Michigan is expecting declining numbers of high school graduates and a diminished pool of potential students. In addition, due to the actions taken by states such as New York and regulations imposed by the Department of Education, private student loans have become more difficult to obtain. Combine this regulatory oversight with the economic downturn, and the financial resources available to individuals considering college have become much more limited. With the financial considerations, many more people are selecting community colleges for a period of time prior to entering a four-year institution. In addition, online learning opportunities have exploded. It is now much easier for a person to select an institution, public or private, that can be physically located anywhere in the United States, for taking courses.

So while WMU started the 21st century with historically high enrollment levels, strong state support and a growing endowment, in the subsequent 10 years, WMU faced falling enrollments, declining state support, and a shrinking endowment. It is important to point out that even in the darkest times there were moments of light where the state increased appropriations by 1% in one year or where enrollment recovered. WMU had an estimated $8.3 million structural budget deficit in the 2006-07 fiscal year. Through careful financial management, WMU moved back to a balanced budget in the 2009-10 fiscal year. In order to continue to sustain high-quality programs and grow as an institution, WMU has actively responded to the challenges and strategically planned for the future, recognizing that resources would continue to be scarce.

WMU has taken aggressive steps to stabilize and manage its enrollment. Attention was focused upon online course development, and enrollment increased through the spring of 2009; however, there has been an 8% decline in courses (182) in fall 2009. In addition, partnership agreements were developed with multiple community colleges to help serve as feeder systems. WMU also put in place admissions and enrollment staff that focused on specific geographic areas in state, out of state, and internationally, as well as transfer students, veterans, and other special populations. Scholarship programs were created, modified, and adapted to better target select markets. WMU also committed significant dollars to research the market, develop a branding image, and enhance its name recognition through a communications and advertising plan.

WMU’s strategic direction in budgeting has always been to protect resources for instruction and scholarship. In viewing the budget over the time period, it should be noted that the net reductions have been borne by business and finance and by student affairs. Within the academic enterprise, although specific programs may have been cut, new programs and priorities have been funded. Over this time period, the dollars committed to instruction and scholarship have shown a net growth. This self-study will demonstrate that across the University, WMU has learned to perform its work more efficiently so that in many areas, services have improved and the cost of delivery has declined. Furthermore, many of the practices and processes put in place demonstrate a strong commitment to sustainability.
It is important to note that WMU has continued to grow and develop even in these financially challenging times. Both internal and external measures can be used to affirm that WMU has remained a strong, viable institution of higher education. There has been a noted increase in the number of doctorate degrees awarded, and both undergraduate and graduate programs have been expanded. WMU added 15 new bachelor’s degrees, eight new master’s degrees, and new five doctoral degrees between 2000 and 2009. In addition, three graduate program certificates were added along with 36 existing programs undergoing significant curricular changes. \(^9\)

WMU’s development as a research partner in the life sciences serves as one example of growth and development in challenging times. Seizing upon Kalamazoo’s long history in the pharmaceutical industry and responding to the announcement that U.S. pharmaceutical giant Pfizer would close all drug discovery and clinical development activities in Kalamazoo, WMU embarked on a plan to retain scientific expertise in the community, the result of which was the state legislature’s allocating $10 million to create the Biosciences Research and Commercialization Center (BRCC), located on the Parkview campus. Since 2003, the cooperative activities between University researchers and expertise from the life science business sector has helped launch 19 companies, employing 180 individuals, that continue to raise an additional $40 million in capital through venture funding, angel investing, and research grants. A second example of growth and development in research results from the addition in 2005 of a director of technology transfer and licensing/commercialization to accommodate the needs of faculty engaged in inventions. Since then, submission of invention disclosures, patent applications, and technologies licenses have increased noticeably, along with the number of technology-based industrial collaborations.

WMU has begun a number of initiatives aimed at increasing the number of college graduates in Michigan. WMU has received national accolades, as well as grant dollars, for the Foster Care Initiative in Higher Education/Seita Scholars Program, serving children who have progressed through the foster care system. This scholarship program brought 51 new students to WMU in the fall of 2008. Many, if not all, of these students would not have attended college had it not been for this opportunity. WMU has also strengthened prior agreements made with two-year schools and programs involving high school and middle school students. A joint admissions program is now in place between WMU and Kellogg Community College in Battle Creek involving programs in engineering and aviation. The dual enrollment program allowing academically prepared local high school students to take college courses at WMU has been more fully supported with its relocation to the Lee Honors College. The Academically Talented Youth Program (ATYP), with a long successful history in Kalamazoo, is now also housed in the Honors College. About 190 advanced middle school students take courses through this program each year, providing them access to areas of study when school systems cannot provide further coursework for them. \(^10\)

The population of college students in Michigan has changed significantly in the past 10 years in terms of race and ethnicity. The number of minority students has increased in number and in percentage of the student population. The largest growth is in numbers of Hispanic students, with others such as Asian/Pacific Islanders also increasing. Within the state, the number of white, non-Hispanic college students reached a high in the 2007-08 academic year, with numbers expected to continue falling through the 2021-22 year. \(^11\) Statistics at WMU show a similar pattern. In 2000, Hispanic students made up 1.7% (487 of 28,657) of

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9 Barbara McKinney, Office of the Registrar
10 Cognos Reports 2009-10, Office of the Registrar
the student population; in 2009, this percentage had risen to 2.6% (645 of 24,576). Groups such as African-American, Asian and Pacific Islander, and Native American also saw increases, bringing WMU opportunities to re-examine its structure and services to ensure that it meets the needs of all its students.

There is an understanding that the state needs to move away from the manufacturing arena toward a more skilled technical and scientific workforce. As the importance of a more educated workforce is understood, initiatives such as the No Worker Left Behind (NWLB) program have begun. This program provides financial support for Michigan workers who are unemployed, laid off, or have a family income below $40,000 and are within two years of completing a degree. WMU is an active participant in NWLB with more than 40 qualifying programs.\(^\text{12}\)

There is a subtle change in age amongst college students, with more adult non-traditional students in undergraduate and graduate programs. In 2000, about 11% (2,529 of 22,690 who reported age) of the undergraduate students at WMU were 25 or older; in fall 2009, the percentage had grown to nearly 12% (2,288 of 19,542 who reported age). WMU has responded in part by offering more online courses and online programs, and continues to publicize the availability of these opportunities. In addition, a new format for online courses, called open learning, gives students flexible start and end dates, as well as an extended period to complete the coursework. More outreach efforts include communication to former students who left the University without completing a degree, inviting them back, and a website that lists resources and options for adult non-traditional students.

As with the nation and the state, WMU is continuing to see an increase in the numbers of military students returning to school using GI bills benefits. To meet the needs of these students, WMU created in June of 2007 the Advocacy Office for Transfer Students and Military Affairs, to work with all vets to provide resources and offer assistance in making the adjustment to a college campus. Communication continues to faculty and staff to improve awareness of the needs of these military students. With over 400 military students expected fall 2010, WMU is and continues to be a “Military Friendly” campus.\(^\text{13}\)

The past decade has also been marked by a shifting financial paradigm. WMU has moved from being a state-supported institution to one that receives state assistance. The demographic changes occurring in the state are mirrored in public institutions of higher education such as WMU. An uncertain economic climate, job losses, uncertain state revenue, and uncertainties in financial aid funding mean difficult choices for students. At a time when a college degree is more necessary as students look toward a sound financial future, and at a time when the state and the nation need an educated work force, students are being forced to make tough choices in where they attend school and how they finance their education. As such, WMU has had to examine the services that are provided, the method of delivery, and measure the success of its efforts. WMU will continue to be presented with challenges that will require flexibility, forward thinking, and creativity.

**Legal Environment**

Over the past 10 years, court decisions and new legislation have impacted the operations of public universities from admission and employment (the Gratz/ Grutter v. University of Michigan) U.S. Supreme Court decisions in 2003 and the passage of Proposal 2 in 2006 (which is now Article 1, § 26 of the Michigan Constitution of 1963), to governance and

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\(^{12}\) WMU No Worker Left behind, wmich.edu/noworker/

\(^{13}\) Barbara McKinney, Office of the Registrar
transparency (Federated Publications, Inc. v Michigan State University Board of Trustees) to increasing laws mandating more compliance requirements on the part of public universities. Examples include:  

- In 1999, the Michigan Supreme Court held in the Federated case (cited above) that the Legislature did not have the power to regulate open meetings in the context of the University’s presidential search. Subsequent to that ruling, some Michigan universities have held successful closed searches for presidents, recognizing that many qualified individuals may not even apply for a university presidency if their names would be released to the public if chosen as finalists.

In accordance with its legal rights as affirmed under the Federated case, the WMU Board of Trustees conducted an essentially closed presidential search following a process that departed from the former procedures of having public forums with the finalists for the position of presidency, and appointed Dr. Judith Bailey as president in 2003. However, criticism by some faculty and others regarding the more nonpublic appointment process ensued. Following Dr. Bailey’s departure from WMU, while applicable case law would have still permitted a similar nonpublic search for a new university president, WMU’s Board of Trustees decided to conduct a more open search that included public forums with the finalists, and subsequently appointed Dr. John M. Dunn as president.

- The Gratz/Grutter v. University of Michigan U.S. Supreme Court decisions in 2003 did not affect WMU’s general undergraduate admission practices, as WMU did not engage in the type of admission practices conducted by the University of Michigan which were struck down by the U.S. Supreme Court. In light of these Supreme Court cases, though, WMU has reviewed its program admission criteria to ensure compliance with the rulings in these recent U-M cases and concentrating on individual qualifications for program admissions.

- The Michigan voters approved Proposal 2 on the November 2006 ballot, which ostensibly prohibited preferential treatment or discrimination in employment and admission on the basis of race, sex, color, ethnicity, or national origin. Accordingly, WMU reviewed its policies and procedures to ensure that the overall goal of lawful campus diversity was served while simultaneously being mindful of the legal limitations regarding such efforts. For example, legally allowed recruiting and outreach efforts to encourage wide pools of diverse candidates for employment and admission have increased. No court decisions have been rendered regarding this new constitutional amendment, so WMU (as well as other Michigan universities, the State of Michigan, and other affected entities) is still left to interpret the provisions without additional court guidance. Notably, though, some exceptions to the very broad (and undefined) terms were also included. For instance, a provision exists that makes clear that it applies only to action taken after the date of the amendment, so previous legal diversity proactive efforts did not have to be reversed. Similarly, since action is not prohibited which must be taken to establish or maintain eligibility for any federal program if ineligibility would result in a loss of federal funds, diversity efforts implemented in conjunction with federal grants and programs designed to increase diversity can still be implemented.

- Legislation, rules, and guidelines continue to be enacted which require more stringent scrutiny and requirements placed on the University and its faculty, students, and staff, including requirements relating to export control of knowledge, technology, and information; international activities and security; privacy and information; immigration; intercollegiate athletics; and federal funding of grants and contracts. With decreasing state support, increasing costs for operation and compliance, higher demands on admin-

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istrators to do more with less human and financial resources, and ever-increasing student needs, compliance with all applicable laws and requirements remains a challenging, yet very important focus of WMU and its decisions.

Attention to Diversity
WMU’s attention to diversity was heightened in November 2000 with a call to action from President Elson Floyd, reaffirming WMU’s commitment to fostering an inclusive and diverse climate for students, faculty, and staff. Further action on a University-wide diversity plan was initiated during the administration of President Judith Bailey in 2004 as the Diversity Initiative. In March 2004, Dr. Martha Warfield, then assistant vice president for student affairs and director of the presidential initiative on diversity, and a steering committee organized and identified potential membership for the larger University-wide Council for Institutional Diversity and Multiculturalism. Beginning in October 2004, multiple University constituents reviewed the draft proposal of Western Michigan University’s Diversity and Multicultural Action Plan (DMAP), which was then adopted by the Board of Trustees in 2006. Concurrent with development of the plan, there have been several accomplishments on campus that are part of the recommendations outlined in the plan.

• In September 2004, the Multicultural Center opened in the Trimpe Building and a series of faculty and staff discussion groups began the work of developing a campus diversity programming plan.

• In May 2006, WMU’s Board of Trustees passed a non-discrimination policy to replace WMU’s existing human rights statement and instructed the administration to “make appropriate changes to other University policies, statements, contracts and practices as applicable in order to be consistent with this non-discrimination policy.”

• In November 2007, President John Dunn instituted the Office of Diversity and Inclusion, naming Dr. Martha Warfield the associate vice president for diversity and inclusion.

• From January 2007 through June 2009, WMU in collaboration with Crossroads Antiracism and ERAC/CE, offered two-and-a-half-day workshops on understanding and analyzing systemic racism, to equip “people to combat racism within their institutions and in the larger society.”15 After each workshop, members of the Committee for Developing Leadership in Diversity, Social Justice, and Inclusion organized and implemented follow-up meetings for workshop participants. The focus of those follow-up meetings was to engage participants in a discussion about how to apply what was learned in workshops to their respective departments/units.

Information and Communication Technology
In spring 2004, with the launch of the implementation of a new student information system (SIS), Western Michigan University began a movement to update and increase the use of technology on campus. Business practices changed, resulting in improved customer service. Offices worked together in new ways, realizing the need for more complete communication and integration. Data became more easily accessible, and thus used more in planning and assessment. A movement away from paper schedules and catalogs was a move toward being a greener campus, and this movement continues as WMU finds new ways to use technology for the benefit of the campus community.

WMU’s ambitious move to a new student information system, Sungard Banner, began in the spring of 2004. Consultants from Sungard arrived on campus to begin training for functional and technical staff. Work groups were formed and the implementation began. Beginning in fall 2004, the Admissions Office was first to go live, admitting undergraduate beginner

15 Crossroads Antiracism workshops, crossroadsantiracism.org/trainings/
students in the new SIS beginning for fall 2005. In February 2005, registration for summer 2005 courses opened in Banner. And at the end of the spring 2005 semester, academic history data was moved to the new system, formally moving all Registrar’s Office functions, including course scheduling, registration, and transcripts. In July 2005, admissions moved forward, creating online applications. The Financial Aid office followed with a January 2006 move to the new system.

The new system marked a move to providing more online services to students, faculty, and staff through an intranet portal, GoWMU. This portal debuted in August 2004, with no links to the SIS; GoWMU primarily included content information and links to websites. Over the years, the portal has developed as the place for an ever-growing list of transactions.

Originally the portal provided students with access to their email and their e-learning courses. Registration through GoWMU was added in spring 2005; students could then view the course offerings, add and drop courses, and view their own schedules. In addition, students view academic information such as their grades, unofficial transcripts, and financial aid requirements, award amounts, payment schedules, and any holds on their accounts.

Since the implementation of the portal, changes, improvements, and additional services have been added. In 2006, in response to requests from parents for access to student information, authorized user access was built. This add-on allows students to give an authorized user such as a parent access to their financial and academic information. The student can choose which information each authorized user can view; the student can revoke this access at any time. The parent then has access through an internet site, to access the information as the student has allowed.

An Orientation channel was created in 2007 as the place where incoming freshmen could register for the summer orientation program and could become familiar with GoWMU. A new student tab, added in 2008, gives new students welcoming information, including insights from current students, a calendar of events and deadlines, and links to WMU support opportunities.

The move to Banner brought changes for faculty also. Instructors access their class rosters, in real time, through GoWMU, eliminating the need for printed class lists. Grades, both mid-terms and final exams, are submitted online. Online grading is more secure, eliminates paper grade sheets, and gives students the opportunity to view their grades within a few hours of the grading deadline. Advisors have access to student schedules, unofficial transcripts, and test score information through the portal.

Other tools have been added:

- A trigger sends an automatic email to students when a hold is placed on their account.
- A trigger sends an automatic email to students when a grade is changed.
- Students can request an official transcript online.
- Students can get an official enrollment verification through GoWMU.
- Students are forced to update their address and phone information and their emergency contact information twice a year in conjunction with fall and spring registration.
- Students RSVP for commencement ceremonies through GoWMU.
- Instructors can report students registered not attending, or attending not registered through a link in GoWMU.
- Instructors can remove an incomplete grade through GoWMU.
The portal has become the secure site for transactions for staff and faculty, both in the way they do their work and in the way their personal relationship with WMU is handled. For example, faculty and staff can:

- View and update their address and phone information and emergency contact information
- View and change their benefit elections
- Register their vehicle for a parking sticker
- View their checks through Webcheck
- View and print their W2
- Complete travel authorizations
- Download antivirus software

GoWMU has also become a method of communication to students, faculty, and staff. Campus and individual announcements are used to promote deadlines and upcoming events and to issue reminders. Specific groups can be targeted for messages and emails that relate just to them.

As WMU looks forward, plans for the portal include even more transactions and a wider audience. An alumni portal is under discussion. Human resources plans more online services. Bronco Jobs and iWebfolio will move to single sign-on behind the portal.

Undergraduate students have the opportunity to use the progress-to-degree tool, also accessible through GoWMU, to evaluate which requirements they have met and which they still need to complete. This tool is used widely by students and their advisors in program planning. Students who are contemplating a change in their program of study can use this tool to do a what-if analysis. This analysis gives the student an idea of what additional requirements need to be met if there were a change in his/her major or minor.

In summer 2006, WMU eliminated paper catalogs when both the undergraduate and graduate catalogs were published online. These online catalogs are completely searchable, are available 24/7, and are published yearly rather than every other year as previously done. Older versions of the catalog are archived online for continued accessibility.

In an effort to make the WMU schedule of course offerings more public, in 2007 an online version was published. This public schedule view connects course offerings with the catalog, so that course descriptions are linked to courses. In addition, students can see any course fees, all prerequisites, co-requisites or other course restrictions. Searches are available by term, campus, subject, course, instructor, instructional method, and general education area. The results provide students with real-time course availability.

Early on, WMU learned the importance of coordination of all of these different software pieces to ensure that they do work together. To this end, a standing committee was established to oversee upgrades, patches, security, modifications, and all other changes related to the student information system and related systems. This committee meets every other week and includes representatives from several offices: information technology, admissions, registrar, financial aid, accounts receivable, Haenicke Institute for Global Education, institutional research, and other areas as needed. A separate security committee manages access to all these systems and has worked to establish routine required password changes and regular (bi-annual) re-authorizations for access.

In spring 2004, WMU implemented two new software tools, iWebfolio and TracDat, for use in student portfolios and in assessment. The first of these, iWebfolio, began with a pilot pro-
gram in the College of Education with use in the intern teaching program. Students created a portfolio based on their teaching and the ways in which they fulfilled the required teaching standards within the college. At that time, there were 300 to 400 students doing their intern teaching. A full-time staff person was hired to create and teach training sessions for students and faculty in the use of this new tool. In 2005, faculty were offered the option to submit their PARs (Professional Activities Report) using iWebfolio.

The primary use of iWebfolio continues to be related to assessment; some use it for resumés or portfolios in capstone courses. For use with assessment, iWebfolio is an excellent tool to capture samples of student work that can be attached to student learning outcomes, and then these portfolios can be used as evidence for meeting those standards. iWebfolio is being used for this purpose in teacher education, dietetics, family studies, and business writing.

TracDat is used for storing student learning outcomes and department assessment plans. Student progress can be monitored collectively to measure learning and outcomes. Findings are entered into the database, then reports can be pulled to summarize the outcomes. TracDat is used by faculty, chairs, and deans for the primary purpose of assessment of student learning. Beginning in fall 2009, all department reports on the assessment of student learning were to be managed in TracDat.

Access to data and the ability to create reports increased in summer 2005 with the implementation of the Operational Data Store (ODS) and the report writing tool Cognos ReportNet. The ODS is essentially an offline copy of the data contained in WMU’s student information system, data which is refreshed on a daily basis. The Enterprise Data Warehouse (EDW) has been used, since fall 2005, to capture daily time slices of registration which can then be used for longitudinal comparisons of points in time. A number of Cognos reports are available for use by deans, chairs, advisors, and staff for a number of purposes. Chairs and deans can easily run enrollment reports on majors and minors within their departments and colleges. Department staff doing scheduling can run reports to review their semester schedules. A variety of enrollment management reports track admission and registration numbers on a regular basis. Reports are available to track and monitor different specific student groups. More reports are created, updated, and managed as WMU moves forward.
Resources for the Educational Experience

Administration

During the 2000s Western Michigan University benefited from the leadership of five presidents: Dr. Elson S. Floyd (1998-2003), Dr. Daniel M. Litynski (interim Jan.-June 2003), Dr. Judith I. Bailey (2003-2006), Dr. Dietrich H. Haenicke (interim president emeriti 2006-2007, 1985-1998) and Dr. John M. Dunn (2007-presents). The Office of the Provost welcomed seven faculty to the position of provost during the same period: Dr. Frederick J. Dobney (2000-2002), Dr. Daniel M. Litynski (2002-2004), Dr. Elise B. Jorgens (interim 2003 Jan.-June), Dr. Linda M. Delene (2004-2006), Dr. Janet I. Pisaneschi (2006-2007), Dr. Bassam Harik (2007-2008), and Dr. Timothy J. Greene (2008-present). Personnel and title changes also occurred over the years at the various vice provost positions to better serve the current administration and University.

Table 1.1 Leadership Changes Office of the Provost

<table>
<thead>
<tr>
<th>Year</th>
<th>Provost</th>
<th>Vice Provost for Budget and Personnel</th>
<th>Vice Provost for Institutional Effectiveness</th>
<th>Vice Provost for Academic and Undergraduate Studies</th>
<th>Associate Provost for Assessment and Undergraduate Studies</th>
<th>Associate Provost for Extended University Programs</th>
<th>Director of Collective Bargaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>Fred Dobney</td>
<td>Roberta Allen (Assoc/Vice President)</td>
<td>Linda Delene (Vice Provost for Academic Planning &amp; Assessment Jan 2001)</td>
<td>Thomas Bailey (Associate Provost for Academic Affairs)</td>
<td>Alan Walker (Vice Provost for Continuing Education)</td>
<td>Chet Rogers</td>
<td></td>
</tr>
<tr>
<td>2001-02</td>
<td>Fred Dobney</td>
<td>Roberta Allen (Assoc/Vice President)</td>
<td>Linda Delene</td>
<td>Thomas Bailey</td>
<td>Alan Walker (Vice Provost for Extended University Programs)</td>
<td>Chet Rogers</td>
<td></td>
</tr>
<tr>
<td>2002-03</td>
<td>Dan Litynski</td>
<td>Roberta Allen (Assoc/Vice President)</td>
<td>Linda Delene</td>
<td>Rollin Douma (Assoc Provost for Academic Affairs March 2003)</td>
<td>Alan Walker</td>
<td>Chet Rogers</td>
<td></td>
</tr>
<tr>
<td>2004-05</td>
<td>Linda Delene</td>
<td>Ronald Davis (Vice provost for Internet programs and Academic Affairs Budget January 2005)</td>
<td>Eileen Evans</td>
<td>Rollin Douma (Vice Provost for Academic Affairs March 2005)</td>
<td>Margaret Bernhard (Associate Provost for Extended University Programs)</td>
<td>Jay Wood</td>
<td></td>
</tr>
<tr>
<td>2005-06</td>
<td>Linda Delene</td>
<td>Ronald Davis (Vice provost for Internet programs and Academic Affairs Budget)</td>
<td>Eileen Evans</td>
<td>Rollin Douma</td>
<td>Nicholas Andreadis (Dean for Extended University Programs)</td>
<td>Jay Wood</td>
<td></td>
</tr>
<tr>
<td>2006-07</td>
<td>Janet Pisaneschi</td>
<td>Bassam Harik (Title change to Vice provost for Budget and Personnel)</td>
<td>Eileen Evans</td>
<td>Jim Gilchrist</td>
<td>Darrell Johnson (Dean for Extended University Programs)</td>
<td>Jay Wood</td>
<td></td>
</tr>
<tr>
<td>2007-08</td>
<td>Bassam Harik</td>
<td>Vacant</td>
<td>Eileen Evans</td>
<td>Jim Gilchrist (Title change to Director of Undergraduate Studies Jan 2008)</td>
<td>Darrell Johnson (Director of Undergraduate Studies Jan 2008)</td>
<td>Darrell Johnson</td>
<td>Sue Caulfield</td>
</tr>
<tr>
<td>2008-09</td>
<td>Tim Greene</td>
<td>Bassam Harik</td>
<td>Eileen Evans</td>
<td>Jim Gilchrist</td>
<td>David Reinhold (Director of Undergraduate Studies Jan 2009)</td>
<td>Darrell Johnson (through Jan 2009)</td>
<td>Sue Caulfield</td>
</tr>
<tr>
<td>2009-10</td>
<td>Tim Greene</td>
<td>Bassam Harik</td>
<td>Eileen Evans</td>
<td>Jim Gilchrist</td>
<td>David Reinhold (Associate Provost for Undergraduate Studies July 2009)</td>
<td>Dawn Gaymer (Associate Provost for Extended University Programs October 2009)</td>
<td>Sue Caulfield</td>
</tr>
</tbody>
</table>
Faculty

In spite of declines in student enrollment and dwindling state support, the number of full-time faculty remained stable after a 2002-03 increase to address enrollment growth. In 2000, the number of full-time faculty (including chairs) was 902 compared to 908 in 2009.

In terms of bargaining unit and chair positions, data for 2009 show a higher percentage of tenure-line positions and of positions at the ranks of professor and associate professor/master faculty specialist than in 2000. In 2000, tenure-line positions were 85.8% (774 of 902) of bargaining unit and chair positions; in 2009, the percentage is 91.7% (833 of 908). In 2000, professors and associate professors/master faculty specialists were 31.2% (281) and 30.0% (271) respectively. In 2009, the percentages are 37.9% (344) and 33.8% (307).

The percentage of full-time faculty has increased less than 1%. In 2000, full-time faculty accounted for 62.6% (902 of 1,441) of all faculty; in 2009, the percentage is 63.3% (908 of 1,435). In 2000, part-time faculty were 37.4% (539 of 1,441) of faculty; in 2009, the percentages decreased to 36.7% (527 of 1,435). The diversity of WMU faculty (bargaining unit and chairs) has remained consistent, from 13.3% (131 of 986) in 2000 to 13.2% (120 of 908) in 2009. But the number of female faculty went from 37.4% (369 of 986) in 2000 to 39.8% (361 of 908) in 2009, an increase of 2.4%.

In terms of AAUP average salary, when compared to Michigan publics and Carnegie peers, WMU compares more favorably against Michigan publics than Carnegie peers in all ranks except instructor. Among the 15 Michigan public universities, WMU AAUP average salaries by rank place as follows: professor, 6th; associate professor, 6th; assistant professor, 11th; and instructor, 11th. Compared to peers (WMU and 14 universities selected based on Carnegie classification), WMU AAUP average faculty salaries by rank place as follows: professor, 11th; associate professor, 9th; assistant professor, 13th; and instructor, 8th.

Staff

From 2001 to 2009, the most notable change among staff is the 7.5% overall reduction in the number of positions (from 2,121 to 1,962). Staff demographics over the same time period are relatively unchanged. In October 2001, 15.4% (326 of 2,121) of staff identified themselves as Black, non-Hispanic, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native. In October 2009, the percentage was 13.4% (262 of 1,962). However, the number of staff reporting race or ethnicity fell considerably over the eight years. The percentage of staff who identified themselves as female rose from 59.8% (1,269 of 2,121) to 60.7% (1,191 of 1,962) over the same period of years.

Students

Although fall 2001 and 2002 showed enrollment increases, the next five fall headcounts showed declines; enrollment peaked at 29,732 (2002) then declined to 24,433 (2007). A modest decline of full-time students (from 21,418 in 2000 to 19,933 in 2009) and notable decline in part-time students (7,239 to 4,643) can be explained only in part by the state's changing economic conditions. The absence of a strategic enrollment management plan in times of burgeoning enrollment left the institution without a map by which to guide growth.

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16 Tracy Pattok, Office of Institutional Research
17 Michigan Public universities AAUP Average Faculty Salaries by Rank, Table 38, 2009-10 Fact Book; wmich.edu/ir/factbook/2009/faculty/misalary.pdf
18 Tracy Pattok, Office of Institutional Research
19 Tracy Pattok, Office of Institutional Research
and address resource needs for the influx of students. Increased competition among Michigan's public institutions was also a factor.

During this period, there were enrollment successes. Extended University Programs, for example, demonstrated an increase in all degree areas, with enrollment growing from 3,278 to 3,616. And the number of doctoral students increased by 66%, from 546 in 2000 to 907 in 2009. WMU continued to draw most of its students from Michigan (89.1%, 21,893 of 24,576), and international students were only a slightly lower percentage of the student body in 2009 than in 2000, 6.3% in 2000 (1,803 of 28,657) compared to 5.1% (1,254 of 24,576 in 2009). With slightly fewer out-of-state students choosing WMU in recent years (5.8%, 1,429 of 24,576 in 2009) than in 2000 (6.3%, 1,797 of 28,657), increased attention has been directed to recruiting out-of-state students.

From 2000 to 2009, the student population has seen a decrease in the number of female students, an increase in the number of minority students, and an increase in the percentage of students awarded financial aid. The WMU of 2000 was 54.5% female (15,630 of 28,657), 9.1% minorities (2,600 of 28,657), 64.9% (18,604 of 28,657) awarded financial aid. The WMU of 2009 was 51.1% female (12,548 of 24,576), 12.9% (3,174 of 24,576) minorities, and 78.7% (19,348 of 24,576) awarded financial aid. Historically, at least 90% of freshmen (first time, beginner students) still choose to live on campus. The total number of students living on campus has decreased from 24.5% (6,214 and 807 of 28,657) in 2000 to 19.9% (4,400 and 502 of 24,576) in 2009.

**Curriculum and Instruction**

Members of the faculty engage in review and revision of the curriculum to offer high-quality academic programs based on ongoing assessment of student learning; requirements of specialized program accrediting agencies; and response to alumni, employers, and national data.

From 2000 through 2009, WMU enhanced its degree options by adding 15 bachelor’s degrees, eight master’s degrees, five doctoral degrees, and three graduate program certificates while revamping 36 existing programs.²⁰

WMU has also initiated several accelerated degree programs as part of curricular improvements. In accelerated programs, undergraduates receive both undergraduate and graduate credit for designated 500- and 600-level courses while still undergraduates seniors. Since they receive graduate credit prior to getting their bachelor’s degrees, they reduce the time required to obtain master’s degrees, thus allowing talented students to obtain their master’s degrees in a shorter period of time.

**General Education**

WMU’s General Education policy was most recently revised in spring 2003 with the addition of specific learning outcomes and subsequently affirmed by the General Education Review Task Force in 2006. The program “should develop each student’s knowledge, capacity for expression and response, and critical insight to help the student become a capable, well-informed, and responsible citizen of a culturally diverse society in a complex world.”²¹ To do so, students complete a 37 credit-hour program of distribution requirements across eight areas, as well as proficiencies in writing and mathematics or quantitative reasoning.

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²⁰ Barbara McKinney, Office of the Registrar
²¹ Resource Room: General Education Policy (Reinhold)
The Faculty Senate Committee to Oversee General Education (COGE), along with the Undergraduate Studies Council (USC), reviews and approves all course proposals concerning general education credit. Accommodations and exceptions to the General Education Policy are approved by both the USC and COGE. Most importantly, the COGE is responsible for evaluating the success of the general education program and assisting the University community in carrying out its responsibilities to the General Education Policy. The full report outlines the status of general education at WMU, including ongoing assessment and curricular changes.

**Enhancement of Student Life**

The mission of the Division of Student Affairs (DOSA) is to engage students in learning and personal development. All of the programs and services within the division are intentionally designed to support WMU’s academic mission, create and sustain optimal learning environments both in and outside of the classroom, and provide appropriate challenge and support for students. A vital component of WMU, the division helps to guide development of students into responsible citizens and future leaders. An array of activities and services is coordinated through DOSA, including but not limited to, Career and Student Employment Services, Disabled Student Resources, LBGT Student Services, Sindecuse Health Center, Student Activities and Leadership Programs, and University Recreation. Since 2001, the Division of Student Affairs’ first priority has been, during significant budget reductions, to protect programs and services that support student success. Several auxiliary units were moved to student affairs, including Residence Hall Facilities, Dining Services, the Bernhard Center, and the Children’s Place Learning Center.

**Housing**

In addition to standard maintenance, there have been several changes in campus housing. WMU has updated the interiors of residence halls with remodeled lobbies, new bedroom furniture, and significant upgrades to fire and emergency notification systems. Security cameras have been placed in public areas and are monitored by the WMU police department. In the last 10 years, Dining Services has completed two major dining hall renovations in the residence halls. Currently, a significant renovation to Davis Dining Service, which will be completed in the fall 2010 semester, is underway. While the 2001 Campus Master Plan aspired to increase the housing stock to 10,000 beds, the current focus is to assess, update, and add to current housing stock based on student need and demand. This focus also addresses the changes necessary to attract freshmen and transfer students to campus, as well as to entice upper-class and graduate students to remain in or return to campus housing. Some of the housing options being discussed included partnerships with off-campus developers/landlords or University-owned off-campus units. The 2001 Master Plan calls for campus housing on the Oakland Drive Campus as part of the long-term planning. A new apartment complex for upperclassmen will be built on the WMU main campus beginning summer 2010. The four-building complex will feature one-, two-, three-, and four-bedroom apartment units for more than 300 students.

**University Recreation**

University Recreation is committed to creating healthy environments that engage students and the University community in learning and personal development. The department serves a diverse population of internal and external patrons, as well as regional and state organizations. University Recreation continues to contribute to WMU’s ability to recruit and retain students, faculty, and staff by offering programs and services that meet their needs and expectations. During the spring and fall semesters of 2008, over 331,759 accesses were recorded
through the turnstiles at the Student Recreation Center. Programs included 1,100 fitness classes with 14,000 participants in 2008-09; and 35 different intramural sports ranging from ice hockey to badminton with 5,800 participants.

**Sindecuse Health Center**

A number of changes have occurred at Sindecuse Health Center over the past 10 years, all in response to providing quality health care for the WMU community. The completion of a major remodeling project in 2007 resulted in improved patient privacy, increased student parking, a new drive-through prescription drug pick-up window, and a remodeled main entrance, pharmacy and Office of Health Promotion and Education facilities. Other new health center features include the introduction of early morning hours on Tuesdays for lab appointments, implementation of an electronic medical records system, and use of high-tech computed radiography. Other enhanced services include participation agreements with several insurance carriers that enable patients to use health center services and still receive maximum reimbursement from their carriers. Additionally, Sindecuse staff will now file insurance claims for all of the U.S. and Canadian carriers with which it partners. Sindecuse Health Center has met the stringent standards set by the Accreditation Association for Ambulatory Health Care, Inc. for accreditation in 2009. For almost four decades, accreditation has been the highest form of public recognition a health care organization could receive for the quality of care it provides. Finally, a medical social work department was created, led by a licensed medical social worker, and now provides assessment and referral, crisis intervention, short-term counseling, HIV counseling, testing, and education, and assistance with financial/insurance issues. A fund has been established to assist students with their urgent medical needs.

**Bernhard Student Center**

Significant work has been done with respect to “making the Bernhard Center one that students identify as their special place.”22 Specifically, a team of consultants assessed the scope of the project to facilitate a transition to a more traditional student center. Campus planning engaged a number of student groups to provide input as well. While the project itself is on hold in light of current economic conditions, a number of changes were put in place to make the Bernhard Center more student friendly. Significant remodeling in 2009 converted the former Henry Hall dining room to offices and meeting space for registered student organizations and the WSA. In addition, Student Activities and Leadership Programs has moved into the Bernhard Center. As the department charged with providing support and guidance to student organizations, it is important that it be housed in close proximity to the Student Organization Center (SOC). The new Student Organization Center is a state-of-the-art center hosting some 35 Registered Student Organizations and featuring a kitchenette and conference room. Another noticeable change in the Bernhard Center was the addition of Bronco Express Services Team, a one-stop location for students with questions about their bills, financial aid, and other University services.

**WMU Strengthens Community Connections**

WMU is an integral part of the Kalamazoo community, and fostering the myriad collaborations is the role of the Office of Community Outreach (1999) and the Center for Service Learning (2010). Bridging WMU with the greater Kalamazoo community in a mutually beneficial partnership, the community outreach office focuses on developing the Business Technology and Research Park and serves as the liaison with Kalamazoo city and county officials. Among the outcomes of more than a decade of outreach was a recent effort to catalog

the hundreds of community service activities and opportunities involving WMU faculty, staff, and students. That undertaking, as well as student and faculty participation in service learning, contributed in large part to the opening of the Center for Service Learning in Welborn Hall. The center shares space with the Lewis Walker Institute for the Study of Race and Ethnic Relations and with the Poverty Reduction Initiative. The center’s mission is to increase the amount and the quality of service learning, providing coordination and technical assistance by serving as an information clearinghouse on the implementation of high-quality community service learning. The center will also act as a matchmaker, linking WMU faculty and students with governmental and non-governmental organizations in surrounding communities to develop and implement mutually beneficial partnership agreements leading to community learning and community research experiences for WMU students.

Enhancing WMU’s Sustainability Practices

The energy savings initiatives developed by physical plant personnel have become best practices for large campuses around the nation. Many of WMU’s research initiatives have focused on alternative energy sources like algae, biodiesel, solar energy, and wind power. Most impressive of all, students demonstrate passion for and a continuing commitment to making sustainability work—to protecting the environment and to enhancing the quality of life for all. A number of important initiatives reflect WMU’s commitment to sustainability:

- In 2007, WMU rid itself of inefficient incandescent lamps used to light almost 8 million square feet of building space. The conversion cut electrical use by almost 75 percent.
- In July 2007, WMU’s College of Engineering and Applied Sciences, WMU’s Physical Plant, and contractor Bauer Power installed a 40-foot wind turbine on the Parkview Campus. The generator provides two kilowatts of power, a small percentage of the University’s overall electrical consumption but enough to handle the electrical needs of a typical home without air conditioning. Upgrades scheduled for the generator call for more than doubling that output to five kilowatts during the next couple of years.
- In March 2008, WMU appointed Dr. Harold Glasser as the director of sustainability and established the President’s Universitywide Sustainability Committee. The charge of the committee was to outline key sustainability initiatives for the University, accomplishing the seventh goal in the 2003 WMU Environmental Mission Statement and Goals.
- In August 2008, WMU secured $650,000 in federal dollars to support WMU’s Geological Carbon Sequestration Research and Education program, helping the University partner with Michigan industry, energy utility companies, and local governments to examine the potential for carbon sequestration in deep Michigan geological formations.
- In September 2008, three of five dining halls eliminated trays, and a fourth dining hall went trayless in 2009.
- In June 2009, Western Michigan University became an Affiliate for Higher Education Institutions member of the Climate Savers Computing Initiative. WMU’s Climate Savers Computing efforts will reduce the amount of global carbon dioxide emissions from the operation of computers by 54 million tons a year.
Summary of Accreditation History

WMU was first accredited by the North Central Association of Colleges and Secondary Schools (NCA) in 1915 and in 1916 by what became the National Council for Accreditation of Teacher Education. WMU has been continuously affiliated with the Higher Learning Commission of the North Central Association of Colleges and Schools during the intervening years and is a Program to Evaluate and Advance Quality (PEAQ) participant. Offering of the specialist degree was approved in 1961; doctoral degrees were initiated in 1966 and accredited in 1971. Continued accreditation was most recently granted in 2001, with a mandated focused visit in 2005 to evaluate progress and achievement in the assessment of student academic achievement and in strategic planning. The next review is scheduled for October 18-20, 2010. Accreditation is limited to degree programs offered in the state of Michigan; St. Louis, Missouri; the MBA program offered in Singapore; and the Master of Arts in Criminology, Law and Public Policy offered as a dual degree with the University of Malta in Valetta.

Of the several active in-state regional sites or additional locations, WMU owns or leases seven of them: Battle Creek (Kendall Center); Benton Harbor (WMU-Southwest); Grand Rapids (WMU-Grand Rapids: The Graduate Center-Beltline; WMU-Grand Rapids: The Graduate Center-Downtown); Lansing (WMU-Lansing located at Lansing Community College University Center); Muskegon (WMU-Muskegon located at Muskegon Community College); and Traverse City (WMU- Traverse City located at Northwestern Michigan College University Center). Delivery of a doctoral program in educational leadership to single cohorts occurs at three locations: Big Rapids (Ferris State University), Marquette (Northern Michigan University), and Saginaw (Saginaw Public School District). A request for substantive change currently in process seeks additional locations at the Royal Oak and Southfield campuses of Oakland Community College.

A total of 139 degree-granting and four non-degree granting programs in the seven degree granting colleges and two service units are accredited. A total of 28 accrediting agencies accredit one or more programs, as well as three service units that provide students with training and supervision in their fields of study. No program at WMU enrolls one-third or more of total students.

Program Accreditation Findings

Over the past 10 years, approximately two-thirds of accredited programs were granted accreditation without further follow-up or information. The others were granted accreditation with follow-up either prior to or within the next accreditation cycle. One program chose to withdraw from accreditation.

In compliance with each accrediting body’s policy on the public disclosure of accreditation information, copies of complete accreditation materials are available in the Accreditation Library, B-125 Henry Hall, Western Michigan University.
Progress Since 2001 Comprehensive Evaluation

According to the 2001 HLC Comprehensive Evaluation Team Report, “WMU is in compliance with the general institutional requirements, meets the five criteria for accreditation, is in compliance with the Higher Education Reauthorization Act, and has provided significant evidence that it is accomplishing its purposes at a high level of quality.”23 The report recommended that the next comprehensive evaluation be in 2010-11 and that a mandated focused visit occur during 2005-06 on assessment of student academic achievement and strategic planning. Finally, the report recommended approval of the institutional change request for the MBA program offered in Singapore.

One of the two concerns and one of the six challenges cited prompted the recommendation for a mandated focused visit:

• The concern: “It is a concern that the institution has not implemented assessment of student academic achievement in many areas, and, until recently, no office or individual was charged with monitoring compliance with the NCA Higher Learning Commission policy.”24

• The challenge: “The institution has not completed planned revisions to the mission statement. In addition, the absence of either a university strategic plan or a process for formal approval of unit strategic plans is a critical issue for the institution.”25

Thus, “[b]ecause of the conspicuous lack of institutional direction, support, and monitoring for assessment of student academic achievement, and because of the several years of planning without completion of a strategic plan, the team recommends that a visit focused on these two areas be made in the fall of 2005.”26

Immediately following the release of the team report in 2001, WMU began to assemble the appropriate committees and structures that would plan and carry out the actions necessary to respond to the areas of concern raised in the report. Based on the evidence presented in the 2005 focused visit self-study report and during the visit, the team report found adequate progress in the two areas and recommended no Commission follow-up be noted in the Statement of Affiliation Status.

There were four areas for institutional attention, however. First, the team recommended the appointment of a director or coordinator of general education to provide oversight of this aspect of undergraduate education. In January 2008, Dr. David S. Reinhold, associate professor of chemistry, was named director of undergraduate studies, with responsibility including the General Education program. In July 2009, he was named associate provost for assessment and undergraduate studies, and added responsibility for assessment, undergraduate advising, the Western Edge, oversight of academic program planning, first-year seminar, and the Center for Academic Success Programs.

Second, the team report identified determining how best to utilize the current general education committees and how to signal to students the significance and relevance of general

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education as two tasks for the director. WMU’s Committee to Oversee General Education (COGE), a committee of the Faculty Senate, now reviews each new proposed general education course to assure that the learning outcomes match those established for the particular proficiency or distribution area.\textsuperscript{27} In addition, COGE is charged with reviewing existing courses on a regular basis to make sure they continue to deliver the agreed-upon learning outcomes.

Third, the team report suggested increasing faculty and student engagement in WMU’s assessment culture by maximizing the utility of iWebfolio as an assessment tool for student learning. WMU created the full-time position of assessment programs specialist, now reporting to the associate provost for assessment and undergraduate studies, with responsibility for coordinating programs designed to improve assessment and assist departments and colleges with TracDat and iWebfolio. In addition, UASC’s Assessment in Action outreach group recognizes students’ use of iWebfolio through a contest each semester. Faculty are also engaged with iWebfolio when it is used for deans’ position searches, review of graduate student applications for selected awards, and access to HLC self-study subcommittee records.

Finally, the team report recommended an increase in faculty ability to differentiate between course-level learning outcomes and programmatic or department-level outcomes, along with general education proficiencies and actual course or programmatic outcomes. Over the past decade, the attention that specialized program accrediting bodies have given outcomes and curriculum mapping has helped to focus attention on levels of learning outcomes. At the same time, UASC’s events for the scholarship of teaching and learning and for recognizing outstanding work by individuals and units in the area of assessment of student learning provides a forum for such discussions. The 2009-10 general education assessment pilot study of baccalaureate writing courses also creates an opportunity for discussions of levels of outcomes.

In both 2001 and 2005, WMU committed to improving its assessment of learning and its strategic planning. The following two sections are an overview of the University’s progress.

**Assessment of Student Learning**

The committees and structures detailed in the focused-visit self-study report continue to direct the faculty’s study of student achievement. The University Assessment Steering Committee (UASC) reviews and provides feedback on the deans’ annual assessment impact reports; and conducts outreach through its Assessment in Action workshops, electronic newsletter, Scholarship of Teaching and Learning workshop (since 2008), and Assessment Day (2010). UASC supports faculty research on the assessment of learning by funding up to six grants annually through a peer-reviewed competition. UASC formally recognizes program improvement and advances in establishing a culture of learning through the presentation of individual and department/unit assessment excellence awards. And, upon request, UASC members visit with departments exploring ways to improve their assessment plans or create effective and efficient assessment mechanism that addresses specialized program as well as departmental requirements.

Web-based portfolios (iWebfolio) and electronic assessment records (TracDat) are established tools, and, effective 2009, all departments submit their annual assessment impact reports using TracDat. Support for faculty development in term of assessment has been housed over the years in the Center for Teaching and Learning, Academic Technology and Instructional Services, and the Office of Faculty Development. The National Survey of Student Engage-

\textsuperscript{27} Committee to Oversee General Education (COGE), wmich.edu/facultysenate/committees/education

Guiding documents—Framework for Institutional Effectiveness, WMU Assessment Plan and Timetable, and the institutional data transparency policy—remain in place. Transparency and accountability in terms of assessment are reinforced by publication on the Web of the UASC’s summary notes of meetings and NSSE and FSSE reports, and—new since the focused visit—the deans’ annual assessment reports and the annual report of curriculum changes, including those resulting from assessment of student learning.

Equally important, the structures described in the focused visit self-study report have been strengthened and clarified since the focused visit. In each college an associate dean is identified as the assessment contact, and the vice provost for institutional effectiveness and the associate provost for assessment and undergraduate studies together convene meetings several times a semester to discuss issues related to assessment and accreditation.

Base budget funding for assessment programming and operations through the Office of Institutional Effectiveness has remained untouched during the several rounds of budget cuts. Responsibility for providing leadership for assessment now rests with the vice provost for institutional effectiveness (institutional-level assessment, including NSSE and FSSE) and the associate provost for assessment and undergraduate studies (departmental and program-level assessment, including general education), thus recognizing the centrality of general education to undergraduate education, linking prominently assessment and general education, and promoting the faculty’s formal assessment of distribution areas and proficiencies. Both positions report directly to the provost. Institutional resources committed to assessment and to general education since 2005 include the creation of the associate provost position and support for use of the Collegiate Learning Assessment (CLA).

In brief, since 2000, faculty and staff have improved programs and services based on the assessment of student achievement and, in doing so, are evidence of fulfilling WMU’s goal “to conduct ongoing assessment activities and engage in continuous improvement initiatives within the University.” Criterion Three and Criterion Four. One present in greater detail the accomplishments and outcomes of assessment initiatives in degree-granting and non-degree granting units.

**Strategic Planning**

To be certain, while the phrase “student-centered research university” still engenders lively discussion about its meaning, it is the phrase commonly invoked when mission and identity are mentioned and the beginning point for planning. Amidst all of the turnover in the positions of president and provost since 2000, the mission statement remained and remains the University’s point of stability, its essence. The University mission statement and goals have informed planning at all levels.

While the 2005 team report recommended no further Commission follow-up, there was one area for further institutional attention: The processes and structures in strategic planning need to facilitate institutional integration of individual unit plans, and balance the need for centralization with faculty concerns about the process becoming a “top-down” approach.

The Board of Trustees’ approval of the mission statement (December 2001) drove development of strategic planning, which was initiated by President Floyd and continued by President Bailey. The work of the University-wide mission coordinating group spanned both
presidents’ terms and resulted in a July 7, 2003, implementation report that began the work of identifying indicators and establishing metrics and processes for evaluative data collection—tasks that the 2001 visiting team deemed essential to strategic planning. Working with a presidential strategic directions task force, President Bailey sought to prepare core objectives and metrics for a strategic plan. The outcome of the group’s efforts, transformational institutional priorities (April 2005), was subsequently revised and titled Strategic Plan for Western Michigan University—2010. The president was expected to establish a strategic planning process with the president as the chief facilitator and senior academic leadership and administrators engaged. A fully developed plan, including initiatives, evaluation procedures, and an annual report to the Board, was to be presented to the Board of Trustees during 2005-06, but was not yet complete when she left her position in 2006.

Today, WMU is well positioned to write an empirical, inductive institutional strategic plan drawn from recently developed and implemented new or revised plans in the vice-presidential divisions. For over the past decade, WMU’s strategic planning has looked for direction to institutional mission and goals and to presidential vision. Each president’s vision was consistent with the mission. In brief, for President Floyd, WMU was “a globally engaged academic community that provides leadership and collaboration in the discovery and dissemination of knowledge to educate individuals for changing roles in a complex and diverse society.”

For Interim President Litynski, the work of carrying out WMU’s mission was based on the values of respect, integrity, competence and excellence, teamwork, leadership, and mission focus. Placing students at the heart of academic activities and the centrality of education as the primary role of faculty, he saw the institution as concerned with the education of the whole person as student and as future citizen.

For President Bailey, it was the vision of WMU as a “national student-centered research institution, engaged with the communities we serve and renowned for its integrity, intellectual vigor, innovation, imagination, and inclusiveness” that brought her to the institution and upon which rested three initiatives for realizing that mission: “our emphasis on a diverse and inclusive campus climate; our insistence on intellectual rigor, and our investment in an infrastructure that serves and challenges our students.”

For President Haenicke, WMU was positioned between large research universities where research was paramount and comprehensive institutions where instruction was the focus, thus offering faculty and students the best of both worlds. Having a faculty who conducted cutting-edge research and who also loved to teach made WMU a university like no other.

In 2007, President Dunn characterized his vision for a vibrant WMU with the word growth, and two years later chose the metaphor of a healthy university to convey a vision focused on sustainability, diversity, and enhancing WMU’s strength and health, including “the commitment to maximize resources and reduce waste, including, most importantly, the waste or loss of human capital.”

Furthermore, ongoing upgrades of the Banner Student Information System (SIS), the use of Cognos reports, and PeopleSoft enhancements have increased the use of data-driven planning and evaluation. For example, “Friday reports” (the weekly reports that track undergraduate and graduate admissions) and enrollment forecast data reports are used routinely in planning.

28 State of the University Address, Academic Convocation, Feb 7, 2002; Office of the President
29 State of the University Address, Academic Convocation, February 6, 2003; Office of the President
30 State of the University Address, Academic Convocation, February 5, 2004; Office of the President
31 State of the University Address, Academic Convocation, February 28, 2007; Office of the President
32 State of the University Address, Academic Convocation, September 10, 2009; Office of the President
Mid-term reporting provides students valuable feedback on their progress in courses before the last day to drop classes and advisors valuable feedback to identify students for follow-up conversations. Faculty, staff, and students may use an online, confidential form to share concerns with the associate dean of students about a student whose behavior is troubling and persistent.

Finally and perhaps most importantly, vice presidential areas have developed and/or revised and implemented strategic plans that help to position WMU to address coordination in planning. Between 2001 and 2005, development, information technology, and student affairs wrote and implemented plans; academic affairs drafted a plan. Since 2005, the Board of Trustees approved WMU’s Diversity and Multiculturalism Plan (2006), and academic affairs has written and implemented a strategic plan, as has business and finance. As part of implementation, academic affairs is planning to create curriculum maps with all current and future learning outcomes. There is evidence of coordination of academic affairs planning in the latest comprehensive campaign, and nascent coordination of academic priorities and development support with the Master Plan for facilities. These emerging linkages among vice presidential plans are fertile ground for an institutional plan, which could logically follow review and affirmation of WMU’s mission and goals now that presidential and provost leadership has stabilized. (Criterion Two presents recent planning in greater detail.)

**Additional Concerns, Challenges, and Suggestions Noted in the 2001 Comprehensive Evaluation**

The actions taken by WMU in regard to the additional concerns, challenges, and suggestions noted in the 2001 team report (other than those related to planning or the assessment of student learning) are chronicled in annual updates submitted to the vice provost for institutional effectiveness in the years 2008, 2009, and 2010 and available on-line. In addition to the brief responses here, some topics are discussed at greater length elsewhere in the self-study report.

**Concerns**

*It is a concern that WMU instituted an MBA program in Singapore without first obtaining approval from the Higher Learning Commission.* (p.68)

**WMU Response:** Since 2001, WMU submitted two substantive change requests, both of which were approved by the Institutional Actions Council (August 17, 2009) and validated by the board (August 28, 2009). The first was for a dual degree program in partnership with the University of Malta, the second for a new degree site in Saginaw, Michigan. Awareness of the need for prior approval has improved among academic affairs leadership, and the Faculty-Senate approved “General Principles of Curriculum Change” (2007) alerts faculty and administrators to consult with the vice provost for institutional effectiveness on curriculum changes requiring HLC approval.

**Challenges**

*Older residence halls are reported to have maintenance issues. Additionally, there are concerns about the need to modernize life-safety equipment. Further, the growth in the freshman class has outgrown the capacity of the residence halls, creating a challenge for providing freshman students with a meaningful learning experience in their first year on campus. The challenge may be*

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33 Progress Made on Concerns Identified in 2001 HLC Team Report, wmich.edu/poapa/accreditation/progress.html
compounded by the fact that the city has passed ordinances that may limit the opportunities for off-campus housing. (p. 68)

WMU Response: A 2008 Campus Housing Master Plan includes strategies for increasing the housing stock from the current 5,000 plus beds to 10,000 beds by replacing or upgrading current housing stock plus adding new units. It also addresses the changes necessary to attract freshmen and transfer students to campus and entice upper-class and graduate students to remain in or come back to campus housing; the latter have significantly different housing preferences than the former. The construction of a new student apartment complex will add living space for more than 300 students in four buildings. Groundbreaking occurred on June 1, 2010. The project is scheduled to be completed in August 2011.

Rapid growth of the student body without commensurate growth in numbers of faculty and staff threatens the quality of the educational experience provided by the institution. (p. 68)

WMU Response: Academic Year 2004-05 saw the appointment of WMU’s first vice provost for enrollment management, with oversight of the critical elements of enrollment management: admissions, financial aid, the Registrar’s Office, the First-Year Experience program, and the Center for Academic Support Programs. In November 2009, the then-interim vice provost for enrollment management convened a strategic enrollment management committee charged with the development of a strategic plan and ongoing improvement in the process of enrollment management. In addition, strategies 2.1 and 4.5 of the 2010-11 Academic Affairs strategic plan set forth a capacity-based approach for aligning resources that ensures the quality of both the undergraduate and graduate educational experience. Further, strategy 7.4, to increase the number of tenure and tenure-track faculty by 25 annually, is aimed at expanding funded research in specific areas, working with students on scholarly activities and research projects, and improving faculty-to-student ratios to enhance the quality of the educational experience.34

Although some units evaluate their programs, there is no systematic review of university academic programs on the basis of university-wide guidelines and procedures. (p.69)

WMU Response: Systematic review of academic programs according to University-wide guidelines and procedures was announced by Provost Fred Dobney on January 8, 2002, in a memo to all deans, chairs, and directors. The guiding document, “Framework for Institutional Effectiveness and Academic Program Planning” remains in effect.

The administration has not consistently collaborated and communicated with staff regarding policy and procedures relating to their work. (p. 69)

WMU Response: WMU communicates policy changes to staff in accordance with collective bargaining agreements, if applicable, and in a variety of formats based on the message content. Formats include regular meetings with employee group leadership, direct employee e-mail, e-mail announcements through University Relations, web notices, business manager meetings, and budget analyst meetings.

The institution has not achieved its desired diversity among faculty, staff, and student populations despite various initiatives directed toward accomplishment of this goal. (p. 69)

34 Academic Affairs Strategic 201, wnmich.edu/provost/AAPlanning/Academic%20affairs%20strategic%20plan%20final%202010.pdf
WMU Response: Passage of Proposal 2 (Article I, Section 26 of the Michigan Constitution) in 2006 effected a review of policies and procedures to ensure lawful campus diversity. Implementation of the Diversity and Multicultural Action Plan ensures the foundation of University-wide policies to address the challenges of an open and inclusive campus atmosphere. In addition, WMU is increasing the diversity of its student population by serving specialized groups, such as foster students and returning veterans, and working with international students creates a forum for global education. Since 2000, faculty diversity has remained consistent, staff has increased 2%, and student diversity has increased 3.8%.

Suggestions
As the alumni association’s efforts have a very direct effect on the development program, a more effective structure might merge the alumni association activities with development efforts. (p. 69)

WMU Response: With the approaching retirement of Vice President of Development Carl “Bud” Bender in August 2010, and for considerations of cost savings and enhanced coordination and delivery of critical services, the president approved the search for a senior administrator responsible for the direction of both the University’s development and alumni outreach efforts. This change was reviewed and endorsed by the Alumni Association and the WMU Foundation.

The combined position, titled vice president for development and alumni relations, will develop long-range plans which provide for steady growth in external support of the WMU Foundation and the University. This administrator will be responsible for objectives, strategies and tactics for annual, major and special campaigns, plus the advancement of the alumni association and its programs. The inherent similarities and interdependence found in the outreach and cultivation efforts of both development and alumni affairs led to the creation of the new job description. It is expected that well-coordinated personal contacts and communications which emanate from a single, inclusive department will increase philanthropic support and encourage alumni commitment and involvement.

In many institutions, alumni programs and participation are critical to the success of development efforts and fund-raising campaigns. A connected reporting relationship for these functions at WMU could have important benefits. (p. 69)

WMU Response: Fundraising campaigns are the responsibility of the Development Office, which works in concert with the alumni office. Both of the offices are located on the first floor of Walwood Hall, and both the vice president for development and the director of alumni affairs are members of the president’s senior leadership team.

It is important that formal searches and consistent procedures be used when filling administrative, faculty, and staff positions. (p. 69)

WMU Response: All faculty hiring is administered by the Office of the Provost and Vice President for Academic Affairs. For dean searches, the provost’s office provides staff support to ensure consistency of process and compliance with University policies and procedures. The Office of Human Resources has oversight of hiring of staff. All regular (continuing or terminal, full- or part-time) positions must be hired under the provisions of the Job Opportunity Program. All job vacancies within WMU are posted prior
to an external search, and all hiring at WMU require review by the Office of Institutional Equity once a hiring decision is made but before an offer can be made to the selected candidate.

Continued efforts in administrator orientation and development could help address the challenges of large numbers of individuals occupying new administrative positions. (p. 69)

**WMU Response:** Administrator orientation occurs through informal peer mentoring, as well as through the initiative of offices with which new administrators will work. In addition, new academic affairs administrators with faculty rank are welcomed to new faculty orientation, and academic affairs has typically held a two-day retreat for academic affairs leadership before the beginning of fall semester. The provost will launch a formal administrator development program in summer 2010 under the leadership of the vice provost for academic operations/chief information officer. In 2009, the Division of Student Affairs developed a new employee orientation to introduce the many departments and facets of student affairs to new employees in the division. Weekly meetings of the Provost’s Council afford members an opportunity to acclimate new administrators to the work of academic affairs, student affairs, and the Office of the Vice President for Research, in addition to that of the deans and other direct reports to the provost. Regularly scheduled meetings of the provost’s Academic Forum throughout the semester include briefings on such topics as planning, the budget, matters of the WMU-AAUP agreement, and tenure and promotion.

Immediate attention is needed to protect the library special collections and preserve them for the use of students, faculty, and other scholars. (p. 69)

**WMU Response:** The Archives and Regional History Collections Library, located in East Hall on East Campus, houses unique materials on southwest Michigan, including manuscripts of its early residents. Plans initiated by President Dunn show promise for improving the facility, enhancing collection security, and promoting accessibility to the collections by researchers and community users. Designs to construct a new facility have been prepared and opportunities offered by renting community buildings are being reviewed.

Lee Honors College makes a significant contribution to undergraduate education in programs across the campus. The funding and structure of the college should be examined to ensure that appropriate resources are available. An advisory board for the college could make important contributions to its operations. (pp. 69-70)

**WMU Response:** Since 2007, and in conjunction with the strategic planning process, the acting dean of the Lee Honors College has assessed academic and non-academic needs of the college, using student focus groups; student surveys; one-on-one interviews with students and staff; and monthly reviews of budget, staffing capacity, and process capability. As a result, four actions were taken to assure that resources matched needs: the alignment of staff job objectives with strategic and operational needs of the college, the continued presentation of credible financial analysis and advocacy to the Office of the Provost, the addition of a development officer for the college (2009), and initiation of a $150 annual program fee (fall 2009).
The Lee Honors College Advisory Board was formed in January 2010 with its first meeting on February 3, 2010. It consists of eight members external to WMU, two WMU senior administrators, and the dean.

The provost should provide oversight for all academic programs, including graduate teaching and research. As the chief academic officer of the institution, the provost would normally provide oversight for all academic programs, including graduate teaching and research. Stresses between undergraduate education and graduate study may be exacerbated if this connection is lacking. (p. 70)

**WMU Response:** For nearly all of the past 10 years, the provost has provided oversight of graduate education. Responsibility for graduate education was added to the position of vice president for research in 1999, but decoupled from it in 2002 when the vice president and dean accepted a two-year appointment at the National Science Foundation. The interim graduate dean then reported to the provost while the vice president for research continued to report to the president. Today, the vice president for research serves as a member of both the president’s senior leadership team and the Provost’s Council.

Attention should be given to the resources needed to support graduate education, including stipends for graduate teaching and research assistantships. (p. 70)

**WMU Response:** Stipend levels have increased, following the Teaching Assistants Union (TAU) contract. There is renewed attention to funding graduate students by external grants.

Regional centers face pressure in utilizing faculty from campus because of some reluctance on the part of new, research-oriented faculty to participate. Visibility of the centers as significant institutional components should be reinforced so that target populations of the centers will be informed and find it easy to access services. The institution should continue the progress made in integrating and connecting off-campus study with on-campus resources. (p. 70)

**WMU Response:** Extended University Programs (EUP) is committed to promoting WMU as one university no matter where students are served and has been vigilant in its desire to increase the visibility of WMU facilities through coordinated marketing and public relations efforts. Staff have improved this visibility by completely integrating EUP’s marketing activities with those occurring at the University level, including University Relations, Academic Affairs, and others. EUP works in partnership with University marketing and publicity staff, serving on the integrated marketing team, the communicator’s committee, the Web governance council, the Web content committee, and the Website users group to remain integral to the marketing and publicity for the entire University. EUP’s marketing and communications staff works closely with each regional site (additional location), academic department, and online education to develop strategic marketing plans and initiatives aimed to increase student enrollment. EUP also collaborates with a variety of other University entities such as the Office of Admissions, enrollment management, the Graduate College, the Haenicke Institute for Global Studies, and academic colleges that employ marketing and communications staff so that WMU marketing, public relations, and Web materials speak as one unified voice.
Additional Suggestions Gleaned from the Report

The college [College of Aviation] is advised to continue its effective planning and analysis of needs and operations and its effective implementation. College and university leadership should identify and agree on a funding plan for the college. (p. 50)

**WMU Response:** In 2007-08, a 10-year facilities plan was developed to address the growing needs of the program. Strategic planning is currently underway and will address, among other things, resource allocation, curriculum development, research, fund raising, and student recruiting.

Sangren Hall, which houses the college [College of Education and Human Development], was built in 1964 and is in great need of renovation. (p. 46)

**WMU Response:** A June 1, 2010, ground breaking will mark the beginning of a two-year construction project that will result in a completely new, energy-efficient building. Classes in the new Sangren will begin in fall 2012.

New faculty lines have not kept pace with the increases in enrollment. This has led to an increased reliance on part time faculty. This situation is exacerbated by the increased focus on research and outreach activities. (p. 46)

**WMU Response:** Since 2000, the percentage of part-time faculty has decreased less than 1%, as the University met instructional needs during a time of declining budgets. In 2000, full-time faculty accounted for 62.6% (902 of 1,441) of all faculty. In 2009, the percentage is 63.3% (908 of 1,435). In 2000, part-time faculty were 37.4% (539 of 1,441) of faculty; in 2009 the percentage decreased to 36.7% (527 of 1,435).

As the college [College of Education and Human Development] faculty and staff are increasingly pulled in different directions, an additional concern is that current support of and collaboration with the public schools might be negatively impacted. (p. 46)

**WMU Response:** Since 2001, enrollment in the College of Education and Human Development has decreased significantly. Utilization of part-time and limited-term faculty has decreased as a result. While all units in the college continue to have personnel needs, the changes in enrollment patterns have greatly improved the issues raised by the HLC team. Although new faculty lines have not been allocated, a process exists in the college for the continued examination of current programs, enrollments, and potential for growth. Resource allocations are linked to these internal reviews of programs and decisions about replacement of open faculty lines are based on the reviews.

An additional concern, as stated in the self-study, is that the outreach activities are largely uncoordinated and lack integration. (p. 46)

**WMU Response:** The coordination and integration of outreach activities has been addressed in two ways. First, the appointment of an associate vice president for community outreach (1999) gave businesses a primary contact for locating in the Business Technology and Research Park, gave Kalamazoo city and county officials a WMU point person, and gave WMU a go-to person for WMU’s participation in community-based projects. Coordination and integration have been more easily facilitated because the same associate vice president has been in place since 1999. Second, and more recently, the Center for Service Learning (2010) is now WMU’s information clearinghouse—but not gatekeeper—for outreach, coordinating service
work across campus. The center is a matchmaker between community leaders and WMU faculty and students, an advocate for community-engaged learning, and a resource center for promoting best practices. Thus, in both of these ways, WMU can move intentionally to meet its goal of supporting “community and regional partnerships that elevate civic, cultural, social, and economic life.”

Faculty development [College of Engineering and Applied Sciences] was not evident regarding the conduct and management of research and graduate programs where there is an increasing need. (p. 49)

**WMU Response:** The College of Engineering and Applied Sciences (CEAS) continues to invest in faculty travel to technical conferences and to funding agencies for discussions about faculty research programs. Over the last few years, over 50% of CEAS faculty have attended at least one technical conference in any two-year period. By supplementing Research Development Awards (Office of the Vice President for Research) for CEAS faculty, the college funds early-career faculty’s visits to funding agencies; the college also provides travel funds to established faculty. In addition, the college has sponsored several research training workshops in grant proposal writing and management, and continues to provide funds to purchase, upgrade, and/or maintain research equipment.

Students would benefit from a broader range of mentoring, including graduate education opportunities and methods and more extensive and structured training in teaching skills for graduate teaching assistants. (p. 49)

**WMU Response:** In the College of Engineering and Applied Sciences, each department offers a seminar series where professional development material is offered. Topics have included intellectual property, sustainable development, responsible citizenship in a technological democracy, and project management.

Students voiced concerns regarding the availability of the Computer-Aided Engineering laboratory. An investigation of the need for longer operating hours is warranted. (p. 49)

**WMU Response:** With the move of CEAS to the Parkview Campus in 2007, the Computer-Aided Engineering Center was open seven days a week; hours during the week were 8:15 a.m. to 12:30 a.m. For 2008-09 and 2009-10, the center was open on Monday to Thursday from 8:15 a.m. to 12:30 a.m.; Friday from 8:15 a.m. to 5:30 p.m.; Saturday and Sunday from 12:30 p.m. to 7:30 p.m.

Faculty exhibit some workload strain resulting from the increased emphasis on research and graduate programs coupled with a limited decrease in undergraduate teaching load. (p. 49)

**WMU Response:** The College of Engineering and Applied Sciences follows the workload described in the Agreement, and in fall 2005 implemented a workload-measuring tool. Faculty active in research teach fewer than the 12 hours, and the college has hired term and part-time faculty to in order to manage sabbatical leaves, buyouts, and retirements.

The team advises that dependence on technology will require coordinated planning to assure timely replacement and dependable operation and that increased emphasis on the development and retention of academically qualified faculty will require monitoring of the balance between course-load requirements and research expectations. (p. 44)
WMU Response: The Haworth College of Business technology committee, with faculty representatives from all departments, assesses technology needs and plans for improvement given available resources. The rewiring of Schneider Hall and networking component upgrades are complete, and voice over IP and higher speed internet services are available in most locations. Laser printers in the computer lab were replaced. The most heavily used classrooms will be outfitted with technology “bunkers” by August 2010. For student computer labs, the distributed computing plan funds consumables, student staffing, software, and hardware; and refreshes student labs every four years. Replacement of computing equipment for tenured and tenure-track faculty (25% annually) occurred through the Office of Information Technology.

The college faculty enhancement committee, with faculty representatives from all departments, is charged with faculty development and retention. The committee has arranged research information sessions and seminars on educational and research software. The committee restored professional development grants for research-related expenditures.

Research is strongly encouraged and faculty are expected to continue to be academically qualified, as defined by the Association to Advance Collegiate Schools of Business (AACSB). Teaching loads and number of preparations are determined by the need to provide qualified classroom coverage, and faculty availability. Most tenured and tenure-track faculty in the college teach three courses a semester. The college meets the AACSB-required 50% benchmark for academically qualified faculty, and ongoing monitoring is addressing the need for faculty to continue to be academically qualified.

*Students believe that programs in the College of Fine Arts are not well integrated with requirements in the College of Education. Students complained vigorously about receiving incompatible advising from the two colleges and about inability to reconcile requirements. Space for the various parts of the Art department was reported to be scattered and inadequate.* (p. 43)

WMU Response: The concerns reported to the team in 2001 have not been communicated directly by students to College of Fine Arts advisors. College of Education and Human Development requirements have always been integrated into both the art education and music education curricula, as reflected in the curriculum guides available at each unit’s Web site. Art education and music education students are advised in the College of Fine Arts by art and music advisors, respectively. Fine Arts students visit the education advising office only when dropping off the Admission to Professional Education application (usually at the end of the sophomore year). Intern teacher application, placement, and supervision take place in the College of Fine Arts. The College of Education and Human Development’s Field Studies Office is responsible for registering students for ED 4100/4750. Relations between advisors in the two colleges are friendly and collegial. The advising directors of both colleges meet regularly to discuss issues of mutual concern.

The opening of the award-winning Richmond Center for the Visual Arts, and Kohrman Hall, have given the Frostic School of Art a unified home in the Fine Arts Village. The school now enjoys state-of-the-art studio, classroom, gallery, and office space.
There is a need for university-wide enrollment management. Departments with heavy general education responsibilities and significant increases in the number of majors feel swamped and worry about short-changing students. Chairs and faculty are concerned that graduate stipend levels are not competitive with those of peer institutions. There is a concern about resources to support the new Ph.D. programs and the additional undergraduate students. (pp. 41-42)

WMU Response: In May 2003, the call for enrollment management—“Institute enrollment management (with academic leadership) to balance enrollment with resources and institutional capacity”—was the first of eight necessary actions for implementation of the University’s mission, according to the WMU mission coordinating group’s preliminary report. In its July 7, 2003, final report, the necessary action was only slightly revised: “Institute enrollment management (with academic leadership) to balance enrollment with institutional resources including staff, technology, and facility capacities.”

WMU named its first vice provost for enrollment management in 2005 and created an enrollment management unit: admissions, student financial aid, the registrar’s office, the First-Year Experience program, and the Center for Academic Support Programs. Responsibility for University-wide enrollment management rests with the vice provost for strategic enrollment management (interim 2007-2010; permanent 2010), who, together with the provost, chairs the strategic enrollment management committee. This group of 19 faculty, staff, students, and administrators is charged with development of a plan “that results in attaining the most appropriate undergraduate and graduate enrollment as measured in student quality and quantity.” To date, the committee has drafted an outline of the plan and has begun the vetting process. As the enrollment management process is articulated, evaluated and refined, it will be an important tool in the alignment of resources with the responsibilities of delivering general education, undergraduate majors and minors, and graduate education.

Challenges include further increasing the number of underrepresented minorities among the students, faculty, and staff in the College of Health and Human Services. (p. 51)

WMU Response: The College of Health and Human Services (CHHS) re-established its diversity committee to advise the dean; develop and implement events and processes to realize the college mission with respect to diversity and inclusion; and share information within the college and across colleges. Representatives from each academic unit comprise the committee, which is chaired by a faculty member who also was instrumental in development of the Diversity and Multiculturalism Plan (DMAP). In fall 2001, 12.1% (162 of 1,479) of CHHS students were students of color; in fall 2008, 14.2% (360 of 2,536) were.

Obtain additional public and private monies to meet the identified needs and support the planned activities in the CHHS in teaching, research, and service. (p. 51)

WMU Response: CHHS externally funded research, instruction, and public service increased 7% from 2007 to 2008 (from $4,053,411 in FY

37 Strategic Enrollment Management May 21, 2010, wmich.edu/provost/sem/
Develop a college-wide [CHHS] database of pertinent assessment information to complement the institutional office of assessment. (p. 51)

WMU Response: As a beginning effort, CHHS compiled accreditation manuals for all programs that undergo specialized program accreditation, identifying common elements among programs. The goal is to develop a database of information that can be used by units for accreditation or assessment data. CHHS also added a graduate assistant who is aiding in data entry for the University's departmental assessment process; this individual is available to other units to assist with data gathering, entry, and analysis. The chairs and directors will develop a plan for creating a college-wide database to support the assessment database in the individual centers and schools of the college.

The information from these sources, [audit of student records to monitor progress, faculty feedback, a graduation survey, student focus groups and input from the executive board of the Lee Honors College Student Association; student satisfaction survey] however, does not provide adequate feedback about the extent to which students have developed the skills and understandings they are expected to attain. This information is needed for the planning process to maintain strengths and correct weaknesses. Many of the seniors complete a thesis, an existing product that could be used as one component of an assessment plan. (p. 36)

WMU Response: The Lee Honors College assessment plan was revised April 7, 2010, in response to recommendations made by the University Assessment Steering Committee, and is now in effect. A set of rubrics was developed to evaluate student learning outcomes, and the honors college has committed to implementing electronic portfolios for the capture of evidentiary data. All incoming freshmen will receive their electronic portfolio training during the June 2010 orientation. Data from the assessment of program success will be used to improve the curriculum, increase retention, improve pedagogy and instructional effectiveness, and develop the honors college infrastructure to support mission and goals. According to the protocol for paper end-of-semester instructor and course evaluations, for faculty teaching honors courses, the academic department chair receives the results except in instances where the faculty appointment is paid for by the honors college. Implementation of a Web-based evaluation mechanism will make results available to both the academic department chair and the honors college dean.

For evaluation of senior theses, each faculty mentor submits to the dean a rubric-based evaluation form following the thesis defense, and the dean also reads each thesis to assess quality and consistency of standards. Annually, honors college students complete a Web-based satisfaction and perception survey regarding the quality of Lee Honors College programming. The dean reviews the data and shares them with staff. Data from the dean's periodic focus groups and interviews with students also inform planning and programming. While there is no formal process for the dean to provide feedback to departments, the dean does contact departments when assessment data reveal a problem or concern and the remedy is usually crafted at the same time.
The Lee Honors College advisory board was formed in January 2010 and held its first meeting on February 3, 2010. It consists of eight members external to WMU, two WMU senior administrators, and the dean.

The self-study report suggests that data on graduate study are thin. The university should track its graduates and evaluate program strengths and weaknesses on a regular cycle. (p. 39)

**WMU Response:** The Graduate College has for several years provided extensive program data on its web page. This includes an inventory of degree programs, an updated list of graduate faculty members, and a road-map for progress through degree programs. The Graduate College has extensive data on time-to-degree, doctoral advising, student financing, and program-faculty publication, notably for PhD programs (the NRC doctoral survey captures much of this for 16 programs up to 2006). The college also has exit surveys for doctoral students.

*Much remains to be done in the Graduate College. Graduate stipend levels and numbers need to be increased to compete nationally. Graduate program review needs to be established on a continuing basis, and tracking graduates’ success is an important element. The criteria for graduate faculty status needs attention.* (p. 40)

**WMU Response:** Stipends are now competitive for all appointees of the Graduate College, by virtue of the contract with the Teaching Assistants Union. University policy has brought all appointees up to the level of the TAU contract. Appointee numbers are a function of funding, which has remained constant over the recent past. Departments and units have taken the lead in tracking alumni success. Review of graduate programs is an integral component of academic program planning; all programs offered by a department are examined at the same time. The graduate dean is a reviewer for all academic program plans.

*Currently there is no comprehensive strategic plan in Extended University Programs for development of each of the sites, nor is there an adequate assessment plan. The program mix is a product of individual initiatives taken over time by the administration, continuing education and center staff, and academic departments in response to demand and funding opportunities.* (p. 53)

**WMU Response:** In 2008, Extended University Programs (EUP) developed a five-year strategic plan, a plan that served the organization during recent leadership changes but was created prior to the academic affairs strategic plan and was not vetted through University and community stakeholders. During fall 2009 and spring 2010, EUP methodically reviewed the 2008 plan to ensure alignment with University mission and the academic affairs strategic plan. The EUP standing committee of the Faculty Senate, approved in March 2010, immediately began working with EUP leadership in the revision of the EUP strategic plan. Operational plans created as part of the 2008 plans are evolving into a two-pronged comprehensive planning process for regional sites (additional locations) and programs. At the program level, the unit has established a comprehensive program development process and program maintenance process. These activities recognize the partnership between Extended University Programs and academic departments and serve as a decision-making and continuous improvement tool.

EUP is also in the process of developing micro-level plans for regional sites, online programs, conferencing, non-credit and professional development activities, retirement learning, and corporate outreach, as well as plans
for engaging and supporting special populations. These plans include an environmental scan and seek to identify the convergence between education needs and WMU academic and delivery strengths. The plans also document enrollment management goals, student service needs, and faculty and academic support initiatives. The facility section of each plan outlines processes, procedures, and goals for capacity, security, safety, sustainability, and maintenance. These micro-level plans include outreach goals for the community, education partners (K-16), and corporate relations, as well as alumni and student engagement.

The student services plan ensures that students attending programs at regional sites or online have access to the same level of WMU services that a student would have attending classes in Kalamazoo. The student services plan addresses student support for accommodations and disabilities, advising, financial aid, registration, counseling services, library services, and issuing student identification cards at a distance.

Both the academic and location plans are designed to be dynamic documents that support evaluation and continuous improvement goals for the organization. The revised EUP strategic plan, site plans, delivery plans, and program maintenance plans are expected to be completed by September 2010.

*If expansion of off-campus graduate programs is to occur, creative solutions to the problem of increased faculty load must be developed. Visibility of the regional sites in university marketing and publicity should be increased, given the percent of WMU graduate credit they produce.* (p. 55)

**WMU Response:** EUP’s associate provost has been working closely with the provost and deans to determine means for expanding the instructional capacity without compromising WMU’s research mission. EUP is a self-funded financial model with revenue share and shared instructional costs for the academic departments. The financial model is continuously reviewed with the academic colleges and departments to determine ways to channel additional funds toward increasing instructional capacity and meeting program growth demands. The program maintenance document uses the program's instructional mix of full-time, part-time, and term instructors to deliver Kalamazoo programs as a benchmark for EUP’s instructional delivery goals.

Annual program maintenance meetings with department chairs have identified areas for increasing instructional capacity. The current revenue share model returns resources to the academic departments, which are then converted to instructional lines. This model has been instrumental in supporting academic departments, and EUP will collaboratively identify ways to continue to improve in the model and support more rigorous expansion of full programs through EUP.

*WMU should develop a comprehensive assessment and strategic plan for continuing education, distance education, and the regional centers. The institution should clarify and strengthen roles of academic units and leadership in providing advocacy, oversight, and budgeting for regional center programs, giving the units a higher stake in delivery and outcomes. Off-campus faculty should be offered development programs that focus on adult learners at off-campus locations.* (p. 55)

**WMU Response:** Since developing a strategic plan in 2008, EUP has made significant progress in this area. For the past two years, EUP directors
and academic department chairs have met annually to review the program budget, including expenses and enrollment as well as marketing, scheduling, student support, technology needs, and other areas respective of the diverse portfolio of programs. EUP staff also work with all levels of the academic units throughout the year to collaborate on the delivery and quality enhancement of programs offered through EUP. The associate provost meets weekly with the academic deans and is in the process of establishing college-level plans for EUP as part of the academic affairs strategic plan. The newly established Faculty Senate standing committee for EUP provides a direct avenue for faculty input and collaboration with EUP.

In the academic affairs strategic plan, EUP is charged with leading WMU in ensuring quality learning outcomes for the electronic delivery of courses. A comprehensive institutional plan for accomplishing this will be drafted collaboratively with the Faculty Senate standing committee, the faculty development office, and the Office of Information Technology at the beginning of the fall 2010 semester.

In response to the Higher Learning Commission’s annual institutional data update (AIDU) for 2009, EUP inventoried every course that meets the federal definition of distance education, and from this will establish continuous improvement goals regarding faculty development and the infrastructure to support growth in distance education. EUP will continue to offer faculty development workshops, instructional design, and technology support services within an institutional plan that emphasizes student learning outcomes, assessment of learning, best practices in electronic delivery of courses, institutional standards for online course delivery, technology tools that enhance learning, and online teaching strategies that enhance learning. EUP is committed to supporting innovation and ensuring quality in the electronic delivery of educational courses and programs.

The greatest challenge in the area of student support appears to be maintaining the quality and variety of services for a growing student population without increasing staff and budget resources. (p. 26) Evaluation of services provided is also needed to support improvements. (p. 27)

**WMU Response:** In December 2008, University Curriculum hired an additional academic advisor, bringing the staffing level to two full-time advisors and two graduate assistants. The Center for Academic Success Program (CASP) Web site was updated for easy navigation and clarity of services offered. Efforts to increase campus announcements have included: articles in the Western Herald; presentations to deans, department chairs, and faculty; increased participation and presence at WMU Gold Pride receptions; paid advertisements in high-student-traffic publications; mass e-mails to students; t-shirts highlighting services; multiple presentations to parents and incoming students during orientation; establishment of an in-line frame box with weekly announcements in the GOWMU student portal; and presentations to classes highlighting services. During fall 2008, the number of Supplemental Instruction (SI) offerings was increased compared to the previous spring, but resulted in a budget deficit. To meet increased requests from students and instructors, Supplemental Instruction leaders were hired with skills to lead more than one course, and content tutors were encouraged to help students in all areas they were qualified to do so. To increase student contact, SI instruction sessions and content tutoring
were established in multiple residence halls. All requests from students for help were addressed by an SI leader, tutor, success seminar instructor, or the director of Academic Skills. In situations in which the Academic Skills Center could not provide assistance, students were connected with faculty. As in 2007-08, ENGL 1000 instructors were assisted by consultants from the Writing Center. Data from the English department has shown that the additional ENGL 1000 help has raised the grades of participating students, and the CASP director felt it was important to maintain this service. Expansions of services have included satellite locations established in the residence halls and Waldo library while maintaining the same services in the Writing Center. Evening and weekend hours have increased in addition to an online appointment system.

CASP has held staff meetings dedicated to assessment updates and aligning CASP goals with the HLC’s core components. Each area within CASP has identified HLC core components that fit with the particular area’s functions. Efforts are progressing to establish a culture of assessment within CASP that will include regular use of COGNOS reporting to assist in identifying areas of improvement. The director of the Academic Skills Center has learned COGNOS report writing and acts as the COGNOS go-to person within CASP.

At a time when the institution is encouraging faculty to improve instruction and make more use of computers in their teaching, the center needs sufficient staff to provide guidance. It appears that the administration values the services provided, but campus growth is stretching the limits of what can be done for students and faculty. (p. 27)

**WMU Response:** One of the strengths of programming in WMU’s Office of Faculty Development (OFD) is that it is rooted in the scholarly literature of faculty development as an organizational change lever. Another is the ability of the director to leverage resources such that more than 30 individuals across campus contributed their expertise to deliver programs and services for the office in 2009-10 alone. Examples include a department chair who co-facilitates the Academic Leadership Academy, public safety staff, instructional technology staff, administrators, and faculty with expertise in online learning. Thus, faculty have access to a broad array of colleagues who are a support network in several areas. Programming includes learning communities (e.g., active and collaborative learning), workshops (e.g., e-teaching endorsement, blended learning), and seminar series (e.g., new faculty, teaching and learning for Millennials). Every offering is evaluated by participants, and an advisory board also helps to set direction. That said, staffing in the Office of Faculty Development consists of a director (faculty member assigned 0.50 FTE), a faculty member (assigned 0.25 FTE) whose discipline is the preparation of secondary education teachers, and a graduate assistant. Expectations for OFD, according to the academic affairs strategic plan, are that, minimally, the office will add programs (e.g., mentoring of faculty), enhance and/or extend existing programs through the increased use of technology, and continue to develop the scholarship of teaching and learning to a more mature stage.
Solid institutional research is needed in the Office of Vice President for Research to illuminate the consequences of research planning. (p. 40)

**WMU Response:** The Office of the Vice President for Research, with the help of the Faculty Senate Research Policies Council (RPC), has undertaken a review of a number of aspects for facilitating research, external funding, intellectual property (IP) development, and research support. During the 2007-08 fiscal year, the RPC began a review of these programs. The council found that the faculty research program was beneficial but that only an average of 30 faculty members had been awarded each year. The review process for these favored the quantitative projects from certain fields. Based on these recommendations, the Research Policies Council proposed a new program to provide additional levels of funding for faculty scholarship that did not lead to external funding. A new policy passed the Faculty Senate in April 2008 that will enhance research at WMU and allow additional faculty to be supported. The Faculty Research and Creative Activities Award (FRA-CAA) amount was increased and a second award was established to support creative activities and research that may not lead to external funding but will enhance the scholarly reputation of WMU. The OVPR also revitalized the Research Development Awards to provide training for faculty to write grant proposals for externally funded projects.

Since 2005, when WMU added a director of intellectual property management and commercialization, WMU has seen a significant increase in submission of invention disclosures, patent applications, and technologies commercialized. In November 2007, a Technology Development Fund was established to assure that discoveries make the transition from invention to commercialization. The formation of the Office of Technology Transfer has resulted in a large increase in invention disclosures from faculty. As a result, there has been renewed interest by faculty and staff seeking research projects that could result in commercial products, along with an increase in sponsored research attributable to industry and IP-related projects. In 2003, the Biosciences Research Commercialization Center was created to lend its expertise in pharmaceutical development to grow the life sciences business sector in Michigan, to assist in the creation of new companies and the retention of Pfizer scientists.

Although both areas occupy the same building, there appears to be no formal interaction between International Affairs, which is in Academic Affairs, and Multicultural Programs, which is in Student Affairs. (p. 57)

**WMU Response:** Collaboration between academic affairs and student affairs emerged as one of the outcomes of WMU’s First-Year Experience, when the president tasked the two vice presidents with the development and implementation of a program to ease first-year students’ transition to undergraduate education. As the campus became increasingly focused on student success, informal and formal working relationships evolved among units that may not have worked together previously. Today, both the vice president for student affairs and the dean of the Haenicke Institute for Global Education are members of Provost’s Council and the strategic enrollment management committee, and both are represented on the enrollment forecast committee. Thus there are in place formal information-sharing mechanisms that did not exist in 2001. In addition, the dean has interacted
regularly with the Division of Multicultural Affairs and the Office of Institutional Equity on projects to improve living conditions and opportunities for Michigan’s Spanish-speaking population and a range of programs linking WMU with schools and universities in Mexico.

While significant progress, in relative terms, has been made since the 1991 NCA visit, there continues to be a serious deficiency in appropriate resources for the Division of Student Affairs to accomplish its purpose and achieve its vision. Student life must remain a central focus for strategic planning across all divisions. (p. 58)

**WMU Response**: Since the 2001 visit, additional budget reductions occurred in the Division of Student Affairs, totaling over 33% of the division’s general fund dollars. It is important to note that reductions were made within the context of protecting programs and services that support student success as the number one priority.

Among the division’s areas of concern is the Sindecuse Health Center where there appears to be a leadership vacuum that is contributing to a demoralized staff and an organization in disarray. (p. 59)

**WMU Response**: The leadership vacuum in Sindecuse Health Center no longer exists. The Sindecuse Health Center is led by two outstanding directors: the executive director and the medical director. The medical director serves on the Early Intervention Team, along with director of social work from Sindecuse. The medical director is actively involved in helping the University prepare for emergencies, including but not limited to a pandemic.

The decision to merge the two offices serving the disabled student population should provide greater effectiveness and efficiency. It is recommended that a careful review be made to determine the appropriate level of professional and clerical support needed to provide quality support services. (p. 59)

**WMU Response**: The merger of the two offices serving the population of students with disabilities has increased effectiveness and efficiency. Shortly after the 2001 HLC comprehensive evaluation, a full-time clerical position was added to support this office, allowing the professional staff members to focus their time on service delivery.

Consideration should be given to making the [Bernhard] center one that students identify as their special place. (p. 59)

**WMU Response**: In a number of ways, the Bernhard Center is now more student friendly. Bronco Express Services was added to provide a one-stop shop for questions about bills and/or financial aid. A new student organization center (2009) and relocation of the student activities and leadership programs (2010) positioned students at the center of campus. Free use of large meeting space for faith-based organizations and creation of an interfaith room for personal prayer, meditation, and reflection help to address students’ spiritual development. Extension of building hours and the addition of a coffee shop create a welcoming space, and expansion of the campus bookstore enhances the shopping experience. Finally, professional consultation and internal strategic planning are facilitating the transition to a more traditional student union.
While the WMU Division of Intercollegiate Athletics was certified by the NCAA in 1999, additional progress must be made in gaining gender equity. (pp. 61-62)

**WMU Response:** In light of the 2003 Special Committee, the student-athlete population went from a 56.7/43.3 male/female participant percentage ratio (2002-03) to a 51.9/48.1 male/female ratio (2008-09). In 2007, the Division of Intercollegiate Athletics successfully completed its cycle of NCAA certification without conditions. As a component of this certification process, a standing NCAA subcommittee was formed to monitor and advise the Athletics Board as to gender and equity related issues. A Gender Equity Plan was approved during the recertification process.

There is both need and opportunity to increase the total revenue derived from intercollegiate sports at WMU. (pp. 61-62)

**WMU Response:** Driven by poor economic conditions in the State of Michigan, success in increasing revenue from athletics has been mixed. The Division of Intercollegiate Athletics, in concert with the University administration, remains mindful of this important issue.

Staffing shortages in the University Libraries limit what can be accomplished in service to their constituencies; and cataloging, processing of materials, and instruction are all short-changed as a result. (p. 29)

**WMU Response:** University Libraries has advanced neither the number of faculty librarians nor number of professional library staff in the last decade.

The most striking deficiency of the library system is the setting of the Archives and Regional History Collections Library. . . Its [East Hall] condition is deplorable. Plaster and paint are falling as a result of roof and steam leaks, and several areas are closed because of the resulting lead hazard. There appear to be active roof leaks. (p. 30)

**WMU Response:** Plans initiated by President Dunn show promise for improving the facility, enhancing collection security, and promoting accessibility to the collections by researchers and community users. Designs to construct a new facility have been prepared; opportunities offered by renting community buildings are being reviewed. Once a source of funding is identified the project will commence.

Although International Affairs has made plans for student recruitment and the development of twinning programs through 2010, only a modest amount of assessment appears to be occurring. Focus groups are held following orientations for international students. Although progress reports for students in the twinning programs are developed, there appears to be no overall evaluation of the programs themselves, and the programs appear to be mostly the result of individual entrepreneurial efforts. (p. 56)

**WMU Response:** Since 2001, all international activities and programming have been centralized under the Haenicke Institute for Global Education. A framework for internationalization presented to the Faculty Senate forum (April 2006) and an assessment plan later the same year (October 2006) signaled the institute’s commitment to internationalization and assessment. In collaboration with the International Education Council of the Faculty Senate, the institute undertook a comprehensive review of internationalization through the Internationalization Laboratory of the American Council on Education during academic years 2009 and 2010. The peer review visit
occurred in late March 2010, and WMU is awaiting the peer reviewers’ report.

The institute evaluates annually international student enrollment and retention in collaboration with appropriate campus resources and implemented an assessment plan for study abroad programming, including a three-year cycle of site visits. 80% of programs have been visited over the last five years (2003-2008). The institute provides grants for departmental visits to review targeted programs and participates actively in the national dialog to define best practice in this field.

The area studies programs do not appear to be functioning, and it is reported that about one-third of the faculty hired through the international initiative have resigned. The institute identifies lack of resources as one barrier to continued globalization of the curriculum. In addition, priorities need to be developed to identify areas to receive increased emphasis. (p. 56)

**WMU Response:** Area studies programs now function primarily within the framework of the global studies major and minor at the undergraduate level. While undergraduates may, through the Departments of History, Political Science, Geography, Anthropology, or Comparative Religion, independently shape an undergraduate degree program focused on a particular area or region, the global major requires them to do so. The dean of the Haenicke Institute directs and leads the program. The 2009-10 academic program plan for global studies, including the report of the external reviewer, will provide direction to clarify the program’s mission, establish learning outcomes and an assessment plan, and strengthen its curriculum.

Although several twinning programs have been developed in different countries, to date the role, scope, shape, and success of these programs has not been assessed. While the old areas studies have not attracted students for several years, as yet no new programs have been developed, or even planned, to replace them. (p. 57)

**WMU Response:** In collaboration with international partners, the institute developed a quality assurance plan for transnational education (TNE) programs, formerly referred to as twinning. Regular progress has been achieved each year in implementing the evaluation steps (i.e., WMU visits to sites, visits to WMU by TNE partners, annual review of all TNE curriculum taught overseas, bi-annual review of final examinations, and mid-term and semester monitoring of progress for all TNE students on WMU’s campus). A comprehensive review of TNE programs, entitled Future of Transnational Programs, was presented to the provost in 2006.

WMU’s newest TNE program with Egerton University in Kenya transferred its first cohort in fall 2007 and received careful monitoring for academic performance, social adjustment, and financial responsibility.

The flow of innovation and upgrades in instructional technology requires careful planning and a steady flow of resources. For example, funds have recently been allocated to create additional technology-equipped classrooms, but there are no recurring dollars for maintenance and upgrades, despite expectations of instant technical support. (p. 26)

**WMU Response:** Upgrades to the Cognos reporting system, the Operational Data Store, and the Enterprise Data Warehouse were completed prior to the fall 2009 semester. During the 2008-09 academic year, technology in 59 classrooms was upgraded. Major upgrades are expected in 2009-10 for the College of Engineering building. Future planning for classroom
technology will be improved. The new operational rules and structures will better ensure that new construction and remodeling take into account ongoing support for technology, including classroom technology and internet connectivity. This new model includes Office of Information Technology involvement at all stages of design and construction. Multiple upgrades were made to the Blackboard Vista e-learning platform. In cooperation with the Faculty Senate, an educational technical study committee is being formed to advise the CIO and the Faculty Senate on new technology and technology policy. The Banner 8 student information system upgrade was successfully carried out in late January 2010. OIT secured funding for faculty computing in 2008 and 2009 ($300,000) each year. Funds are also secured for another round of faculty computing in 2010.
Goals of the Self-Study Process and Intended Audience

The primary goal of the self study is to conduct a comprehensive review of WMU since 2000-01 to determine how, using the framework of the HLC’s five criteria, the institution fulfills its mission. The review affirms what the University does well and identifies opportunities for continuous improvement through the outcomes of the self study. Specifically, the self study, through the self-study report and the peer-reviewers’ visit, seeks to:

• Present an accurate, thorough, and useful self-study report based on broad participation by the WMU community.
• Confirm and enhance the self-study report through on-site resources and interviews with the peer-reviewers.
• Identify, analyze, and evaluate data and information provided as evidence in support of the HLC criteria and core components.
• Offer suggestions and action plans for improvements where the review indicates such action would strengthen fulfillment of the mission.
• Increase the WMU community’s awareness of the importance of institutional accreditation.

Thus, WMU’s HLC steering committee committed to writing a data-driven, analytical, and evaluative self-study report that accurately presented the University’s development over the past 10 years as a learning-focused University becoming an increasingly connected University. Further, the steering committee recognized the report’s multiple audiences, internally and externally, and their varying levels of interest in and familiarity with WMU and institutional accreditation. Hence, the report is purposefully redundant to avoid fragmented presentation or incomplete understanding of evidence should a reader choose to examine only a single chapter or a particular core component. For ease of reading, discussion of Criterion Four is divided into two chapters. Chapter Four.1 addresses curriculum and programs, including the general education program. Chapter Four.2 addresses research. Finally, the Conclusion is intentionally imperative, to facilitate its conversion to a planning document.
Description of the Self-Study Process

Preparations for WMU’s 2010-11 self study began well before the official kickoff on October 6, 2008. Representatives from WMU have attended the HLC annual self-study workshop and annual meeting each year since 2006. The proposed budget, team structure, and timeline were established in early 2008 so that the self-study process could commence with the kickoff. This preparation set an inclusive, connected tone for the self study and focused the participants on writing the report.

Members of the steering committee attending HLC self-study workshops were the vice provost for institutional effectiveness, 2006-2010; associate provost for assessment and undergraduate studies, 2009; registrar, 2009-2010; College of Fine Arts associate dean, 2009; research fellow and original self-study coordinator, 2008-2009; professor and self-study writer, 2010; and special projects manager and self-study coordinator, 2010. Steering committee members were welcome to attend the self-study workshop each year.

WMU conducted its self study using a steering committee, seven subcommittees that paralleled the structure of the self-study report, and two additional subcommittees, one for communications and one for visit logistics. Committee members are faculty, staff, students, and administrators from all areas of the University, several of whom serve as peer reviewers for specialized program accrediting agencies or served over the past 10 years on key WMU mission, strategic planning, assessment, evaluation, or HLC-mandated focused visit committees. Institutional history of many years and of relatively few years is represented, and the foundation for WMU’s first Open Pathway assurance argument is in place. The steering committee chair and the Criterion Two subcommittee chair served on earlier WMU HLC self studies, and there are members of the 2007 NCAA recertification steering committee on the Criterion One subcommittee. Undergraduate and graduate students sat on the steering committee and subcommittees, and as students graduated, the Western Student Association and Graduate Student Advisory Committee named replacements so that the student voice was always represented. Similarly, replacements were named for other committee members as needed. While the faculty member self-study writer was assigned to the self study 0.50 FTE for fall and spring terms and 1.0 FTE for summer I, for others membership on committees was contributed as University-level service.

During summer 2008, President Dunn sent invitations to serve to the steering committee and Criterion and compliance subcommittee members. The communication group was formed in summer 2009, and the visit logistics group in summer 2010.

The steering committee is composed of the Criterion and compliance subcommittee chairs, as well as members at large representing student government leaders, administrators, and staff. The self-study writer and the self-study coordinator also sit on the steering committee. Among the group are two alumni. The vice provost for institutional effectiveness chairs the steering committee. The committee reports to President Dunn, who charged members with facilitating the self-study process, including coordinating data collection, monitoring the progress of the subcommittees, producing and publicizing the self-study report, and responding to the HLC peer-reviewers’ team report.

The committee structure allowed for extensive collaboration across the University.

At an October 6, 2008, luncheon to launch the self-study process, President Dunn publicly charged the participants with the task of performing a comprehensive self study and completing the accompanying report. Dr. Andrew Lootens-White, WMU’s HLC liaison, presented an overview of the accreditation process, the criteria for accreditation, the purpose
of conducting a self study, and the Commission’s decision-making process. As suggested in his presentation, the self study was approached within the spirit of appreciative inquiry, with faithful integration of the criteria and attention to analyzing the outcomes of the last decade.

Later in October, three self-study steering committee members attended the PEAQ self-study design workshop in St. Louis, Missouri. Subsequently, they replicated the workshop for the steering committee, the outcomes of which were the identification of WMU’s strengths and opportunities and the writing of evidence-supported narrative statements that became the framework for the self-study report chapters. The workshop process, supplemented with reflection on Section 3.2 of HLC’s accreditation handbook, yielded statements which were then evaluated and revised, and in so doing, the steering committee could see not only individual chapters but also the entire document, and there was opportunity for discussion of how best to place evidence. Subcommittee chairs then repeated the process in their groups as they began to determine the types of evidence needed to demonstrate that WMU met each core competency through its mission.

The identification and evaluation of evidence was a lengthy process. The subcommittees spent much of summer 2009 determining what data and information would be requested of campus, identifying duplicate requests, and determining the appropriate unit to receive the request. The goal was to use existing data. The steering committee reviewed and refined requests and the steering committee chair ensured that the requests were clear and specific.

Annual reports on progress toward meeting concerns, challenges, suggestions, and observations from the 2001 team report were collected from the appropriate units in 2008, 2009, and 2010; presented to the president and provost; and posted on the institutional effectiveness webpage.

During this time of research and discovery, there was turnover in committee membership due to career changes, graduation, and illness. These changes are tracked on the committee rosters. In June 2009, Mr. Jonathan Pugh, the original self-study coordinator left the posi-
tion; Ms. Brynne Belinger assumed the role of self-study coordinator and Dr. Jody Brylinsky the role of self-study writer.

While the subcommittees began working to determine the data they needed, the steering committee chair attended 30 meetings across campus to explain the purpose of institutional accreditation, introduce the criteria, and explain the process. Groups included the Board of Trustees, the Western Student Association, Graduate Student Advisory Committee, Faculty Senate, Provost’s Council, the president’s senior leadership team, Division of Student Affairs leadership team, individual college leadership teams and budget managers. At each meeting, the attendees received HLC bookmarks, often prompting questions about WMU’s progress in conducting the self study, preparing for the visit, review-team expertise and expectations, and possible results from the self study and subsequent visit. These informational sessions helped put the visit in the minds of students, faculty, staff, and administrators. The meetings also prepared campus groups to receive data requests from the coordinator and maintained the inclusive, connected tenor of the self study.

In July 2009, the communication working group, an ad hoc committee, was formed and charged with determining how best to communicate the self-study report and visit to constituent groups. Members also assisted in fulfilling the third-party comment requirement, for which University Relations became formally responsible in November 2009. In December 2009, the group presented a budget proposal, which was unanimously approved, detailing the constituencies and the means of communication that would best work to communicate with them. Prior to the end of the spring 2010 semester, the group made preparations for reaching freshmen and new faculty at their respective orientations, as well as the roll out of the larger media blitz that would begin at the start of the fall 2010 semester.

On September 1, 2009, the requests for data went out to the University community. Approximately 375 questions were asked of nearly 115 people from WMU units, including department chairpersons, college deans, registered student organization leaders, center and institute directors, the registrar, institutional research, and administrators at all University levels. These requests excluded any pieces of evidence that were publicly available. The response was immediate and sustained throughout October and November. By the end of November 2009, more than 90% of the data requests had been fulfilled. The subcommittees had electronic access to their data sets through iWebfolio. The decision to use iWebfolio as means to share the collected data came early in the gathering process after one respondent, George Eskro, submitted a supplementary set of electronic files aimed at helping the subcommittee members have context for his response. Because the files were deemed to be beneficial to multiple subcommittees and because their size made emailing them difficult, the steering committee agreed upon using iWebfolio as a centralized means of storing and transferring the data responses. Certain portions of the data were used by the Haenicke Institute for Global Education for a report on the ACE Internationalization Laboratory project, and by a campus group dedicated to increasing the awareness of service learning opportunities.

Also during the fall semester, the subcommittees drafted their individual chapters. The need for centrally maintained data storage that from which necessary data for similar studies and grants could be obtained, served as the first self-study recommendation to the provost.

During January 2010, the steering committee and subcommittees compiled the self-study report. The aim of the editing process was to give the document one voice, determine the...
best placement of evidence, ensure that sufficient evidence was used, and verify the accuracy of data. This was also the final step in an informal vetting process that required draft and recommendation approval at each stage of the writing prior to seeking comments from the University at large. On January 29, 2010, the steering committee approved the draft self-study report and sent the chapters to University Relations to format the design.

To announce the release of the draft self-study report, the steering committee chair distributed a compilation of the “Looking to the Future” sections at the February 4, 2010, Faculty Senate meeting. The self-study report draft was made publicly available on February 12, 2010, via the institutional effectiveness webpage. Two public comment sessions were held (one on February 25 and one on March 9, 2010) to allow in-person feedback. Additionally, an email account (wmu-hlc@wmich.edu) was set up to comment electronically if individuals were unable to attend the meeting. The comments were made available to the public also via the webpage.\footnote{Public comments on draft, wmich.edu/poaapa/accreditation/self-studycomments.pdf} The comment period ended on March 19, 2010, and the steering committee met to reach a decision on each of the 172 suggestions and comments. Text was revised accordingly, and the final version of the report was made public in electronic form during summer II.

The electronic resource room was officially setup in February 2010. The system was selected because it ensured the safety of the data documents, offered a user-friendly virtual environment, and was already licensed and used by WMU Libraries. CONTENTdm is a product of OCLC, a nonprofit, computer library service and research organization and owner of the more commonly recognized WorldCat system. It allows users to upload digital documents and input unique key words (metadata) for each document. The result is an easy-to-search database that is unique to the project for which it is used, while maintaining security for the data documents in terms of limiting viewer access and assurance of data availability.

By March 2010, the plan to request third-party comments was completed and implemented. University Relations used its recognized media sources and contacts to systematically reach identified target groups. Target groups included WMU students, alumni, donors, K-12 school superintendents, college advisory boards, business community, religious community, area hospitals, vendors, area legislators, service organizations, foundations, community boards, parents of students, Michigan university presidents, community college/articulation partners, and international partners. Media outlets included newspapers, radio, websites, and direct mailings.

One priority for the third-party comment was reaching students given the length of the break between spring and fall 2010 semesters. Announcements were made in March via the Western Herald and WMU News to reach this audience and others that may be away from campus during the summer months. Additionally, notice was put on EUP’s website to reach audience members who may not come to main campus.

In April, the steering committee began its final edit and review of the self-study report. During this time, fact checking was repeated by several committee members and when necessary, additional assistance was sought to increase clarity within the text. Final preparation and printing of the document occurred during the summer I term.

In order to keep the University community apprised of the self-study, the vice provost for institutional effectiveness periodically updated campus groups.\footnote{Resource Room: HLC Informational Meetings (Evans)} In addition, the spreadsheet for tracking data requests, a log of comments on the self-study report, and summary notes of the steering committee meetings were available on the institutional effectiveness webpage.
Organization of the Self-Study Report

This self-study report for Western Michigan University’s 2010-11 comprehensive evaluation for continued accreditation is a product of nearly two years’ reflection on the ways in which WMU fulfills its mission as framed by the Higher Learning Commission’s criteria and core components. In addition to this introduction, the report is organized into chapters that provide an overview of organizational structure and address each of the criteria. Each criterion chapter, as well as the federal compliance chapter, identifies opportunities in sections entitled “Looking to the Future.”

The Introduction sets the context for the self study, beginning with WMU’s response to major developments in Michigan and a description of resources for the educational experience. This chapter also includes a summary of WMU’s accreditation history; progress since the 2001 comprehensive evaluation; and the goals, audience, and process for the self study.

The Organization chapter demonstrates how WMU has developed over the past decade as a learning-focused institution becoming increasingly connected, internally and externally. Changes over the past 10 years reflect purposeful organizational change to enhance student achievement and meaningful engagement of its constituents in the state, nationally, and worldwide.

Chapter 1 Criterion One provides evidence that WMU operates with integrity to ensure the fulfillment of its mission. University mission documents are widely disseminated and outline the processes the University uses to uphold and protect its integrity.

Chapter 2 Criterion Two provides evidence that WMU’s planning processes are guided by shared governance structure, environmental scanning mechanisms that inform adaptation, and mutually beneficial partnerships with area constituencies.

Chapter 3 Criterion Three provides evidence of WMU’s focus on student learning and effective teaching through examples of reports showing the scope of assessment on campus, policies related to assessment, and the uses of assessment results to impact program development and improvement.

Chapter 4.1 Criterion Four, the first chapter devoted to Criterion Four, provides evidence that WMU’s academic programs promote a life of learning and intellectual inquiry through planning and delivery of curricular learning experiences.

Chapter 4.2 Criterion Four, the second chapter devoted to Criterion Four, provides evidence of the range of scholarly and creative activities that WMU’s research enterprise encompasses graduate education and research at WMU.

Chapter 5 Criterion Five provides evidence that WMU’s constituent groups are well identified and that through relevance and wise stewardship of precious resources, WMU engages its constituencies in planning, implementation, and assessment.

Chapter 6 Federal Compliance demonstrates how and through which mechanisms WMU complies with federal laws and regulations.

The Conclusion recounts outcomes of the self study to date and looks forward to WMU’s embracing opportunities that the self study yielded. The Conclusion affirms WMU as future-oriented, focused on learning, connected, and distinctive; and offers, as outcomes of the self-study, a synthesis of the future-oriented sections that can help map ongoing improvements.
Organization of Western Michigan University

As a student-centered research university focused on learning, Western Michigan University has become increasingly connected internally and externally over the past 10 years. Purposeful organizational change has enhanced the educational experience and the meaningful engagement of WMU constituents in the state, nationally, and worldwide. WMU strives to create a dynamic community for learning, grounded in collaboration and dedicated to serving the greater good. This chapter presents an overview of the current organizational structure and highlights several of the major modifications since 2000.
In 1963, the State of Michigan revised its constitution and gave the governor the authority to appoint an eight-person Board of Trustees for WMU. The Board of Trustees is a corporate body with a legal entity. As such, it may acquire or dispose of real and personal property and sue or be sued in state courts. The 1963 constitution also prescribed the authority of the Board of Trustees—the authority to select the University’s president, to act on all personnel matters, and to enter into legally binding agreements on behalf of the University. Since 1964, there have been 42 individuals appointed as trustees, among whom have been or are 16 from the Kalamazoo area, eight minorities, and 15 women.

The Board of Trustees provides general supervision of the entire enterprise. WMU’s president serves as the chief executive officer of the institution and is an ex-officio member of the board without the right to vote. To conduct business, the board holds scheduled meetings with a majority of trustees constituting a quorum. Meetings are conducted in compliance with Act No. 267 of Michigan Public Acts of 1976, also cited as Sections 15.261 to 15.275 of the Michigan Compiled Laws. Agendas are public and usually available seven days prior to the board meetings. Persons wishing to address the Board of Trustees must register to do so before the beginning of the formal session. Public comment request forms are available prior to the day of the formal session and at board meetings. Since time allotted for public comment may not allow for all persons who wish to speak, requests are accommodated on a first-registered, first-served basis. The public comments are heard within the time allotted before a vote is taken on the discussion action agenda item. This rule does not apply to procedural action agenda items. Up to 30 minutes total is provided for all remaining public comments regarding non-action agenda items or other topics during the general public comment section of the formal session. Any individual who has submitted a public comment request in writing prior to the formal session but who was not able to address the board before the time allotted for public comment is completed may submit his/her comments in writing to the board secretary, who will transmit those comments to the board members. The time limit and other restrictions do not apply to the presidents of the Faculty Senate or the WMU Chapter of the American Association of University Professors Association (AAUP). However, it is requested that they inform the board secretary in advance if they wish to address the board during the formal session, and that they respect a reasonable time frame for their public comments.

Dr. John M. Dunn became the eighth president of Western Michigan University on July 1, 2007. Officers of the University that report to the president include the provost and vice president for academic affairs, associate vice president for budget and planning, associate vice president for institutional equity, ombudsman, director of intercollegiate athletics, associate vice president for inclusion and diversity, director of internal audit, senior vice president for advancement and legislative affairs, vice president for research, vice president for legal affairs and general counsel, vice president for development, vice president for business and finance and chief financial officer, and vice president for student affairs and dean of students.

Major operational changes in the president’s office since 2000 streamlined existing functions and reduced the number of positions reporting directly to the president, concurrently formalizing and empowering leadership in areas that are central to WMU’s mission and goals. In
the past decade, WMU’s commitment to diversity and sustainability have meant leaders and advisory committees in those areas were charged with carrying out institutional initiatives focused on those priorities. In addition, the burgeoning research enterprise has become the single focus of leadership in that area.

Examples of specific leadership initiatives include the following:

- Campus-wide oversight of diversity planning has been elevated to senior staff level. An associate vice president for diversity and inclusion now reports directly to the president and guides a Diversity and Multicultural Action Plan approved by the Board of Trustees in 2006.
- A presidential advisory committee guides the campus’ sustainability efforts and has developed a list of recommendations. The faculty chair of that committee now works with the vice president for business and finance, under whose leadership many of the successful efforts to save energy and reduce waste have long been housed.
- A vice president for research now focuses solely on guiding the University’s growing research infrastructure. Guidance of the Graduate College has moved to the provost.
- The number of direct reports to the president has been reduced by folding some administrative functions into the administrative duties of existing vice presidents (e.g., information technology, community outreach, University relations).

Major changes reflect enhancements of existing strengths and success in achieving goals in campus-wide initiatives focused on diversity, sustainability, and economic development as described above.

**Internationalization**

WMU’s international reputation has continued to grow through longtime programs, such as the International Congress on Medieval Studies, fine arts academic degree programs, and paper engineering academic degree programs. In the past decade, the University has strengthened its international academic connections with such new features as the Prague Summer Writing Program, the MBA program in Singapore, the dual degree graduate program with the University of Malta, and membership in the international network of Confucius Institutes.

**Academic Facilities**

Over the past 10 years, WMU’s infrastructure development has focused on providing students with the best academic facilities possible. The decade began with opening the Parkview Campus, which includes the College of Engineering and Applied Sciences complex surrounded by the Business Technology and Research Park. Two years later, a new home for the College of Health and Human Services was completed. The new building dedicated to chemistry instruction was built in the heart of the campus in 2007. The decade closed with a dramatic renovation of Brown Hall, a major classroom building, and completion of WMU’s fine arts village with the opening of the Richmond Center for Visual Arts. The latter provides a home for the Frostic School of Art and public galleries. The newly renovated engineering building, Kohrman Hall, is now attached to the Richmond Center and provides teaching and studio space for faculty and students. On June 1, 2010, ground was broken for the new Sangren Hall, WMU’s most-used classroom building.

**Academic Accolades**

Faculty and student success reflects the University’s focus on academic achievement, research, and service. Over the decade, University points of pride have been expanded to include
extraordinary success by faculty in winning such awards as Fulbright Scholars, Guggenheim Fellowships, NSF CAREER awards, and the MacArthur Genius Award. Students, meanwhile, have added to the University points of pride by winning two Gates Cambridge scholarships, five Udall scholarships, multiple Ford Fellowships, Gilman scholarships, and Fulbright awards.

Diversity and Inclusion
The University’s focus on diversity has resulted in an increase in underserved minority students, from 2,212 in fall 2000 to 2,708 in fall 2009. Among initiatives that have led to success in building a diverse student body are:

• a decade-long outreach to women and minorities, in partnership with the Kellogg Foundation, to diversify the number of students preparing for aviation careers;

• the Seita Scholars Program—a three-year-old effort to reach out to young people who have aged out of foster care and build a campus support network that will help them succeed;

• WMU’s commitment to becoming the university of choice for students eligible for the Kalamazoo Promise by reaching out to community schoolchildren early in their academic careers to ensure they are ready to use the tuition guarantee that is part of the Promise; and

• outreach and service to military veterans, including tuition assistance and dedicated support staff, which has led WMU to enroll the largest number of veterans of any four-year institution in Michigan.

Economic Development
Over the past decade, the opening of a Business Technology and Research Park and the establishment of a Biosciences Research and Commercialization Center have allowed the University to nurture academic disciplines central to Southwest Michigan’s economic health, such as life sciences, advanced engineering, and information technology. The work has led to preservation or creation of more than 1,300 jobs.

Sustainability
Intense focus on sustainability across the campus has led to WMU’s recognition in the state and nation as a sustainability leader in operations and research. The University’s attention to sustainable or “green” design made its new Health and Human Services Building the first higher education facility in the nation to achieve gold in the LEED Existing Building category. Total campus involvement in energy conservation allowed the campus to grow in size by 19% and still cut energy consumption by 17%. Meanwhile, campus research in such areas as green manufacturing, clean coal/carbon sequestration, and biofuels has attracted millions of dollars in federal funding.
Vice Presidential Divisions

Provost and Office of Academic Affairs

Dr. Timothy J. Greene, provost and vice president for academic affairs, is the chief academic officer, and chief administrative officer following the president. As such, the provost oversees academic policies and activities throughout the University and is responsible for long-range planning for, as well as coordination of, the administrative and support functions of WMU’s academic enterprise. Furthermore, the Office of the Provost and Vice President for Academic Affairs provides leadership in fulfilling the University’s mission and champions excellence in teaching, research, creative endeavors, and service to the University and the greater community.

Since 2000, seven provosts and interim provosts have led academic affairs. During that period, two strategic planning initiatives for the division were undertaken. One culminated in January 2004 with a draft plan and the other culminated in February 2010 with the implementation plan being completed over the summer of 2010.

In fall 2002, academic program planning was put into practice in order to set priorities, confirm quality, and allocate resources. The process was suspended in 2005 and 2006 while a graduate program review was conducted, then resumed in 2007. Also in 2002, policies and infrastructure for the assessment of student learning were implemented. WMU has participated in the National Survey of Student Engagement (NSSE) six times since 2002, the Faculty Survey of Student Engagement (FSSE) five times since 2004, and was an early adopter of the Voluntary System of Accountability (VSA) College Portrait.

In response to economic crises and a decline in enrollment, an enrollment management unit was formed in 2005, a first-year experience program was launched in 2005, and an interim campaign for student success to align WMU efforts with best practices in student success literature began in 2006. Notable additions to WMU’s services were the posting of mid-term grades in 2006 and the offering of the Western Edge beginning in 2007, which offers students retention scholarships, enhanced academic advising, graduation compacts, fixed room and board rates, and engaging academic opportunities.

Other significant accomplishments include the installation of the new student information system in 2005, the use of a single end-of-semester instructor and course evaluation instrument in 2003, and the adoption of new and revised academic affairs policies. Policy examples include the class-related fees policy, and revised policy approved by the Board of Trustees in 2002 and 2006; a policy on academic chairs and directors addressing position description, qualifications, length of service, evaluation, and compensation in 2005; and verification of faculty credentials policy in 2009.

Programming for the professional development of faculty was delivered by the Center for Teaching and Learning through 2004, and then through 2007 managed by the newly created office of Academic Technology and Instructional Services, emphasizing online learning. Since 2008, a broad range of programs have been delivered by the Office of Faculty Development. University recognition of early-career, rising star faculty began in fall 2006, when the provost presented the first Emerging Scholar Awards at academic convocation.

Academic Collective Bargaining

There are three academic-related collective bargaining units at Western Michigan University: the Western Chapter of the American Association of University Professors (WMU-AAUP),
which has been organized at Western since 1976; the Teaching Assistants’ Union (TAU),
organized in 2006; and the Professional Instructors Organization (PIO), organized in 2009.

The contractual agreement between Western Michigan University and the WMU Chapter of
the American Association of University Professors (AAUP) stipulates the central role of fac-
tulty in departmental governance, curricular design and evaluation, and supports the public
debate and policy development role of the Faculty Senate.

The constitution of the WMU-AAUP affirms adherence to the professional standards articu-
lated by the national AAUP:

*The Western Michigan University Chapter of the American Association of Univer-
sity Professors (WMU-AAUP), hereafter referred to as 'the Chapter,' supports the
purposes of the National AAUP to facilitate a more effective cooperation among
teachers and research scholars in universities and colleges, and in professional schools
of similar grade for the promotion of the interests of higher education and research,
and in general to increase the usefulness and advance the standards, ideals, and wel-
fare of the profession, and shall have as its objectives the advancement of the policies
adopted and supported by the National AAUP and the Michigan AAUP, and the
promotion of the highest standards of teaching, research, and professional conduct at
Western Michigan University.*

Article 23 of the agreement is dedicated to faculty participation in departmental governance.
23.§1 captures the importance of the faculty role in this endeavor.

*By virtue of their command of their disciplines, University faculty have as a unique
resource, the abilities to assist in the governance of the departments in which they
will exercise their respective disciplines. Faculty, therefore, should participate in the
governance of their departments in order to create and maintain harmonious relations-
ships among colleagues, and to fashion and maintain the departments in such
a way as to make them maximally appropriate for instruction, research, service,
and other professional activities of the disciplines. Department faculty shall develop
Department Policy Statements, which shall govern the means by which the faculty
make recommendations to WMU on a variety of matters.*

Embodied in the agreement is Article 24, which exclusively deals with the Faculty Senate.
The agreement notes the role of the Faculty Senate in University governance as long as said
governance does not impinge upon the rights of the collective bargaining agent or upon the
management rights of the University. Article 24.§1.5 goes on to formalize the support to be
provided to the Faculty Senate president.

The agreement provides for additional participation in University governance. Article 4.§1.1
notes, “The Chapter shall nominate faculty representatives to the Affirmative Action Advisory
Committee and the Athletic Board.” Nominations should also be sought from the Chapter as
vacancies occur on other additional Universitywide committees.

Contracts with the WMU-AAUP are negotiated in a three-year cycle. The last three were ne-
group of faculty not expected to engage in research, were redefined as Faculty Specialists. Key
impacts of this change were that the categories within this group grew from two to five, and
the cap on the number of such positions allowed went from no more than 10% of the bar-
gaining unit to no cap at all. An additional impact has been growth in the number of faculty

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3 WMU Constitution and By Laws, wmuaaup.net/files/ConstitutionByLaws05.pdf
specialists and continued discussion of when and how the group will participate in faculty governance.

Also in 2002, merit-based adjustment to faculty salaries as determined through faculty processes was removed from being required to being at the discretion of WMU’s administration. The additional pool of administrative merit was continued in this contract.

In 2005, all contractually required merit and guidelines were removed from the contract. One impact was the absence of contractually required awards to faculty who were the most productive or successful within the categories of professional competence, recognition, and service.

In 2008, health care benefits were extended to designated eligible individuals. In past contracts, only tuition discounts and other forms of discount were available to such individuals. Aviation Specialists were moved into tenure-track positions provided they met certain criteria developed between the College of Aviation and the Office of the Provost.

The first contract with Teaching Assistants’ Union (TAU) was ratified in 2007 for a period of two years. The second contract, ratified in 2009, is for a period of three years. In 2007, tuition remission for master’s level teaching assistants was increased from four to five credit hours. In addition, deadlines were created within which offers of appointment must be made. In 2009, tuition remission for master’s level teaching assistants was increased from five to six credit hours. Also, University contribution toward the health insurance premium was increased in each of the three years of the contract.

The Professional Instructors Organization (PIO) was certified as a bargaining unit in June 2009. The first contract was negotiated during the 2009-10 academic year, ratified by the union in April 2010, and approved by the Board of Trustees in May 2010. While there are no significant contract changes given that the first contract is being negotiated, one significant change is that WMU is now in a more formalized relationship with the part-time instructors.

**Extended University Programs**

Dr. Dawn M. Gaymer is the associate provost for Extended University Programs. Since 1908, WMU’s Extended University Programs has served students in the state of Michigan by providing credit and non-credit educational opportunities through regional sites. Of the several active in-state regional sites or additional locations, WMU owns or leases seven of them: Battle Creek (Kendall Center); Benton Harbor (WMU-Southwest); Grand Rapids (WMU-Grand Rapids: The Graduate Center-Beltline; WMU-Grand Rapids: The Graduate Center-Downtown); Lansing (WMU-Lansing located at Lansing Community College University Center); Muskegon (WMU-Muskegon located at Muskegon Community College); and Traverse City (WMU-Traverse City located at Northwestern Michigan College University Center). Delivery of a doctoral program in educational leadership to single cohorts occurs at three locations: Big Rapids (Ferris State University), Marquette (Northern Michigan University), and Saginaw (Saginaw Public School District). A request for substantive change currently in process seeks additional locations at the Royal Oak and Southfield campuses of Oakland Community College. Out-of-U.S. additional locations are Valetta, Malta (University of Malta) and Singapore (Center for American Education).

Extended University Programs provides student and faculty support for courses delivered at regional sites and online. A team of instructional technologists provide online course development support to ensure quality and support learning in online courses. The regional sites provide avenues for WMU to connect with neighboring communities. The regional sites have
a rich history of partnering with public schools, public offices, and corporations to connect WMU’s academic expertise to other regions in Michigan. The Office of Life Long Learning within Extended University Programs focuses on conference management and non-credit experiences that align with WMU’s academic strengths.

Since 2000, the unit has had several leadership changes. The leadership position of dean was retitled to associate provost in October 2009. In the past 10 years, operations in South Haven and Holland, Michigan, were discontinued, and a 77,000 square foot site in downtown Grand Rapids was established, as well as a 46,000 square foot building in Benton Harbor on the campus of Lake Michigan Community College. During the past decade, the unit has also supported the University’s expansion of online education.

Extended University Programs has many points of pride, including:

• Student enrollment in online education increased over 500% (413 students to 2,105 students) during the past decade.
• WMU-Grand Rapids celebrated its 100-year anniversary of serving WMU students in 2009.
• The Counseling Clinic in Grand Rapids has provided counseling services to hundreds of Grand Rapids residents.
• The campus of WMU-Southwest was touted as a first of its kind representing an integrated partnership between a public university and a community college.
• The Battle Creek regional site has partnered on many Battle Creek community initiatives and recently became the classroom location for the International Food Protection and Training Institute, representing the community interest in food safety.
• The conference planning area has supported numerous national conferences representing a variety of disciplines and is supporting the 2010 Kalamazoo Promise Net Conference.

Office of Enrollment Management

The Office of Enrollment Management (EM) reports both to the president and to the vice president for academic affairs. The vice provost for enrollment management is a member of the president’s senior leadership team, Provost’s Council, and the Faculty Senate. Reporting to the vice provost for enrollment management are the Office of Admissions, First-Year Experience Programs, and the Office of the Registrar. The unit also works closely with the Office of Student Financial aid and the Bronco Express.

The enrollment management unit refines, implements, and maintains an integrated recruitment and enrollment system for qualified undergraduate and graduate students from diverse backgrounds. In so doing, the unit provides strategic direction and leadership to the University; manages and analyzes enrollment-related data; is responsible for an effective print and web-based outreach presence; and works closely with deans, chairs, and directors of advising in order to facilitate enrollment and retention plans.

The unit was created in 2005 with the hiring of the first vice provost for enrollment management. It was at this time that admissions, student financial aid, the registrar’s office, and the Center for Academic Support Programs (now called the Center for Academic Success Programs or CASP) were joined together to create the enrollment management unit. Shortly thereafter, the University created First-Year Experience Programs, which administers new student orientation, fall welcome (formerly “Bronco Days”), and the First-Year Seminar course. Joining enrollment management in November 2006 was the Bronco Express services team, a joint effort between financial aid and accounting services, whereby students can apply for and check on financial aid applications, preview account balances, or make payments to the University.
With the appointment of an associate provost for assessment and undergraduate studies, CASP was moved from the enrollment management unit to the Office of Assessment and Undergraduate Studies. Additionally, financial aid and Bronco Express were moved to the vice provost for budget and personnel in February 2010.

**Haenicke Institute for Global Education**

The Diether H. Haenicke Institute for Global Education, established by the Western Michigan University Board of Trustees in 1998, promotes and supports efforts toward globalization and internationalization of the University’s academic environment. Its mission is to provide leadership, professional, managerial and, on occasion, financial support to WMU—its faculty, staff and students—for the attainment of the University’s internationalization goals.

Through its Office of International Admissions and Services (IAS), the institute provides a full range of international student recruiting, admission, counseling, and immigration services, as well as cultural, social, and recreational activities for more than 1,250 international students enrolled representing 90 countries. The IAS office also administers immigration and visa services for international faculty scholars and visitors, faculty and staff, and recommends international travel policy and procedures for WMU faculty and students. The institute’s ESL program in its Center for English Language and Culture for International Students attracts more than 200 students annually, many of whom transfer into a WMU degree program when they have attained proficiency.

The Office of Study Abroad offers more than 60 overseas programs based in over 30 countries for students from WMU and other institutions to participate in foreign study, ranging from a few weeks to a full academic year in length; about 20 short-term summer programs are led by WMU faculty annually.

The institute works closely with the International Education Council of the WMU Faculty Senate, as well as with international education committees and projects within and across colleges. It administers more than 100 official partnerships between WMU and educational institutions around the world, and assists University faculty and staff in maintaining and developing partnerships for research, faculty and student exchange, and other types of collaboration.

In collaboration with the College of Arts and Sciences, the institute offers an undergraduate major program in global and international studies, and several minor programs in international and area studies. The institute collaborates with colleges, departments, and interdisciplinary programs to strengthen global and international academic offerings through conferences, seminars, and by hosting several research centers, including a Confucius Institute, the Michitoshi Soga Japan Center, the Center for African Development and Policy Research, and the Timothy Light Center for Chinese Studies.

Faculty international development is encouraged and supported by the International Faculty Education and Development Fund, as well as other resources for research presentations and curriculum development focused on international education. The institute web site hosts numerous international faculty resources, research databases, and directories.

The institute is also committed to being a community resource center on globalization and internationalization for schools, public agencies, and citizen groups; a partner with public and private sector organizations with global involvement seeking collaboration with the University; and a focus for inter-institutional partnerships in global and international academic initiatives.
Office of Information Technology

The Office of Information Technology (OIT) is located in the University Computing Center. The office provides a variety of services. Core IT services are the systems by which the University does its business. These include the GoWMU portal; Banner student information system; PeopleSoft financials, human resources, and payroll system; University email systems, and other services. These systems are managed by an enterprise applications support division and an enterprise administration division within OIT.

Most of the support for academic units comes from three OIT divisions. The workgroup and operations division supports local area network administration in the academic colleges and other parts of the University. This unit also manages the campus site license for anti-virus protection and other desktop support, supports departments that want to manage their own server systems, and operates the principal machine room and disaster recovery services. The customer service division supports classroom technology, the OIT help desk, and other services to all students, faculty, and staff. The media services division supports departments that rely on video production studios for teaching or creative activities and it supports departments that want video recording of events.

The telecommunications division manages an extensive network. The division of OIT provides video, voice, and data communications to all buildings on main campus and at the regional sites.

The IT policy, security administration, and communication division manages the development and communication of IT policy and deals with security issues as broad as laptop security and the compliance requirements of the Digital Millennium Copyright Act.

Since 2000, the way information technology services are delivered has changed radically. WMU instituted a complete replacement of the student information system and its related parts, which included moving away from paper forms and processes to online technologies. Many other business processes, including human resources and payroll processes, have also moved to online. The University’s email system has grown from just over 22,000 email accounts to over 50,000 and much of the University’s administrative work and its communication with students is now done through that medium. The e-learning system, Blackboard Vista, has grown considerably in use, as a supplement to face-to-face instruction and for teaching courses entirely online. The number of classrooms equipped with state-of-the-art technology has grown from just over 20 rooms to about 180 rooms. OIT continues to operate central public computing laboratories at the computing center and at the Bernhard Center. All of this has been accomplished through keeping up with new technologies and delivering those technologies as efficiently and effectively as possible.

Academic colleges also have technical staff to support college computing laboratories which are supported by centrally distributed funds and by college funds. These college computing labs have approximately 1,700 workstations. Technical staff from the colleges also provide desktop support to their faculty and staff and to specialized computing facilities for their departments.

OIT collaborates with faculty and staff in units across campus. Principal collaborative bodies include the Faculty Senate Academic Information Technology Council, the LAN managers’ monthly meetings, the campus security committee, and the college representatives committee that determines allocation of funds across the college computing labs.
Office of Institutional Effectiveness

The Office of Institutional Effectiveness provides leadership to develop, integrate, and improve academic program planning, institutional and program assessments, and accreditation review programs at Western Michigan University.

WMU’s appointment of a vice provost for academic planning and assessment in February 2001 formalized responsibility for academic planning, assessment of student learning, and accreditation. Responsibility for end-of-semester instructor and course evaluation was added in 2003 when WMU adopted a single evaluation instrument. In 2004, the Office of Institutional Effectiveness was created and a vice provost for institutional effectiveness named, with additional duties including responsibility for provost-level sponsored research activity, faculty development, and new faculty orientation (2008). In 2009, responsibility for department-level assessment and for academic program planning was moved to the associate provost for assessment and undergraduate studies, and the vice provost added responsibility for a faculty recognition program.

Significant accomplishments since 2000 include the development and implementation of policies establishing the framework for institutional effectiveness, including academic program planning and assessment of student learning; implementation of an academic program planning cycle; and the first five-year evaluation of the University Assessment Steering Committee’s (UASC) effectiveness.

Equally as important, programs support faculty research on assessment (21 grants since fall 2003), recognize faculty/staff and units for excellence in the assessment of student learning, including research and program improvements (since 2008), and support assessment outreach conducted by the UASC’s subcommittee, Assessment in Action, including an electronic newsletter, iWebfolio contest (undergraduate students, since 2007), and an assessment research program (graduate students at the master’s level, since 2008). In terms of institutional-level support assessment-related programs, the budget for faculty research, outreach, and recognition remains undiminished through 2009-10.

Further, as an outcome of the deans’ annual assessment reporting to the provost and the University Assessment Steering Committee, and an as improvement in accountability and transparency, since 2007 the deans’ reports are available online. Beginning in 2008 the curriculum manager published an annual report on assessment and curriculum change, making it also available online.

WMU assesses the undergraduate experience using the National Survey of Student Engagement (2002, 2003, 2006, 2008, 2009, and 2010) and the Faculty Survey of Student Engagement (2004, 2006, 2008, 2009, and 2010). WMU is also an early adopter of the Voluntary System of Accountability (VSA) College Portrait and uses NSSE data in the student experience section. A VSA student learning outcomes task force recommended the Collegiate Learning Assessment (CLA) for measuring core learning outcomes and piloting is underway. Review of NSSE data was an activity of the deans early in the process of drafting the strategic plan for academic affairs, and presentations of the 2009 NSSE/FSSE report prompted suggestions from faculty that selected items be used as performance indicators for the academic affairs strategic plan.

Finally, the end-of-semester instructor and course evaluation moved from paper to the web. Planning began in spring 2009, piloting in spring in 2010, and full implementation will occur in fall 2010. Throughout the process, members of the WMU-AAUP leadership and the

5  Deans’ Annual Assessment Reports, wmich.edu/poapa/assessment/reports.html
6  Annual Report on Assessment and Curriculum, wmich.edu/provost/assessment/reports.html
ICES steering committee provided feedback that shaped the transfer so that the electronic version mirrors the paper one.

**Lewis Walker Institute for the Study of Race and Ethnic Relations**
The Lewis Walker Institute for the Study of Race and Ethnic Relations engages in research, teaching, and service to promote an understanding of race and ethnic relations, with a special emphasis on the causes of group disparities, and the contexts that give rise to inter-group conflict and cooperation; an appreciation of the diverse peoples and cultures of the United States, with a special emphasis on Michigan; and more equitable and inclusive communities in this region, statewide, and beyond.

The Walker Institute works with all colleges of the University. While the director reports to the provost, the institute also benefits from a 14-member advisory board, whose membership is drawn equally from the University and from surrounding communities.

In addition to a full-time director and office manager the institute has two faculty members who serve as part-time associate directors and two graduate assistants. In the spring of 2010, the Walker Institute added a new position, University coordinator for service learning. The addition of this position enhances the Walker Institute’s ability to play an important role in effectively engaging WMU students and faculty with the communities it serves.

The institute has a close working relationship with the Kalamazoo County Poverty Reduction Initiative (PRI), co-located with the Walker Institute in Welborn Hall. With the PRI, the Walker Institute is responsible for administering a poverty reduction campaign for 20 counties in west Michigan through the Voices for Action network.

Since 2000, the Walker Institute has shifted its focus from programming that primarily emphasized guest lectures and cultural events on campus to teaching, research, and service to the Kalamazoo community, surrounding counties, and the state of Michigan. Support for this agenda received a major boost in the spring of 2009 with the awarding of a grant from the W.K. Kellogg Foundation. Beginning in the fall of 2010, the institute will for the first time in its 20-year history offer courses, and pending completion of necessary approvals, expects to launch an undergraduate minor in race and ethnic relations. Other points of pride include:

- The Peoples Conference: Ethnic and Racial Diversity in Michigan (October, 2008)
- Production of two award-winning video documentaries on education through the eyes of Kalamazoo teenagers (2008; 2009)
- Creation and dissemination of a community indicators data system, with support from local government and community agencies
- Implementation of the “Real-izing Community” series of lectures and community discussions, beginning in the spring of 2010. The series is a collaboration with the Arcus Institute for Social Justice Leadership at Kalamazoo College.

**Office of Institutional Research**
The Office of Institutional Research, formerly the Office of Student Academic and Institutional Research, is responsible for providing information to facilitate decision-making, strategic planning, and accreditation at the University. The office collects and analyzes data and information and reports the findings to the University community, state and federal agencies, and other external customers. The office also provides information for use in accreditation. The office relies on and works closely with other parts of the University that collect data used as the basis for institutional research reports. The office provides electronic reports to the
University community and to external users via its Web site. The office is also charged with the responsibility of supporting the Cognos reporting environment, the operational data store (ODS), and enterprise data warehouse (EDW). The office staff includes a director, a data architect, two data analysts, an institutional research analyst, and an office associate. In addition, there is one student employed year-round.

There have been a number of significant changes since 2000:

- In April 2005, the office, then Academic Planning and Institutional Data (APID), was merged with the Student Information System (SIS) Project office in charge of the implementation of the new student information system (Banner). This merged office was called Student Academic and Institutional Research. As a result of this merger and the implementation of Banner, the SAIR office absorbed some of the reporting and auditing functions previously held by other offices.

- In the summer of 2008, senior leadership initiated the University performance indicators project. Institutional research was charged with supporting the provost’s office to coordinate and disseminate the data identified as performance indicators. These performance indicators are to be made available through business intelligence tools.

- In November 2008, the responsibility of business intelligence was moved to the office. With this move came the responsibility to technically and administratively support Cognos, the operational data store and the enterprise data warehouse, as well as nearly 500 users of the Cognos reporting system. The current provost and president have promoted the consistency and accuracy of data used in decision making over the past several years to such an extent that the office has added several new responsibilities to support this goal. New surveys have been added to the workload, and fact-checking responsibilities have increased. In addition, the formation of the Teaching Assistants’ Union (TAU) and the Professional Instructors Organization (PIO) have brought substantial new reporting responsibilities. In February 2010, the office name was changed to the Office of Institutional Research.

Significant accomplishments and points of pride since 2000 include:

- In the summer of 2000, the office initiated a project to build a database of historical census data. Prior to the project, these data were available only on individual tapes that had to be accessed through the mainframe. This project was successful and has provided the ability for the office to easily produce informative reports involving historical data.

- The office provides analysis support to the enrollment forecasting committee and has consistently produced forecasts within 1% of the actual enrollment of the University.

- Implementation of the Cognos reporting environment has brought information to the desktops of nearly every University employee charged with data-driven decision making.

- Over the past several years, the office has produced many comprehensive analyses to support decision making. Examples include the Profile of Dismissed Students (June 2008), the Profile of First-Time, Full-Time, Degree-Seeking Students (October 2008), and the Comprehensive University Retention Report (February 2009).

**University Libraries**

The University Libraries is a learning and teaching environment fostering the pursuit of knowledge, intellectual and ethical integrity, excellence in teaching and learning, and respect for inquiry and diverse points of view. In supporting the University’s mission as a student-centered research institution, the libraries collect, organize, preserve, and provide access to information in multiple physical and electronic formats to meet present and future needs of the University relating to teaching, research, learning, and public service. The libraries encourage lifelong learning by educating users to become self-reliant and discerning in the selection and
use of information resources. The libraries actively participate in and exert leadership at local, state, national, and international levels to support educational attainment and research.

The goals of the University Libraries are to select and maintain a collection of materials in all formats using collection development policies based on the University's academic programs and student needs, the highest standards of bibliographic control, and continuing assessment of the needs of the University community. The University Libraries also assist users in locating information by providing informed and accurate searching assistance and through helpful and appropriate organization and annotation of information resources. The libraries strive to provide adequate and environmentally appropriate spaces, facilities, and services to ensure the conservation, usefulness, and accessibility of collections for current and future generations of students and faculty. Finally, the libraries provide space and facilities incorporating traditional as well as innovative technologies and techniques that enable and encourage critical inquiry, personal study and reflection, and collaborative learning.

Points of pride include the libraries' successes in:

- Developing an information literacy program in partnership with academic faculty and the broader University community to educate students to be critical thinkers and to fulfill their lifelong information and educational needs.
- Developing and providing library instruction to teach the concepts and skills essential for information-literate students in the place, format, and at the time students will benefit from it most, utilizing existing and future technologies in order to make instruction relevant, valuable, and convenient.
- Providing and encouraging opportunities for development, training, and education to maintain a faculty and staff of dedicated and knowledgeable professionals who are able to assist users with appropriate resources, technologies, and subject expertise, and who find recognition and fulfillment in their work.
- Supporting and actively participating in resource sharing initiatives to extend the use of the collections beyond the University and to provide access to resources worldwide that would otherwise not be available to faculty, staff, and students.
- Engaging in partnerships with vendors, library and educational groups, networks, consortia, and other University departments to make efficient and effective use of human and fiscal resources.
- Encouraging faculty and staff to contribute to the life of the University, the profession of library and information sciences, and the wider educational and cultural communities through active participation in professional associations and other relevant organizations, programs, and activities.

**WMUK**

WMUK is a non-commercial public radio station now in its 59th year of service. It extends the outreach of Western Michigan University, reflecting its intellectual values of objectivity and public service, by providing global and community news and supporting the arts and education through daily broadcasts. WMUK’s primary signal covers a 35-mile radius, with secondary coverage extending to South Haven, Grand Rapids, and parts of Indiana. Approximately 40,000 listeners and 10% of the Kalamazoo metro population listen to WMUK each week. 40% of WMUK's programming is created locally; the remainder is acquired from National Public Radio (of which WMUK was a founding member), Public Radio International, American Public Media, the BBC, and independent producers. With a staff of 13 people and an annual operating budget slightly over $1 million, WMUK relies on listener and external business support for over half of its income.
From 2001 to 2004 WMUK raised $1.1 million through a capital campaign that enabled the station to renovate its 30-year-old studios and equipment, replace its aging tower, and upgrade its transmitter. The renovation included the creation of a modern recording/performance studio offering 24-channel digital production that has been used by faculty, students, and community artists. In 2007, WMUK became Kalamazoo’s first radio station broadcasting in High Definition (HD). In 2009, WMUK began a second 24-hour daily stream of alternative programming on its new HD-2 channel, complementing its main service on HD-1. Last year WMUK completed a major redesign of its website, allowing anyone with an Internet connection to listen to either program stream via a computer.

Beyond the recognized quality of its local and national programming, WMUK takes pride in its service to the local community. Significant accomplishments include sponsoring the nationally acclaimed Story Corps in 2007 for a month-long residency in downtown Kalamazoo to document the oral histories of local residents for both broadcast and the Library of Congress. The successful event sparked a similar local project the next year at the Kalamazoo Public Library for which WMUK provided technical, promotional, and administrative support. Throughout the decade WMUK has partnered with the Arts Council of Kalamazoo in supporting the community-based All Ears Radio Theatre Project and the Bravo auditions and recitals for high school musicians. In 2004, WMUK began providing internships for students in WMU’s School of Communication and has now trained over 30 participants as public radio reporters with intensive coaching in news writing and instruction in digital recording, editing, and production. In 2007, WMUK instituted an annual scholarship in radio broadcasting and production, the first of its kind, at the School of Communication. Throughout the decade, WMUK has also provided technical and administrative assistance to WKDS, the high school station licensed to the Kalamazoo Public Schools. This year WMUK has crafted an innovative partnership with the Kalamazoo Community Foundation resulting in the Partnership for Hunger Relief. This partnership will directly benefit Kalamazoo Loaves and Fishes with an additional $20,000 in gifts as a result of WMUK’s spring 2010 membership drive.

**Office of Advancement and Legislative Affairs**

Gregory J. Rosine became the senior vice president for university advancement and legislative affairs in 2003. The Office of Legislative Affairs works on behalf of Western Michigan University to promote the interests of the University with state, federal, and local public policy makers, and to advance the awareness of the University with key external audiences. An important area of concentration is the State of Michigan’s annual budget and appropriations process. The policy and state legislative agendas of the University are advanced, and state regulatory matters affecting the institution are monitored and appropriate intervention is taken when needed.

Since 2000, the Office of Legislative Affairs has had a number of accomplishments, including assistance in securing annual state appropriations, funding of major building construction and renovation projects, and financial support for the Biosciences Research and Commercialization Center. The office has successfully worked with the Michigan Legislature to produce legislation involving property conveyances, changes in state retirement systems, regulatory statutes, and overall education policies.

An aggressive outreach and communication program has been pursued with elected officials and policy makers. Regular luncheons are hosted with state elected officials and the University president, campus visits and tours are provided for legislators, and letters from the president are sent to state legislators and policy makers highlighting where the University is featured in state and national news stories. To inform the campus community of current
events in the state capital, a weekly newsletter is sent to the University faculty and staff. The office maintains a strong relationship with the Western Student Association and Graduate Student Advisory Committee to engage students in advocacy for the University.

The office assumed the responsibility for the Bronco Legislative Network (BLN) from the Office of Alumni Relations. Monthly newsletters are e-mailed to 10,000 subscribers on state and federal policy issues affecting the University. The BLN has successfully engaged the members of this network to advocate for the University with their legislators on legislation that is moving through the state legislature.

The office works with congressional staff and members to advance and promote WMU’s research qualifications and seek funding for those programs. In collaboration with the Office of the Vice President for Research, the office identifies federal earmark requests and advances them with WMU’s congressional delegation.

Beginning in 2008, the WMU Day at the Capitol was developed to showcase the University’s academic offerings with displays and performances on the lawn of the state capitol. Over 4,000 students, faculty, staff, and alumni have participated in each of the events.

The office initiated in 2006, together with the Office of University Relations, a data-driven marketing program. Market survey research was undertaken by an outside firm of prospective students and parents of prospective students to understand their perceptions of Western Michigan University. In addition, survey research was undertaken of the perceptions of the University by faculty and staff, and current students. In 2009, the survey research was replicated for prospective students and parents of prospective students. From the market survey research a campus committee of faculty and staff developed a brand statement for the University to guide marketing efforts:

*Our students are successful in life and work, because of WMU’s quality programs and the commitment of its people. Alumni are our best evidence.*

The brand statement has guided messaging and marketing of the University through a billboard and media campaign. Essential messages of student success, quality academic programs, and successful alumni have been the core of the marketing efforts. As the messages are developed they are tested through student focus groups outside of the immediate market area of southwest Michigan before being deployed.

The Integrated Marketing Team (IMT) was established in 2009 with representatives from each college and the principal business units of the University. The IMT meets monthly and is being built into a team to guide individual marketing and visual identity efforts across the University consistent with WMU’s primary messages. A University tag line of “Grab the Reins” was developed after extensive testing with student focus groups. This is used prominently in University messaging with external audiences.

The Office of Alumni Relations works closely with this office in development of correspondence with alumni and in encouraging alumni to advocate for the University.

University Relations is responsible for a wide variety of WMU communications and for establishing University-wide standards and guidelines for all external and internal communication. University Relations serves as the primary source for the dissemination of University news to campus outlets as well as local, state, and national media. It is responsible for WMU’s Web presence and other electronic communications, and the office produces WMU Magazine and other major print publications, such as admissions and marketing materials. The office is responsible for all WMU communication, both internal and external, in the event of a University closing or campus emergency.
Office of the Vice President for Research

Dr. Daniel M. Litynski is the vice president for research and serves as the senior administrative officer reporting to the president and responsible for research and related activities. As the University's chief research officer, the vice president advocates for sponsored research, plays an integral role in planning, and participates in University governance as a member of the president’s senior leadership team, Provost’s Council, the Research Policies Council, and the Graduate Studies Council. The vice president serves as a director of the WMU Research Foundation (WMURF) and the Biosciences Research and Commercialization Center (BRCC). He works closely with the technology transfer director, WMURF director of operations, and the executive director of the BRCC. He oversees selected interdisciplinary research centers such as the Evaluation Center and the Nano Research and Computation Center. Primary responsibility for liaison with extramural sponsors including submission of the institution's grant proposals rests with the vice president. He oversees operations to create an institutional presence among sponsoring agencies, create systems to assist faculty, and provide fiscal safeguards to the University.

Since 2000 there have been five vice presidents or interim vice presidents for research. In 2002, the single position of vice president for research and dean of the Graduate College was separated into two positions. The dean of the Graduate College currently reports to the provost.

Over the last 10 years, the rapid growth of the research enterprise has required modernization of policies, procedures, and infrastructure. The last 10 years have also brought a significant increase in WMU’s role in economic development and related research.

Annual support from the president provides funding for faculty research and creative activities. The Faculty Research and Creative Activities Support Fund (FRACASF) has risen from about $130,000 annually 10 years ago to $465,000 annually for the past five years. Four programs in FRACASF include the Faculty Research and Creative Activities Award (FRCAA), Support for Faculty Scholars Award (SFSA), Faculty Research Travel Fund (FRTF), and Preparation and Publication of Papers and Exhibition of Creative Work (PPPE). Since the 2005-06 academic year, OVPR has awarded 115 FRCAA of up to $10,000 each. In addition, 58 faculty were provided Research Development Awards (RDA) of $2,500 each across the University.

The University has instituted a generous policy for the distribution of recovered Facilities and Administration (F&A) from grants to support additional research activities: 20% returned to colleges, 10% to departments, and 10% to Principal Investigators (PIs). Over the last 10 years, more than $27 million in F&A has been received by the University.

The results of a campus-wide search in 2006 for ideas that were truly transformational resulted in seven proposals receiving support of over $1.6 million in funding through a President’s Innovation Fund. The Annual Research and Creative Activities Day was inaugurated in 2007 and provides an opportunity for faculty and graduate students to present their work to the University community through posters, demonstrations, and brief presentations.

Since 2000, WMU added four new state-of-the art buildings totaling approximately 624,000 square feet and costing over $166 million to support instruction and research and renovated several other classroom buildings and labs. WMU has also invested in major renovations to Brown Hall and has spent approximately $36 million on equipment to support instruction and research. WMU external grants and contracts expenditures have increased from approximately $9.3 million in 2000 to approximately $26 million in 2009.
Research Compliance Office
The Office of the Vice President for Research (OVPR) encourages the ethical conduct of research and ensures University compliance with federal, state, and local regulations. Oversight committees including the Human Subjects Institutional Review Board (HSIRB), the Institutional Animal Care and Use Committee (IACUC), the Recombinant DNA Biosafety Committee (RDBC), the Radiation Safety Committee, and the Export Control Committee work closely with researchers as they develop protocols so studies are designed to maximize benefits and minimize risks. The Research Ethics Resource Center (RERC) provides resources and opportunities for researchers to come together to discuss research ethics issues with the aims of fostering a sustainable ethical research culture and a research community in which ethical research is common practice.

Technology Transfer and Commercialization
The Office of the Vice President for Research is responsible for the management and commercialization of WMU’s intellectual property (IP). A substantial amount of research is being conducted at Western Michigan University resulting in new findings, developments, and discoveries that can benefit society. The transfer of these discoveries to the commercial sector is coordinated through the intellectual property management and commercialization (technology transfer) function which was established in 2005. Since the inception of Intellectual Property Management and Commercialization Office, OVPR has experienced substantial increases in inventions and commercialization activity. The OVPR also recently established an Entrepreneur-in-Residence (E-I-R) program, one of the first such tech transfer-based programs in the country. Cutting-edge research performed at WMU has also led to several recent start-up companies. WMU currently produces one start-up per $30-35 million in research expenditures, whereas the national average is one start-up per $80 million in research expenditures.

WMU Research Foundation
The Western Michigan University Board of Trustees approved (2003) the establishment of the Western Michigan University Research Foundation (WMURF) as a nonprofit 501(c) (3) designed to support University research efforts and facilitate the commercialization of patents and other technologies developed at the University. It is a legal entity through which a number of functions vital to research programs are carried out, including patent and intellectual property protection; receipt of patent donations in technology transfer arrangements; and the establishment of subsidiaries, small business incubators, research parks, and economic development programs. The WMU Research Foundation is governed by an independent board of directors. In March 2006, the WMU trustees transferred the University’s Biosciences Research and Commercialization Center (BRCC) to the WMURF. The center was launched in 2003 with a $10 million state award and $2.5 million in matching funds provided through WMU. The BRCC continues to have its own governing board and acts as an independent division within the WMURF. In order to foster innovation and entrepreneurship, in 2006 the University established the intellectual property faculty advisory committee to help administer the WMU Technology Fund supported by the WMURF. To date, over $120,000 has been disbursed from this fund to support cutting-edge commercialization projects derived from research activities at WMU.

Office of Legal Affairs and General Counsel
Carol L. J. Hustoles, Esq. serves as vice president for legal affairs and general counsel for WMU. The Office of the Vice President for Legal Affairs and General Counsel is committed to act with integrity, knowledge of the law, and reason in support of the dynamic educa-
tional, research, and collaborative environment of the University. The goal of the Office of the Vice President for Legal Affairs and General Counsel is to provide, manage, and coordinate all legal services for the University in order to minimize the institution's legal risks and liability, and to do so in a professional, cost-effective manner.

The Office of the Vice President for Legal Affairs and General Counsel interacts with and provides legal counsel to the University through the Board of Trustees, president, and all levels of the administration in numerous areas, including governance, business, employment, contracts, research, student affairs, development, information technology, international affairs, intellectual property, construction, grants, and collaborations with external entities.

Legal services include providing legal advice, counsel, and support to University administrators; assisting in the development of University policy and procedures; advising with regard to sensitive employment matters; reviewing contracts and other legal documents; securing and coordinating the services of outside legal counsel when necessary for litigation and matters requiring legal specialization; and helping to resolve disputes, claims, and litigation. The Office of the Vice President for Legal Affairs and General Counsel is committed to practicing preventive law and reducing potential legal liability for Western Michigan University in order to further its institutional missions and conserve public resources.

When administrators seek legal advice on behalf of the University from the Office of the Vice President for Legal Affairs and General Counsel, such communications will generally be subject to the attorney-client privilege of confidentiality. It should be noted, however, that the Office of the Vice President for Legal Affairs and General Counsel cannot provide legal advice to employees or students on personal legal matters.

Development Office

Carl M. Bender is the vice president for development at Western Michigan University. The Development Office, headed by the vice president for development/executive director of the WMU Foundation, serves as the fundraising operations arm of Western Michigan University. Through its staff, it raises funds and cultivates relationships among alumni, friends, and organizations to address the University's current and future funding priorities. It accomplishes this responsibility through cost-effective fundraising strategies and techniques designed to seek participation and investment from a variety of Western Michigan University constituent groups. The Development Office works in concert with the WMU Foundation, an independent, 501(c) (3) not-for-profit corporation that operates to promote the priorities of and provide financial support to Western Michigan University. The office also plays a critical role in the Mike Gary Athletic Fund, established to provide direct financial support to WMU's athletic programs.

In 2000, the Development Office and Western Michigan University were in the midst of its largest fundraising campaign in history, Partnering for Success: the Centennial Campaign for Western Michigan University. The campaign had a goal of $125 million and was conducted over a period of five-and-one-half years, July 1, 1998 through December 31, 2003. Total commitments received during the Campaign timeframe were $162.8 million, 30% higher than the campaign's goal. This total represents $100 million more than was raised in WMU's last capital campaign, the Campaign for Excellence, which concluded in 1992.

During the Centennial Campaign, the frontline fundraising staff was increased to 10 directors and those individuals represented all of the academic units on campus. Following the Centennial Campaign, beginning in 2003 and through 2006, the Development Office
incurred significant budget reductions, which reduced the number of frontline fund raisers to five. Beginning in 2006, a new funding model was developed to sustain ongoing funding for the Development Office. The result of that budgetary move was to increase the frontline fundraising staff from five to its current level of 13.5 directors. All areas of the University are now covered with their own respective director of development.

Beginning in 2006, the vice president for development prepared a plan of action to carry out another comprehensive campaign on behalf of Western Michigan University. All plans, policies, procedures and guidelines are in place for that campaign, and the University is currently in the quiet phase of the campaign. Officially, campaign counting began July 1, 2007, with the arrival of President John M. Dunn as the eighth president of WMU. Through the first two-and-one-half years of the quiet phase, the University is approaching $99 million in commitments, as of May 31, 2010. It is anticipated that during fall 2010, the University will publicly announce the campaign, and plans to have at least 50% of the goal secured by that time. This campaign will be a six-year effort, three years quiet phase and three years public phase. Since 2000, the Development Office and WMU Foundation can boast several points of pride, including:

- The successful completion of the Centennial Campaign, which was the largest fundraising effort in the history of WMU.
- The complete restructuring/reorganization of the WMU Foundation making it a more efficient and functional component of the private fundraising arm of the University.
- The continued expansion of the Development Office to its largest size in the history of the University.
- The professionalization of the Development Office to a point where it includes all aspects of a comprehensive fundraising program.
- The securing of increased total commitments on behalf of WMU during 2008-09, the most difficult economic period in the nation’s history since the Great Depression.
- The expansion of the volunteer network working on behalf of WMU through the WMU Foundation Board of Directors and its standing committees.

**WMU Foundation**

The Western Michigan University Foundation was founded in 1976 by a dedicated group of alumni and friends who foresaw the importance of private support to the University’s future. The WMU Foundation is an independent, tax exempt 501(c) (3) not-for-profit corporation that operates to promote and provide financial support to Western Michigan University. Through the WMU Development Office staff, the foundation seeks gifts from the private sector to make up the difference between the cost of receiving an education and the support that is available from student tuition, fees, and the State of Michigan.

The foundation exists as an independent agency to offer greater flexibility in fund management. By operating as a private not-for-profit corporation, the WMU Foundation serves the University by maintaining private fund accounts from one fiscal year to the next, as well as keeping confidentiality of donor information. Public universities lack this flexibility as dollars can only be expended within state regulations. The WMU Foundation also operates in a politically neutral, less restrictive environment, thus making it more efficient and effective in carrying out its mission.
Office of Business and Finance

Lowell P. Rinker is the vice president for business and finance and chief financial officer, and also serves as treasurer for the Board of Trustees. The Office of the Vice President for Business and Finance exercises oversight authority over core functions that assist the University in accomplishing its mission of education, research, and public service. The breadth and variety of activities is significant. Naming but a few areas under the operational umbrella of this division demonstrates the wide scope of activities: a performance auditorium, a stand-alone power plant, an ice arena, a bookstore and technology center, paper and printing plants, human resources, public safety, core financial operations, insurance and risk management, union contract negotiations, and management of the property and plant of the University. To describe the wide array of responsibilities in different terms: WMU’s campus covers 1,200 acres, there are over 8 million square feet of University space, the 2009-10 University budget projects total revenues of over $556 million, working capital ranges from $80 to $150 million, and an endowment portfolio of almost $159 million exists as of December 31, 2009.

The Office of Business and Finance has benefitted from stable leadership. A new vice president was appointed since the last visit, but this individual had 35 years of experience at WMU at the time of appointment. This stability and longevity is demonstrated throughout the ranks of business and finance. The University has benefitted from this continuity during the past decade as the institution dealt with shrinking budgets and limited resources. Since fiscal year 2004, business and finance itself has experienced net budget reductions of over $7 million and these reductions have translated into lost positions at both the manager and staff level throughout business and finance. However, with its usual resourcefulness business and finance has approached these years as an opportunity to enhance services and to be smarter and better at what it does and how it is done.

The past 10 years are a hallmark of success for business and finance. The following is but a brief list of accomplishments:

- For the first time in its history, business and finance engaged in strategic planning and formally aligned its mission and goals with those of the University. The result of this process is a shared divisional mission statement that corresponds to departmental vision/mission statements and action steps.
- Two departments have undergone significant change in structure and processes. Human Resources consolidated seven sub-areas into three core functions, resulting in a 50% reduction in management staff as well as a 50% reduction in front office staff. As part of this effort, many of its paper processes have been converted into electronic workflow. Plant operations, planning, construction, and engineering have been combined into one organizational unit known as Facilities Management. Management positions have been eliminated, work processes reviewed and streamlined, and project management has been consolidated.
- Physical security has been enhanced through the installation of 600 cameras, card access systems in 54 buildings, 35 other alarms in buildings, and the installation of a campus-wide mass notification system.
- Implementation of a new student information system and upgraded financial and human resource enterprise-wide systems resulted in the delivery of online services to WMU constituents.
- Examples of awards for building design, sustainability efforts, and other initiatives undertaken by business and finance include: first LEED existing building Gold certification; named a Tree Campus USA; and received the Greatest Green Initiative Award given by Business Review.
Division of Student Affairs

Dr. Diane Anderson has been the vice president for student affairs since 2002. The mission of the Division of Student Affairs (DOSA) is to engage students in learning and personal development. All of the programs and services within the division are intentionally designed to support the academic mission of the University, create and sustain optimal learning environments both in and outside of the classroom and provide appropriate challenge and support for students. A vital component of WMU, student affairs helps to guide development of students into responsible citizens and future leaders. The Office of the Vice President for Student Affairs exercises oversight authority over a collection of core student service functions that help WMU accomplish its primary mission on a day-to-day basis. Student affairs consists of 17 departmental units ranging from general fund units to student activity fee oversight to fully self-supporting auxiliary services. The scope of activities is immense, with 61 buildings comprising 2,801,945 square feet. Of those buildings 46, or 1,936,843 square feet are student housing facilities that have an average age of 52 years. The budgets for all areas equal $67,631,185.

Since the last self study, several auxiliary units were moved into student affairs, including Residence Hall Facilities, Dining, the Bernhard Center, and the Children’s Place Learning Center. In addition, the Office of WMU Apartments was merged with the Department of Residence Life to create a seamless department for students living on campus. A total of 11 living/learning communities have been created in on-campus residence halls. Students self-select to live in these communities during the housing sign-up process. Five of the communities have a direct academic connection. In addition, and based on student feedback, ground was broken for a new set of on-campus student apartments on June 1, 2010.

The Sindecuse Health Center (SHC) is currently led by two outstanding directors, the executive director and the medical director. The executive director and medical director have formed a strong professional partnership and have become a solid presence not only in student affairs but also at the University, and the medical director is actively involved in helping the University prepare for emergencies including, but not limited to, a pandemic. Under the direction of the vice president and associate dean of students, an early intervention team was formed. This cross-disciplinary team provides intervention for students exhibiting the need for mental health assistance. The associate dean of students is responsible for directing this team. In addition, and given the increasing numbers of students experiencing mental health issues, student affairs hired an early intervention case manager in the 2008-09 academic year. The case manager serves as the primary contact for faculty, staff, and students to express concern about students exhibiting symptoms of distress and also works closely with students on an individual basis.

Subsequent to the 2001 review, two offices serving students with disabilities were merged to increase effectiveness and efficiency; in addition, a full-time clerical support position was added to this office. Additionally, to further enhance services to the families of students, the Office of Parent and Family Programs was created in May 2007, and is housed in student affairs. This office supports, enhances, and strengthens collaborative partnerships between families of current and prospective students and the University and now serves 5,136 members.

Most significantly, work continues to make the Bernhard Center a true student union. Progress has been made in making the Bernhard Center more student friendly in the following ways:

- discounted rates for student organizations for catered events;
- free use of large meeting space for faith-based organizations due to increasing numbers;
• creation of an inter-faith, quiet reflection room for personal prayer, meditation, and reflection;
• extension of building hours to make space available for more student organizations;
• the addition of Bronco Express Services Team, a one-stop for students with questions about their bills and/or financial aid;
• the addition of a coffee shop; and
• the expansion of the bookstore.

During summer 2009, student organizations moved into a newly renovated and configured student organization suite in the Bernhard Center. Additionally, administrative staff for the Student Activities and Leadership Programs (SALP) moved from the Faunce Student Services building to the Bernhard Center in December 2009 and January 2010. SALP’s mission is to enhance student learning and leadership development by engaging students in educationally purposeful and diverse co-curricular experiences. The physical relocation of the student organizations, as well as the office dedicated to serving them, will further enhance the charge to create a sense of belonging for students at the Bernhard Center. The ultimate result of these renovations and moves is a major step in transitioning the Bernhard Center into a true student union.

Office of Budget and Planning

Dean Honsberger is the associate vice president for budget and planning. The Office of University Budgets and Financial Planning is responsible for coordinating budget planning, allocation, control of state appropriations, tuition revenues, and other activities for all academic, operating units, and other designated auxiliary activities. The office produces and tracks the annual University budget, monitors adherence to the current budget by all units, implements current and future budget revisions as authorized or mandated, and prepares fiscal financial reports for University officials and state legislatures as required by University policy or state regulations. The office coordinates the preparation of the University budget request submitted to the state legislature as required by state statute. The office is primarily responsible for position management control, tracking, authorizing, and funding FTEs accordingly. The office is relied on to produce current and historical tracking of financial data to support the financial and fiscal strategic planning of the University.

The 2009-10 University budget is $556,417,106; of that $336,196,555 comprises general fund activities. The 2009-10 State appropriation base is $109,616,000. Tuition revenue estimates for 2009-10 are $205,422,297.

The Office of University Budgets and Financial Planning reports to the president. In turn, the University budget is recommended to and approved by the WMU Board of Trustees. Prior to the 2003 fiscal year, the office was staffed with two executive administrators, five budget officers, one budget analyst, and one budget systems analyst. Due to significant University-wide budget reduction, the office lost one budget officer and the budget analyst. A careful examination of the core responsibilities and mission of the office was reviewed. Examining internal workload reassignments and the use of new technology and electronic report distribution systems has allowed the office to maintain previous standards and levels of service consistent with the mission of the office.

Since 1994, the office has played an integral part in the University’s Enterprise Performance Management (EPM) implementation of PeopleSoft on both the human capital and financial management systems. Because the new system was implemented in October 2001, the office abandoned legacy mainframe systems, and designed an integrated budget system solution.
that replaced the functions of both the budget planning file and budget masterfile. The new systems are centered on ledger configuration in financials, Human Resources Management System (HRMS) interfaces between databases to assist in position control, payroll maintenance, and control of other fiscal responsibilities. The BES (Budget Entry Spreadsheet) budget entry web system went live October 2003. With this system departments have the ability to make revisions to their operating budget (one-time) online, which eliminated the manual legacy paper system. In addition, effective May 2005, the BES system was expanded to allow for the submission of permanent (base) requests. Unlike operating (one-time) adjustments, these entries are flagged with a different journal source and are not released for posting until appropriate authorization protocols have been met. Permanent or base entries still require the appropriate vice president protocol or college authorization and budget office approval prior to being posted to the system. The office has also implemented system functionality that allows for electronic submission and delivery of budgetary planning, allocation, and control reports to the University community allowing for a more real time and efficient means of disbursing data to the community.

**Office of Institutional Equity**

David Glenn, Esq. is the associate vice president for institutional equity. The associate vice president for institutional equity reports to the University president and exercises authority over the University’s compliance with state and federal civil rights legislation and regulations. This is accomplished through the Affirmative Action Program (including training programs) as required under Executive Order 11246, conducting employee and student complaint investigations/ resolutions, responding to government agency complaints and inquiries, and serving as the University’s ADA coordinator as required by the Americans with Disabilities Act, as amended in 2008.

Accomplishments in the Office of Institutional Equity (OIE) over the past 10 years include the use of technology to automate the creation of the Affirmative Action Plan, participation in several projects to streamline and automate processes for monitoring/compliance reporting and employee hiring, and the development and implementation of online sexual harassment training for all faculty and staff. In addition, OIE provided leadership in the development and implementation of the Diversity and Multicultural Action Plan (DMAP). OIE also lists as an accomplishment its record of favorable findings in WMU response to government complaints related to civil rights and success in disputed employee relations matters.

The staff profile for OIE currently includes the associate vice president, one director, one compliance professional, and one administrative assistant. This reflects the reduction of one compliance professional staff member through attrition, who was not replaced for cost containment reasons. The OIE staff maintains a unique combination of expertise in the areas of employee relations, technology, and interpretation of existing and new affirmative action/equal employment opportunity laws and regulations. OIE works closely with human resources, the provost, and all University departments to ensure the University’s compliance with state and federal civil rights laws and regulations, as well as University policies.

**Office of the Ombudsman**

Kathy L. Mitchell has been the ombudsman since 2008. The Office of the Ombudsman operates independently from the University, reporting directly to president. This level of autonomy and independence allows visitors to feel that their confidentiality will be protected. This office services current faculty, staff, and students. The main functions include (but are not limited to) addressing questions and concerns, and acting as a resource on policies, pro-
cedures, and processes. Issues are settled in-house when possible, and referred to the appropriate University area for resolution when appropriate. The ethics and standards for practice followed by this office are guided by four principles: confidentiality, independence, impartiality and informality, and are informed by the ethics and standards of practice established by the University and College Ombuds Association (UCOA), the Ombudsman Association (TOA), and the International Ombudsman Association (IOA).

Formal processes facilitated through the Office of the Ombudsman include grade appeal and program dismissals conducted by the Grade Appeal and Program Dismissal committee (GAPDAC), a committee composed of faculty members recruited and trained by the Faculty Senate under the auspices of the provost and vice president for academic affairs. The population that utilizes office services most often are students, both undergraduate and graduate, and their concerns cover a wide range of topics relative to financial matters, grade grievances, registration, graduation, cultural conflicts, academic, housing, and faculty/student interactions. In 2009, the office opened official cases for 190 visitors, fielded phone inquiries on average of six per day, and assisted walk-in visitors with questions or referrals on average of four per day. To ensure confidentiality, the office requires visitors to make an appointment, unless a walk-in visitor is in distress and cannot wait for an appointment, in which case the issue is addressed immediately. Appointments are staggered to avoid overlap of visitors, and visitors may schedule appointments via phone or online. Appointments last, on average, one hour.

One major shift in the organization of the Office of the Ombudsman went into effect July 2008, when, for the first time, the position was filled by an upper-level staff person as opposed to a tenured faculty member. That shift has allowed for greater utilization of the office by administrative staff, while maintaining a mutually respectful and beneficial relationship with the Faculty Senate and its professional concerns committee.

Presently, the office is in the process relocating from the Bernhard Center to Faunce Student Services building, which is closer to critical offices such as the Office of Student Conduct, the University Counseling and Testing Center, and financial aid. Since July 2008, the office has made an active effort to connect with the University population to educate them about services and availability for support. The Ombuds has attended events on an annual basis, including Bronco Bash, New Graduate Student Orientation, WMU Ambassador Training, Residence Life Fair, Rainbow Reception, and the “mini” Bronco Bash offered in January for incoming spring students. In addition, the Ombuds is a frequent visitor at departmental faculty/staff meetings, registered student organization meetings, and in classrooms to help inform the University population of available services.

Division of Intercollegiate Athletics

The director of intercollegiate athletics, Kathy Beauregard, is a member of the University’s senior leadership team, serving as a direct report of the president. Consistent with NCAA guidelines, the University also provides oversight of the athletics program through the appointment of a Faculty Athletics Representative (FAR) and a presidentially appointed Athletics Advisory Board.

Through its Division of Intercollegiate Athletics, Western Michigan University is a Division I, Football Bowl Sub-Division member of the NCAA as well as a charter member of the Mid-American Conference (MAC), and a longstanding member of the Central Collegiate Hockey Association (CCHA). The division sponsors 16 varsity intercollegiate sports, six for men and 10 for women, offering over 350 men and women the privilege of being a student-athlete.
The 100-plus staff members are located in four buildings: Read Field House, Bill Brown Alumni Football Center, Seeley Indoor Athletic Center, and Lawson Ice Arena. In addition to the facilities mentioned, the division's student-athletes also have other facilities available to them, including Waldo Football Stadium, Hyames Baseball Field at Robert Bobb Stadium, Ebert Softball Field, Kanley Track, Sorensen Tennis Courts, West Hills Athletic Club indoor tennis courts, and the WMU Soccer Complex.

The division enjoys a strong connection to the student body and the greater local community as demonstrated by the division's sustained attendance at athletic events and the division's top standing among MAC schools in self-generated revenues. Of the division's 2008-09 $20 million in revenues, $6.4 million was self-generated by the division through sources such as ticket sales, sponsorships, donations, endowments, and game guarantees.

Having cycled through several leadership changes during the 1990s, the division has enjoyed sustained leadership during the past decade. Kathy Beauregard is completing her 13th year of service as athletic director while the division's senior management team has remained intact for the entire 2000s decade. Seeking to enhance equity and student-athlete welfare, the division has engineered several facility upgrades since 2001, including the Donald J. Seeley Indoor Athletic Center (new), Ebert Softball Field (renovation), Lawson Ice Arena—hockey (renovation), Waldo Football Stadium—playing surface (renovation), Sorensen Tennis Courts (renovation), and Robert Bobb Stadium/Hyames Baseball Field (renovation).

General economic conditions and related reductions in state appropriation led the division to engage in reorganization activities on several occasions. The primary reduction to division operations occurred in 2003-04 when, as directed by the president, the division engaged in a sports sponsorship review process with goals of reducing University general fund support to the division, as well as bringing the division into student-athlete participation compliance with Title IX. Further, since 2003-04, the division has absorbed annual general fund (institutional) support reductions resulting in the loss of several staff members and the loss of planned expansion related to post-eligibility and summer financial aid opportunities.

At the time of the 2001 HLC report, the division reported as having “scored over a 2.9 grade point average (GPA) in each of the last three semesters as a whole.” Throughout the past decade, the division has maintained and improved this focus on academic success and is pleased to report for each of the last seven semesters the student-athlete GPA has exceeded a 3.0 overall GPA. Other student-athlete academic accomplishments are:

- Recognition of men’s teams, as determined by MAC Faculty Athletic Representatives (FAR), as the MAC Academic Award Winner for 2008-09 and 2009-10;
- 2008-09 NCAA Academic Progress Rate: No team was below a multi-year rate of .950, performing significantly above the .925 minimum threshold established by the NCAA;
- Nine academic all-American selections in the decade; and
- 187 academic all-conference selections.

During the past decade WMU athletics teams, coaches, and student-athletes have enjoyed numerous accomplishments. These include:

- A first-ever appearance by women’s basketball in the 2003 NCAA tournament;
- A MAC championship and NCAA tournament appearance by men’s basketball in 2004, as well as NIT appearances in 2003 and 2005;
- Women’s volleyball MAC championships in 2000 and 2008;
• A women’s gymnastics championship in 2006;
• Two bowl appearances by the football team (2007 International Bowl and 2008 Texas Bowl);
• Coach of the year honors for both the men’s and women’s tennis coaches in both 2007 and 2008; and
• Awarding of the Wuerffel Trophy, a national award (“Humanitarian Heisman”) honoring excellence in athletics, academics, and community involvement to Tim Hiller (football).

In addition, the division has been fortunate to have had NCAA Statistical Champions during the past decade in the following categories:
• 2000-01 - Mike Bishai (Ice Hockey) - points per game (1.84); assists per game (1.22)
• 2003 - Jason Babin (Football) - tackles for loss per game (2.67)
• 2005 - Greg Jennings (Football) - receptions per game (8.91)
• 2006 - Ameer Ismail (Football) - sacks per game (1.31); tackles for loss per game (1.96)
• 2006 - Kristi Strange (Softball) - doubles per game (0.48)
• 2006 - Linebacker Ameer Ismail tied an all-time NCAA record with six sacks in a game
• 2006-07 - Carrie Moore (Women’s Basketball) - points per game (25.4)
• 2009 - Saeed Sulemana-Baba (Men’s Soccer) - goals per game (0.93)

Following its certification in 1999, the division also underwent an NCAA-required re-certification process. This comprehensive review, designed to ensure fairness, integrity and rules compliance, among other items, within the division resulted in the Division being certified without conditions by the NCAA in 2008. The Division is proud of its rules compliance track record and continued certification by the NCAA.

Also proud of its connection to the community, division student-athletes, coaches, and staff have been involved in many community service initiatives, a sampling of which includes:
• Cancer awareness events,
• Hands-on work projects (e.g., Habitat for Humanity),
• Reading in schools,
• Mentoring programs like Big Brothers/Big Sisters and Special Olympics,
• Various food pantry collection programs,
• Children’s hospital visits,
• Free camps and clinics to provide children an opportunity to learn about sports,
• Care about Kids (provision of game tickets to underprivileged children), and
• College Sports Career Day for middle/high school students.

Similarly, the division consistently engages in programming designed to enhance and improve its student-athletes, coaches, and staff members. Programming has included diversity training, leadership and mentoring, drug and alcohol education, career services, and programming related to the dynamics of male/female relationships.

**Associate Vice President for Inclusion and Diversity**

Dr. Martha Warfield is the associate vice president for diversity and inclusion. The Office of Diversity and Inclusion is responsible for numerous duties including, but not limited to, implementation of the Diversity and Multiculturalism Action Plan (DMAP), management of the University affairs for the Kalamazoo Promise, presentation of the 2010 exhibit “RACE: Are We So Different?”, planning of the annual Martin Luther King Jr. Convocation, support
for community development activities relating to recruitment of students of all levels and
descriptions and other projects as directed by the president.

Action on the Western Michigan University diversity plan was initiated in 2004. A steering
committee was appointed by the president with the charge to identify potential membership
for the larger University-wide Council for Institutional Diversity and Multiculturalism. Be-
tween March and April 2004, invitations were extended to all University constituent groups,
requesting their participation on the council. Ultimately, the council was made up of 65 peo-
ple representing all employee groups. Presenters from several diversity-related WMU offices
along with external experts in diversity and multiculturalism were invited to speak during
scheduled meetings from April to June 2004. Following the presentations, the larger council
was divided into six sub-committees during June 2004 and each was charged with producing
a general draft report of ideas on what was necessary to include in a diversity plan for WMU.
A sampling of other diversity plans was used for this review in addition to the information
provided by presenters. In July 2004, these six sub-committees presented their draft reports
to the general council for feedback and discussion. For the next year and a half, beginning
in October 2004, multiple University constituents reviewed the draft proposal, including
Provost’s Council, senior leadership team, informal meetings with the president and provost,
Academic Forum, student leaders, Faculty Senate Executive Board, APA executive commit-
tee, PSSO executive committee, AFSCME executive committee, and the AAUP executive
committee. The final plan was completed April 19, 2006, and presented to and accepted by
the Board of Trustees on April 28, 2006. In a related action and to make all University policy
consistent with the new campus-wide plan, trustees passed a non-discrimination policy to
replace WMU’s existing human rights statement and instructed the administration to “make
appropriate changes to other University policies, statements, contracts and practices as ap-
licable in order to be consistent with this non-discrimination policy.”

Since the last HLC visit, several achievements have been accomplished as a result of DMAP
recommendations. In November 2007, President John M. Dunn instituted the Office of
Diversity and Inclusion (ODI) and appointed an associate vice president for diversity and
inclusion to the University’s senior leadership team. The single committee that emerged from
the original Council for Institutional Diversity and Multiculturalism was renamed the Com-
mmittee for Developing Leadership in Diversity, Social Justice, and Inclusion (LDSI). LDSI
was charged with developing leadership in implementing the DMAP across the University
community. From January 2007 through June 2009, in collaboration with Crossroads
Antiracism and ERAC/CE, two-and-a-half-day workshops called Analyzing and Understand-
ing Systemic Racism were presented. Over the last few years, the membership of LDSI has
included a diverse team of personnel from a range of units and positions, including staff,
faculty, students, and administration. Currently a total of 143 personnel and students have
participated in the workshop. LDSI also organized three half-day introductory sessions on
understanding and analyzing systemic racism for the Office of Business and Finance. To date,
three diversity committees have been formed in academic units (College of Education and
Human Development, College of Health and Human Services, and the College of Arts and
Sciences).

Other outcomes include the opening of an active Multicultural Center in the Trimpe Build-
ing and the establishment of a series of community collaborations and discussion groups that
have emerged from the pre-planning phase for the RACE Exhibit. The exhibit is a national
traveling museum display that WMU has partnered with Kalamazoo Valley Community
College and other partners to bring to the Kalamazoo Valley Museum in downtown Kalama-
zoo from October 2010 to January 2011.
The most recent accomplishment of the DMAP is the collaboration of ODI with the Office of Faculty Development by launching a pilot initiative to bring employees together for a year-long exploration of diversity and inclusion ideas and tools. Called Everyone Counts, the campus-wide initiative is a professional-development opportunity open to all part-time and full-time employees, including graduate assistants. Up to 36 people will be accepted into the program for the inaugural year, which will run from February to December 2010. The new program is based on the learning community model, an effective method of promoting personal and institutional transformation. It seeks to equip all levels of employees with skills needed to respond to WMU’s increasingly diverse campus and the focus annually will be on a theme that addresses issues relevant to the University’s Diversity and Multiculturalism Action Plan.

**Internal Audit Department**

Colleen Lewis is the director of the Internal Audit Department. The Internal Audit Department identifies and assesses risk within the University and related foundations’ environments through independent auditing and advising. This is accomplished by providing services such as analyses, appraisals, assessments, confirmation, counsel, critiques, examinations, evaluations, investigations, research, and validations. The department consists of three professionals of whom two are Certified Public Accountants and one is a Certified Information Systems Auditor. The department conducts all audits in accordance with the Institute of Internal Auditors standards for professional practice of internal auditing. In addition, the department operates under the Generally Accepted Auditing Standards as promulgated by the American Institute of Certified Public Accountants and the Government Auditing Standards as published by the Government Accounting Office.

During the past 10 years, the department changed its reporting structure from reporting to the Office of Business and Finance to the Office of the President and the Board of Trustees. This has strengthened the independence of the department, which enhances the impartial and unbiased judgments considered essential to the proper conduct of audits. In addition, audit committees have been formed for the University, Western Michigan University Foundation, and Paper Technology Foundation, which has also strengthened the reporting structure. The director of each department meets with the audit committees at least semi-annually.

A number of achievements have occurred since the last HLC visit. Internal audit has taken an active role and provided assistance with, and in some instances leadership of, committees to address areas of compliance such as information technology security, e-commerce activities, disaster recovery, physical security of protected information, and prevailing wage requirements. The compliance areas are now addressed in every audit the department conducts. Another achievement has been the department conducting audits for various departments on campus that are required by an outside agency rather than hiring an external auditor. This is a sizeable cost savings for the departments.
Academic Divisions
WMU offers more than 230 degree programs through seven degree-granting colleges taught by an exemplarily credentialed faculty. The 51 departments in the seven academic colleges along with the Graduate College, the Lee Honors College and Extended University Programs, collectively offer 29 doctoral degrees, one specialist degree, 68 master’s degrees, and 148 undergraduate programs and majors. Of WMU’s several active in-state regional sites or additional locations, the University owns or leases seven of them: Battle Creek (Kendall Center); Benton Harbor (WMU-Southwest); Grand Rapids (WMU-Grand Rapids: The Graduate Center-Belkline; WMU-Grand Rapids: The Graduate Center-Downtown); Lansing (WMU-Lansing located at Lansing Community College University Center); Muskegon (WMU-Muskegon located at Muskegon Community College); and Traverse City (WMU-Traverse City located at Northwestern Michigan College University Center). Delivery of a doctoral program in educational leadership to single cohorts occurs at three locations: Big Rapids (Ferris State University), Marquette (Northern Michigan University), and Saginaw (Saginaw Public School District). A request for substantive change currently in process seeks additional locations at the Royal Oak and Southfield campuses of Oakland Community College. Out-of-U.S. additional locations are Valetta, Malta (University of Malta) and Singapore (Center for American Education).

College of Arts and Sciences
The College of Arts and Sciences (CAS) is the largest of the seven academic colleges. In terms of enrollment, CAS majors comprise nearly 30% (7,764 of 25,668) of the student undergraduate and graduate majors population at WMU in fall 2009, and through its offerings in General Education courses and service courses, CAS faculty work with practically every student on the main campus. In terms of funding, CAS produces the largest number of student credit hours (over 50% [326,021 out of 643,073] in 2008-09) and therefore the largest share of tuition revenue (about $70 million annually) among WMU’s seven colleges.

CAS enrollment remains strong and robust. For the fall 2009 semester, CAS enrolled 6,309 declared undergraduate majors. Graduate enrollment totaled 1,168 students. During the 2007-08 academic year, CAS awarded 1,084 bachelor’s degrees (27% of the total bachelor’s degrees awarded), 262 master’s degrees (20% of the total master’s degrees awarded), and 58 doctoral degrees (56% of the total doctoral degrees awarded). Notably, CAS doctorates are at an all-time high, increasing more than two-fold, 28 in 2000-01 to 58 in 2008-09.

CAS continues to lead the University and grow in both research funding and gifts to the college. From FY2004-05 to FY2008-09, CAS attracted $53.48 million in research funding, 33.4% of WMU’s total external funding ($160 million). The college experienced a 30.2% increase in research funding during FY2008-2009 ($7.68 million) compared to FY2007-2008 ($5.90 million). With both extramural funding success and strong publication records, CAS faculty compete successfully with the very best researchers and scholars in the nation. Annual giving also remains robust in CAS. Since 2003-04, alumni giving to the college is up 299%, and individual giving is up 286%. The college now includes development as one of its top priorities, and all of the college’s department chairs and directors, along with many of the college’s faculty, play an active role in development activities.

Although the previous six years have been challenging, the college has maintained its identity as a national leader in research. CAS has added new classroom facilities for students, has hired outstanding new faculty, and strengthened the commitment to student success. CAS believes that the college represents not only the keystone college within the University but

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**Points of Pride**
The Department of Mathematics professor and 17 other mathematicians and computer scientists successfully mapped a 120-year-old puzzle. The team, with creative minds hailing from the United States and Europe, was convened by the American Institute of Mathematics in Palo Alto, CA., to map a theoretical object known as “Lie group E8.” The Atlas of Lie Groups Project is funded by the National Science Foundation.

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7 Grants and Contracts Reports, oblwmich.edu/grants-contracts/reports.html
also one of the keystones on which Michigan’s and the nation’s future welfare and wellbeing will be constructed.

**College of Aviation**

The College of Aviation has one department, Aviation Sciences, with three undergraduate programs: aviation flight science, aviation maintenance technology, and aviation science and administration. Programs are accredited and/or licensed by the Federal Aviation Administration (FAA), Michigan Department of Transportation (MDOT), and Aviation Accreditation Board International (AABI). Enrollment in the college, approximately 700 students, has been as high as 900 students in 2003. Student enrollment within the three programs is approximately 60% in aviation flight science, 30% in aviation science and administration and 10% in aviation maintenance technology. The college maintains a competitive cost structure and technologically advanced simulation and aircraft for its flight science program. Recruiting and retention efforts have increased significantly since 2007. A number of college leadership changes have occurred in the past three years. A permanent chair of the department was hired in July 2007. In July 2008, the associate dean and managing director of operations was promoted to dean. An associate dean for research was hired in November 2009.

In 1999, the School of Aviation became WMU’s 7th academic college. That spring Delta Air Lines awarded $1.65 million to train 24 U.S. women and minority students in an ab initio program. Additional funding from the Organization of Black Aerospace Professionals (OBAP) and the W.K. Kellogg Foundation financed scholarships and programming in support of diversity initiatives and minority student training.

In 2005, the college replaced its single engine fleet with Cirrus aircraft. These aircraft are equipped with technology and cockpit configurations similar to those in commercial airliners. No new funding was required from the State of Michigan, the University, the College of Aviation, or from the students. Simulation was added and the flight curriculum was revised.

The aviation consortium was established in 2000, was re-engaged in 2009, and is a WMU partnership that includes the Organization of Black Aerospace Professionals (OBAP), who serve as mentors of the program, along with five Historically Black Colleges and Universities (HBCUs). These entities work together to address the shortage of women and minority professionals in the aviation industry.

Other significant accomplishments since 2000 include a $4.2 million grant from the Michigan Economic Development Corporation (MEDC), Battle Creek Unlimited, and Forest Park Foundation; the implementation of a safety reporting system—Collegiate Aviation Safety Reporting System (CASRS); implementation of web-based training and resources management systems—ETA and RMS; completion of a state-of-the-art simulation lab; reduction in fuel and maintenance costs; jobs for students; and world-wide recognition and international enrollment opportunities. The college’s flight team continues to maintain top three finishes at regional and national competitions.

**Haworth College of Business**

The Haworth College of Business consists of the Departments of Accountancy, Business Information Systems, Finance and Commercial Law, Management, Marketing, and Military Science. The college has 15 undergraduate majors, 11 minors, and two graduate major programs. The business programs are accredited by the Assembly to Advance Collegiate Schools of Business (AACSB). In fall 2009, the college had 4,050 students enrolled in undergraduate
majors and 453 in graduate programs. The college facility, Schneider Hall, is adjacent to the John E. Fetzer Center, forming an outstanding business education complex.

The college has a strategic management planning process in place, with a mission, vision, values, and objectives. These were developed by faculty committees and approved by faculty vote. The college also has a faculty-approved assessment plan and assessment timeline. The leadership of the college consists of the dean, associate dean, department chairs, and program directors. The college has an active advisory council. In addition, the college has a Student Leadership Advisory Board (SLAB), which includes representatives of all registered student organizations within the college. Most departments and many programs in the college have their own advisory boards.

Programmatic accomplishments in the college since 2000 include the approval of a new major in personal financial planning. This program is approved by the Certified Financial Planning Board to meet the education requirements to sit for the CFP certification examination. In addition, the college has new majors in telecommunications and information management and in electronic business design. The college has a new state-of-the-art career services center. A new global business center is under construction. In addition, the Michigan Small Business and Technology Development Center is located in the college.

The college houses two nationally known academic business programs. Food and Consumer Package Goods Marketing is a premier program which hosts a national conference, and has been in existence for 51 years. The Integrated Supply Management program is regarded as among the best in the country. The college also has an outstanding program in human resources management. Students in the college often receive top rankings in national business competitions in marketing, management, and business information systems.

**College of Education and Human Development**

Founded in 1903 as a teacher's college, WMU has grown into an internationally regarded higher education institution while maintaining a strong commitment to training teachers and school administrators. Ranked among the top 10 in the country in the production of professional educators by the American Association of Colleges for Teacher Education, the College Of Education And Human Development (CoEHD) is home to six departments. CoEHD has continuation agreements with five Michigan community colleges, allowing community college students with a two-year degree to transfer to WMU seamlessly and complete their bachelor's degree. CoEHD is also noted for its top counseling psychology/counselor education program.

The CoEHD has experienced a decline in overall student enrollment over the past five years. Even given that decrease, the college remains one of the largest colleges at WMU with a fall 2009 enrollment of 3,497 students in undergraduate degree programs and 1,722 graduate students.

The past decade also has been one of change for the CoEHD in areas other than enrollment. In 2006, the college re-organized its programs and departments into six rather than five academic departments. The Departments of Counselor Education and Counseling Psychology; Educational Leadership, Research, and Technology; Family and Consumer Sciences; Health, Physical Education, and Recreation; Special Education and Literacy Studies; and Teaching, Learning, and Educational Studies comprise the CoEHD.

In 2009, the college changed its name from the College of Education (COE) to the College of Education and Human Development (CoEHD). Within the college 32% of students
are enrolled in programs that do not lead to teacher certification and the new name reflects greater inclusion of those students and programs.

In 2008-09, the college received over $1,000,000 in support from alumni and other donors, representing over 3,000 individual contributions. In that same year, the college received external grants of over $11,000,000. The college continues to position its resources to support its students and programs.

Among the college’s points of pride are the following:

• WMU consistently ranks among the top 10 in the country in the production of professional educators, according to the American Association of Colleges for Teacher Education. Over the past 10 years, more than 8,000 teachers were certified and graduated from the College of Education and Human Development.

• The college’s teaching internship program, the School University Partnership Team (SUPT), is among the best in the country. In 2004, the Association of Teacher Educators selected SUPT as its annual Distinguished Program in Teacher Education.

• Support for urban schools is a top priority for the college. Each year since 2005, thanks to support from State Farm Insurance, at least 20 WMU students have received $1,000 awards to assist with their teaching internships in urban schools of promise.

• The College of Education and Human Development has great outreach, providing about 55% of all programming at WMU Extended University sites located throughout the state of Michigan.

College of Engineering and Applied Sciences

Housed in a $72.5 million state-of-the-art 343,000 square-foot building, the College of Engineering and Applied Sciences (CEAS) is located in the 265-acre Business Technology and Research (BTR) Park, a SmartZone in the State of Michigan. CEAS offers 17 undergraduate, nine master’s, and five doctoral programs. Of the 17 undergraduate programs, 13 are accredited by ABET – nine by the Engineering Accreditation Commission (EAC), three by the Technology Accreditation Commission (TAC), and one by the Computing Accreditation Commission (CAC). The location of CEAS in the BTR Park provides students, faculty, and staff unparalleled opportunities to work closely on research projects with any of the 29 companies and local start-up organizations that make up the Parkview campus. Collaboration between the academic and business units complement efforts to spur economic development and identify technology transfer opportunities.

There have been significant revisions in the curriculum over the past decade. Specifically, the traditional engineering programs in chemical engineering and civil engineering were formed and received ABET accreditation. The paper engineering program petitioned and received ABET accreditation during the same period. Strategic steps were taken to suspend the material science engineering program due to low enrollment and eliminate of the industrial design program due to budget and personnel concerns.

Strategic planning by the college in the 1999-00 academic year realized a strong connection between the first-year curriculum and retention. CEAS committed to revamping the first-year experience and introduced the STEM (Science, Technology, Engineering, and Math) Talent Extension Program (STEP) with the assistance of the National Science Foundation. Over the past several years, retention of students in STEP statistically exceeds that of the general population of the University and national average. The college continues on its mission to provide hands-on experience to the students and generate job-ready graduates. This experience culminates in the capstone design course and the students, working with an
advisory team including faculty members and industrial professionals, present their projects in a college-wide symposium twice a year.

**College of Fine Arts**

The College of Fine Arts (CFA), composed of the Frostic School of Art, Department of Dance, School of Music and Department of Theatre, serves approximately 1,100 students. It offers bachelor of arts degrees in art, art history, dance, music, and theatre studies. It also offers pre-professional degrees through its bachelor of fine arts degrees in art (with various concentrations), art education, graphic design, dance, music theatre performance, theatre performance, design and technical production, and stage management. A Bachelor of Music degree is available in music education, music therapy, performance, jazz studies and composition. At the graduate level, Master of Arts in Art Education, Master of Arts in Music, and Master of Music degrees are offered.

Major changes in programs since 2000 include the following:

- Elimination of the Bachelor of Arts in Art Education and addition of the Bachelor of Fine Arts in Art Education.
- Elimination of the Bachelor of Music in Music History and Theory.
- Suspension of the Bachelor of Science in Elementary Education Music (result of impending changes in teacher certification at the state level)
- Elimination of the Bachelor of Arts in Theatre Performance, Design and Technical Production and Stage Management; addition of BFA programs in those disciplines.
- Elimination of the Master of Arts degrees in art (studio) and music (teaching of music) and addition of Master of Arts in Music.
- Suspension of the Master of Fine Arts in Art to be resolved by 2012.
- Elimination of the Master of Fine Arts in Performing Arts Administration.

The emergence of new bachelor of fine arts (BFA) degree programs occurred as the state of the professions evolved. Program changes continue to be informed by rigorous and systematic assessment. The BFA degrees summarily require more intense immersion in the discipline. The elimination of other bachelor of arts programs was the result of low student interest. The elimination and suspension of graduate degree programs occurred during the graduate program review process. It allowed the units to realign their resources and focus on distinct programs for reallocation or adjustment, or fewer resources.

Expansion of the College of Fine Arts’ external funding base has dramatically changed in the last decade. These funds have supported, in part, the new facilities for the Frostic School of Art (88,000 sq. ft.) and the Richmond Center for Visual Art (44,000 sq. ft.). Additionally, the college has expanded endowments for specialized equipment, scholarships, and program enhancements that make the College of Fine Arts a unit of distinction. It is one of only eight fine arts colleges in the nation, and only one in Michigan, that has all of its programs professionally accredited.

The college is a selective admission unit, requiring all students to pass an audition or portfolio review for entrance. Incoming students in the College of Fine Arts have the highest academic profile in the institution, vis-à-vis average ACT scores and high school grade point averages. Continuing students have the strongest retention rates. Students taking certification board examinations for music therapy or teacher certification routinely score well above average and boast near 100% placement rates.
Since 2003, the College of Fine Arts has been guided by a strategic map which is aligned with the University's mission to engender an awareness and appreciation of the arts. The quality of the College of Fine Arts was recognized in 2008 by receiving the Governor's Award as the state of Michigan's best arts education organization.

**College of Health and Human Services**

The College of Health and Human Services (CHHS) is composed of nine master’s degree programs, two graduate certificates, two doctoral degree programs, six undergraduate majors, and three minors. These programs are administered in 10 academic units: the Departments of Blindness and Low Vision Studies, Occupational Therapy, Physician Assistant, and Speech Pathology and Audiology; the School of Social Work and the Bronson School of Nursing; the doctoral program in Interdisciplinary Health Sciences and the undergraduate Interdisciplinary Health Studies Program; and programs in holistic health and alcohol and drug abuse. CHHS also administers the Unified Clinics—13 in all—and the Center for Disability Services, which provide diagnostic and therapeutic services to community members and supervised clinical practice for CHHS students.

Since 2000, CHHS has experienced significant increases in enrollment and credit hour production. Enrollment increased from 1,649 in fall 2000 to 2,721 in fall 2009 (61%) and credit hour production increased from 39,587 for the 2000-01 academic year to 58,851 for the 2008-09 academic year (49%). Another significant change came in 2005 with the new CHHS building, which facilitates progressive methods of teaching, learning, and research through classrooms with the latest presentation modalities, sophisticated labs, and ample access to computers and resources. In addition, the building is the first in Southwest Michigan to meet Leadership in Energy and Environmental Design (LEED) for Existing Building standards; its 2009 gold-level certification distinguishes it as the most highly rated higher education building in the United States. New programs in the last decade are the Ph.D. program in Interdisciplinary Health Sciences (2002) and the Master’s of Science in Nursing (2006). Also in the decade, programs in rehabilitation teaching, orientation and mobility, rehabilitation counselor education, nursing, occupational therapy, physician assistant, social work, and speech pathology and audiology went through rigorous accreditation processes and maintained full accreditation, as have the University Substance Abuse Clinic and the Center for Disability Services.

Significant accomplishments of the college since 2000 have been related to the high quality of its academic programs, research productivity, and service to the community and region. U.S. News and World Report ranks the occupational therapy, physician assistant, and speech pathology graduate programs among the top 50 programs of their kind in the nation; rehabilitation counseling, social work, and audiology are consistently ranked among the top 100. The college is also consistently ranked in the top 10 of colleges and schools of allied health receiving funding from the National Institutes of Health. This external funding provides for research that adds to the knowledge base of health and human services disciplines and improves the health and welfare of Michigan residents. Also of benefit to the health and welfare of Michigan residents is a high rate of community service carried out through CHHS. With required internships, field placements, and clinical rotations alone, CHHS students spend an estimated 343,000 hours annually providing health and human services to children and families. The Unified Clinics and Center for Disability Services serve 1,800 patients per week in over 80,000 appointments annually.
Lee Honors College

The Lee Honors College (LHC) (née Honors Program) was founded in 1962 for academically talented students. It has since become an integral part of the University community. From its first class of 24 students in 1962, the student body has grown to its current number of 1,049 students. More than 90% (954 of 1,049) of students are residents of Michigan. The students reflect the entire campus community in terms of affiliation by college. WMU honors students study in every discipline and take advantage of the rich array of courses to deepen and develop their major and minor fields of study. The goal is to provide the environment where each student will grow through personal relationships with other students and faculty, academic challenges, and opportunities for leadership. The college continues to improve on that long tradition of quality education for exemplary undergraduates.

The LHC partners with each of the academic colleges to provide a robust curriculum. Students choose one or more major(s) or minor(s) and complement and enrich their undergraduate experience through honors classes and programs. Honors courses are typically taught in small seminar formats that foster discussion and dialogue among professors and fellow students. In this setting learning is an opportunity to grow through the dynamic interchange of viewpoints and ideas.

Since 2000, the LHC has graduated 11 recipients of prestigious academic awards, including the Truman, Goldwater, Udall, Fulbright, and Gates Cambridge scholarships. The college is pleased to include WMU’s Medallion Scholars among its students. The University’s Medallion Scholarship program is the largest and most prestigious merit-based program in the nation. The Siebert Undergraduate Research and Creative Activities Award, the Dean’s Summer Research Thesis Scholarship, and the Carl and Winifred Lee Research Travel Scholarship are also administered by the college. Since 2005, the LHC has awarded more than $260,000 in financial support for a variety of supervised undergraduate research projects.

In 2005, the Academically Talented Youth Program (ATYP) joined the Lee Honors College. The three-year ATYP program, which serves gifted and talented middle and early high school students, offers accelerated learning opportunities in both math and language arts which culminate in students’ successful completion of AP content exams. To be eligible for the program, 6th graders must have an SAT score of 520 in their respective subject area. In spring 2006, the dual enrollment program moved to the Lee Honors College, allowing high school students to begin their college careers at WMU while still maintaining senior status at their high school.

The Lee Honors College serves as the campus office for the WMU chapter of the national freshman honorary Alpha Lambda and the Honor Society of Phi Kappa Phi honorary for juniors, seniors, alumni, faculty, and staff. All honors students are members of the WMU Honors Student Association.

The Graduate College

The motto of the Graduate College, adopted in 2006 is “veritatem cum conscientia quaere” or “seek truth with conscience.” The college devotes its resources to promoting ethical and compassionate truth-seeking among the students. The enterprise of the Graduate College serves as a reminder that a great university is more than the simple sum of specialized academic programs. WMU was the country’s first state-supported university to establish a graduate-degree program in comparative religion, and it is currently the site of the world’s largest annual gathering of medieval scholars.
The Graduate College of Western Michigan University was authorized in 1956. George Mal- 
linson was its first dean. In fall 2009, 18.2% (4,476 of 24,576) of WMU’s total student body 
were pursuing an advanced degree. WMU’s first doctoral degree was conferred in 1969; in 
2007-08, the University conferred 111 doctorates, and in 2008-09, the University conferred 
103 doctorates. As a research-intensive University, WMU currently has 29 separate programs 
leading to a doctoral degree. By way of comparison, in 2000-01 WMU produced 56 doctor- 
ates in fewer than 22 disciplines.

Discovering new knowledge, new sensibilities, and preparing students for practical profes-
sions are intellectual and social enterprises. The Graduate College integrates these enterprises 
by emphasizing the ethical pursuit of truth; by setting a bar for the public discussion of new 
research; by recruiting students and providing them with tools and outlooks for success; by 
administering awards, prizes, and assistantships; by supervision of the thesis and dissertation 
process; and by guaranteeing the high quality of graduate faculty members.
WMU Faculty Senate

The purpose of the Faculty Senate is to formulate, review, and give advice on policies and other matters of concern to the University. The Faculty Senate office maintains a list of all correspondence, as well as actions taken and acted upon. Membership is composed of both the Board of Trustees-appointed faculty, past senate president, the University president, and several administrative officers. The authorities for the Faculty Senate derive from its founding documents, a constitution and bylaws, approved by the Board of Trustees. The Faculty Senate Executive Board also administers an annual appraisal of the perceived effectiveness of the president and provost, and provides the feedback to those individuals, the faculty, and the Board of Trustees and has an internal committee to formulate and advise on those instruments.

Article III, section 2 of the Senate Constitution states, “The Senate shall represent the faculty in all matters affecting the welfare of the faculty excluding only those areas reserved to the collective bargaining agent.” This includes procedural and policy issues related to curriculum oversight and review as well as to organizational change of academic units. Also included are process and policy recommendations related to a wide range of activities directly related to the University mission.

Article III, section 1 of the Senate Constitution states, “The senate shall have the authority to study and recommend action on policy or in the general areas for which councils are provided in Article VIII of this constitution. The senate shall also have authority to review actions of or proposals from other bodies or individuals for the purpose of formulating senate recommendations.” These wide-ranging responsibilities establish the Faculty Senate as a major venue for debate, deliberation, communication, and formulation of policy recommendations that impact the mission in direct ways. An executive board having directors elected from the body of the Faculty Senate and a president and vice president elected by the faculty at large coordinates all activities. Major standing responsibilities of the organization are reflected by the structure of the committees and councils of the senate (mandated to be composed of at least 60% faculty).

Faculty Senate Councils and Committees

The work of formulating, reviewing, and giving advice on the policies and other matters of concern is accomplished through six councils and five committees. Their roles are described in the following sections.

Academic and Information Technology Council

- Assists in the development and continuous revision, as appropriate to changing needs, of the University’s strategic plans for information technology (IT), including computing, telecommunications and multi-media;
- Facilitates the location and implementation of the technology faculty use to solve problems (current or future) in the areas of teaching, research, and service;
- Assists in the identification of technology needs of faculty;
- Develops and recommends needed policy revisions and new policy proposals relative to academic IT;
- Coordinates the application and review process for distribution of funds earmarked for academic and administrative IT; and
- Ensures appropriate coordination and participation by working closely with ad hoc and standing committees in colleges, departments, and other University units dealing with campus IT.
Campus Planning and Finance Council

- Develops and recommends guidelines or reviews existing policies that provide a framework which campus agencies may use as a benchmark in making decisions related to campus planning and finance matters;
- Reviews major plans for the University’s physical facilities, including on- and off-campus facilities, transportation and infrastructure, and how they impact safety, security, aesthetics, finances, and the surrounding environment. The goal of such reviews is to advise the administration with the views of the faculty and determine how well those plans fit into the framework referred to in the first item above;
- Reviews budget and financial issues of the University and makes recommendations to the administration as appropriate; and
- Conducts such special studies as the executive board of the Faculty Senate may request, including ongoing charges.

Graduate Studies Council

- Reviews, develops, and recommends policies regarding graduate education;
- Recommends policies that include, but are not limited to, the admission of applicants to the Graduate College and to graduate degree programs, development of graduate curricula and approval of graduate programs, selection of graduate faculty, awards and fellowships and graduate student personnel practices; and
- Conducts reviews that include, but are not limited to, existing programs, proposed new programs, significant program changes and academic standards of graduate level programs.

International Education Council

- Serves in an advisory capacity to initiate, review, and recommend policies dealing with the international aspects of the University’s mission and goals;
- Advocates the continued internationalization of the University and maintains review of the University’s various administrative arrangements, policies, and procedures for the conduct of international programs and activities; and
- Provides oversight of internationalization activities on campus including, but not limited to, internationalization of the curriculum and enrichment of the international development and experience of faculty, staff, and students, as well as the University’s presence in other countries and territories.

Research Policies Council

- Reviews, develops, and recommends policies dealing with the enhancement and implementation of research and creative activity in the University; and
- Establishes policies for, and distributes funds related to, faculty travel, research and creative activities, and publication and presentation fees.

Undergraduate Studies Council

- Develops policy concerning undergraduate programs and curricula;
- Elects faculty members of the Committee to Oversee General Education (COGE); Conceptual Framework, Knowledge Base, and Certification Committee; and Intellectual Skills Program Advisory Committee;
- Observes and assesses all recommendations of the COGE, including recommended revisions to the University’s General Education Policy, and to select other general education matters that USC believes require review;
• Considers questions of duplication of current course or program content, possibly delegating to an appropriate ad hoc subcommittee the consideration of specific areas, after which the USC can initiate remedial action;
• Considers possible deficiencies in programs or course offerings needed by students in other programs and, if necessary, initiates remedial steps;
• Confirms that financial support necessary to initiate and maintain the proposed new programs or program changes has been approved by the appropriate University body;
• Initiates studies of existing programs that appear to be uneconomic or failing to meet students’ needs, with the possibility of recommending program curtailment or elimination; and
• Considers any other matters that it believes directly affect the undergraduate curricula and programs of the University.

Committee to Oversee General Education
• Reviews and approves courses for general education credit received from college curriculum committees and deans and forwards recommendations to the administration.

Faculty Retirement Recognition Committee
• Plans and facilitates the annual faculty retirement recognition dinner.

Library Committee
• Facilitates communication between the library system and the faculty;
• Encourages the use of the library by the campus community;
• Monitors the continued development of the library’s collection; and
• Conducts such studies as directed by the executive board.

Professional Concerns Committee
• Reviews and monitors all University policies and procedures dealing with academic conduct, including academic dishonesty, grade appeal, and program dismissal issues.

Extended University Programs Committee
• Reviews and assures the qualitative nature of courses offered through regional sites and online education;
• Advises EUP administrators on courses and programs offered through regional sites and online education;
• Develops standards for review of courses and programs offered through regional sites and online education, to be approved through the regular curricular process where applicable;
• Engages the faculty in discussion on use of technology in teaching through regional sites and online education; and
• Brings forth memoranda of action regarding EUP, regional sites, and online education in areas under the scope and authorities of the Faculty Senate.
Western Student Association (WSA)

WSA is the primary governance body representing undergraduate students at Western Michigan University. Students active in WSA are elected to their roles. Representation on the body is proportional to the number of students such that one senator is elected per 500 students from each academic college; and one senator from each registered student organization (RSO). There are currently 288 RSOs on Western Michigan University’s campus each of which is eligible to elect representation.

WSA participates in the disbursement of funds in support of events pertaining to the student body. This group also has the regular opportunity to provide input to the University administration as well as the Faculty Senate. Over the years, key administrators such as the president, provost, and the Faculty Senate president were invited to attend WSA meetings to make presentations, answer questions, and participate in a forum related to current issues. The WSA officers regularly attend the meetings of the Faculty Senate as well.

The purpose of the WSA is to:

• Provide a central student union, responsive to the needs of Western Michigan University undergraduate students;
• Provide for and work to guarantee the rights, integrity, and individuality of students in relation to the University;
• Advocate policies that best serve the students of the University;
• Provide an official voice for Western Michigan University students; and
• Ensure the fair distribution of the Student Assessment Fee.

WSA is able to carry out its purpose through its committees. The public relations committee promotes events, handles all communications, fills seats on University committees or councils, and holds forums to allow debate on issues pertinent to student life. Lobbying efforts and representation in both state and national student government organizations are handled by the political affairs committee. Disbursement of the Student Assessment Fee is handled by the allocations committee. The WSA created a traditional under-represented students (TURS) committee to ensure a representative voice for TURS within the University community and to develop action plan(s) to resolve any concerns that become known through debate and discussion. That position no longer exists in the organization. WSA also has a more action-oriented committee known as the campus concerns committee. This group works with faculty and administration to address environmental issues and to actively disseminate information on issues of environmental consequence.
Graduate Student Advisory Committee (GSAC)

The Graduate Student Advisory Committee (GSAC) is an organization of and for graduate students at Western Michigan University. Membership consists of student representatives from each department with a graduate program. GSAC’s primary function is as a liaison between University administration and graduate students, providing direct communication regarding policy change, programming, and student concerns. GSAC is presently active offering services such as University orientations for incoming graduate students on the one hand, and professional development workshops for those on the verge of graduation on the other.
Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.
From its foundation in 1903 as a teachers college, Western Michigan University has grown to be an internationally known institution that offers strong undergraduate and graduate programs and whose faculty are active in their research. The institution’s mission statement clearly illustrates WMU’s focus on being a student-centered research university.

Core Component 1a.1
Western Michigan University has developed mission documents that are both clear and publicly available.

The mission of Western Michigan University takes its shape in the pursuit of the following goals:

- To foster a safe, civil, and healthy University community
- To provide access to academic programs at reasonable cost and in multiple settings
- To strengthen interdisciplinary collaboration and international programs
- To increase diversity within the student body, faculty, and staff through institutional practices and programs
- To recognize excellence in the teaching, research, learning, creative work, scholarship, and service contributions of students, faculty, and staff
- To conduct ongoing assessment activities and engage in continuous improvement initiatives within the University
- To establish lifelong relationships between alumni and the University
- To advance responsible environmental stewardship
- To support community and regional partnerships that elevate civic, cultural, social, and economic life.

Upon the commencement of his presidency, Dr. John M. Dunn, WMU’s eighth president, set about a process to review the University’s mission and goals with a variety of internal and external constituent groups. This process culminated with the reaffirmation at the 2008 State of the University Address of the strategic commitment to being a public research university characterized by academic excellence. In his address, President Dunn specifically referenced the University mission with the statement, “we have come together as a community to focus on the item that is at the core of our mission—student success. We’re seeing the rewards of that commitment and renewal of focus on our core mission.”

As an act of mission fulfillment, WMU has sought to extend its reach to the global community while improving its rapport with internal and local constituencies. WMU’s steadfast commitment to preserving a safe campus community and recognizing the achievements and contributions of faculty, staff, and students has become the foundation of its interactions with external constituencies. The University has had a positive economic and cultural impact on the local community through its efforts to provide quality education at a reasonable cost, its promotion of the arts, and its ability to be a regional research hub. Furthermore, WMU has proven its ability to compete on a national scale through its recognized Carnegie classification and Top 100 Universities ranking. The University has a history rooted in a global

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1. Mission of WMU, wmu.edu/about/mission
2. We have a vision, challenges and opportunities. WMU News, October 31, 2008, wmu.edu/wmu/news/2008/10/096.html
perspective as demonstrated through its program for international scholars and partnerships with institutions around the world.

The University’s mission includes a commitment to high academic standards, both implicitly and explicitly, that promote a culture of excellence. The mission makes clear that WMU is a research university with its requisite commitments to teaching, research, and service. More directly, one of the goals of the mission is to “recognize excellence in the...learning...and service contributions of students...”

The mission is broadly known throughout the University community, as well as articulated on its public website and in undergraduate and graduate catalogs. University publications for prospective students also feature the mission indirectly, with multiple references to the need for academic excellence and student success: "It’s about your success," trumpets the Admissions Viewbook, as well as the need to “carry a full credit load” and “maintain a 3.0 GPA.” Similarly, a brochure the University sends out to all admitted students about the Western Edge details the fact that WMU is committed to student success, by pointing out that it is an institutional initiative to have students graduate as quickly as possible: "WMU wants its students to graduate in four or five years." Similarly, the Admissions web site gives mission information: "WMU is a student-centered public research university" and provides information on the admissions criteria for WMU freshmen.

Beyond appearing in the print and electronic media, the mission is regularly referenced in speeches and other public communication by the University. For instance, when the WMU Research Foundation was created in 2003, the purpose was to "advance the research mission of the University." Similarly, when President Bailey initiated the President’s Innovation Fund in 2006, successful grantees were required to "significantly enhance the University’s core mission." Finally, in 2004, when the results of the Centennial Capital Campaign were announced, it was featured that "support for the general academic mission accounted for 93% of all gifts."
Core Component 1a.2
Academic units in the Division of Academic Affairs embody the University mission.

Each college, as well as many other academic campus units, has created its own mission statement. These statements emphasize particular aspects of the larger institutional mission based on the goals, structures, and direction of the college or unit.

College of Arts and Sciences
The College of Arts and Sciences, for example, connects with the University’s mission statement, with its emphasis on intellectual inquiry by seeking to “create a challenging and intellectually vital learning community,” as well as the emphasis of the University mission on ethical and responsible decision making from a diverse population when it argues that it “engages students and faculty alike in a continuing discourse, providing focus for being active, informed, productive, creative, open-minded, and ethically responsible citizens in a complex, multicultural, and rapidly changing world.” Finally, the college reaffirms its commitment to the University’s mission by directly referencing it: “The College of Arts and Sciences, as a key component in a student-centered research university, integrates research, teaching, and service in a manner that supports the College’s vision by fostering the discovery, extension, dissemination, preservation, and application of knowledge.”

College of Aviation
As a professional college, the College of Aviation has a mission that parallels the University's mission in the area of technological and economic development by seeking to “prepare leaders who are sought after by the aerospace industry,” as well as its emphasis on research, in that it seeks to “engage in meaningful research that advances the knowledge base.”

Haworth College of Business
The Haworth College of Business (HCoB) affirms the University’s mission with its student-centered emphasis by providing “high-quality student-centered business education.” It also connects with the University's commitment with its focus on “teaching, research, and service activities that deliver exceptional intellectual and economic value to regional and international communities.”

College of Education and Human Development
Similarly, the mission of the College of Education and Human Development (CoEHD) connects with the University’s commitment to teaching and research in a professional context. The CoEHD, for instance, “promote(s) scholarly activity and research that informs and supports instruction and fieldwork.” Additionally, the college emphasizes its commitment to diversity with the statement: “Our graduates are professionals who are sensitive to and are experienced in working with people of all ages and with diverse backgrounds in schools, organizations, communities, and families.”

Points of Pride
In 2007, a College of Arts and Sciences student received second place honors in the Third Annual Midwest Chinese Speaking Contest held at Northwestern University. More than 61 students from 21 Midwestern universities participated in the event that separated students into five groups based on their language experience.

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College of Engineering and Applied Sciences
The College of Engineering and Applied Sciences (CEAS) carries out the University’s commitment to learning, as is evidenced by the statement that “Our primary mission is education for the entire learning community, which includes students, faculty, staff and the other constituencies we embrace.” Furthermore, the mission of the CEAS parallels the University’s with its commitment to intellectual inquiry, in that its purpose is to “increase knowledge through collaborative discovery, integration, application, and teaching.” Finally, the college emphasizes the important roles of technological and economic development. It sees as its purpose to “serve as a resource and partner to our constituents,” as well as to help students make sure that they are “prepared to meet the challenges of a global economy.”

College of Fine Arts
The mission of the College of Fine Arts (CFA) makes its connection to the University’s mission in the area of “engendering an awareness and appreciation of the arts.” Specifically, it is the CFA’s mission “to provide scholarly activity, creative experiences, and research that informs and supports instruction, performance, and exhibitions.”

College of Health and Human Services
The College of Health and Human Services (CHHS) directly echoes the University’s mission in that it states that “Consistent with the University’s mission of a student-centered research institution, the CHHS is committed to educating exemplary professionals in health care, rehabilitation, and social services, and to conducting research, disseminating knowledge, and developing mutually enriching community partnerships.” Additionally, the college works to be “respectful of human diversity.”

Graduate College
The Graduate College is at the forefront of the University’s emphasis on intellectual inquiry, in that the motto of the Graduate College is Veritatem cum conscientia quaere, or “Seek truth with conscience.” Furthermore, the Graduate College seeks to do so in a manner that follows the University’s desire to be both a “responsive and ethical academic community” in that it devotes its resources to promote “ethical and compassionate truth-seeking among our students.”

Lee Honors College
The Lee Honors College (LHC) emphasizes the student centered aspect of the University’s mission. Specifically, the Lee Honors College seeks “to provide a lively, rigorous undergraduate experience for intelligent and highly motivated students,” as well as to emphasize inquiry and the arts: “The educational and cultural experiences for WMU’s intellectually talented students are provided through challenging courses and extra-curricular activities that build capacity and inspiration.”

University Libraries
Perhaps the most intentional about carrying out the University’s mission in regard to intellectual inquiry conducted in an ethical fashion, the Libraries’ mission is to create “a learning and teaching environment fostering the pursuit of knowledge, intellectual and ethical integrity, excellence in teaching and learning, and respect for inquiry and diverse points of view.”
Core Component 1a.3
Units beyond the Division of Academic Affairs embrace the University mission.14

Non-academic units on campus also draw from the University mission. Each unit has sought to determine how best to support the University mission through its unique programs, services, and philosophy.15

Division of Student Affairs
The mission of Division of Student Affairs (DOSA) is supportive of WMU’s general mission of instruction and learning: “All of the programs and services within the division are intentionally designed to support the academic mission of the University, create and sustain optimal learning environments both in and outside of the classroom, and provide appropriate challenge and support for students.”

Office of Business and Finance
The mission of the Office of Business and Finance (OBF) connects with the University’s mission in that it recognizes the need to provide support to the academic mission of the institution. In so doing, it seeks “to provide leadership and stewardship over WMU’s fiscal, physical, and human capital so that all members of the University community can accomplish their learning, teaching, research, and public service goals.”

WMU Alumni Association
According to the mission statement of the WMU Alumni Association, it “exists to serve the University and its graduates by providing alumni with a continuing link to the University and among themselves,” thus addressing WMU’s goal of establishing lifelong relationships between alumni and the institution.

WMU Foundation
Although a separate 5019 (c)(3) corporation distinct from the University, it is the mission and goal of the foundation to provide “support to Western Michigan University so that it can effectively carry out its mission of teaching, research and service.”

Looking at WMU Today
While the use of the mission is well articulated in the public activities of the University, it has not had, until recently a physical presence on campus. In 2010, plaques were created and displayed in prominent locations in Seibert Administration Building, Waldo Library, the Bernhard Center, and the Student Recreation Center as a further effort to make the mission a public part of the University daily experience.

Mission statements drafted by diverse bodies of academic and non-academic units across the University are understood to reflect selectively, if not wholly replicate, the institution’s mission and goals. Key divisions of the institution such as the Division of Academic Affairs, the Office of Business and Finance, and Strategic Enrollment Management—as well as

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15 Resource Room: Index of Mission Statements (Cummings)
numerous academic and non-academic subunits—have mission statements congruent with WMU’s mission and goals.\(^{16}\) In addition, Registered Student Organizations submit mission statements and, upon establishment, are advised that alignment with the University’s mission statement is required.\(^ {17,18,19,20}\) When these units act in accordance with their local mission and goals, the collective goals of the institution are fulfilled.

In response to the growing emphasis in the University mission “…[to] provide leadership … in public service,” and goal “to enhance the greater community through …service and outreach” as a core element of the WMU new Academic Affairs Strategic Plan, WMU launched in the spring of 2010 a new Center for Service Learning.\(^ {21}\) The center will serve as a clearinghouse to connect area agencies with campus students and organizations looking for service opportunities.

Collectively, these statements and documents function to exemplify the ways that the University carries out its mission in an inclusive manner, balancing the goals of being both student-centered and research intensive. These goals are intrinsic to the work of the academic units, and are fully integrated into the work of support units.

**Looking to the Future**

Given the importance of the mission statement in the role of strategic planning, it seems timely that WMU evaluate the University mission. The result of the review should lead to more clearly defined goals and expectations that would help sharpen the perceived values of the University community, and provide a more focused direction in decision making.

(WMU’s mission and goals guide the institution’s development of an infrastructure for functioning in a diverse society. Many of the college and unit mission statements do the same. Some units have also institutionalized accountability by establishing committees focused on diversity and inclusion. Consistent with mission documents, policies and initiatives have been implemented but available data are inconclusive in terms of the extent to which these policies and initiatives have been effective. The University recognizes it has work to do in this area.

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16 Resource Room: Index of Mission Statements (Cummings)
18 Ceramics Guild at Western Michigan University, sais.wmich.edu/SALP_SOAP/OrganizationView.aspx?OrgID=1349
21 WMU Center for Service Learning, wmich.edu/walkerinstitute/servicelearning/
Core Component 1b.1
The mission documents present the organization’s function in a multicultural society.

When WMU revised its mission and goals statement in 2001, issues of diversity and inclusion were incorporated into three provisions, as the University noted the value of increasing diversity within the student body, faculty, and staff through institutional practices and programs; strengthening international programs; and fostering a safe, civil, and healthy University community.22

Increasing Diversity in Institutional Practices

The mission statements of WMU’s colleges and academic units demonstrate how those bodies implement the University’s mission. The mission statements of various colleges refer to some aspect of diversity. By way of example:

- College of Arts and Sciences: “...engages students and faculty...in a continuing discourse, providing focus for being...ethically responsible citizens in a complex, multicultural, and rapidly changing world...informed in all dimensions by commitment to diversity...”
- Haworth College of Business: “...deliver[s] exceptional intellectual and economic value to regional and international communities.”
- College of Education and Human Development: “...graduates are professionals who are sensitive to and are experienced in working with people of all ages and with diverse backgrounds in schools, organizations, communities, and families.”
- College of Engineering and Applied Sciences: “...prepare[s] job ready graduates for the global market.”
- College of Fine Arts: “...professionals will be sensitive and experienced in working with diverse populations in schools, arts organizations, communities, and families.”
- College of Health and Human Services: “...supports and develops innovative methods of education and of evidence-based professional practice in a manner that is interdisciplinary, holistic, and respectful of human diversity.”
- Graduate College: “...concerns applying generally accepted knowledge for social welfare and personal gain. In this area are found the state-licensed guilds...as well as diverse free trades.”
- Lee Honors College: “...educational and cultural experiences for WMU’s intellectually talented students are provided through challenging courses and extra-curricular activities...”
- University Libraries: “...a learning and teaching environment fostering the pursuit of knowledge, intellectual and ethical integrity, excellence in teaching and learning, and respect for inquiry and diverse points of view.”

Strengthening International Engagement

WMU’s commitment in its mission to remain an “internationally engaged” institution is realized in a number of ways. WMU is currently engaged in over 100 partnerships and initia-
tives with international academic institutions, including Transnational Educational Programs in countries such as Malaysia, India, and Kenya.\textsuperscript{23}

- WMU’s Haenicke Institute for Global Education (HIGE) is also deeply committed to the University goal of “developing foundations for achieving in pluralistic societies” through collaboration with the WMU College of Arts and Sciences, coordinates a family of interdisciplinary programs and courses devoted to the study of global and international issues, including an undergraduate major and minor program in Global and International Studies, and study abroad opportunities, institutes, centers, and councils. A few examples include the Soga Japan Center,\textsuperscript{24} the Center for African Development Policy Research,\textsuperscript{25} and the Confucius Institute.\textsuperscript{26} HIGE’s additional efforts toward diversity include feature lectures; seminars and lectures by notable scholars; domestic and international study tours; film, music art and cultural festivals; international theme dinners and balls; fundraising and awareness raising; and brown bag lunch discussions.

- The Diether H. Haenicke Institute for Global Education, “in collaboration with the student-run International Programs Council, facilitates regular and ongoing international activities on campus, such as an annual Study Abroad Fair and an International Festival, and a weeklong celebration of International Education Week in November.”\textsuperscript{27}

- The College of Arts and Sciences, in collaboration with the Haenicke Institute for Global Education, offers four undergraduate minors and four graduate programs in international studies.\textsuperscript{28}

- Currently, over 1,250 international students study at WMU and are supported in this endeavor by International Student Services.\textsuperscript{29}

- On average, 11% of WMU students participate in study abroad programs during some point in their academic careers.\textsuperscript{30}

\textbf{Creating a Welcoming Campus Climate}

WMU aims to provide a campus climate that nurtures the development of the whole person. To that end WMU provides services and accommodations that celebrate diversity of culture.

\textbf{Supporting Diversity of Religious Beliefs}

WMU is sensitive to diverse religious orientations and supports over 30 campus organizations offering faith related programs. Campus Ministries actively plans events, services, prayer vigils, and retreats. Examples of services include but are not limited to:

- Kanley Memorial Chapel, an interfaith facility, is located at the heart of Western Michigan University’s main campus. Since its construction in 1953, this facility has symbolized the fervent interest of the University to offer a complete educational experience for its students.\textsuperscript{31}

- The Wesley Foundation is located on private property between the Lee Honors College and the flag poles at the center of WMU’s campus. Christian and interfaith worship ser-

\textsuperscript{23} TNE Website, international.wmich.edu/content/section/10/312
\textsuperscript{24} Michitoshi Soga Japan Center, international.wmich.edu/content/view/74/337/
\textsuperscript{25} Center for African Development Policy Research, international.wmich.edu/content/section/15/116
\textsuperscript{26} Confucius Institute at Western Michigan University, international.wmich.edu/content/blogcategory/253/912/
\textsuperscript{27} WMU Haenicke Institute Fact Sheet, international.wmich.edu/content/view/653/99/
\textsuperscript{28} WMU Haenicke Institute Fact Sheet, international.wmich.edu/content/view/653/99/
\textsuperscript{29} WMU Haenicke Institute Fact Sheet, international.wmich.edu/content/view/653/99/
\textsuperscript{30} WMU Haenicke Institute Fact Sheet, international.wmich.edu/content/view/653/99/
\textsuperscript{31} Campus Ministries, wmich.edu/activities/kanley
vices are offered, along with a number of socially conscious events throughout the year. A free meal is available to students every Sunday.

- In close proximity to campus, Safe House, and His House Ministry provides resources for students to grow as a whole person: body, mind, and spirit, including small groups, service and volunteer opportunities, and Bible studies.
- Room 206 in the Bernhard Center is a dedicated reflection room which students, faculty, and staff can utilize freely.
- The Kalamazoo Islamic Center is located within walking distance of campus.
- One of Kalamazoo’s Jewish synagogues is less than a mile from the center of campus.
- WMU’s religious observances policy permits students to fulfill obligations set by their faith. The policy gives students who must be absent from scheduled classes to fulfill religious obligations or observe practices associated with their faith, the right to miss class without being academically disadvantaged.

**Supporting Diverse Dining Experiences**
Campus Dining Services provides for a wide variety of cultural practices and food preferences. For example, WMU provides matzo for students who observe Passover; alternative hours and delivery options enable students who observe Ramadan to get hot meals before sunrise or after sunset; and special menus are available to ensure that students who follow various cultural food observances or have special diets can gain access to nutritional meals.

**Supporting Diversity in Residence Hall Environments**
WMU’s Office of Residence Life is committed to offering housing options that provide safe and comfortable living environments for all students. This includes being attentive to the needs of students who are transgendered and identifying the best possible housing options.

**Celebrating Diversity**
In addition, WMU has a history of engagement in diversity celebrations such as the annual MLK Celebration and collaboration on projects such as the Kalamazoo Race Exhibit Project, a partnership between WMU and Kalamazoo Valley Community College to bring the national touring exhibit RACE: Are We So Different? to Kalamazoo from October 2, 2010, to late January 2011. WMU has taken a leadership role in developing educational programming and public outreach to precede and accompany the exhibit. After three years of planning, more than 40 events at sites in the area will offer programming from panel discussions to speakers to art exhibits. Materials being developed include workshops for teachers and upper-elementary through secondary students and others attending the exhibit.

**Looking at WMU Today**
A diverse environment is linked to unity and democracy. Education within a diverse environment not only challenges learners to question their own premises, examine issues from various perspectives facilitating an exploration of ideas with intellectual depth and complex-
ity, but also helps groups of people from disparate life experiences develop mutual respect.  National and international student demographics and staff characteristics, as presented below, show WMU’s diverse environment.

Student demographics show that gender distribution of enrolled students is an exact representation of the national population of males (49%) and females (51%) in fall 2009. Racial demographics show a 3.8% increase from 9.1% (2,600 of 28,657) to 12.9% (3,174 of 24,576) in domestic populations of color since the year 2000. Data from 2009 show that students of color (Black, non-Hispanic, Hispanic, Native American/Alaska Native, Asian/Pacific Islander) account for 12.9% of all WMU students, a percentage lower than the 2000 Census data for people of color in Kalamazoo County (14.5%), Kalamazoo City (28%), and the nation (29.4%). Increases in students of color since 2006 have coincided with the introduction of the Kalamazoo Promise (initiated in 2006) and the Seita Scholars project introduced in 2007. In 2008, WMU offered the first series of Diversity and Multiculturalism Scholarships to new undergraduate students. This renewable scholarship is available for application from every admitted student, and is designed to “encourage enrollment of students…who will embrace the values of diversity and add to inclusion and multiculturalism on campus as set forth in the Diversity and Multicultural Action Plan (DMAP).”

Faculty and staff demographics show that in 2002-03 a total of 102 people were hired. Of those 102 hires who reported race and/or ethnicity, 5.9% were people of color. Of that 5.9%, 33.3% (2 of 6) were tenure track faculty, 33.3% (2 of 6) were non-tenure track instructors, and 33.3% were support or clerical staff. In 2004-05 a total of 81 people were hired. For those who reported race and/or ethnicity, people of color made up 1.2% (1 of 81) of the new hires in that academic year. Finally, in 2006-07, of 44 new hires who reported race/ethnicity, 6.8% (3 of 44) were people of color. Of this 6.8%, 67% (2 of 3) of the people of color were hired as support or clerical staff and 33% were hired as tenure track faculty. Finally, in 2008-09, of 45 faculty/staff new hires across the institution, only 1 person self-reported as a minority. While some strategies exist that support racial/ethnic and gender diversity in WMU’s student body, racial/ethnic diversity among student populations has not reached a level expected at a Top 100 University.

**Looking to the Future**

Faculty and staff hiring trends since 2002-03 show only a minimum level of racial/ethnic diversity, the majority of which was in the category of clerical or support staff, a few within tenure track faculty lines and none within the administrative sector. Additionally, the range of racial/ethnic diversity is quite narrow primarily including those who identify as Asian/Pacific Islander hired as faculty and African American hired as clerical or support staff. As previously stated, this may be a function of availability of data and WMU business practices.

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39 United States Census Bureau, 2000 American FactFinder: factfinder.census.gov/servlet/QTable?_bm=y&qr_name=DEC_2000_SF1_U&QTP1&-geo_id=01000US&-ds_name=DEC_2000_SF1_U&-_lang=en&format=&-CONTEXT=qt
40 Office of Institutional Research (2009), Table 5: All student demographic information, fall 2000-09
41 Office of Institutional Research (2009), Table: All student demographic information, fall 2000-09
42 Resource Room: IPEDS 2003-2004 (Pattok)
43 Resource Room: IPEDS 2004-2005 (Pattok)
44 Resource Room: IPEDS 2006-2007 (Pattok)
45 Resource Room: IPEDS 2008-2009 (Pattok)
As Western Michigan University strives to increase diversity among the student body, faculty, and staff through institutional practices and programs, it faces four challenges. First, constituents who are in charge of unit operations need to ensure that issues of diversity and inclusion inform their mission documents. Second, as units’ mission statements evolve, stakeholders need to move beyond an exclusive focus on demographics (e.g., race, sex, gender identity, gender orientation), to highlight ways in which diverse viewpoints and worldviews, and other cultural factors are understood to be included in the term diversity. Third, the institution needs to develop assessment measures that encourage stakeholders to take diversity into account as a regular part of the strategic planning process. And lastly, WMU should seek to gain greater awareness that the faculty and staff population should reflect regional and national demographics.

Core Component 1b.2
The mission documents provide a basis for the organization’s basic strategies to address diversity.

WMU has developed and implemented policies that facilitate and guide the organization’s strategies for being inclusive with respect to diversity. The University’s mission and goals include mention of diversity, indicating that the University “develops foundations for achievement in pluralistic societies” and “incorporates participation from diverse individuals in decision making.” Efforts are made to meet the mission through the achievement of several goals including fostering a “safe, civil, and healthy University community,” strengthening “interdisciplinary collaboration and international programs,” increasing “diversity within the student body, faculty, and staff through institutional practices and programs,” and supporting “community and regional partnerships that elevate civic, cultural, social, and economic life.”

Diversity and Multicultural Action Plan (DMAP)

In the state of the University address on February 5, 2004, then President Judith Bailey appointed Dr. Martha Warfield to lead the Council on Institutional Diversity. She asked the council to “provide advice on policy changes necessary to build an environment that will support increased diversity across the campus.” The three primary charges to this council were:

1. To develop a comprehensive diversity plan;
2. To review the policies, procedures, and limitations for the recruitment, retention, and participation of diverse groups and individuals across campus; and
3. To determine specific strategies and needed resources to improve the campus diversity climate.

Beginning in April 2005, Dr. Martha Warfield and the Council on Institutional Diversity began developing the Diversity and Multicultural Action Plan (DMAP) that was approved by the Board of Trustees in 2006. President Dunn has referred to the DMAP as “a ‘living document’ we will update and revise, based on input from the University community, those responsible for implementing it, and applicable law.”

46 WMU Mission and Goals, wmich.edu/about/mission
The newly established Office of Diversity and Inclusion is focusing on helping units to implement the provisions of the DMAP, with the goal of incorporating “goals, actions, and accountability” related to diversity across every constituency in the institution.48

The goals of the DMAP are:

- To develop and maintain a shared and inclusive understanding of diversity, multiculturalism, institutional bias, and affirmative action through training and education at every level of the institution.
- To recommend an institutional infrastructure that dismantles institutional bias and recognizes, supports, and sustains the efforts of this diversity and multiculturalism initiative at all levels of the institution.
- To create a welcoming and inclusive University environment (climate) that includes ongoing training, curriculum reform, and research incentives.
- To recruit, retain, and graduate a diverse student body and promote a diverse workforce at all levels.
- To enhance curricular, co-curricular, research, service, artistic, and study abroad activities as a means to fully engage the University community in an affirming diverse and multicultural learning environment.
- To develop and maintain consistent accountability measures in order to accurately assess progress toward institutionalizing diversity and multiculturalism at all levels.

Within the DMAP, diversity is broadly conceptualized to include not only demographics (e.g., race, ethnicity, nationality, physical attributes and abilities, sex, gender identity, sexual orientation, socioeconomic status) but also to include religious, political, cultural, and intellectual ideologies and practices. 49 A steering committee, Committee for Developing Leadership in Diversity, Social Justice, and Inclusion (LDSI) has been charged with facilitating the implementation of the DMAP across campus.50,51

**Initiatives that Recognize Diversity of Students, Faculty, and Staff**

Additional diversity initiatives, such as those listed below, were put into place since the year 2000:

- Student Affairs houses the Office of Lesbian, Bisexual, Gay and Transgender (LBGT) students. The mission of this office is to promote an open and affirming environment on campus through advocacy and education. LBGT Student Services offers education about gender identity/expression and sexual orientation to the WMU community and collaborates with registered student organizations and members of WMU and local community agencies to provide students with access to healthy resources, activities, and support services.52
- WMU Residence Life is committed to offering housing options that provide safe and comfortable living environments for all students. This includes being attentive to the

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48 Statement by President John M. Dunn on Diversity, Multiculturalism, and Inclusion. November 26, 2007, wmich.edu/multicultural/diversity
49 Diversity and Multiculturalism Action Plan, April 19, 2006, wmich.edu/diversityandinclusion/documents/Approved%20DMAP%204-19-06.pdf
50 LDSI description, wmich.edu/diversityandinclusion/LDSI.html
52 LBGT Student Services, wmich.edu/lgbt/
needs of students who are transgendered and identifying the best possible housing options within the system.\textsuperscript{55}

- As a result of contract negotiations between the University and the WMU Chapter of the American Association of University Professors (AAUP), a provision was included in the 2008-2011 Agreement that enables employees to add a Designated Eligible Individual to their health insurance coverage and for the Designated Eligible Individual to continue on the health plan, should the employee die.\textsuperscript{54}

- WMU policy pertaining to diversity has focused on populations with disabilities through the Center for Disability Services for Students (DSS) formerly known as Disabled Student Resources and Services. This unit provides students with documentation certifying a disability, as well as several resources including, but not limited to, priority registration, information on campus accessibility, and test accommodations. DSS also serves as an advocate for students in their interactions with University departments, units, and community organizations.\textsuperscript{55}

- Western Michigan University is also committed to a policy of nondiscrimination for all persons and, toward that goal, has developed an Affirmative Action Program in the context of federal contracting requirements.\textsuperscript{56} The program is designed to ensure that whenever employment decisions and personnel actions are made, to the extent allowed by law, WMU will make a determined effort to identify and include in all pools of candidates qualified minorities, women, disabled veterans, Vietnam era veterans, and persons with disabilities.

\textbf{Looking at WMU Today}

Western Michigan University has created initiatives and policies regarding the protection and support of diversity and/or inclusion. However, data are not readily available which provide information as to how effective or wisely used these opportunities, practices, and policies are.

Western Michigan University has increased its commitment to diversity through its mission documents and through the provisions included in the DMAP, a document that includes comprehensive definitions of the terms “diversity” and “inclusion,” as well as suggested action steps that units can take in order to value these topics in their daily operations. New initiatives resulted in three colleges (arts and sciences,\textsuperscript{57} education and human development, and health and human services), implementing a committee on diversity and inclusion designed to facilitate focused attention on growing and maintaining a diverse and inclusive campus. Other units, although engaged in diversity planning, have not developed such committees and are just entering the process of developing diversity initiatives or have not yet engaged in such planning. The evolution from mentioning diversity goals to establishing unit-wide practices that reflect diversity occurs most frequently in those units that have a diversity committee in place, suggesting that a system of accountability is essential to success.

\textbf{Looking to the Future}

The following opportunities are available for Western Michigan University to demonstrate more inclusive diversity in support of the mission and goals:

1. Data on the number of complaints alleging lack of accommodations or understanding of disabilities are not uniformly reported, and one cannot determine from the current re-

\textsuperscript{53} Resources for Trans Students, wmich.edu/lbgt/resources/transresources.html  
\textsuperscript{54} Chapter 33, Paragraph 2.2, WMU AAUP Agreement 2008-2011, wmuAAUP.net/files/2008-11_Contract.pdf  
\textsuperscript{55} WMU Department of Disabled Student Resources and Services, dss.wmich.edu/index.html  
\textsuperscript{56} Affirmative Action Policy, wmich.edu/oie/policies.html  
\textsuperscript{57} College of Arts and Sciences Committee on Diversity and Inclusion, wmich.edu/cas/cdi.html
reporting system whether and how the complaints were legitimate and/or resolved, as well as what consequences existed for those complaints that were not resolved. Developing a clearer reporting system for complaints related to specific issues of diversity and inclusion is warranted.

2. WMU has the opportunity to develop strategies that will increase the recruitment and retention of various forms of diversity within the student body, but particularly in administrative, faculty, and staff lines.

3. WMU needs to develop reporting structures that clearly demonstrate diversity and decision making. In this vein, it would be important to have an institutionalized central location for identifying, cataloging, and helping to make connections among developments in diversity and inclusion. The Office of Diversity and Inclusion would be the ideal location for a centralized clearing house of data.

4. An opportunity exists for WMU to increase the web presence of accommodations made for the student body’s diverse dietary needs, which may be supportive in recruitment of diverse students.

5. WMU should explore the current business practice for collecting race/ethnicity data on its new hires. The deadline for reporting this information federally is October 15. This deadline should be used when planning the process to collect this data. By not having this information in a timely manner, WMU loses the ability to report accurately and risks being evaluated on the diversity of its employees using inaccurate data.
Each chapter of this self-study in its own way provides compelling evidence that understanding and support of the mission pervade the organization. Efforts across the institution indicate that the organization fulfills its mission by operating with integrity; by allocating resources to improve the quality of education and responding to future challenges and opportunities; by providing evidence of student learning and teaching effectiveness; by fostering and supporting inquiry, creativity, practice, and social responsibility; and by serving broad constituencies. It stands to reason that broad institutional planning—with decisive actions and budgeting priorities that flow from the plan—is essential to demonstrating a commitment to the University’s mission and goals.

Core Component 1c.1
WMU’s strategic planning process is moving toward stronger alignment with the institution’s mission and goals.

The institution recognizes the intrinsic and functional values of strategic planning guided by mission and goals, and is currently addressing the limitations of past planning through renewed efforts. WMU is well positioned to write an empirical, inductive institutional strategic plan drawn from recently developed and implemented new or revised plans in the vice-presidential divisions. Seven key divisions in the institution, Office of the Provost and Vice President for Academic Affairs, the Office of the Vice President for Business and Finance, the Division of Student Affairs, the Office of Information Technology, the Office of Diversity and Inclusion, the Development Office, and Office of Strategic Enrollment Management recently embarked upon planning processes that could set the stage for an institutional plan.

Office of the Vice President for Business and Finance Strategic Plan

The Office of the Vice President for Business and Finance contracted an external consultant to assist in the development of a strategic plan, which led to the completion of a division plan in August 2009.⁵⁸ Phase 1 of the process involved creating a Business and Finance mission that aligned with and supported WMU’s overall mission. Phase 1 also included determining key results expectations for each department, and strategies for achieving those results. Phase 2 of the strategic planning process utilized strategies developed in Phase 1 to define department missions that align with and support the Business and Finance mission; identify gaps to success; and develop goals and actions steps to close those gaps. It is intended that there be ongoing review of goals and actions to ensure that services are customer-focused and of the highest quality. The mission of the Office of Business and Finance “is to provide leadership and stewardship over WMU’s fiscal, physical, and human capital so that all members of the University community can accomplish their learning, teaching, research and public service goals in safe, healthy, sustainable and attractive settings at reasonable costs.”

Academic Affairs Strategic Plan 2010

The mission of Western Michigan University as a student-centered research university is present in the ongoing academic affairs strategic planning process and subsequent resource

⁵⁸ Office of Business and Finance Strategic Plan, obf.wmich.edu/documents/docs/strategic_plan2009.pdf
allocation. The Academic Affairs Strategic Plan 2010\textsuperscript{59} affirms the University’s commitment to both student success and being a research University. In describing the academic purpose of the University, the document declares:

While research is a hallmark of WMU, we also pride ourselves on being a student-centered institution. We promote learning and the personal development of students to succeed in a rapidly changing world. We advocate intellectual inquiry, investigation, and discovery in all undergraduate, graduate, and professional programs.

Furthermore, strategies in the plan continue to emphasize student success at a research University. For example, in order to “flourish as an academic community that shares common purpose and pride in accomplishing its goals” (Goal 7), Strategy 7.4 states WMU will:

Increase the number of tenure and tenure-track faculty by 25 per year to expand funded research in specific areas, work with students on scholarly activities and research projects, and improve faculty-to-student ratios to enhance the quality of the educational experience.

The Office of the Provost began the process of developing an academic affairs strategic plan in April of 2009.\textsuperscript{60} The goal was to create a plan that would put meaning to the phrase “a student-centered research university” that would be “collectively envisioned and individually implemented,” even in difficult economic times. The plan would be developed do the following:

- Establish principled behaviors by which the University would make decisions;
- Establish the primacy of academics;
- Establish WMU as a distinctive University;
- Establish quality as defined by objective measures;
- Must set a direction for the University that is clear and exciting;
- Must be implemented.

Working drafts of the strategic plan were initiated in spring and summer of 2009 through regular discussions with the academic chairs, directors, deans, associate deans, and vice provosts, concluding with two retreats at the beginning of the fall semester 2009. The president joined in discussions several times and participated in two lengthy retreats to further craft the document and quality indicators. The Faculty Senate Executive Board was briefed in September and draft 16 of the document was presented to the Faculty Senate for discussion with the invitation for input. Faculty and staff were invited to review the document online with the opportunity to post comments through November. There were also several open forums for faculty and staff to discuss the plan and provide input. Chairs and directors were asked to hold unit discussions on the plan, as were Faculty Senate councils and committees. Both the Western Student Association and the Graduate Student Advisory Committee were given the opportunity to discuss the proposed plan with the provost. The provost presented the strategic plan to the Faculty Senate in January 2010 and posted the document online so that colleges would continue to move forward on their strategic planning consistent with the Academic Affairs Strategic Plan 2010.\textsuperscript{61}

\textsuperscript{59} Academic Affairs Strategic Plan 2010, wmich.edu/provost/AAPlanning/Academic%20affairs%20strategic%20plan%20final%202010.pdf

\textsuperscript{60} Academic Affairs Draft Strategic Plan, Power Point to Faculty Senate, Sept. 2009, wmich.edu/provost/strategicplan/documents/090917slides.pdf

\textsuperscript{61} Academic Affairs Strategic Plan 2010 and Power Point, wmich.edu/provost/AAPlanning/strategic-plan.html
**Division of Student Affairs**

The first priority in the Division of Student Affairs strategic plan is to "provide quality services, programs, and opportunities that educate, promote involvement, engage students in learning and personal development, and are essential in the attraction, retention, and graduation of students." The division’s plan also speaks directly to two of WMU’s goals, in that the division seeks to "cultivate a campus climate that promotes an understanding of the values of a healthy, safe and diverse campus community and is supportive, caring and friendly for students, faculty, staff and the general public."[^63]

**Strategic Enrollment Management Plan**

The Strategic Enrollment Management Committee[^64] was formed in October 2009 for the express purpose of developing a strategic enrollment management plan for WMU. As such, the timing of the committee's formation was designed to complement the completion of the academic affairs strategic plan, which offers significant direction vis-à-vis enrollment at WMU. To this end the committee, composed of senior-level academic and business leadership, is working to construct a strategic enrollment management plan by July 1, 2010. The committee has completed a demographic environmental scan of WMU and is in the process of conducting an in-depth retention study and University capacity study to support further planning. After the drafting is complete, the plan will then be worked through the Faculty Senate Executive Board, the Faculty Senate, the Academic Forum, and the respective college’s chairs’ councils. It is anticipated that over the next three years significant revisions to the SEM will be made as the campus-wide understanding of strategic enrollment management grows.

**Facilities Management**

In 1999, former president Dr. Elson S. Floyd charged the vice president for business and finance, the Department of Campus Planning, and the Campus Planning Council of the Faculty Senate (renamed Campus Planning and Finance Council, fall 2000) to create a Campus Master Plan to guide future campus development. The Campus Master Plan was adopted by the Faculty Senate and Board of Trustees in 2000. The fundamental concepts grew out of the need to have a set of planning patterns, with which every major development project would comply. The endurance and success of the WMU Master Plan depends on its continued review and interpretation within the University’s planning, development, and governance processes. The Master Plan is to be implemented by the administration, which is obligated to involve faculty and students through regular and ongoing consultation with the Campus Planning and Finance Council.[^65]

**Office of Information Technology**

A strategic plan for information technology was developed for Western Michigan University in 2001, and updated in 2009, to provide specific goals, prioritized actions, and recommended guidelines for the optimum use and management of IT resources. The University plan seeks to maintain perspective and balance with regard to the deployment of technology and make revisions in reaction to events, developments, and the successes and failures encoun

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[^64]: Strategic Enrollment Management, wmich.edu/provost/senm/
[^65]: Campus Master Plan, cf.wmich.edu/masterplan
tered during implementation, therefore successfully responding to the challenge to make a substantial leap forward in productive use of information technology at WMU.66

Core Component Ic.2
The University’s budgeting priorities and decision-making processes connect to the institution’s mission and goals.
While an analysis of WMU’s current annual budgeting priorities suggests that institutional goals are at the forefront of decision-making, the development of a comprehensive, articulated strategic plan—where budgeting priorities flow from and support the mission—is not fully in place.

WMU publishes and distributes a yearly institutional budget summary67 that lists expenditures that are consistent with an institution invested in supporting its publicly stated mission of being a student-centered research university. The Office of the President takes the lead on determining the budgeting priorities, supported and informed by consultation with each of the University’s vice presidents. The Office of the Vice President for Business and Finance68 provides the budget management and infrastructure essential to advancing the University’s activities and does so with a commitment to excellence and innovation.

The WMU budget summary documents for the past five years demonstrate a distribution of funds attesting that teaching, research, learning, and public service are indeed the general fund budgeting priorities of the University.69 Academic affairs is far and away the largest area for expenditures with resources invested in quality education, responding to future challenges, and supporting inquiry, creativity, practice, and social responsibility. Significant resources are also dedicated to supplies, services, and equipment; residence life; the physical plant; and additional support areas. While examples of mission-congruent budgeting priorities are numerous and appear within the appropriate section of this self-study, a few salient are provided.

Forging a responsive and ethical community:
• The Foster Youth and Higher Education Initiative;70 the Advocacy Office for Transfer Students and Military Affairs.71

Develops foundations for achievement in pluralistic societies:
• Haenicke Institute Global and International Studies undergraduate major and minor;72 CAS undergraduate programs in Latin American Studies, Modern European Studies,73 Africana Studies;74 Asian Studies;75 International and Comparative Politics;76 Travel and

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66 Strategic Plan for Information Technology, wmich.edu/splan/strategicplan/index.html
67 WMU Budget Summary, budget.wmich.edu/docs/09-10budget-summary.pdf
68 Office of Business and Finance Mission and Goals, wmich.edu/about/mission/
69 2009-10 WMU Budget Summary, budget.wmich.edu/
70 WMU Foster Youth and Higher Education Initiative, wmich.edu/fyit/
71 Advocacy Office for Transfer Students and Military Affairs, wmich.edu/advocacy/
72 Haenicke Institute International Academic Programs, international.wmich.edu/content/view/41/57/
73 Modern European Studies minor, international.wmich.edu/content/view/153/44/
74 Africana Studies, wmich.edu/afs/
75 Asian Studies Minor, international.wmich.edu/content/view/41/57/
76 International and Comparative Politics Major, wmich.edu/politics/undergrad/programs/intcomp.html
Tourism, and International Business Minor.\textsuperscript{77} Graduate programs in CAS and CoHED include Master of Arts in International Development Administration;\textsuperscript{78} Master of Arts in International Development Administration: Peace Corps Option;\textsuperscript{79} Master of Arts in Socio-Cultural Studies of Education;\textsuperscript{80} and Ethno history Graduate Certificate Program.\textsuperscript{81}

Incorporates participation from diverse individuals in decision-making:

- The WMU/AAUP Agreement;\textsuperscript{82} the Teaching Assistants Union Agreement;\textsuperscript{83} the American Federation of State, County, and Municipal Employees’ Union AFL-CIO Agreement;\textsuperscript{84} the Michigan State Employees Agreement;\textsuperscript{85} and the Police Officers Association Agreement.\textsuperscript{86}

Contributes to technological and economic development:

- The President’s University Sustainability Committee;\textsuperscript{87} the Talloires Declaration.\textsuperscript{88}

Engenders an awareness and appreciation of the arts:

- Miller Auditorium programming;\textsuperscript{89} Department of Theatre and Gilmore Theatre Complex programming;\textsuperscript{90} over 800 School of Music concerts and programs on campus annually; dozens of new exhibitions in the Richmond Center for the Visual Arts; Department of Dance annual concerts.

**Looking at WMU Today**

WMU boasts numerous and varied units—including institutes, departments, colleges, and vice-presidential divisions—where strategic planning is an integral part of the culture. Examples include Division of Student Affairs, Facilities Management, Diversity and Multicultural Affairs, Office of Information Technology and most departments, school, and colleges. These units understand and support strategic planning as the key link between the University’s mission and their actions.

Many of the University’s divisions and offices routinely refresh strategic plans guided by the institution’s mission and goals.

Actions in support of the mission are evidenced in the WMU budget. Yet—absent an institutional strategic plan with budgeting priorities—these actions exists largely as a function of cumulative good decisions by numerous constituents.

\textsuperscript{77} International Business Minor, international.wmich.edu/content/view/41/57/
\textsuperscript{78} Masters of Arts in International Development Administration, wmich.edu/politics/grad/masterofdev.html
\textsuperscript{79} Master of Arts in International Development Administration: Peace Corps Option, wmich.edu/politics/grad/mida/peace-corps.html
\textsuperscript{80} Master of Arts in Socio-Cultural Studies of Education, wmich.edu/coe/tesmasters-socio-cultural.html
\textsuperscript{81} Ethnohistory Certificate, wmich.edu/ethnohistory/program/index.html
\textsuperscript{82} WMU/AAUP Agreement, wmich.edu/acb/Assets/pdf/agreement-2008-11.pdf
\textsuperscript{83} Teaching Assistant Union Agreement, 2009-2012 Collective Bargaining Agreement, wmich.edu/acb/docs/tau%20Full%20contract%202009-12%20pdf.pdf
\textsuperscript{84} WMU/American Federation of State, County, and Municipal Employees’ Union AFL-CIO Agreement, wmich.edu/hr/assets/pdf/afscme-agreement.pdf
\textsuperscript{85} WMU/Michigan State Employees Agreement, wmich.edu/hr/assets/pdf/msea-agreement.pdf
\textsuperscript{86} WMU/Police Officers Association Agreement, wmich.edu/hr/assets/pdf/poa-agreement.pdf
\textsuperscript{87} WMU Sustainability, wmich.edu/sustainability/
\textsuperscript{88} Talloires Declaration, wmich.edu/sustainability/pdf/minutes/PUSCminutes_3_20_2008.pdf
\textsuperscript{89} Miller Auditorium, millerauditorium.com/
\textsuperscript{90} College of Fine Arts, cfa.wmich.edu/
The mission and goals permeate the organization and serve as the guiding principles for decision making. While units of the University have been encouraged to collaborate in creating new, expansive initiatives, insufficient evidence exists to suggest that the institution has fully embraced and integrated collaborative processes into the culture of the institution. Evidence suggests that WMU would be well served if selected additional areas could either develop strategic plans or have plans fully articulated within an overall institutional plan.

**Looking to the Future**

The Office of the President should continue in the current efforts to develop, sustain, and refresh an institutional strategic plan that 1) establishes clear and measurable priorities that serve as the center piece for division-level planning, 2) articulates the linkage between the institution’s mission, its goals, and its budget, 3) links strategic plans from all areas of the institution, including academic affairs, business and finance, student affairs, information technology, diversity and inclusion, enrollment management, and development.

The University’s governing board, the Board of Trustees, is a Michigan constitutional body corporate that was established pursuant to the Michigan Constitution of 1963. The Board of Trustees has an active role in developing and pursuing the mission and goals of the University.
Core Component 1d.1

The Board of Trustees’ policies and practices are guided by the organization’s mission.

One of the obligations of the Board of Trustees is to “adopt, revise, or reaffirm the mission, goals, objectives, and priorities of the institution and approve long-range goals.”\textsuperscript{90} Richard St. John, Chairperson of the WMU Board in 2001, served on the Mission Committee, comprised of students, faculty, and staff. The committee was charged to review and update the University’s mission that, in various forms, had been in effect since 1970 and had been amended numerous times. The current mission statement was approved by the Board of Trustees on December 7, 2001. Then-president Dr. Elson S. Floyd observed, “The new mission statement will help us to set the course for our second century of service.”\textsuperscript{92}

Fidelity to the WMU mission can be seen in a variety of decisions and is illustrated by, but not limited to, the following examples:

Access to an excellent education at a reasonable cost:

- Tuition decisions are made with careful consideration of the impact an increase would have on accessibility and quality of academic programs. A tuition increase in 2003 was made “as a last resort, because of the burden it creates for our students and their families.”\textsuperscript{93} In 2005, the WMU Board of Trustees approved a tuition increase stating, “Any discussion of tuition must begin with our commitment to provide the highest quality education to our students. Regrettably, the budget reductions and mid-year cuts that we have experienced over the past three years have taken us dangerously close to the point at which that quality is threatened, and we just cannot let that happen.”\textsuperscript{94} Since the increase occurred close to the start of the fall semester, returning students were given a $100 tuition reduction to help transition into the new costs and WMU fully committed to increase financial aid by 20% for that academic year. After voting to keep the increase in student costs for 2007-08 at the one of the lowest levels for any of Michigan’s 15 public universities, the WMU Board of Trustees gave University administrators approval for a tuition plan that raised in-state tuition for the fall by just 6.4% and kept fees at their current rates, while 12 other Michigan universities had average fall tuition increases at 10%. Another cost-saving measure was provided when Extended University Programs (EUP) went to a bundled tuition structure in the fall of 2007. This new structure helped to eliminate a recurring complaint of many students enrolled in EUP courses with respect to their employers’ unwillingness to reimburse the separate EUP “fee.” Also effective in fall of 2007, EUP changed its tuition structure to charge one rate for undergraduate students regardless of state residency and classification and one rate for graduate students regardless of state residency. This move did provide significant cost savings to non-resident students taking courses and/or programs through EUP.

- The implementation of the Western Edge, a graduation compact initiated in 2007, was designed to move participating students to degree completion in four years, “making sure our students are successful and keeping the quality education we offer affordable…”

\textsuperscript{90} Article III, Obligations and Reservation of Authority, Bylaws WMU Board of Trustees, wmich.edu/bot/bylaws-3.html


\textsuperscript{93} Tuition increase approved by trustees, WMU News July 16, 2003, wmich.edu/wmu/news/2003/0307/0304-024.html

\textsuperscript{94} Trustees approve tuition increase, WMU News July 28, 2005, wmich.edu/wmu/news/2005/07/032.html
No matter how much WMU works to contain costs and keep tuition low, nothing will save money for students and their families as much as finishing a degree on time. The purpose of the Western Edge continues to be to ensure that the student-centered part of WMU’s research institution is central; it does so by incentivizing good student behavior. The Western Edge has five key components: 1) a retention scholarship for those students who take a full course load of 30 credits during their first year and maintain a “B” average; 2) enhanced academic advising to guide students carefully through their programs; 3) graduation compacts that helps ensure that students get the courses that they need when they need them—in order to bring them to degree completion; 4) fixed room and board rates for all four years—recognizing that students who live on campus are more engaged; and 5) an emphasis on internships, co-ops, and field experiences to ensure that students graduate with real world experience.

- Another cost saving decision was made in 2003 to cut four intercollegiate athletic sports in 2004: 1) men’s outdoor track, 2) men’s indoor track, 3) men’s cross country, and 4) women’s synchronized skating. The decision to cut these sports was rooted in a larger effort by the University to reduce costs due to a 2003-04 appropriation cut of $12.5 million, as well as additional cuts of $6 million in 2004-05. The decision to cut the sports resulted in an annual savings of more than $535,000, beginning in the 2004-05 fiscal year. In articulating her rationale for the decision, President Bailey declared: “[W]e must protect our core academic mission, and doing that in this budget climate means making difficult decisions and reassessing how we use our resources.”

Increase access to academic programs:

- To provide greater access to services the WMU portal, known as GoWMU, was launched on August 23, 2004. This served as the first phase in the implementation of the new Student Information System (SIS). Students, faculty, and staff access GoWMU using an assigned BroncoNet ID and password. The portal provides announcement channels, chat groups, access to email and personal calendars, personal account information, e-learning tools, and the ability to customize the look of the user’s home page. GoWMU is the place students, faculty, and staff go to view course offerings, register for classes, see class lists, enter grades, and make payments. It is one step access to the University.

- In an effort to provide potential students with greater access to academic programs, WMU now has a true presence in Southeast Michigan with the May 2010 opening of the WMU-Metro Detroit admissions office in Royal Oak, Michigan. The strategic location and amenities of this commercial space allow WMU to better serve and recruit students from the Detroit region. Divided into three small offices, a conference room, and waiting area, this property provides a home for a full-time admissions counselor, a representative of Extended University Programs, and a part-time office associate.

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• To provide greater access to research opportunities as part of the academic endeavor, WMU became a member of the Core Technology Alliance (CTA) consortium in 2005, working to enhance life sciences research and product development across Michigan. WMU’s membership in the CTA means the Biological Imaging Center and Biosciences Research and Commercialization Center were added to the alliance’s roster of core technology facilities, therefore opening its technology facilities to Michigan researchers affiliated with other universities, private research institutes, and biotechnology or pharmaceutical firms. Membership “is another example of the University's growing stature as one of Michigan's four research universities.”100 Further, CTA membership “allows for growth in our research portfolio by offering opportunities for our research faculty to access these specialized technologies.”

Foster a safe, civil, and healthy University community:
• The Board of Trustees approved a student health insurance requirement. Effective 2005-06 academic year, all students are required to carry at least minimal health insurance. Mandatory health insurance is now required for all international students but is optional for domestic students. Under the policy, students must either demonstrate that they have existing health insurance or purchase an insurance plan offered through the University Sindecuse Health Center. The Sindecuse plan costs an estimated $250 per semester. The policy will help the University continue to provide high-quality medical service at affordable rates to thousands of students.
• The Office of the Registrar encourages instructors to enter a first-work grade by a midpoint in the semester. This first-work could be a first exam, graded assignment, or collection of assignments. Advisors follow up with students whose performance at this point puts them at academic risk. In addition, an online student concern form101 was developed for faculty, staff, and students to share their concerns about a student whose behavior is troubling and persists despite efforts to intervene. Information recorded on the form, which is confidential, goes to the office of the associate dean of students, who reviews the concerns and determines the next steps to take, which may involve Sindecuse Health Center resources. In 2007, WMU increased suicide awareness and prevention through an online training program for faculty and staff. The training is an interactive program designed to be a basic introduction to suicide prevention. Participants learn how to recognize suicidal behavior, how to respond appropriately to potentially suicidal individuals, and where individuals can find help.102
• The creation and funding of Western Wellness, a consortium of services and resources provided at WMU for the health and wellness of employees,103 also serves to illustrate WMU’s commitment toward a safe, civil, and healthy University community. Western Wellness strives to promote and improve the culture of wellness on campus by empowering each employee to adopt and maintain healthy lifestyle behaviors through various personal health assessments, educational programs, and an interactive online personal trainer.
• The HelpNet Employee Assistance Program (EAP)104 offers confidential assessment, grief counseling, and referral services to employees and their household members who are concerned about marital and family issues, addictions, emotional problems, relationships, 100 WMU joins Michigan's Core Technology Alliance, WMU news Sept. 30, 2005, wnmich.edu/wmu/news/2005/09/055.html
101 Student Concern Form, studentworld.wmich.edu/health.html
102 Suicide Prevention Program, wnmich.edu/counseling/Prevention/training.html
103 Western Wellness, wnmich.edu/wellness/
104 HelpNet Employee Assistance program, wnmich.edu/hr/eap/
and other significant personal problems. This service is provided at no cost to WMU benefits-eligible employees.

A campus environment based on mutual respect:
• In April 2006, immediately after approving a Diversity and Multiculturalism Action Plan, the Board of Trustees passed a resolution related to Proposition 2, the state constitutional amendment that bans affirmative action programs that give preferential treatment to individuals or groups based on their gender, color, race, ethnicity, or national origin. The resolution noted that WMU is committed to “creating a community that values diversity and multiculturalism as essential components of excellence in education, service and community environment.” The board said it wished to express its commitment to the principles of inclusion, acceptance, respect and the empowerment of traditionally underrepresented groups in the University community as a legitimate goal of higher education.105
• In June 2004, the Board of Trustees approved the Western Michigan University Statement of Fair Contracting Commitment, providing contractors with a better understanding of the scope of the University’s rules and regulations and its interest in enforcing them on construction sites.106
• Through a unanimous vote of the Board of Trustees in April 2009, a three-year contract with the WMU Chapter of the Teaching Assistants Union was approved, effective August 18, 2009.107 The contract was ratified by members of the TAU Chapter on April 9, 2009.

To support community and regional partnerships that elevates civic, cultural, social, and economic life:
• In April 2004, after meeting for some time with members of local adjacent neighborhoods and groups related to the Asylum Lake property, the Asylum Lake Preserve Management Plan was approved reaffirming the University’s original agreement to preserve the Asylum Lake property as open space to be used for passive recreational purposes.108
• The November 2008 meeting of the Board of Trustees was held in Detroit as one of the many events and programs recognizing the important connection between Western Michigan University and Southeast Michigan. “WMU Week in Detroit” included visits to prospective students, high school counselors, performances by musicians from the College of Fine Arts, and contact with many alumni. Over 30% of the University’s student population comes from Southeast Michigan109 along with 25,000 alumni. The week’s events ended with displays and demonstrations by the University’s colleges throughout Ford Field prior to the WMU-University of Illinois football game and appearance of the WMU Marching Band.

Looking to the Future
The Board of Trustees continues to move the University forward in a transparent and inclusive manner while addressing significant financial challenges. As it does so, there is a need to

105 Trustees call for careful examination of fall ballot initiative, WMU News May 1, 2006, wmich.edu/wmu/news/2006/05/005.html
106 Board of Trustees Minutes: June 30, 2004 (Kocher)
107 Board of Trustees approves contract with teaching assistants, WMU News April 24, 2009, wmich.edu/wmu/news/2009/04/035.html
108 Asylum lake Preserve Management Framework, wmich.edu/asylumlake/Asylum%20Lake%20Framework%20Documents/Management%20Framework%20Frameset/ALManagementFrameworkDoc%5B1%5D.doc
109 Resource Room: 2009-2010 Fact Book Table 7 (Pattok)
make documentation of the Board of Trustees’ structure and activities more readily available to the University community.

Core Component 1d.2
The Board enables WMU’s chief administrative personnel to exercise effective leadership, and conducts regular evaluations of administrative performance in accord with the WMU mission.

Responsibilities of the Board of Trustees in Evaluation
The Board of Trustees’ bylaws specify the duties and powers of the president of WMU. These duties and powers reflect the essence of the University mission “...leading in fostering and promoting education, research, and service as the primary aims of the University; promoting, supporting, and protecting the interests of the University; and managing and directing its affairs, subject to the control of the Board.”

The Board of Trustees is therefore responsible for conducting presidential searches and ongoing evaluations. Article III, Obligations and Reservation of Authority of the bylaws of the WMU Board of Trustees provides for the obligation to develop and implement procedures for assessing the performance and functioning of the president. The Board of Trustees also has the authority to elect and remove the University president. Evaluations of WMU presidents by the Board of Trustees over the past 10 years are available for review through minutes of the Board of Trustees.

An example of the Board of Trustees carrying out its annual review of the president’s performance with due diligence, involves the assessment and subsequent termination of contract for President Judith Bailey (2003-2006). The Board of Trustees conducted an evaluation of President Bailey in December 2005 in accordance with University policy, citing significant accomplishment in tough economic times. However, in the months following this initial review, the Board of Trustees reacted to what was determined to be unsatisfactory performance in the areas of declining enrollment; ongoing budget deficits; lack of campus, faculty, community and trustee support; and a problematic graduate program review, that together resulted in breach of contract, terminating her employment as president.

Role of Faculty Senate in Performance Assessments of Administrators
Following a vote on December 1, 2005, the Faculty Senate approved and scheduled annual evaluations by faculty of the WMU president and provost. These evaluations are to take place each December. The aggregate scores, from the topical sections identified by analogous questions, are reported to members of the Faculty Senate and full numerical results are available to the entire traditionally ranked faculty in the Faculty Senate Office.

110 Article II, Sect 4 Administrative Officers, wmnich.edu/bot/bylaws-2.html
In its yearly evaluation of the president, the senate has relied on evaluation materials suggested by the American Association of Governing Boards. These materials include the University’s mission, leadership, fiscal management, vision, strategic planning, staff/employee relations, trustee relations, community relations, external relations, fundraising, and general communication.

An evaluation of Provost Delene was conducted in May 2006. The instruments used in 2006 were developed by the Faculty Senate Executive Board in consultation with the faculty. Prior to the 2009 appraisal of the president, the Executive Board reviewed and made changes to the 2006 evaluation form. After the 2009 appraisal, Senate President John Jellies determined that before any future evaluation/appraisal of campus leadership was conducted by the Senate, a committee should be formed to review the process as a whole in consultation with experts on evaluation, the WMU faculty, president and provost, plus review of the process used at other institutions. In June 2009, the Ad Hoc Committee to Review the Administrative Appraisal Form, chaired by Senate Executive Board director William Rantz, was formed and given that charge. This committee, made up of faculty familiar with evaluation, worked through the summer then reported its findings and recommendations to the Senate Executive Board. In 2009, there was an appraisal of the University president and in 2010 an appraisal of the provost. No evaluations were initiated between 2006 and 2009, as no one served one full year as either president or provost, other than in an interim capacity.111

Following the resignation and return to faculty of the provost in 2006 and the appointment of two consecutive interim provosts, the current provost, Dr. Timothy Greene, was appointed in August 2008; his formal evaluation was conducted spring semester, 2010.

Yearly evaluations for administrators are to be conducted according to the levels of supervision specified in the organizational charts and Human Resources grade level job descriptions. Job descriptions for administrators follow those established by Human Resource’s grade system.

The policy on the evaluation of academic chairs and directors allows for input by faculty. The official Agreement between the WMU-AAUP and Western Michigan University also allows for faculty evaluations of administrators. Chairs and directors are generally evaluated on a three-year cycle that rotates by college. Deans are generally evaluated at the same time as their chairs and directors. The WMU-AAUP evaluation involves a questionnaire with comments and scaled responses. The quantitative results for a chair or director are sent to the departmental union representative, the chair or director, and the dean. The quantitative results for a dean are sent to the college’s union representative, to the dean, and to the provost. The comments, which are kept anonymous and are intended for self-improvement, are forwarded only to the individual to whom they refer. It is up to that individual whether to share the comments. The quantitative results may be kept by the individuals; they are stored at the WMU-AAUP offices for a period of five years and are then purged. The comments are deleted by the WMU-AAUP staff at the end of the semester to which they refer. General position descriptions of administrators and all other WMU staff are found in Human Resources according to grade.112

**Looking at WMU Today**

Revisions to the first evaluation forms for president and provost, constructed with consultation from faculty with expertise in evaluation, will be used in 2010. Lines of authority and

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111 Resource Room:Ad Hoc Committee to Review the Administrative Appraisal Form (Krawutschke)
112 Human resources job descriptions, wmiich.edu/hr/services/job-descriptions.html
structural relationships are not entirely clear on the publicly available organizational chart depicting the administrative structure of WMU as discussed in the Organizational Chapter of this document.

With stability in the positions of the president and provost now, the evaluation process should become routine and should function as constructive feedback.

Looking to the Future

While there is an evaluation process for vice provosts, chairs, and directors, there is a lack of an evaluation system for associate provosts, deans, and associate deans. A process should be created and implemented to provide meaningful feedback to both employee and supervisor.

Core Component 1d.3

Distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority and participatory decision-making.

By contract the WMU-AAUP has liaisons with University committees and boards outside the Faculty Senate structure. Organizational structures show clear lines of authority and responsibility, with the Faculty Senate answering directly to the WMU Board of Trustees.113

The Western Michigan University Faculty Senate, established in 1958, participates in the review process for new academic programs, new or revised University policies, and participates in the planning of two University events each year. The Faculty Senate shares in the governance of the University by formulating, reviewing, and giving advice on policies and other matters of concern to the University. Academic governance is central to the mission of promoting standards of excellence in teaching and research. Faculty Senate evaluation of its structures is done every seven years by an ad hoc committee. Recent updates to Senate Bylaws and Constitution clarify responsibilities and composition of councils.

There has been increasing involvement of the WMU Faculty Senate in University-wide discussions. There is also increased formal collaboration between senate councils such as International Education Council and the Academic and Information Technology Council,114 with councils more directly charged with curricular issues.

Looking at WMU Today

Faculty Senate bylaws and constitution are supportive of the mission and include an election process that assures appropriate qualifications. Documentation of shared governance is found in the minutes of the Faculty Senate and its governing structure, particularly in the minutes of and policies developed by Undergraduate Studies and Graduate Studies Councils.

113  WMU Faculty Senate Councils, Committees, and Roster of Senators, wmich.edu/facultysenate/index.html
114  Academic and Information Technology Council, wmich.edu/facultysenate/councils/technology
The most recent evaluation of the Faculty Senate structures in 2004-05 indicated a level of duplicative structures between Faculty Senate councils and committees and administratively constituted committees and task forces. The evaluation gave clarity that resulted in less redundancy.

**Looking to the Future**

Shared governance depends on sustaining an atmosphere of trust, transparency, and continuing commitment to open communication. WMU should continue to review polices and systems to avoid duplication of structures and promote coordination between administrative leadership and faculty governance.

**Core Component 1d.4**

**Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.**

The Academic Affairs Strategic Plan 2010 was generated through a vetting process that sought faculty input through online comments, department meeting discussions, and two public forums, facilitated by the Faculty Senate President. The WMU-AAUP had also established an online forum for discussion of the plan, prior to being presented at a special meeting of the Faculty Senate on January 28, 2010. According to the provost, the plan is a living document that will be regularly updated, and all University constituents will be kept in the discussion.

The General Principles of Curricular Change, approved by the Faculty Senate on October 11, 2007, and the administration on October 22, 2007, maintain the role of faculty in initiating and reviewing curriculum changes at the appropriate levels including the department, the college, and the Senate councils and committees. The policy provides the colleges autonomy in the structure and organization of curriculum committees, and the role of the dean in managing the curriculum change process within the college many curriculum proposals are final upon approval at the college level. The policy also takes into account provisions required by regional and professional accrediting agencies.

Additional activities demonstrating shared involvement in the academic processes have included the use of faculty forums to discuss and gain input on topics such as the potential impact of the Western Edge, presidential search process, WMU branding initiatives.
and review of athletic programs. Faculty were involved in the 2005 comprehensive graduate program evaluation, and in resolving proposed recommendations of the evaluation. Faculty are also actively engaged in WMU’s specialized program accreditation processes across campus.

The integrity of the academic process is also supported by quick acculturation of new faculty into University practices and culture. To that end, the Office of Faculty Development provides a new faculty orientation at the beginning of each academic year, and bi-weekly year long new faculty seminars. Both programs provide faculty with information pertinent to teaching, research, service, and general life at WMU.

**Looking to the Future**

Clarification regarding the meaning and implementation of the new Strategic Plan for Academic Affairs is an opportunity for the academic community to share responsibility for coherence of curriculum and the integrity of the academic process. The implementation plan promises to be a first step in achieving this goal.

**Core Component 1d.5**

**Effective communication facilitates governance processes and activities.**

The effectiveness of shared governance rests in the ability to accurately and honestly communicate necessary information within and across University structures. WMU has established a number of structural mechanisms to promote efficient communication.

The president leads by example in creating open channels for communication and sharing information in a transparent manner. He maintains a public website that provides a weekly schedule of his activities; solicits campuswide input on how to reduce expenditures and enhance revenues; holds open forums to answer questions from the University community, including students, faculty, and staff; and encourages continuous dialogue and communication with faculty, staff, and students through Facebook and e-mail, which he handles personally. The Office of the President also produces an electronic newsletter called President’s Perspective, which goes to all members of the University community.

Administrative leaders also hold regular meetings. The president meets weekly with the senior leadership team, which includes vice presidents, the directors of intercollegiate athletics and the alumni association, the chief information officer, vice provost for enrollment management, general counsel, chief communication officer and others. The provost meets with the Provost’s Council as often as weekly, but no less than once or twice a month. The Academic Forum, consisting of chairs, directors, unit heads, deans, the provost, other senior academic officers, and the Faculty Senate president, meets three times a semester and once during the summer. Provost’s Council meeting notes since October 2009 are available on the provost’s website; agendas and minutes from these other groups are not readily available.

The president and the provost, and other administrative leaders speak regularly and respond to questions at the monthly Faculty Senate meetings. In addition, other members of the Se-

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122 New Faculty Seminar, wmich.edu/facdev/Programs/New%20Faculty%20Seminar.html
123 President’s perspective, wmich.edu/president/newsletters/
nior Leadership Team attend and respond to questions on issues and initiatives that fall into their areas of responsibility. This provides one of the most consistent venues for communication between administrative leadership and the faculty. Detailed minutes of all Faculty Senate meetings are available on the Faculty Senate web site.124

All formal sessions of the Board of Trustees are covered in depth by WMU’s University Relations staff, which provides detailed agendas of meetings to interested media; writes a formal news release on each board action; publishes that news release on the University’s public website; archives it so it can be easily found in the future by any member of the public; and distributes that news release to area media. Detailed information on major Board of Trustees action is carried in the Western News, which is dedicated faculty/staff newsletter; in the student-run Western Herald; and in the Kalamazoo Gazette and WMUK, which are both widely used community-based news outlets. News on Board actions and views are archived in those locations as well. Board actions with statewide implications are routinely covered by major news organizations across Michigan—and, again, archived for future use.

Taken together, all of these initiatives present a consistent and publicly available documentation of administrative leadership activities. Such documentation is available at what can only be called an unprecedented level and can be easily accessed through any Internet connection.

**Looking to the Future**

Communication is one of the biggest challenges for the University. Recent technical developments have made administrative messages and actions both easier to disseminate and more fragmented in their reception. Instead of a handful of broad communication tools, relevant audiences can now tap into hundreds of more narrowly focused outlets.

Campuswide, the University is committed to maintaining and expanding the locations in which the campus community and general public can find documentation of University activities. The communication challenge of the future will be one of communicating how to find and access the myriad locations in which material is already available at the same time the University continues to utilize each new communication tool that becomes available.

Effective communication about governance processes and actions represents a significant challenge for a complex University. The notes from Provost’s Council meetings125 provide an excellent example of a transparent governance process that could be adopted by other governance and leadership groups on campus.

WMU recognizes its responsibility as a public institution of higher education, to act with integrity, transparency, and honesty. Decisions made by the University are based on an understanding of the importance that those choices are made ethically. All individuals at WMU show this understanding in their daily interactions with University students, faculty, staff, parents, alumni, and community members. In addition, institutional policies provide guidance and structure. WMU is proud to illustrate its continuing commitment to act with integrity through the following examples.

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124 Faculty Senate, wmich.edu/facultysenate/
125 Provost’s Council Meeting Notes: wmich.edu/provost/provost-council-meeting-notes.html
Core Component 1e.1
WMU acts with integrity in its pursuit and fulfillment of the institutional mission and goals of a student-centered research university.

Teaching, Curriculum, and Assessment
WMU forges a responsive and ethical academic community by abiding by statements of professional conduct as stipulated in the formal contract agreement. Article 21 Professional Conduct, 2008-2011 AAUP-WMU agreement outlines expectations for faculty to devote their energies to developing and improving their scholarly competence, and critical self-discipline in using, extending, and transmitting knowledge. Foremost, professors are obligated to practice intellectual honesty and honor freedom of inquiry of students and colleagues.

WMU also promotes a culture of academic integrity through the Center for the Study of Ethics in Society.126 The center encourages and supports research, teaching, and service to the University and community in areas of applied and professional ethics by offering a robust lecture and film series throughout the year and sponsoring a student team to compete in the Intercollegiate Ethics Bowl.127 The center is also home for Teaching Ethics: the Journal for the Society for Ethics across the Curriculum128 and produces a series of papers each year to coincide with the public lectures.129

WMU faculty have oversight of all curriculum policies and processes.130 A system of checks and balances within and across academic units assures that all curricular decisions maintain the integrity of undergraduate and graduate education. The various curricular committees, composed of faculty and students, provide for an effective means of making decisions in the best interest of students and academic programs. The associate provost for assessment and undergraduate studies and the dean of the Graduate College provide administrative oversight of academic program review and assessment designed to uphold academic integrity.

The Office of Institutional Effectiveness provides leadership to develop, integrate, and improve academic program planning, institutional and program assessments, and accreditation review programs at Western Michigan University. There are 28 accreditation agencies providing external review to 148 degree-granting programs across the 7 academic colleges.131 In addition, four non-degree granting programs are accredited at WMU: Center for English Language and Culture for International Students (CELCIS), the graduate-level dietetics internship, metalcasting, and nursing-prelicensure track. Three service units are also accredited to provide students with training and supervision in their fields of study (Sindecuse Health Center, University Counseling and Testing Center, and WMU Unified Clinics).132

126 Center for the Study of Ethics in Society, wmich.edu/ethics/index.html
127 Intercollegiate Ethics bowl, wmich.edu/ethics/events/ethics_bowl.html
128 Teaching Ethics, rit.edu/cla/ethics/ssac/Teaching%20Ethics.html
129 Published Talks, wmich.edu/ethics/center_papers.html
130 Curriculum Policies, Forms and Guides, wmich.edu/facultysenate/policies_and_forms/index.html
131 2009-2010 HLC Annual Institutional Data Update
132 Accreditations at WMU, wmich.edu/poa/adm.accr/Depts%20Accred%20Agencies%20Webs%20&%20APP%2017-08.pdf
The external institutional and program accreditation reviews provide cumulative, continuous, and relatively objective overviews of specific programs, as well as the entire University. As such, the recommendations of accrediting groups are incorporated into strategic and academic program planning, especially when developing programs or correcting deficiencies that lessen program.

Research

WMU has maintained its position as a research University, with the faculty engaging students in research and creative activities. Graduate students represent about 1 out of 5 of the student body and many undergraduate students are involved in open-ended creative activities as part of the requirements for graduation. For example, the College of Engineering and Applied Sciences holds two conferences every year, at which the capstone projects of the senior students are presented; Lee Honors College students complete a thesis that reflects the expertise students have developed in a major field of study or interest; and the College of Fine Arts holds a variety of artistic performances by its students. A variety of undergraduate research opportunities, including research excellence awards by the University, are offered through the Office of the Vice President for Research (OVPR).

The Research Ethics Resource Center, in the Office of the Vice President for Research, schedules events and provides resources for faculty and students that explore how the principles of responsible conduct in research can be put into action. Workshops assist faculty and students in complying with regulations dealing with the use of human subjects, animal care, export control, biosafety, radiation and ethics in the conduct of research. Students may also gain information on data management, authorship and publication practices, understanding the peer review process, and new advances in collaborative sciences. Faculty may access information on mentor-trainee relationship responsibilities, policies on research misconduct, and conflict of interest. The center also maintains an ethics resource library, with a catalog of available reference materials on an extensive list of resource materials, including video and audio recordings. The research compliance coordinator is available to assist in all aspects of the center’s services.

Service

The creation of the Multicultural Affairs Office and Office of Diversity and Inclusion advances WMU’s goals to develop foundations for achievement in pluralistic societies. Through programs, services, and initiatives that address cross-cultural competency and personal empowerment, Multicultural Affairs strives to ensure that all students are given the full opportunity to discover and develop their talents, interests, and unique potential. A number of standing committees assist in review of policies and procedures that enhance the inclusiveness of WMU. For example, the Employment Services Committee assists in the establishment and review of policies and procedures in the hiring, training, and professional development of students employed through Multicultural Affairs. The Student Advisory Committee meets

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133 Carnegie Foundation classifications, classifications.carnegiefoundation.org/lookuptable/lookup_listings/view_institution.php?unit_id=1726998&start_page=institution.php&clt=%2B%2Ffirst_letter%22%3A%22W%22%7D
134 WMU fall headcount 2009, wwmich.edu/ir/factbook/2008/enrollment/fallhc.pdf
135 Senior Engineering Design Presentations, wmmich.edu/engineer/senior-design-conference.htm
137 College of Fine Arts, wmmich.edu/theatre/about/collage-of-fine-arts/
138 Office for the Vice President for Research, wmmich.edu/research/tools/undergraduate/index.html
139 Research Ethics Resource Center, wmmich.edu/research/compliance/ethics
140 Multicultural Affairs, wmmich.edu/multicultural/
141 Office of Diversity and Inclusion, wmmich.edu/diversityandinclusion/
with students regularly in an effort to create and maintain ongoing dialogues regarding the needs and interests of WMU students. In addition, Western Michigan University’s development of the Diversity and Multicultural Action Plan (DMAP), adopted by the Board of Trustees in 2006, is a significant step in reinforcing its dedication to inclusion.

WMU contributed significantly to the technological and economic development of the area when it established the Business Technology and Research Park (BTR). The Business Technology and Research Park shares WMU’s Parkview Campus with the College of Engineering and Applied Sciences. The park’s location means partner firms in the life sciences, advanced engineering, and information technology will have regular opportunities to interact with the faculty, research staff, and students of one of the nation’s top public universities. The BTR Park is also home to two important resources: Southwest Michigan Innovation Center, a state-of-the-art high-tech/wet lab business incubator, which was launched by the regional economic development agency Southwest Michigan First; and the Biosciences Research and Commercialization Center, which provides commercialization expertise and research support to emerging life sciences ventures. In less than five years, up to 30 private-sector businesses have been attracted to the BTR Park—16 life-science companies, 12 advanced engineering firms, and two information technology companies.

WMU is a regional center for the performing arts. The shows in Miller Auditorium attract viewers from the entire area. Significantly reduced ticket prices are made available to students to enable them to learn from and enjoy these events. In addition, many music and dance shows are open to the public in the Dalton Center, free of charge.

The Environmental Safety and Emergency Management office interprets laws and regulations and develops compliance strategies that include training, inspections, and consultations in programs that provide a safe and healthy environment for the campus. The office also coordinates the critical incident response plan for campus. Based on an all hazards approach, a comprehensive set of guidelines was developed to provide emergency management response and recovery should a critical incident occur at WMU. The plan includes actions to be provided by the chief executive officer and Critical Incident Policy group, along with parallel actions of the Emergency Operations Center team. Each team has specific emergency action guidelines that include checklists of actions to consider, emergency contact info, and additional reference materials. As a living document, emergency action guidelines are continually reviewed and updated. There have also been numerous disaster exercises designed to test WMU’s response and recovery activities. Ranging from tabletops and drills to functional exercises with full-scale components that involved working with the Kalamazoo County Police Department and the Kalamazoo Office of Emergency Management, each exercise involves a debriefing as well as evaluations by the participants, observers, and exercise designers. The evaluations are included in the after action report that summarizes the exercise findings, identifies the accomplishments and the shortfalls, and provides recommendations.

In partnership with the President’s Universitywide Sustainability Committee, WMU is an environmentally conscientious member of the community. Starting with the design and construction of the WMU Parkview Campus in the late 1990s, WMU has been commit-

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142 Business Technology and Research Park, wnmich.edu/btr/
143 Biosciences Research and Commercialization Center, brcc.wmich.edu/
144 Miller Auditorium, millerauditorium.com/
145 Dalton Center, pp.wmich.edu/buildings/082.html
146 Environmental Safety and Emergency Management, esem.wmich.edu/index.html
147 Critical Incident Response Plan, obf.wmich.edu/safety/critical.html
148 Resource Room: After Action Report, Office of Emergency Management (Vossen)
WMU’s energy savings initiatives developed by the WMU physical plant personnel have become best practices for large campuses around the nation.

WMU believes access to computing resources is a privilege that is granted with restrictions and responsibilities. As such the University has established rules for use of computing resources. Students and employees are directed by policy statements that protect against unauthorized account sharing, distribution of unauthorized information, network congestion through mass mailings or spam, and waste of University resources. Students and employees are given clear guidelines for respecting intellectual property, rights concerning individual confidentiality, prohibition of commercial use, and due diligence to prevent the spread of computer viruses. In, all users of computing resources at Western Michigan University are also responsible for adherence to any State or Federal regulations regarding computer use, including, but not limited to, the Telecommunications Act of 1996.

The WMU Division of Intercollegiate Athletics was recertified by the NCAA Division I Committee on Athletics in Oct. 2007. WMU received its initial certification in 1999. The intensive year-long self-study and subsequent onsite visit affirms that WMU “…is considered to be operating its athletics program in substantial conformity with operating principles adopted by the Association’s Division I membership…” The certification involved three major areas of focus: governance and commitment to rules compliance; academic integrity; and equity and student-athlete well being. WMU was found to be in full compliance in all areas. The WMU Student-Athlete Handbook describes the rights, responsibilities, and compliance issues for students participating in intercollegiate athletics.

Looking at WMU Today

WMU acts with integrity in pursuit and fulfillment of its responsibilities in teaching, research, and service. Policies and programs exist to support faculty in developing professional standards of conduct, and in the study of ethics across disciplines. WMU Center for the Study of Ethics provides leadership in engaging faculty, students, and administration in the discourse of ethical practices. The multilevel curricular change process at WMU ensures that curricular changes are made with the clear rationale of improving student instruction and an awareness of the impact the proposed change would have on University resources. The Office of Institutional Effectiveness provides University-wide oversight of specialized program accreditations, external institutional reviews and instructor evaluations, all of which contribute to the assessment of academic quality at WMU. The numerous specialized accreditations and WMU’s continuing accreditation by the Higher Learning Commission since 1915 reflects that the institution consistently operates with acceptable levels of quality.

As a student-centered research institution, WMU must be proactive in establishing a culture of high research expectations and high ethical standards. The Office of the Vice President for Research has provided leadership in fostering such an atmosphere through various services and through the Ethics Resource Center. The center provides educational materials in matters of ethical conduct and compliance with policies and regulations. The research misconduct policy is widely disseminated and has been revised to comply with federal requirements. Students are provided opportunities to participate in faculty-led research and are

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149 WMU Rules for Use of Computing Resources, wmich.edu/oit/policies/computing-rules.html
150 Resource Room: NCAA Re-certification (Beauregard)
152 Research Ethics Resource Center, wmich.edu/research/compliance/ethics/
encouraged to participate in research mentorship programs that will enhance their academic success.

The University is also true to its mission of service and inclusion, and is actively engaged in a strategic plan to improve diversity and multiculturalism on campus. WMU contributes to the larger community through engaging in projects that will enhance the technological and economic landscape of the area and is an environmentally conscientious member of the community. The Office of Information Technology provides guidelines for responsible computer use and internet access, creating a safe and respectful cyber environment. Finally, the University is especially proud of the NCAA recertification of the Division of Intercollegiate Athletics. WMU operates in full compliance with the NCAA’s commitment to integrity in intercollegiate athletics.

Core Component 1e.2
WMU acts fairly and timely with students and employees.

WMU duly implements clear and fair policies to protect the rights of students, faculty, staff, and administration and to ensure the integrity of its operations. The most important responsibility of the University is to provide students with the best possible tools and environment for learning and success. The University has policies, offices, and processes that define what is fair and timely. Staff in these offices ensure that actions are taken and recorded appropriately and consistently. For example:

- The Student Code154 and the Office of Student Conduct155 define the rights and responsibilities of students and describe the procedures in cases of alleged violations. The Student Code describes the boundaries of acceptable student behavior and is approved by the Board of Trustees. The Office of Student Conduct interprets and enforces the Student Code with the goal of creating and maintaining a positive environment in which students can live and grow. Students are encouraged to develop integrity through self-discipline and a sense of responsibility to the community.

- The AAUP contract defines the rights and responsibilities of full-time faculty.156 A new PIO contract has been approved to define the rights and responsibilities of part-time instructors. The teaching assistants have agreed with the University on the establishment of a union (TAU). A new contract was ratified recently and was in effect beginning fall 2009.157 It defines also the rights and responsibilities of teaching assistants. All WMU policies and procedures are part of employee handbooks, such as the AAUP contract with faculty, the AFSME, PIO, POA, MSEA, and TAU contracts, as well as the employee handbook for professional/administrative and clerical/technical staff.158,159

- The Office of Human Resources provides ongoing communication and training for faculty and staff regarding University policies and procedures. The training series “Getting Back to Basics”160 provides information on a range of topics such as employee conduct, Fair Labor Standards Act, preparing for the WMU job evaluation process, leaves of

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154 WMU Student Code, wmich.edu/conduct/docs/WMU_studentcode.pdf
155 Office of student conduct, wmich.edu/conduct/
156 WMU-AAUP contract, wmuuaup.net/files/2008-11_Contract.pdf
157 TAU contract, wmich.edu/acb/docs/TAU%20Full%20contract%2009-12%20pdf.pdf
158 Human Resources employee handbook, wmich.edu/hr/handbook/introduction.html
159 Human Resources policies and procedures manual, wmich.edu/hr/ppm/index.html
160 Professional Development HR Training Series, wmich.edu/hr/development/index.html
absence policies, and rights under the FMLA. Employees may also receive online training on preventing sexual harassment,\textsuperscript{161} benefits,\textsuperscript{162} and academic collective bargaining.\textsuperscript{163}

- Student, faculty, and staff access the ombudsman as an unbiased source for discussion and resolution of conflicts.\textsuperscript{164} The ombudsman is independent of the University’s formal administrative structure and cannot impose solutions, but can identify options and strategies for resolution. The four guiding principles of an ombudsman are confidentiality, independence, neutrality, and informality.

\textbf{Looking at WMU Today}

The University has a collection of policies and offices that provide the framework for students and employees to know their rights and responsibilities and to address their complaints and grievances. The Office of Student Conduct enforces the Student Code,\textsuperscript{165} which identifies in detail forms of proscribed conduct, and describes hearing procedures and sanctions. WMU chose to close the Ombudsman office, and re-distribute its functions, but this decision was reversed, and the office and the position were restored. The various collective bargaining agreements all establish grievance procedures for members of their unions. Employees not covered under collective bargaining agreements can avail themselves of a grievance process established through WMU Human Resources. Complaints of discrimination may be filed with the Office of Institutional Equity. Complaints regarding research misconduct may be made through the procedures established in the University research misconduct policy. WMU also offers campus employee dispute resolution services (CEDRS),\textsuperscript{166} which is a free private conflict resolution service that offers mediation and community conferencing to assist University employees with resolving interpersonal disputes and generalized conflict.

\textbf{Looking to the Future}

The existence of University policies and offices means that the necessary infrastructure is in place to provide students, faculty and staff with an awareness of their responsibilities and procedures which govern grievances. Systematic data collection and regular review of processes presents WMU with an opportunity to sustain and enhance its ability to respond in a fair and timely manner to student and employee concerns.

\textbf{Core Component 1e.3}

\textbf{WMU abides by applicable laws and regulations.}

WMU abides by laws and regulations that are applicable to its academic, research, financial, environmental, business, and other operations or activities. The Board of Trustees, as its governing body, has adopted numerous policies and statements, and has taken other actions toward ensuring compliance with applicable law and requirements.

The Office of the Vice President for Legal Affairs and General Counsel acts to provide, manage, and coordinate all legal services for the University in order to minimize the institution's

\textsuperscript{161} Preventing Sexual Harassment, training.newmedialearning.com/psh/wmichu/index.htm
\textsuperscript{162} Faculty Benefits, edu/hr/benefits/benefits-aaup.html
\textsuperscript{163} Academic Collective Bargaining, wmich.edu/acb/
\textsuperscript{164} University Ombudsman, wmich.edu/bernhard/ombudsman.html
\textsuperscript{165} WMU student code, osc.wmich.edu/docs/WMU_studentcode.pdf
\textsuperscript{166} Campus Employee Dispute Resolution Services, wmich.edu/cedrs/
legal risks and liability, and to do so in a professional, cost-effective manner. This office is committed to act with integrity, knowledge of the law, and reason. It provides counsel to the University administration in numerous areas, including governance, business, employment, contracts, research, student affairs, development, information technology, international affairs, intellectual property, construction, grants, and collaborations with external entities.

One example of its acting with integrity is reflected in this Office’s working with University clients on a pro-active, preventive basis toward the goal of avoiding—rather than reacting to and defending against—lawsuits. During Carol Hustoles’ tenure as chief legal counsel for the University since 1999, lawsuits have significantly dropped. Western Michigan University often enjoys long periods of time with no pending litigation, including at the time of this writing, notwithstanding the size and complexity of the institution. Consequently, human and financial resources of the University can continue to be directed toward positive institutional growth, programs, and activities, rather than toward defending expensive lawsuits.

Other examples of WMU acting with integrity is evidenced by the vice president and general counsel being consulted, and working with, University units relative to conflict of interest issues or questions that may arise, such as procedures and policies regarding academic misconduct matters, protection of those who report perceived abuse of University resources, research misconduct, and other such matters that large research universities deal with in the regular course of their operations.

Each unit of the University is responsible for complying with laws and regulations applicable to their operations and activities. Alleged violations of laws and regulations are investigated, findings made, and appropriate action taken.

- Sindecuse Health Center protects student health records under guidelines prescribed by HIPPA.

- Student educational records are protected according to FERPA and according to the client privacy rights that derive from the Gramm-Leach-Bliley Act. The registrar is charged with ensuring compliance with FERPA, as well as with communication to students, faculty, and staff of FERPA regulations and changes.

- In December of 2008, the Board of Trustees appointed Dr. Keith Hearit as the University’s security officer as required by the Gramm-Leach-Bliley Act. As such, he is responsible for the development, implementation, and maintenance of a comprehensive information security program to protect against possible threats or hazards to the security and integrity of student information. The officer also must monitor compliance with the act and provide an annual review of efforts to meet the bill’s requirements. In the summer of 2009, all WMU faculty and staff with access to confidential information went through an Identity Theft training program to learn to identify potential “red flags” and report appropriately.

- The Student Information System (Banner) was acquired, including advanced security features. A security committee monitors access to student records and data held in the student information system. Bi-annual audits are conducted by the committee to ensure that access is restricted to those with approval.

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167 Legal Affairs and General Counsel, wmich.edu/gc/resources.html
168 Notice of Privacy Human Resources, Health Insurance Portability and Accountability Act, wmich.edu/hr/assets/pdf/hippa-privacy-practices.pdf
169 Sindecuse Health Center Privacy Policies, wmich.edu/gs/SHCPrivacy.html
170 Family Education Rights and Privacy Act, wmich.edu/registrar/ferpa/index.html
171 Student privacy rights, wmich.edu/registrar/ferpa/students/index.html
172 Gramm-Leach-Bliley Act, ftc.gov/privacy/privacyinitiatives/glbact.html
173 Security access policies, wmich.edu/registrar/security/
• The Michigan Social Security Number Privacy Act (MCL §445.81 et seq.) requires that universities institute a policy that protects the privacy of Social Security Numbers. Western Michigan University recognizes the importance and sensitivity of an individual’s private and personal information, including an individual’s social security number. It is the policy of Western Michigan University to ensure to the greatest extent practicable the confidentiality of social security numbers. Documents that are no longer needed that contain social security numbers must be shredded. Under no circumstances should any document with all or any portion of a social security number be disposed of without first being shredded. Social security numbers are private, personal information that should be utilized only in accordance with University policy on social security numbers.174

• WMU has a records retention policy; University records are kept according to this policy.175 All University records are kept for time periods as defined in the Record Retention Guide.176 “Students have the right to have all their examinations and other graded material made available to them with an explanation of the grading criteria. Faculty will retain all such materials not returned to the student for at least one full semester (or through spring plus summer sessions) after the course was given. Faculty are not required to return such material to the student, but must provide reasonable access.”177

• WMU is an Equal Opportunity employer178 and therefore complies with applicable laws regarding hiring, pay, and leaves of absence. WMU also adheres to a non-discrimination policy that protects the rights of the individual.179

• WMU formalized a faculty credential verification process in 2009.180 All records were recently updated.

• The Office of Disabled Student Resources and Services coordinates programs to support WMU’s compliance with the American Disabilities Act (ADA).181 Information is provided to students on their rights and responsibilities under the law. In addition to a student handbook, and list of frequently asked questions, students are also given information to help with transportation and accessibility problems on campus, special advising system to assure students meet graduation requirements, access to forms needed to meet the documentation guidelines to obtain services, and textbook and test accommodations. A resource guide for faculty and staff assists understanding the law and designing reasonable accommodations for students with disabilities. The Office of Human Resources182 provides information for faculty and staff on disability services, while the Office of Institutional Equity administers ADA policies and practices, along with section 504 of the Rehabilitation Act of 1973.183

• The Human Subjects Institutional Review Board (HSIRB) is a University committee, established by the WMU Board of Trustees in accord with federal regulations, to interpret and apply federal regulations, state law, and research sponsor requirements for the use of human subjects in research. The HSIRB is charged with the protection of the rights and

174 WMU Policy on use of Social Security Numbers, wmi.edu/hr/ppm/20-ssn.html
175 WMU Records retention Policy, wmi.edu/gc/09%20HR%20Privacy%20Policies/Policy%2032%20REV%20Document%20and%20Record%20Retention.DOC
176 WMU Record Retention Guide, obf.wmi.edu/business-services/docs/record_retention.pdf
177 Students Rights and Responsibilities, wmi.edu/content.php?catoid=11&navoid=427
178 WMU Equal Opportunity Statement, wmi.edu/oie/
179 WMU Non-Discrimination Policy, wmi.edu/policies/non-discrimination.html
180 Verification of Faculty Credentials, wmi.edu/registrar/faculty-staff/chairs/verification_fac_credentials.html
181 Disabled Student Resources and Services, wmi.edu/disabilityservices/orientation.html
182 PPM Section 2 – Americans with Disabilities Act, wmi.edu/hr/ppm/02-3-ada.html
183 Office of Institutional Equity, wmi.edu/oie/disability.html
welfare of human subjects in research conducted under the aegis of Western Michigan University. 184

- The WMU Internal Audit Department identifies and assesses risks within the University environment through independent auditing and advising. Information is provided to the University at large and to contractors. 185 Financial audits are prepared in compliance with Board of Trustees rules, regulations and by-laws and State of Michigan Comprehensive Annual Financial Report, and the OMB Circular A-133 covering federal awards. Examination of the revenues and expenditures of Athletics and booster clubs are prepared under NCAA Financial Audit Guidelines. All other financial audits conform to the relevant Government Auditing Standards.

- The Purchasing Policies and Procedures manual defines how all bids are submitted and evaluated for different levels of University expenditures. An internal audit department exists to monitor contracts. This office reports directly to the Board of Trustees.

- The Board of Trustees established its own audit committee in 2009. 186

**Looking at WMU Today**

The evidence shows that WMU abides by laws and regulations and has a system in place to monitor and verify compliance. It is obvious that all necessary steps are taken to ensure compliance. Also, the Internal Audit Department reports directly to the Board of Trustees so that it can exercise its role as the governing body in this matter. 187 In addition, establishing an audit committee within the Board of Trustees is evidence of the Board’s commitment to its fiduciary responsibility.

**Looking to the Future**

Compliance with changing federal regulations and policies is an ongoing and important challenge. WMU might be served well by a centralized system for coordinating compliance of all applicable laws and regulations and conducting reviews on the efficiency and reliability of enforcement processes.

**Core Component 1e.4**

**WMU deals fairly with external constituents and presents itself to the public responsibly, accurately, and honestly.**

As a public University and a good citizen in Michigan, WMU is obligated to publicize any information that may affect the life and well-being of the surrounding community. Naturally, the University releases timely and appropriate news about activities and accomplishments. The good citizenship is demonstrated through the prompt and detailed publication of news that may adversely affect the public, such as health and safety issues including but not limited to infectious disease alerts, notice of potential contaminants, and crime watches.

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184 Human Subject Institutional Review Board, wmich.edu/research/compliance/hsirb/index.html
185 Internal Audit Department, wmich.edu/internal-audit/
186 Resource Room: Board of Trustees minutes, September 17, 2009
187 Internal Audit Department, wmich.edu/internal-audit/ia_general.html
• The Office of University Relations releases information to the public in the form of press releases and articles. It maintains the WMU webpage and serves as a resource for contact information between the public and WMU students and employees.188

• In dealing with various suppliers and contractors, WMU has a Purchasing Policies and Procedures Manual, which defines how bids are submitted and evaluated for different levels of expenditures. The Board of Trustees has also adopted the Western Michigan Statement of Fair Contracting Commitment, which reiterates the University’s mission and states that the University is committed to having responsible and ethical contractors and subcontractors on its building and remodeling projects.189

• The intellectual property management and commercialization functions of OVPR deal with potential collaborations and agreements with external entities stemming from research findings that may lead to commercial applications.190

**Looking at WMU Today**

WMU is located within the City of Kalamazoo with a population of 72,600 and other surrounding municipal bodies, which are interested and involved in the affairs of the University. The students and employees represent a significant portion of the local population, and it is fair to say that what is known on campus is also known in its vicinity. Through the Office of University Relations, WMU has been open and informative in communicating its campus activities and events to the public. Most aspects of the daily operation of the University, including academics, business dealings, health issues, and cultural events, are open to the public to see, respond and participate. However, it does not appear that feedback is systematically obtained from its external stakeholders and business partners.

The University controls its public announcements, but a significant portion of the information to the public flows through unofficial conversations with WMU personnel. Being aware of this motivates the University administration to be forthcoming and prompt in providing news, which is helpful.

**Looking to the Future**

Surveys or other forms of systematic data collection are needed to provide the University with essential feedback toward maintaining fair, accurate, and responsible communications with external constituencies. Scheduled meetings with University partners located in the WMU Business Technology and Research Park provide a model system that might be replicated across the University.

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188 WMU News, wmich.edu/wmu/news/
189 Purchasing policies and procedures manual, obf.wmich.edu/logistical-services/purch-docs/purchasing_policies_procedures.pdf
190 Intellectual Property Management and Commercialization, wmich.edu/research/technology-transfer/index.html
Preparing For The Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.
Core Component 2a.1

Western Michigan University clearly recognizes, understands, and plans for the importance of globalization to the future of higher education.

Global Education

Western Michigan University has a long-standing commitment to promoting and supporting globalization and internationalization of the academic environment. This commitment is reflected in the University mission statement: “Nationally recognized and internationally engaged, the university develops foundations for achievement in pluralistic societies.”

The Diether H. Haenicke Institute for Global Education (HIGE) provides the foundation and the focus to sustain this commitment. Since its establishment in 1998 by the Board of Trustees, the institute has served as the University’s center for international activity. This activity is multi-faceted and involves international academic and programmatic partnerships, faculty development, study abroad programs, travel, and community outreach. The institute is led by a dean who reports directly to the provost and is staffed by 34 professional faculty and staff. A primary mission for the institute is to promote and support efforts toward globalization and internationalization of the campus academic environment.

For example, in fall 2010, WMU and the University of Malta will commence a dual degree program, the Master of Arts in Criminology, Law and Public Policy, offered at the University of Malta in Valetta. The Higher Learning Commission approved the new international degree site in August 2009. WMU faculty from the Departments of Sociology and Political Science and faculty from the University of Malta’s Institute of Criminology will focus on theory, research, and data analysis and will use case studies on such topics as gender, environmental crime and justice, surveillance and security, and state and corporate crime.

Then, too, the Center for African Development Policy Research (CADPR) (October 2000) is an interdisciplinary collaboration between the institute and the Department of Economics in the College of Arts and Sciences. Among its objectives are support of academic activities and programs that contribute to understanding the development and environmental problems of Africa; coordination and facilitation of short-term research and training programs; and collaboration with institutions of higher education and research in Africa in areas of development such natural resource development.

An informal example is that of shared discussion on campus. An international-topics brown bag series (2008) brought together faculty and students in a discussion of international scholarly topics, thereby allowing them to share research interests, engage in scholarly discussion, and plan joint initiatives in terms of faculty development.

There is ample evidence that WMU is committed to internationalization as reflected in planning and resource allocation. Even though WMU was the first public university in the United States to require all students to include study of the non-western world, it is

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1. WMU mission, wmich.edu/about/mission/
2. Haenicke Institute for Global Education, international.wmich.edu
3. Center for African Development Policy Research objectives, international.wmich.edu/content/category/15/239/174
4. HIGE Brown Bag Series, international.wmich.edu/content/view/1624/401
clearly understood that internationalization requires significantly more than one course. The creation of the undergraduate major and minor program in global and international studies (GIS) attests to that fact. These programs offer an integrative approach to the study of global and international issues. Students in the major are required to take 42 credit hours specific to global studies. Enrollment in the major remains strong: there were 90 students enrolled in the program for the fall 2008 semester and 106 in fall 2009. Currently, the International Education Council (IEC) of the Faculty Senate and the international education committees within and across the colleges continue to seek new interdisciplinary approaches and curricular infusion that reflect global perspectives. The IEC is currently recommending increased contact between departments and the IEC, and is using data from the National Survey of Student Engagement (NSSE) to review student attitudes toward globalization.

WMU is committed to finding new partnerships to create additional opportunities for domestic students internationally and for international students at WMU. In fall 2009, WMU became home to a Confucius Institute, providing new Chinese language and cultural studies options for WMU students and faculty. Goals for the institute include teaching Chinese language and culture to University students and members of the greater community, developing students to meet competitive market demands, and strengthening collaborations with local schools and community businesses. The program is one of the largest intercultural education programs established and WMU is the 61st school in the country to be granted this honor.

In November 2008, WMU committed to participate in the American Council on Education’s (ACE) Internationalization Laboratory, a two-year program of assessment and planning. Participation is designed to strengthen and improve the international components of the undergraduate experience and curriculum. During the 2008-09 and 2009-10 academic years, WMU faculty took part in activities guided by the ACE Laboratory to develop, assess, and implement strategies. The major purpose for these activities includes self- and peer-review of international activities at WMU; analysis of the review; and the use of results to develop a strategic plan for enhanced international/global activities (currently in progress). The deadline for the standing report is March 1, 2010, and updates are available on the website, along with the timeline of related activities. In addition, ACE is organizing a series of webinars for the International Education Council (IEC) of the Faculty Senate. Topics to date include advancing internationalization at research/doctoral degree institutions and national trends in internationalization: implications for institutional strategies.

WMU is allocating significant dollars to study abroad: more than 500 WMU students studied abroad in 35+ countries; and more than $400,000 was awarded in student scholarships during the 2008 calendar year. Beyond studying, students are offered opportunities to participate internationally in internships, field study, and service. Faculty are continually encouraged to develop new study abroad programs, resulting in 19 faculty-led programs during the 2009 summer sessions.

5 Global and international studies information, international.wmich.edu/content/view/149/44/
6 Global and international studies major, international.wmich.edu/content/view/1728/44
7 WMU Fact Book 2009-10, wmich.edu/ir/factbook.php?year=2009
8 WMU has nation’s newest Confucius Institute; WMU News, August 1, 2009, wmich.edu/wmu/news/2009/08/002.html
9 Confucius Institute offers links to China, international.wmich.edu/content/view/1819/406
11 HIGE information, international.wmich.edu/content/view/653/99
12 HIGE ACE webinars, international.wmich.edu/content/view/1671/99
Support for International Students

More than 1,250 international students from 90 countries are currently enrolled at WMU.\footnote{HIGE fact sheet, international.wmich.edu/content/view/653/99/} In part, the growth of WMU’s international student population in recent years can be attributed to two new scholarship programs, one focused on the Dominican Republic and the other on Saudi Arabia. Both of these initiatives are the result of proactive outreach and the interest and support of WMU alumni from these countries. In June 2009, the dean of the College of Aviation traveled around Nigeria with personnel from CITA-TRIAX Aviation Ltd., and staff from the Haenicke Institute. The visit generated strong interest in the college’s three programs for Nigerian leaders, and 80 Nigerian students applied for enrollment in fall 2009. The expectation is that this level of applications will continue. In addition, several new students from Kenya enrolled at WMU fall 2009 semester, also in programs offered by the College of Aviation.\footnote{College of Aviation Newsletter, wmich.edu/afphonathon/Newsletter/AVI10S.htm} Given the increasing global competition for international students, it will be important to continue to proactively and strategically develop alliances with partners across the globe.

Another initiative for international students is the WMU Center for English Language Culture for International Students (CELCIS). CELCIS (1975) continues to have strong enrollment with 108 full-time students for the fall 2009 semester. Approximately 90% of the graduates from this program become degree-seeking students at WMU. CELCIS houses seven faculty specialists and five master faculty specialists. It is one of two ESL programs accredited by the Commission on English Language Program Accreditation and is a member of the American Association of Intensive English Programs and University and College Intensive English Programs. The university also develops customized programs for institutions that partner with WMU.\footnote{HIGE fact sheet, international.wmich.edu/content/view/653/99/}

In addition, WMU participates fully in the U.S. Department of State Fulbright Program. This program, established in 1946 by the U.S. Congress, offers opportunities for students, scholars, and professionals to engage in international graduate study, advanced research, and teaching at the elementary, secondary, and university levels worldwide.\footnote{About the Fulbright Scholars, international.wmich.edu/content/view/441/691} A University-wide panel of academic and administrative representatives comprises the WMU Fulbright advisory panel. This panel advises the provost (through the director of the Haenicke Institute) on policies and activities that will assist the University to participate fully in the program.\footnote{WMU Fulbright Scholars Advisory Panel, international.wmich.edu/content/view/460/224/} In the 2006-07 academic year, WMU had more Fulbright recipients than any other college or university in Michigan.\footnote{WMU has state’s largest number of Fulbright Scholars; WMU News, November 21, 2006, wmich.edu/wmu/news/2006/11/057.html}
Core Component 2a.2
Western Michigan University’s planning demonstrates an understanding that there will be declining support from the State, that job creation and economic development is critical in Michigan, and that the University needs to partner with the private community to be a driver of economic development.

Planning with Michigan Constituents
In 1980, the State provided approximately 72% of the University’s general fund support. By 2009, state support within the general fund had shrunk to 36%.19 As Michigan’s economy has suffered, the State reduced its support to higher education. Colleges and universities within Michigan were forced to make up this shortfall through tuition dollars. However, Western Michigan University remains committed to the goals of being affordable and accessible to the majority of individuals interested in pursuing a higher education degree. Therefore, WMU embarked on an effort to identify and capitalize on opportunities to collaborate and partner with others that create synergies for the University.

In 1999, WMU created the position of associate vice president for community outreach. This position was established because WMU recognized that a focal point was needed for developing and stewarding relationships with outside entities. About this time, WMU also embarked upon the development of the Business Technology and Research Park (BTR Park). The community outreach position is responsible for Park development and facilitating numerous services and outreach efforts in the local area and beyond.

In 2000, the 137-acre BTR Park was just a concept. The purpose of the BTR Park was to serve as a high-tech business development opportunity. It was decided to situate the BTR Park on the Parkview Campus in close proximity to the College of Engineering and Applied Sciences. The Parkview Campus is situated on 265 acres and the College of Engineering and Applied Sciences (CEAS) moved to the newly constructed facility that opened in fall 2003. The BTR Park’s location means partner firms in the life sciences, advanced engineering, and information technology have regular opportunities to interact with the faculty, research staff, and students of the college. WMU was committed to the development of the BTR Park but was equally firm that this development would not consume University resources. The BTR Park needed to be self-sustaining.

In June 2008, WMU engaged an outside group, Impact DataSource to conduct an economic impact report regarding the BTR Park.20 This report served as one measurement of WMU’s success in the development of the BTR Park. As of June 30, 2008, when the report was conducted, there were 31 private-sector businesses attracted to the BTR Park. Most of these

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19 Resource Room: Office of University Budgets and Financial Planning (Honsberger)
companies are either life science businesses or advanced engineering firms, with only a few conducting business in information technology. With the establishment of these 31 companies, 645 new jobs have been created, which reflects an annual payroll of approximately $25 million. In addition, these businesses annually generate approximately $183 million in revenue. Beyond the direct creation of jobs and revenue, it was estimated that the existence of the BTR Park indirectly created an additional 682 jobs with an annual payroll of about $24 million. Each company was responsible for either the construction of its facility or leasing space within the Park. Western Michigan University either sold or leased the land. True to the original principle that the BTR Park would add to the economic life of the University without requiring the University to commit resources, WMU has not provided any dollars for either construction or operations of the businesses. The BTR Park is, indeed, self-sustaining.

Michigan designated the BTR Park as a SmartZone in 2001. This SmartZone is a partnership involving the Michigan Economic Development Corporation (MEDC), the city of Kalamazoo, Southwest Michigan First, and the University. MEDC is a long-standing organization and is considered one of the most effective business development corporations in the country. Its mission is keeping good jobs in Michigan and attracting more jobs to the state. Southwest Michigan First is a privately funded 501(c) (3) non-profit corporation founded by business and higher education leaders to promote economic development in Kalamazoo and the southwest Michigan region. MEDC singled out the BTR Park from among 11 such developments as the Michigan SmartZone of the Year in 2002. Being designated as a SmartZone allows Western Michigan University to apply for grant dollars that pay for such things as marketing, road development, and other infrastructure activities related to the BTR Park.

The WMU SmartZone is also home to the Biosciences Research and Commercialization Center (BRCC), an organization created by the Michigan State Legislature in 2003 in cooperation with the University and the MEDC to facilitate the creation and growth of startup life science companies in response to downsizing by Pfizer. The State of Michigan awarded the University $10 million, which WMU’s Foundation matched with an additional $2.5 million. These funds are used to fund awards for startup companies. As of October 31, 2009, awards totaling approximately $6.6 million have been made to 22 companies. These awards take one of three forms: a direct equity investment, a convertible note, or a revenue participation agreement. WMU pays to the State a 10% royalty on generated revenue, and the balance remains with the BRCC to be used for further investment purposes. The BRCC is a commercially focused and science-driven translational research center that dedicates its pharmaceutical expertise and resources to the commercialization of promising life science discoveries and the growth of Michigan’s life sciences business sector.

This model of unprecedented cooperation of public, private, and educational institutions in the region has allowed Southwest Michigan to become a leader in the State for economic development initiatives related to life sciences. The BTR Park serves as an anchor for economic development by providing the site to startup businesses, and the designation as a SmartZone makes available additional funding which supports the infrastructure of economic development. The creation of the BRCC provides funding for startup companies when it is sometimes very difficult to obtain capital through other means. WMU has been successful in its commercialization efforts because of the focus on job creation in the life sciences, advanced engineering, and manufacturing and the strong partnerships formed.

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22 Resource Room: WMU BRCC Summary of Award Contracts to Date (Van Der Kley)
WMU has been exploring other ways of taking advantage of public/private partnerships. The University has completed a significant study of the current condition of the residence halls and conducted several focus groups on what students expect from campus living.\textsuperscript{23} As a culmination of several years of effort, WMU solicited interest from private entities who may want to partner with the University in building or renovating existing facilities, as well as building new residence halls and apartments. After an extensive review, the current economic conditions dictate that WMU proceed in the traditional manner for construction, financing, and management.

Western Michigan University is also engaged in a transformational partnership endeavor that will dramatically change the face of WMU. The University is looking to partner with local hospitals to launch a medical school. An in-depth feasibility study conducted by a team of nationally known consultants confirmed that a medical school operated by the University in partnership with area hospitals is feasible and would also put the Kalamazoo area on an important growth trajectory.\textsuperscript{24} The consultants’ assessment came after nearly nine months of detailed study involving the entire region. They were unequivocal in their assessment that the organizations have the capability to run a medical program successfully. Beginning in the summer of 2008, the consultants interviewed a broad spectrum of potential stakeholders, including the leadership of the three principal organizations, business and political leaders in the region, and members of the medical community. The process has entered the next level of decision making, where the feasibility of the financial model and business plan will be explored. To establish an accredited medical school, there is an interim period of time in which preliminary accreditation is sought. While achieving preliminary accreditation, students are not admitted but faculty and the dean are hired and facility needs resolved. Therefore, a significant financial commitment must be made to provide for the first several years of operating a medical school. Similar to the model used in developing the BTR Park, it is the goal of the University to receive this financial infusion from external sources. The risk exists that the magnitude of funds needed to establish and operate a medical school will prevent WMU from moving ahead. However, a gift of $1.8 million was received in November 2009 to move ahead with hiring an interim dean and to begin the licensing process.\textsuperscript{25}

**Planning with Local Constituents**

Western Michigan University has entered into an era of more open, transparent, and inclusive conversation with external constituencies. In addition to the partnering initiatives already described, WMU is engaged in the community and wants the community to be vested in the institution. One example of engagement is the Keystone Community Bank Breakfast Series held in conjunction with the Haworth College of Business. The series is undertaken through the generosity of a local bank and provides an opportunity for the community to hear prominent business leaders and for WMU’s faculty and alumni to discuss current business issues and corporate strategies. Since 1995, this same college has offered the Distinguished Speaker Series, where nationally renowned business leaders present in an open forum on issues key to today’s business environment. Several of the presentations can be found online and the depth and variety of speakers can be demonstrated by a few examples of speakers: Dave Domkowski, president and CEO of the Detroit Tigers; Carlos M. Gutierrez, chairman and CEO of Kellogg Company; and James Holden, president of DaimlerChrysler Corp.\textsuperscript{26} WMU’s Volunteer Services is also active in the community whether it is participat-

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**Points of Pride**

With a consortium of business partners, Dr. Margaret Joyce with Dr. Massood Atashbar and colleagues are using state-of-the-art printing technology to create sensors for detecting contaminants and pollutions as well as for creating flexible electrical circuits useful in a variety of commercial applications.

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\textsuperscript{23} Resource Room: Campus Housing Master Plan, March 2008 (Dakin)

\textsuperscript{24} Resource Room: An Academic Health Center in Kalamazoo: A Picture of the Future – 2014 by Larned & Weinberg Academic Health Consultants, 2009 (Van Dor Kley)

\textsuperscript{25} School of Medicine feasibility initiative, kzoomedschool.org

\textsuperscript{26} Distinguished Speaker Series, wmic.edu/business/dss/index.html
ing in the Walk for Diabetes or conducting a Day of Service in Kalamazoo. The University also hosts the Volunteer Extravaganza, which is an annual event held at the beginning of fall semester where non-profit agencies come to campus to recruit student volunteers. Members of the community also participate in key position searches such as the hiring of a president or dean. Individuals are also invited to serve on strategic decision-making committees such as the group reviewing the options for East Campus.

In reviewing the composition of local boards, key University personnel are almost always found serving the community. The president of the University has consistently been a board member of at least one of the local hospitals and banking institutions as well as led the United Way campaign. The Business and Finance Office has had members on the City, County, Kalamazoo Community Foundation, Kalamazoo Symphony, and Kalamazoo Institute of Art governing bodies to name just a few organizations. The current mayor of Portage is also the associate vice president for facilities management. A multitude of additional examples can be provided. However, the significant point to be made is that WMU recognizes its responsibility to the community, whether at the local, regional, state or national level, and welcomes participation in University life.

In the future, Western Michigan University will need to remain committed to forming partnerships with others. Michigan’s economy has always been extremely dependent upon the auto industry. As the nation’s economy continues to move out of the recession, it is probable that the State will continue to suffer financial pressure. If the State’s support of higher education continues to shrink, then WMU will need to remain alert to other means of accomplishing its goals. Tuition will continue to be the primary source of operating funds but WMU remains committed to being affordable to interested students.

Core Component 2a.3

Western Michigan University’s planning demonstrates an understanding that the student will bear more cost for education as State support continues to decline and that its future financial well being will rely on student recruitment and retention.

Student Recruitment and Retention

Western Michigan University’s ongoing planning efforts reflect a strong commitment to keeping the cost of higher education affordable given the current challenging economic times. This commitment is evident in the Western Edge (fall 2007), a strategic plan focused on student success. The Western Edge has five key components, all designed to reward good academic behavior and encourage persistence leading to graduation in four years. As noted in Criterion One, the Western Edge combines scholarship support with academic advising, learning opportunities, and course availability to guarantee graduation in a timely manner.

27 Western Edge, wmich.edu/edge/
The 2009-10 and 2010-11 years will be important benchmarks in determining the effectiveness of the Western Edge, as students should be moving through to degree completion. Preliminary data indicate that the five components listed above may not be creating the desired impact. For example, the first two years of the retention scholarship did not demonstrate that it had a significant impact on retention. As a matter of fact, the percentage of students eligible to receive the retention scholarship returning in fall of 2008 was 93.6%; the percentage of those who would have been eligible had the program existed in the fall 2007 was 94.57%. With respect to the impact of fixed room and board incentives, the data are mixed. The percentage of students returning to the residence halls in fall 2008 from the previous year dropped from 24% to 23%. However, the returning percentage for fall 2009 increased to 27%. Several incentive programs were launched at the same time so it is difficult to ascertain cause and effect at this point. The number of students who signed graduation compacts the first year was 34. In the second year 12 additional students enrolled, raising the number to 44. These low numbers indicate that this aspect of the Western Edge needs to be reconsidered. At the same time, progress is being made in the area of enhancing academic advising and two additional advisors have been hired. The provost has submitted a budget protocol request for an additional increase of six academic advisors effective fall 2010.

Since 2000-01 enrollment management leadership has seen several changes and now appears to have stabilized. The Office of Enrollment Management developed a recruitment plan in 2008-09. The admissions director reported that, for the first time, admission counselors have target numbers as opposed to being told simply that they need to increase their numbers. The interim vice provost for enrollment management launched a Strategic Enrollment Management committee (SEM) in November 2009. “The charge of the committee is to determine, communicate, implement, measure, and refine a strategic enrollment management plan that results in attaining the most appropriate undergraduate and graduate enrollment as measured in student quality and quantity. The committee is charged with the continued strategic improvement and refinement of WMU’s enrollment management process.” These planning initiatives reflect a maturing commitment to strategic planning, ongoing assessment, and continuous improvement.

The newly formed SEM committee will work to utilize multiple tools, some of which are already in place, including the Framework for Institutional Effectiveness and summaries of college recruitment and retention reports, and will complement a strategic enrollment management plan being drafted. The Framework for Institutional Effectiveness requires a systematic approach to assessing capacity and student demand, enrollment goals, requisite number of faculty and staff needed in the disciplines to support and sustain student demand, and ongoing assessment of student learning outcomes to measure educational effectiveness (including but not limited to, NSSE and FSSE). It is a foundational document that broadly articulates the role of enrollment management in academic planning. From 2006 to 2008, the colleges and other requisite academic units developed recruitment and retention plans. These plans provided the intellectual groundwork for the development in the 2009-10 academic year of a strategic enrollment management plan, a comprehensive plan which articulates enrollment and retention goals, the responsibilities of requisite departments toward meeting those goals,

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28 Dr. Keith Hearit, Vice Provost for Enrollment Management, 2009
29 Steven Palmer, Office of Residence Life, 2009
30 Dr. Keith Hearit, Vice Provost for Enrollment Management, 2009
31 Resource Room: Budget Protocol: New Initiative 2010-11 (Greene)
32 Penny Bundy, Office of Admissions, 2009
33 Strategic Enrollment Management Committee Charge, wnmich.edu/provost/sem/charge.html
34 Strategic Enrollment Management Committee Meeting Minutes, wnmich.edu/provost/sem/minutes.html
35 Strategic Enrollment Management, wnmich.edu/provost/sem/
and the strategy behind WMU’s enrollment management efforts. This plan has as its desired outcome the demonstration of WMU’s commitment to appropriate alignment of resources in keeping with the stated plan.

As the University sets tuition and fees and room and board costs, it continues to be mindful of its commitment to access and affordability for students and their families. This commitment is evidenced in the fact that WMU’s resident undergraduate lower division tuition is now 10th in the state out of 15 public universities, particularly noteworthy given WMU’s status as one of the state’s five public research universities. In addition, given the shrinking numbers of potential students graduating from local and state high schools, any long-range planning at WMU must include plans to attract more out-of-state students. In order to expand WMU’s boundaries and recruit more widely, two specific scholarships for out-of-state students have been created. Both the WMU Presidential Scholarship and the WMU Provost Scholarship are merit-based awards available to non-Michigan residents who meet the selection criteria. The Office of Admissions automatically considers each entering freshman for these scholarships, and no additional application is required. Increasingly, out-of-state students have been accepting these scholarship dollars and choosing WMU. In 2007-08, 26.8% of students accepted an award; 34.8% in 2008-09; and 35.9% in 2009-10.37

At the same time, WMU is concerned that the current tuition levels do not reflect the quality and breadth of programs offered and that current pricing may detract from the public’s perception of institutional quality. WMU is reviewing its current tuition practices as well as its standing within the State in regard to tuition levels to determine future action.

Core Component 2a.4
Western Michigan University plans for a future that includes special needs populations and less homogeneity across the student body.

Special Initiatives
According to WMU’s mission statement, the university strives to develop “foundations for achievement in pluralistic societies.” WMU endeavors to serve a diverse community of learners by recognizing the educational needs of the many special populations on campus. Identifying and supporting these groups allows the University to affirm its commitment to fostering a responsive academic community.

Attentiveness to the needs of special populations requires not only financial assistance, but also the support necessary to meet the challenges associated with these various groups, such as foster students. The Foster Youth and Higher Education Initiative was created to address the broad range of issues facing the population of college students from foster backgrounds. The initiative, an outgrowth of an April 2007 summit on Michigan’s foster care population, is designed to recruit and offer a support structure and financial aid for young people who have aged out of foster care and who qualify for admission or transfer to WMU. Annually, more than 500 young people age out of Michigan’s foster care system. Out of this group, ap-

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37 Dr. Keith Hearit, Vice Provost for Enrollment Management, December 2009; January 2010
Approximately 70 individuals aspire to go to college, only about 20% actually enroll, and only a quarter of those students go on to earn a degree. That number compares to a national college attendance figure for college-age youth of about 67%.  

In January 2008, President Dunn established the John Seita scholarship as a way to cover the costs of undergraduate tuition for foster youth aging out of care. With state support and financial aid to cover the costs of books, housing, and living expenses, foster students receiving the Seita Scholarship are expected to earn undergraduate degrees with little or no student loans.

The Seita scholars also receive academic mentoring and encouragement derived from the conditions of the scholarship agreement:

- Reside on-campus;
- Maintain full-time student status;
- Take a seminar course for Seita Scholars;
- Maintain satisfactory academic progress;
- Participate in academic monitoring;
- Abide by University codes for campus living;
- Attend all classes;
- Attend scheduled program events;
- Pay bills on time;
- Meet regularly with a program advisor; and
- Refrain from working off campus.

Scholarship recipients have the additional opportunity to serve as members of the Student Advisory Group of the Foster Youth and Higher Education Initiative at WMU, or offer other services for the benefit of the initiative and future Seita scholars. Participation in the student group encourages the creation of a community of scholars among students who grew up in foster care. Encouraging students to assist others with similar circumstances fulfills the unique support needs that exist for students who have no adult mentors and no permanent home outside their college residence and who have specialized legal, medical, counseling, and financial needs. An additional support network on the campus and in the Kalamazoo community offers career planning, mentoring, tutoring, counseling and legal services, including life skills such as banking, budgeting, and time management.

Other resources included in the formation of the foster care initiative are:

- Adult assistance to young people who need help and encouragement with admissions and financial aid forms;
- A partnership with Kalamazoo Valley Community College to facilitate the transfer of foster youth to WMU;
- A work-study component to provide additional life skills and campus connections; and
- A marketing drive with State agencies to publicize the initiative to Michigan middle schools, high schools, foster care agencies, and foster parent associations.

Because the Foster Youth and Higher Education Initiative can provide a combination of financial, educational, and social support, it encourages foster youth to transition to adulthood through higher education. Similar programs in campuses throughout California have 70%

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_points_of_pride_

Since 2007, WMU’s Foster Youth and Higher Education Initiative has worked to recruit and retain students who have aged out of foster care system. The initiative has created a community that enhances their educational experience, offers tuition scholarship through the John Seita Scholars Program and support for student well-being and academic success.

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38 Scholarships support program for foster-care youth. WMU News, January 18, 2008, wmich.edu/wmu/news/2008/01/041.html
39 The John Seita Scholarship, wmich.edu/fytic/scholarship.html
graduation and retention rates and are currently being considered by other states, including New York, Colorado, and Indiana.\textsuperscript{40} By offering a combination of support for students, WMU has demonstrated a willingness to help this population succeed academically, as well as socially. Accordingly, retention rates for the first class of Seita scholars are above 50%, higher than the 10% projected for this group of students.\textsuperscript{41}

The University also recognizes the specialized needs of active-duty military personnel and their dependents. In April 2007, the Board of Trustees adopted the Returning Veterans Tuition Assistance Program to provide a financial break for military veterans leaving active duty. During their first semester on campus, new or returning veteran students are offered in-state tuition rates, allowing them to begin coursework while waiting for Veterans Administration benefits to begin. The program is designed to address the financial problems that typically delay newly discharged servicemen and women from moving ahead with their education plans. With this assistance, returning veterans can make the transition from military to student life more easily. And, in June 2007, the Advocacy Office for Transfer Students and Military Affairs was established by the president to better serve the needs of returning veterans. According to Tracy Moon, the military advocate at WMU, over 163 veterans have taken advantage of the tuition assistance program since its inception.\textsuperscript{42} In August 2009, WMU was honored by the G.I. Jobs magazine, which recognizes the top 15% of post-secondary schools nationwide that “are doing the most to embrace America’s veterans as students.” WMU is the school of choice for the largest number of Iraq and Afghanistan veterans of any of Michigan’s four-year colleges and universities.\textsuperscript{43} WMU also serves veterans through the efforts of the military advocate and by hosting programs such as the Veterans in the Classroom seminar,\textsuperscript{44} to highlight veterans’ needs to faculty and staff.

Additionally, WMU continues to reach out to other groups of non-traditional learners, including adult students returning to education. The non-traditional student scholarship provides monetary assistance to cover the cost of undergraduate or graduate in-state tuition for one class a semester for up to two semesters. This scholarship is designed to support the return to education for those students who have been out of school for two or more years. This program had worked in conjunction with the State of Michigan's Adult Part-time Grant creating educational opportunities for adult learners until fall 2009.

As the community of students grows and changes, universities must also adapt to serve the variety of new populations. Meeting the individualized needs of these diverse groups can assist in facilitating their academic achievement. Western Michigan University recognizes the important need for both identifying and supporting these students with specialized programs designed to provide the necessary resources. In addition to addressing the larger financial concerns of these special populations, the University actively cultivates those systems to support student success. To ensure WMU’s continued success in meeting the needs of these students, the University will need to seek out additional groups and cultivate additional programs to encourage their education and retention.

\textsuperscript{40} A Lifeline for Students left Behind, May 27, 2008, Inside Higher Education, insidehighered.com/news/2008/05/27/foster
\textsuperscript{42} Resource Room: Tracy Moon, Military Advocate, December 17, 2009
\textsuperscript{43} WMU named among ‘top military friendly’ colleges.WMU News, August 17, 2009, wmi.ch.edu/wmu/news/2009/08/019.html
\textsuperscript{44} Veterans in Classroom webinar for faculty, staff.WMU News, September 16, 2009, wmi.ch.edu/wmu/news/2009/09/039.shtml
Core Component 2a.5

Western Michigan University fosters an inclusive culture and plans for a multicultural society.

University Structures that Foster Diversity

The mission statement of the University includes the goal to “increase diversity within the student body, faculty, and staff through institutional practices and programs.” To meet this goal, in February of 2004, the Presidential Initiative on Diversity and Multiculturalism was established under the guidance of Dr. Martha Warfield, the director of the Division of Multicultural Affairs. Additionally, the Council on Institutional Diversity was established to assess and advance the University’s efforts to foster diversity.

This council incorporated a cross-campus group responsible for planning, implementing, advising, and evaluating the effectiveness of policy on campus diversity and multiculturalism. The council was also responsible for coordinating efforts with existing staff and programs, such as the Office of Institutional Equity and the Lewis Walker Center for Race and Ethnic Relations.

In researching the situation on campus, the council concluded that the student body, as well as the faculty and staff, reflects the nation’s racial, cultural, and ethnic diversity. In 2006, it was estimated that WMU’s enrollment included approximately 10% (2,536) minority students (out of 24,841 total); 4% (975) international students (out of 24,841 total); 53% women. The University population in fall 2006 comprised students from across the United States and more than 975 international students from 84 countries. An estimated 683 full-time faculty members are trained in some of the world’s finest institutions, bringing a global perspective to enhance the University’s learning environment. The faculty also included more than 200 scholars with academic experience outside the United States. The DMAP is built on the following definitions of diversity and multiculturalism:

Diversity at Western Michigan University encompasses inclusion, acceptance, respect, and empowerment. This means understanding that each individual is unique and that commonalities and differences make each individual contribution all the more valuable. Diversity includes the dimensions of race, ethnicity, and national and regional origins; sex, gender identity, and sexual orientation; socioeconomic status, age, physical attributes, and abilities; as well as religious, political, cultural, and intellectual ideologies and practices. (pg. 8)

Multiculturalism is a belief that speaks to the issues of human diversity, cultural pluralism, and human rights for all people. It encompasses environmental, curricular, co-curricular, and administrative initiatives designed to help students, faculty, staff members, and administrators benefit from the many roles and opportunities that may originate from the full spectrum of cultures. (pg. 8)

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47 Conceptualizing diversity and multiculturalism, DMAP, 2006, pg 8, wmich.edu/diversityandinclusion/documents/Approved%20DMAP%204-19-06.pdf
The result of the council’s work was the adoption by the Board of Trustees of the Diversity and Multicultural Action Plan. The Diversity and Multiculturalism Action Plan was developed around six general goals. As discussed in Criterion One, the goals of the DMAP are to help nurture an inclusive and diverse campus community and to develop the tools necessary to evaluate WMU’s accomplishment of the effort.

The plan outlines the campus-wide effort to foster diversity and multiculturalism in the University at large, as well as to coordinate these efforts with the academic and student service units developing comparable plans at the college, division, and office levels. As a living document, the plan is subject to update and revision based on further input from the University community, those responsible for implementing it, and any changes to applicable law. Progress on the plan is expected to be assessed with resulting review and revision in the fall of 2010. The period of review ensures that WMU will continue focusing on cultivating an inclusive campus by adjusting policy to meet changing needs.

As a second strategy, planned by the Council for Institutional Diversity and Multiculturalism, a campus climate survey will be developed and implemented to include diversity. Currently under the supervision of the Office of Institutional Effectiveness, the qualitative methods of evaluation are developed and the data are compiled in order to provide information regarding policies and procedures relating to diversity and multicultural needs. According to the 2009 National Survey of Student Engagement (NSSE), 83% of seniors stated that their experience at WMU contributed to their understanding people of other racial and ethnic backgrounds. Additionally, 48% of seniors reported that they often had serious conversations with students of a different race or ethnicity. These data are used to assist in ongoing University-wide planning by helping to identify structural obstacles to achieving diversity and multiculturalism and the ways to overcome those obstacles.

WMU’s pledge toward inclusiveness is likewise reflected in the non-discrimination policy adopted by the Board of Trustees. This policy states:

> Western Michigan University prohibits discrimination or harassment which violates the law or which constitutes inappropriate or unprofessional limitation of employment opportunity, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status.

In 2006, Michigan voters amended the state constitution to prohibit certain forms of discrimination or preferential treatment on the basis of race, sex, color, ethnicity, or national origin. The University, in complying with these new requirements, continues to maintain and support an environment that is welcoming to all. Specifically, the Affirmative Action Program is designed to ensure that “whenever employment decisions and personnel actions are made, WMU will make a determined effort to identify and include in all pools of candidates qualified minorities, women, disabled veterans, Vietnam era veterans, and handicapped persons.” Likewise, WMU promotes a diversity of ideas and intellectual inquiry, with a steadfast dedication to discussions that are civil, courteous, and respectful. As an international university, WMU recruits students, faculty, and staff from throughout the world, ensuring that the entire University community is a better place as a result of its abundance of cultures.

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48 Resource Room: WMU Board of Trustees Meeting, April 28, 2006 (Kocher)
50 Resource Room: Board of Trustees Minutes, April 28, 2006 (Kocher)
51 WMU Policies, Non-Discrimination Policy, wmich.edu/policies/non-discrimination.html
52 Affirmative Action Program, wmich.edu/oie/policies.html
and viewpoints. To preserve and enhance its commitment to diversity and multiculturalism, the University must continue to recruit and retain faculty, staff, and students who understand and appreciate the importance of inclusion. The University must also foster and support programs and projects that help the entire community appreciate and value the benefits that come from being part of an open and welcoming campus.

**Program-Specific Diversity Initiatives**

WMU’s dedication to creating a diverse campus is displayed in the many efforts designed to recruit and retain students from various backgrounds. Samples of program-specific diversity initiatives include, but are not limited to:

Flying for Learning and Inspiration Program is an outreach program that provides an opportunity for targeted students to explore careers in aviation through speakers, tours, and aviation activities. This program was succeeded by week-long summer camps for 10th through 12th graders held at the College of Aviation in conjunction with WMU’s GEARUP grant. The Engineering Your Future Program introduces underrepresented students to the field of engineering in order to give them an opportunity to explore engineering through hands-on experiences. The Health Career Pathways Program introduces students to the field of health and human services through a similar approach of personal introduction in the field. These efforts are also directed toward international students through the International Student Orientation and Registration Program designed to facilitate the enrollment of international students through information sessions on immigration, grading, and education at WMU.

These are but a few examples of programs at the undergraduate level that have been introduced to foster diversity and inclusiveness. Without providing this introduction, many students from various backgrounds may not have the opportunity to become familiar with and consider life choices in aviation, engineering, and health and human services careers.

The Graduate College at WMU has also established a number of programs to increase student diversity within WMU’s graduate programs. One such program is the partnership affiliation with Historically Black Colleges and Universities. Partnerships with both the National Science Foundation (NSF) and the Alliance for Graduate Education and the Professoriate (AGEP) have been instrumental in WMU’s efforts to promote diversity. For example, five of the eleven students selected to participate in NSF research projects in 2001 were from Historically Black Colleges and Universities, and they were part of a WMU program to encourage minority students’ interest in careers in the sciences. The purpose of this partnership program is to encourage enrollment of students from Historically Black Colleges and Universities in master’s degree study at WMU. WMU’s membership in the Michigan AGEP program combines WMU resources with those of Michigan State University, the University of Michigan, and Wayne State University to collaborate in recruiting, supporting, and mentoring underrepresented minority students who earn doctoral degrees in science, technology, engineering, and mathematics disciplines.

**Support for Diverse Student Needs**

Samples of support for diverse student needs include, but are not limited to:

In addition to seeking to increase the enrollment of a diverse population of students, WMU is also committed to providing a network of support for those on campus. The Center for

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53 Resource Room: Index of Program Specific Diversity Initiatives (Belinger)
54 Resource Room: Index of Program Specific Diversity Initiatives (Belinger)
Student Learning and Development offers academic support services and a broad spectrum of cultural awareness programs designed to enhance and encourage students’ personal and professional development. One example of cultural awareness programs sponsored by the center was the 2005 display of Mexican folk art exhibited on campus while also part of a long-range project of the Hispanic Arts Initiative to build greater awareness of Hispanic art and artists. The center also provides cultural enrichment programs created to foster academic achievement and diversity throughout the University community. The Martin Luther King, Jr. Academy recognizes the academic achievement of students who have been awarded the diversity and multiculturalism scholarship (previously known as the cultural diversity scholarship) or another incentive at WMU. The academy provides an opportunity for scholarship students to realize their potential, pursue their major areas of study, and join with other scholarship students in a variety of experiences by creating a challenging, diverse, and friendly learning environment. There is also a mentoring program that matches students with graduate students or upper-classmen in their area of study to provide an additional community of support for first-year students.

Another program in the Division of Multicultural Affairs (DMA) that supports students’ academic needs is the Steps Toward Exhibiting Mastery (STEM) program. The STEM program is designed to promote student success through increased acceptance rates into undergraduate students’ intended majors and increased college graduation rates of students. The STEM program provides free one-on-one tutoring for many lower-level courses (1000 and 2000 levels) and selected upper-level courses (3000 and 4000 levels). In addition to tutoring, DMA provides students academic support through mentoring, counseling, 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. The STEM program strives to ensure that all students are given the full opportunity to discover and develop their talents, interests, and potential, and to provide a learning-centered and student-centered environment that presents the context for intellectual, cultural, professional, and personal growth during the college experience. Each student will learn to become an independent, confident learner and develop good study habits and time management skills.55

Yet another important element for fostering a diverse campus is offering sufficient financial assistance, and this is another area where WMU demonstrates a strong desire to create an inclusive and multicultural campus. The College of Aviation offers the Diversity in Aviation Scholarship in an effort to recognize the need for more women and minorities in aviation. The Cultural Diversity Dance Major Scholarship seeks to recognize current and new dance majors from multicultural communities, or those students who have significantly contributed to the advancement of multiculturalism. The Nathaniel McCaslin Minority Scholarship and the Whitney Young Scholar Award both seek to financially support minority students pursuing education in the School of Social Work. The monetary support also extends to those underrepresented minorities who wish to participate in study abroad programs through the Diether H. Haenicke Institute for Global Education’s Minority Scholarship for Study Abroad program.

**Curricular Diversity Initiatives**

WMU has also made an effort to include diversity and multiculturalism within the curricula and pedagogy.56

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55 STEM program, wmich.edu/multicultural/stem/
56 Resource Room: Index of Program Specific Diversity Initiatives (Belinger)
For example, the Department of Counselor Education and Counseling Psychology creates an atmosphere where unique values and concerns receive attention and respect by integrating racial minority and other diversity concerns into the coursework, practica, and supervision. At least three courses in multicultural counseling are required, two of which must focus on race and ethnicity. The Department of English requires students to take at least one course focusing on literature by an ethnic minority group, by women writers, by post-colonial cultures, or by other groups not traditionally emphasized in the canon. The Department of Foreign Languages and the Department of Spanish both seek to expand the cultural horizons of students through active study abroad programs. The Gender and Women’s Studies program offers courses investigating the status of women in societies and analyzing the process of change in gender roles and social institutions in an effort to prepare students to function effectively in a diverse and rapidly changing society. Created by the Board of Trustees in May of 2001, the Africana Studies program is a further opportunity for the expansion of multicultural education on campus. Africana Studies explores African American, African, and Caribbean cultures using methodologies from the humanities, fine arts, and social sciences. This program allows students the opportunity to examine the structure, organization, problems, and perspectives of Blacks in North America and throughout the African Diaspora. These course requirements and programs of study allow the University to foster an environment that values diverse experiences.

Community Collaborations for Diversity

WMU’s commitment to diversity and multiculturalism is also apparent in its efforts to share that message with the community beyond the institution. For instance, from January to March 2009, the University participated in the Season of Forgiveness with other organizations throughout the Kalamazoo area. The event was designed to promote a spirit of forgiveness in the community by improving customer retention and employee morale, transforming public discourse and relationships, and challenging individuals to improve their lives. In observance of Lesbian, Bisexual, Gay, and Transgender Awareness Week, the University offers events about the inclusion of gender identity in WMU’s non-discrimination policy, as well as the University’s Gender Identity Training program. WMU also hosts an annual Martin Luther King, Jr. Convocation in partnership with the City of Kalamazoo and other community organizations. By co-sponsoring the Kalamazoo Race Exhibit Project, WMU will help to bring a national touring exhibit on race to the Kalamazoo Valley Museum from October 2010 to January 2011. The exhibit will include speakers, panel discussions, performances, and art exhibits about race and the community. WMU has taken the leadership on developing the educational programming and public outreach to precede and accompany the exhibit. The project additionally offers educational materials, workshops, and special dialogues on race designed for both educators and the general public. By supporting these efforts, WMU hopes to raise awareness about the issues of race, diversity, and tolerance both on campus and within the wider community.

Diversity and multiculturalism will continue to be important issues facing the future of higher education. Within a society that is increasingly more diverse, it is important to foster an acceptance of differences in race, ethnicity, sex, gender identity, sexual orientation, socioeconomic status, age, physical attributes, religious ideologies, and political beliefs. WMU recognizes the benefits of promoting an inclusive environment to foster better intellectual development. The University's efforts for inclusion have pushed for a continued development and integration of multiculturalism within WMU’s programs. The commitment to diversity and multiculturalism among the faculty, staff, and students will allow the University to foster an environment that values diverse experiences.
to continue to serve local and international communities. Building partnerships with other institutions and organizations allows WMU to spread this message of inclusion and foster an atmosphere of tolerance beyond the campus itself.

Core Component 2a.6
Western Michigan University’s planning includes a high degree of attention to sustainability efforts and reviewing all aspects of the institution’s operations to be sensitive toward best practices of environmental scanning.

Institutional Sustainability Initiatives
The mission statement of the University has as one of its stated goals to “advance responsible environmental stewardship.” Affirming WMU’s commitment to sustainability and concern for the environment, the Faculty Senate and the Western Student Association approved an Environmental Mission Statement in 2003. In January 2008, President Dunn set out to make WMU’s campus a sustainability leader and signed the Talloires Declaration. He also created a University-wide Sustainability Committee to assess WMU’s progress on sustainability, the first step toward developing a full-scale sustainability strategic plan.

Sustainable University Operations
WMU has excelled in its commitment to sustainability and the well-being of the environment by improving the efficiency and sustainability of its operations. Since WMU first hired a recycling coordinator in 1990, the program has expanded to include such efforts as Trash-to-Treasures, Recycle Mania, and the Waste Reduction Services. In Trash-to-Treasures, WMU collects clothing, food, linens, toys, furniture, appliances, and toiletries for the less fortunate living in Kalamazoo. Recycle Mania is a friendly competition among college and university recycling programs in the United States. To conserve and protect limited natural resources, WMU has reduced its water consumption by 50% since 1999. The University has implemented many state-of-the-art energy conservation measures such as daylight harvesting, advanced controls, and a compact fluorescent lamp policy which has enabled WMU to increase building square footage by 19% while generating a reduction in total energy use of 17% over the same twelve-year period. In building custodial and support services, WMU has adopted an innovative and ambitious Green Cleaning Policy. As early as 2001, WMU introduced a 30% recycled paper purchasing policy and this minimum standard became a mandate in

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58 Environmental Mission Statement, 2003, wmich.edu/sustainability/about
59 Talloires Declaration, ulsf.org/talloires_declaration.html
60 Strategic Sustainability Initiatives Report, February 12, 2009, President's University-wide Sustainability Committee, wmich.edu/sustainability/pdf/minutes/PUSCminutes090212.pdf
61 Strategic Sustainability Initiatives Report, February 12, 2009, President's University-wide Sustainability Committee, p 14, wmich.edu/sustainability/pdf/minutes/PUSCminutes090212.pdf
62 Peter Strazdas, Office of Facilities Management, Jan. 1, 2010
fall 2008. WMU is committed to pursuing sustainable alternatives to traditional facility design and construction practices. LEED protocols are applied to existing buildings and in construction of new buildings, and facility life cycle design guidelines exist for all new buildings and retrofits. Being green in building and design translates into the allocation and application of resources such that:

- Energy consumption is minimized;
- Construction and demolition wastes are recycled to the greatest extent possible;
- Landscaping uses native species, and storm water runoff is captured and treated before entering the watershed;
- A healthy indoor environment is produced by employing such strategies as natural day lighting, low off-gassing materials, and fresh air regulators; and
- Materials, finishes, and equipment, and mechanical, electrical, and plumbing systems are chosen with total life cycle costs taken into consideration.

The first major project to showcase this commitment was the design and creation of the Parkview Campus, which minimized the development’s impact on the surrounding neighborhoods and watershed while restoring historic vegetation. Starting with this project in the late nineties and spanning until May 2009 when WMU earned gold for LEED – Existing Building for its College of Health and Human Services, WMU has maintained the commitment to sustainability in building design. The College of Health and Human Services was the first building to receive gold status in Southwest Michigan and one of only three in the state in 2009 to meet national energy and environmental standards for an existing building. WMU also was one of the 29 colleges and universities to be recognized in 2009 as one of the Tree Campus USA’s Inaugural Class. As demonstrated by this type of recognition, WMU has remained committed to environmental stewardship.

The success of the University-Wide Sustainability Committee demonstrates the importance of on- and off-campus collaboration in achieving sustainability initiatives. To support an environmentally sustainable future, WMU must continue to create meaningful incentives for collaborative curriculum development, research initiatives, operations and facilities management, campus policies, and master planning and outreach activities. WMU is now exploring the creation of a cooperative community sustainability planning initiative with the Cities of Kalamazoo and Portage, local foundations, and other higher education institutions.

Although the Environmental Studies Program (1972) services nearly 200 majors and minors, significant opportunities exist to infuse sustainability throughout the curriculum to ensure that all graduates are environmentally literate and ecologically responsible citizens. Further opportunities exist to establish programs to enhance the capability of faculty to deliver environmental literacy and education for sustainability to all undergraduate, graduate, and professional students. Additional opportunities exist in creating pre- and post-service training in education for sustainability, building upon the small group of faculty who collaborate with the Kalamazoo and Grand Rapids Public Schools, private schools, and the State on environment/sustainability curriculum and professional development.

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63 Resource Room: Vice President for Budget and Finance, Memo to Campus Community, September 2008 (Rinker)
65 Arbor Day Foundation Tree Campus USA Class of 2008, arborday.org/programs/treeCampusUSA/inauguralCampuses.cfm
Looking at WMU Today

Society will continue to be challenged by environmental, political, and social problems. While the global economy has generally become more materials and energy efficient, both global population and per capita consumption continue to rise, and generate increasingly destructive impacts. Due to the leadership from WMU’s administration on campus sustainability, the University is now positioned to leverage and expand on existing sustainability efforts and commitments by realizing the critical characteristics that set apart the most outstanding campus sustainability success stories. To move forward, WMU will need to continue to develop an open collaborative sustainability strategic plan, and identify and allocate the resources to implement the plan successfully and to set achievable and measurable goals and targets.

Western Michigan University has effectively prepared for a future comprised of a diverse student body through the facilitation of an open educational experience by identifying and serving specialized student groups, such as foster students and returning veterans. The University’s programs that serve these previously overlooked and marginalized students have received national recognition. Diversity and inclusion are also enhanced by WMU’s work with international students, creating a forum for global education. WMU has further prepared to deal with diversity of the student body and societal needs through the establishment of the Diversity and Multicultural Action Plan (DMAP). This plan ensures the foundation of University-wide policies to address the challenges of an open and inclusive campus atmosphere, as well as provides the guidelines by which diversity can be assessed and addressed across campus. WMU has also recognized the need to protect ever shrinking resources and has established a campus-wide sustainability initiative and has partnered with the local cities of Kalamazoo and Portage. The University has been recognized for these innovative efforts at the national, state, and local levels by receiving various awards. WMU has also looked to the future of constricting resources by forming early, vibrant relationships with local businesses. These successful partnerships are evidenced by the University initiatives, such as the Business and Technology Research Park and the University’s collaborative efforts with the local medical community to establish a medical school. WMU continues to be the driving force for economic health and well-being for Southwest Michigan.

Looking to the Future

An opportunity exists for WMU to systemize the collection of data about the campus culture to recognize and support diverse student populations. WMU will need to continue to dedicate resources to support and mentor special populations. The University must continue to address diversity on campus through its admissions and hiring practices. Additionally, efforts to reach out to the community and foster inclusion must continue after events such as the Kalamazoo RACE exhibit and the DMAP assessment of 2010 are completed. As WMU continues to pursue greater diversity, the University’s recruitment efforts will need to continue to expand beyond Michigan’s borders. To preserve and protect the resources needed to offer education to a diverse group, the University must continue to maintain its momentum and remain vigilant in the area of environmental scanning. The biggest challenge facing the University is its location in Michigan, where the current economic crisis has been much more severe than the rest of the nation. In addition, the economic downturn is expected to last for a significantly longer period of time in Michigan. There will be continued pressure on tuition and the allocation of scarce resources to new initiatives and priorities of the University.
Core Component 2b.1

**Western Michigan University develops its capital campaign plans to achieve new levels of funding that promote excellence in its educational endeavors.**

The Development Office serves as the official fundraising arm of the University. Through its staff, it seeks charitable contributions and cultivates relationships among alumni, friends, and organizations to address the University’s current and future funding priorities.

The Western Michigan University Foundation, founded in 1976 as an independent, non-profit organization, operates exclusively to promote and provide financial support to the University. By operating as a private, non-profit organization, the WMU Foundation serves the University by maintaining private fund accounts from one fiscal year to the next. The foundation also maintains confidentiality of donor information.\(^{66}\)

Since its establishment, the foundation has played a pivotal role in the development of the University. More specifically, during the past decade total annual private support to WMU increased from $13.8 million (1998-99) to $38 million (2008-09). Since the 1998-99 fiscal year, the foundation has generated over $309 million in total private support for the University.

Western Michigan University's history of implementing fundraising campaigns dates back to the late 1970s. At that time (i.e., 1979), the University conducted Partners in Progress, a capital campaign with a goal of $6.8 million. It ended in 1982, surpassing the goal with a total of $7.3 million raised. The next campaign that the University conducted was the Campaign for Excellence, which had a goal of $55 million. It began January 1, 1988, and a total of $62.5 million was raised, which resulted in the campaign ending approximately 15 months ahead of schedule on September 25, 1992.

Following the Campaign for Excellence, no additional campaigns were initiated until fiscal year 1997-98. At that time, the Bill Brown Alumni Football Center Campaign, a mini-campaign, was implemented, with a goal of $4.3 million. While this mini-campaign was being successfully completed, the Development Office was in the process of planning for a more comprehensive fundraising effort designed to coincide with the University’s centennial celebration in 2003. Although some preliminary planning occurred prior to this time, true campaign planning began in earnest during the 1997-98 fiscal year. Plans were also made to expand the development staff to include constituent fund raisers representing all of the colleges across campus. While this fundraising structure was very popular throughout the country, WMU had never had a staff large enough to accommodate constituent fundraising.

Partnering for Success: The Centennial Campaign for Western Michigan University was the largest fundraising campaign in the University's history.\(^{66}\) It had a goal of $125 million and was conducted over a period of five-and-one-half years from July 1, 1998, through December 31, 2003. Total commitments received during the campaign were $162,844,123. This figure is 30.3% higher than the stated goal of the centennial campaign. Additionally, this total represents $100 million more than was raised in the University’s last capital campaign, the Campaign for Excellence, which concluded in 1992.

\(^{66}\) WMU Development Office, wnumich.edu/development/

\(^{67}\) Resource Room: Partnering for Success, The Centennial Campaign for Western Michigan University (Van Der Kley)
The University’s newest campaign, a comprehensive campaign, is underway. It officially began July 1, 2007, and is expected to conclude no later than June 30, 2013.68 Public announcement of the campaign is expected in fall 2010, designed to produce endowment and annual fund gifts, as well as gifts for bricks and mortar or equipment. Pledges and gifts to the campaign should stand at 50% to 60% of the goal before the public announcement is made.

During fall 2007, the Development Office contracted with the consulting firm of Bentz Whaley Flessner of Minneapolis to conduct a feasibility study in preparation for the campaign. In early 2008, the Development Office provided names of individuals who would be most appropriate to contact through the feasibility study process. During the months of March through May of 2008, the consulting firm conducted 65 personal interviews of key individuals who were identified by the Development Office as being extremely important to the University.

In addition, an electronic mail survey was employed to gather additional information from individuals who were important enough to be contacted, but due to resources and time constraints, were unable to be reached personally. An additional 15,000 individuals were identified and sent the electronic mail survey along with a preliminary case for support. They were asked to complete the survey and submit it directly to the consulting firm. A total of 3,000 individuals completed and returned the survey.

Everyone involved in the feasibility study received a copy of a preliminary case for support. This document provided a context for the interviewer and interviewee so that a dialogue could take place regarding the many priorities for funding identified by the University. With recommendations from the consultant, the Development Office formulated a vision for the future and expanded that vision into a finalized case for support which is shared with major donor prospects.

Although this campaign is still in the quiet phase, commitments are being counted, planning is being completed, and leadership gifts sought. The campaign goals, objectives, and procedures implemented for conducting the campaign are aligned to meet the announced priorities and strategic requirements of Western Michigan University.

The process of identifying goals/priorities for the campaign was conducted from the bottom up. More specifically, all academic and department heads were asked to seek input from their faculty and staff and submit priorities they felt were appropriate for the comprehensive campaign. Approximately $700 million in funding priorities were submitted, and these were culled to $350 million by the vice president for development and the interim provost. The feasibility study concluded that WMU could implement a campaign with a working goal not to exceed $300 million over a period of six years. With that figure as a working goal, the Development Office finalized all priorities for the campaign in consultation with the academic leadership, the provost, and the president.

The priorities for the campaign fall into four broad areas identified as comprehensive themes and objectives for the University as a whole. A summary of campaign priorities includes: 69

Investing in Students: $94 million
- Student financial support
- Access
- Diversity

68 Resource Room: Western Michigan University Comprehensive Campaign Executive Summary (Van Der Kley)
69 Resource Room: The Campaign for Western Michigan University, Preliminary Draft Insider’s Case for Support, September, 2009
• Special recruiting needs
• Experiential learning
• Internships and fellowships
• Research

Investing in Faculty: $61 million
• Endowed chairs/professorships
• Faculty development
• Research

Investing in Programs: $78 million
• Enhancing the University's intellectual life
• Interdisciplinary research
• Expanding areas of excellence
• Advanced teaching and research centers

Investing in Infrastructure: $67 million
• New facilities and renovations
• Securing tools for success (equipment)
• Science and engineering equipment
• Teaching laboratories
• Teaching and technology infrastructure

Working Goal: $300 million

The campaign seeks to increase the WMU Foundation's endowment base with approximately 40% of the campaign goal directed to specific endowments. This percentage is consistent with what WMU realized during its Partnering for Success campaign that ended successfully in 2003.

One of the most significant projects to be completed during the campaign will be the replacement of Sangren Hall, which houses the College of Education and Human Development. The total project is anticipated to cost approximately $56 million with 25% or approximately $14 million being required in matching funds from the University. All or a significant portion of the matching funds will need to be generated through private support during the campaign.

In 2006, the Development Office presented the president with a funding plan to expand the fundraising staff so that it would be able to conduct a campaign of this magnitude. This funding plan shifted a great deal of the Development Office budget to the WMU Foundation through the implementation of an endowment management fee. For the 2010 fiscal year, the endowment management fee is set at 2.2% and is expected to generate close to $2.7 million, which represents 63% of the Development Office budget. This plan put in place a process that allows the Development Office not only to maintain its budget but also to enhance it during the years of the campaign. With the current funding structure in place, the Development Office is positioned to fund the required positions to implement the campaign.

Through a comprehensive campaign, every effort is made to solicit all WMU constituents. From the largest to the smallest gift, the campaign provides an opportunity for a pledge to be made to the annual fund as well as to traditional endowment and capital funds. This is essential to sustain and broaden the present base of annual support to develop future University donors. Major gifts will be solicited primarily from a limited group of major donors, whereas gifts to annual operations will be requested of all constituents. There will be an emphasis on

Points of Pride
In September 2008, the Michigan Legislature gave approval to a capital outlay bill that included $11.7 million for the first phase of a major renovation to Sangren Hall, home of the College of Education and Human Development's teacher preparation programs and the University's largest and most heavily used classroom building. Groundbreaking for the new Sangren Hall was June 1, 2010.

70 Resource Room: Development Office Funding Sources (Van Der Kley)
the annual fund as a part of all solicitations. Prospective donors will be asked to make an outright gift as well as a deferred gift commitment.

In order to raise $300 million, approximately 3% to 5% of the donors will provide $270 million to $315 million. Assuming the total number of donors to the campaign to be approximately 50,000, then 1,500 to 2,500 donors will provide the vast majority of gift dollars. Data on giving during WMU’s last campaign support this assumption. This number will include all alumni, friends, foundations, corporations, and other organizations no matter what their type of gift. While many gifts are to be sought for this campaign, relatively few gifts will comprise the bulk of the funds raised. In a campaign of this size, WMU expects gifts of the following sizes in these approximate numbers.

Table 2.1: Sample Table of Required Gift Commitments
Source: Office of Business and Finance

<table>
<thead>
<tr>
<th>Number of Gifts Required</th>
<th>Number of Prospects Needed</th>
<th>Number of Rated Prospects at WMU to Date</th>
<th>Gift Level</th>
<th>Total Dollars Required</th>
<th>Cumulative Total</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Gifts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>3-Apr</td>
<td>$30 M</td>
<td>$30 M</td>
<td>$30 M</td>
<td>10%</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>1-Jan</td>
<td>$15 M</td>
<td>$15 M</td>
<td>$45 M</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>5-Jun</td>
<td>$10 M</td>
<td>$40 M</td>
<td>$85 M</td>
<td>28.30%</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>18 / 17</td>
<td>$5 M</td>
<td>$25 M</td>
<td>$110 M</td>
<td>36.70%</td>
</tr>
<tr>
<td>10</td>
<td>40</td>
<td>17 / 14</td>
<td>$3 M</td>
<td>$30 M</td>
<td>$140 M</td>
<td>46.70%</td>
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<tr>
<td>25</td>
<td>100</td>
<td>167 / 111</td>
<td>$1 M</td>
<td>$25 M</td>
<td>$165 M</td>
<td>55%</td>
</tr>
<tr>
<td>Major Gifts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>200</td>
<td>67 / 42</td>
<td>$500 K</td>
<td>$25 M</td>
<td>$190 M</td>
<td>63.30%</td>
</tr>
<tr>
<td>100</td>
<td>400</td>
<td>179 / 99</td>
<td>$250 K</td>
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<td>$215 M</td>
<td>71.70%</td>
</tr>
<tr>
<td>200</td>
<td>800</td>
<td>1,052 / 363</td>
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<td>$235 M</td>
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</tr>
<tr>
<td>500</td>
<td>1,500</td>
<td>2,027 / 495</td>
<td>$50 K</td>
<td>$25 M</td>
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<td>86.70%</td>
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<tr>
<td>Subtotal</td>
<td>896</td>
<td>3,084</td>
<td></td>
<td>$260 M</td>
<td>$260 M</td>
<td>86.70%</td>
</tr>
<tr>
<td>Public Phase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>600</td>
<td>1,800</td>
<td>3,396 / 364</td>
<td>$25 K</td>
<td>$15 M</td>
<td>$275 M</td>
<td>91.70%</td>
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<tr>
<td>1,000</td>
<td>3,000</td>
<td>15,404 / 512</td>
<td>$10 K</td>
<td>$10 M</td>
<td>$285 M</td>
<td>95%</td>
</tr>
<tr>
<td>Many</td>
<td>Many</td>
<td>Many</td>
<td>$&lt;10 K</td>
<td>$20 M</td>
<td>$300 M</td>
<td>100%</td>
</tr>
</tbody>
</table>

During all phases of the campaign, the annual fund will continue. Attention to annual giving will bolster WMU’s efforts to increase the annual fund from $1.6 million currently to over $2.5 million per year by the end of the campaign. Also throughout the campaign, gifts will be sought for buildings and equipment as well as student, faculty, endowment, and programmatic support during each phase of the campaign. All the fundraising efforts will be unified under a common theme that expresses, in a persuasive fashion, the quality, hopes, and plans of Western Michigan University. The actual case statement and tag line for the campaign will be developed over the next several months so that it is finalized for the public announcement.

The duration of a comprehensive campaign is a function of the size and scope of the enterprise. Given a campaign working goal of $300 million, a campaign of six years is appropriate. A six-year campaign allows a maximum of five additional years for pledges to be paid. This timing helps assure that most of the gift resources will be in hand by the year 2018. While there is no set formula to be used in establishing duration, this length of time is common
for campaigns of this size and is consistent with the guidelines published by the Council for Advancement and Support of Education.71

The volunteer structure of the campaign includes two co-chairs and a campaign steering committee, the major group from which solicitation teams are drawn during the campaign. Solicitation teams of two or three individuals will contact prospective donors who have been identified for personal solicitation. Volunteer support and leadership in the campaign is crucial to its success.

The role, scope and duration of the campaign, along with the calculation of gifts and pledges, is primarily consistent with the guidelines prepared by the Campaign Reporting Advisory Group of The Council for Advancement and Support of Education as outlined in the document entitled CASE Management and Reporting Standards: Standards for Annual Giving and Campaigns in Educational Fundraising, 2008.72

The budget for the campaign is consistent with national guidelines for comprehensive campaigns in higher education. The budget also reflects the additional monies required beyond ramp-up expenditures to move solicitation efforts into the final phase of the campaign that is public in nature.

Looking at WMU Today

Although there are significant strengths in the development program, it is important to note that the University came late to the organizational structure of constituent fundraising. Additionally, WMU has traditionally had a “think small and local” mentality in terms of fund raising, so most prior contributions were secured close to home. However, that has changed with WMU’s success during the past decade and the more recent staff expansion within the Development Office.

The operation of the campaign will afford the University’s leadership a clear understanding of the costs of the campaign and how those costs fare in relation to key institutional objectives that motivated the campaign in the first place. The campaign will also be conducted in a manner that allows comparison between WMU’s campaign and similar efforts at other universities.

Looking to the Future

The campaign should expand both volunteer participation in the life of the University and its constituent donor base for future advancement. The successful completion of the campaign will also provide additional resources to fund the University’s strategic priorities. It will also raise the profile of the University among leaders and future donors throughout the United States. This, in turn, will help ensure the University’s ascending role among the top institutions of higher education nationally.

71 Resource Room: CASE Management and Reporting Standards: Standards for Annual Giving and Campaigns in Educational Fundraising, 2008 (Van Der Kley)

72 Council for Advancement and Support of Education. Revised July 1, 2009, case.org/About_CASE.html
Core Component 2b.2
Western Michigan University maintains flexible and responsive financial planning and resource management practices through seeking University input during the financial planning phase, expedient one-time start-up funding of high-priority programs during the allocation phase, and timely budgetary adjustments during the control phase.

WMU Budget Process
The purpose of the University operating budget can be stated in a number of ways. Since this is the only annual recurring statement of WMU programs and activities, it has a unique value to the University. The operating budget is, in effect, WMU’s annual operating plan expressed in financial terms. While the process is fundamentally administrative, the budget results from the thoughts and judgments of many individuals throughout the University. As an academic institution, WMU has attempted to broaden participation opportunities without sacrificing the final exercise of judgment by those responsible and accountable for the University’s fiscal resources. The budget process described here assumes that the president and the president’s senior leadership team, including but not limited to, the provost, the vice presidents, executive director for University Relations, director of University Budgets, in concert with the associate vice president for budgets and financial planning, will function as the University’s key budget policy agency, both in terms of requests and final allocations. This long established practice reflects the formal role of this body as the budget agency of the institution.

The budget process is composed of three distinct phases. Although they may overlap in time, they are operationally separate activities. The first phase is the budget request process. This request to the State of Michigan is designed to result in optimal funding for current and proposed programs. The second phase involves the allocation of available resources to specific operating units and programs. The third and final phase is the budget control process, which involves activities to ensure that funds are spent for the purposes allocated or, if necessary, may be reallocated during the fiscal year.

Phase I - The Request Phase
The budget request phase is a year-long activity that culminates with an operating budget request as its final result. Sometimes there is a tendency to regard this phase as a somewhat vague, long-range activity. In reality, it is—or should be—an important short-range planning activity.

External constraints operate during this phase, as well as all phases of fiscal management. For example, during the past several years, state funding agencies have attempted to design and use funding formulas to distribute fiscal resources to institutions of higher education.
Currently, the bulk of WMU’s state appropriation is driven by an incremental system that is politically guided. State appropriation funding formulas are constantly being considered for possible use. Key factors considered in state formulas are enrollment by discipline, enrollment by course level, state average instructional costs by discipline, student mix, tuition levels, and related similar information.

While the University’s basic State appropriation is determined by factors noted above, in the past the system provided an opportunity to request additional funds for new and special programs through program revision requests (PRR). Due to the downturn in the economy and scarcity of State resources, this process has been deemphasized and has not been operational since the 2001 HLC visit.

In the preparation for the budget allocation process, executive officers gather unit budget requests. These requests are first considered for potential funding involving internal reallocations within the University expense budget. The other funding possibility involves submission of a budget protocol (new funding) request. The budget protocol is an asking process initiated by the associate vice president for budget and financial planning, requesting that the provost and vice presidents identify non-funded priorities in their areas. This request stimulates unit-level views and is coordinated by each executive officer. In academic affairs, college budget hearings are conducted each fall. These budget hearings are the foundation for the upcoming academic year. Concurrently, with a broader campus involvement, the Provost’s Council, the president’s senior leadership team, and the Campus Planning and Finance Council of the Faculty Senate provide advice and recommendations on allocation priorities. The president’s immediate staff functions as the University’s key budget policy agency in making allocation recommendations to the Board of Trustees. It is important to note that unit fund requests are considered seriously and the formulation of institutional priorities as finally reflected in the allocation phase does begin with the executive officers’ review of unit requests.

**Phase II - The Allocation Phase**

The basic State appropriation and local revenues (mainly tuition and fees) comprise the general fund operating budget. Except for designated line item funding from the State, the internal allocation of most of the University’s funds to specific departments and programs is theoretically discretionary. However, numerous fixed costs, both in personnel and operating activities, substantially reduce the discretionary allocation of funds. Still, there are some opportunities for discretionary allocation, reallocation, reduction and/or elimination during this allocation phase of the budget process.

As budget protocol requests are being considered by the administration and councils, some recommendations may consistently be ranked at the top of the priority list. Concurrently, the

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**Chart 2.1 2009-10 General Fund Revenue Budget**
*Source: Office of Business and Finance*

- Tuition 63.5%
- Other 2.7%
- State Appropriations 33.8%

**Chart 2.2 2009-10 General Fund Expenses Budget**
*Source: Office of Business and Finance*

- Compensation 67.2%
- Supplies/Other 13.3%
- Utilities 4.8%
- Library Aid 2.2%
allocation process may be set in motion to get an early start on the implementation of a high-ranked item. The University may fund an item or items at the top of the protocol list using one-time funding until a new fiscal year base budget is approved by the Board of Trustees. An example of this process can be seen in the implementation of the John Seita Foster Care Scholarship program, which was on the 2009-10 budget protocol list for permanent funding. It was one-time funded in fiscal year 2008-09 and then base funded the following year as part of the protocol budget in the 2009-10 board budget.

It would be difficult to overstate the importance of the budget allocation process. WMU’s future depends upon the prudent and responsive management and careful stewardship of its general fund resources. The budget allocation process provides a recurring annual opportunity to redirect some basic resources for necessary programmatic change. Appropriate annual allocation changes during this phase help keep the University’s approach to its mission fresh and responsive.

Chart 2.3 demonstrates the comparison in the FY 2002 and FY 2010 beginning board budgets. The changes in the functional expenditure categories over time are an illustration of redirection of existing resources or new resources over time. Another example of reallocation of resources is found in Chart 2.4, which displays budget reduction versus programmatic additions from FY 2004, (the year in which the State began to significantly cut its financial support to Michigan universities to FY 2010).

**Chart 2.3 Estimated Beginning Board Budget, Fiscal Year 2002 to 2010**
*Source: Office of Business and Finance*

<table>
<thead>
<tr>
<th>FY2002 Estimated Board Budget</th>
<th>Changes</th>
<th>FY2010 Estimated Board Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Appropriations - Base</td>
<td>$125,714,321</td>
<td>-$16,098,321</td>
</tr>
<tr>
<td>Tuition - On &amp; Off Campus</td>
<td>111,323,456</td>
<td>94,037,367</td>
</tr>
<tr>
<td>Investment Income</td>
<td>897,942</td>
<td>200,000</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>1,500,000</td>
<td>1,500,000</td>
</tr>
<tr>
<td>Special Fees</td>
<td>860,000</td>
<td>516,788</td>
</tr>
<tr>
<td>All Other</td>
<td>380,605</td>
<td>390,000</td>
</tr>
<tr>
<td>Departmental Revenue</td>
<td>855,416</td>
<td>14,489</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$241,531,740</td>
<td>$80,560,323</td>
</tr>
</tbody>
</table>

| **Expense**                   |         |                               |
| Instruction                   | $115,313,909 | $37,482,225 | $152,796,134 |
| Research                      | $2,954,035 | $935,909 | $3,889,944 |
| Public Service                | 3,188,818 | -323,436 | 2,865,382 |
| Academic Support              | 28,077,822 | 10,193,681 | 38,271,503 |
| Student Services              | 20,376,167 | 2,530,132 | 22,906,299 |
| Institutional Support         | 25,964,848 | 2,032,178 | 27,997,026 |
| Operation & Maintenance of    | 29,202,255 | 5,814,796 | 35,017,051 |
| Plant                         |         |         | |
| Student Financial Aid         | 19,118,163 | 21,016,115 | 40,134,278 |
| **Subtotal Expense**          | $128,882,108 | $42,199,375 | $171,081,483 |
| **Total Expense**             | $244,196,017 | $79,681,600 | $323,877,617 |
| Target Budget Reduction       | ($2,664,277) | 2,664,277 | $0 |
| State Stimulus - One-time     | $0 | 1,785,554 | $1,785,554 |
| Supplemental Funds            |         |         | |
| **Estimated Final Balance**   | $0 | $0 | $0 |
Chart 2.4 General Fund Budget Reductions vs. Programmatic Adjustments
Source: Office of Business and Finance

**Phase III - The Control Phase**

The control phase of the budget process is essentially an administrative function to ensure the proper expenditure of budgeted and allocated funds. Primary expenditure control is, of course, in the hands of the unit administrative officers. The chief activity of the Office of University Budgets and Financial Planning during this phase is the continual monitoring of expenditures to seek conformity with allocations, and identify problem areas. Periodic updates are made to the president, the president’s senior leadership team, and other responsible officers on expenditure and revenue patterns. A secondary purpose of this budget control phase is to recommend budget adjustments and reallocations throughout the fiscal year, including the transactions necessary for year-end budget closing. Communication between the Office of University Budgets and Financial Planning and unit leaders is practically continuous, with necessary reports and recommendations made to the president’s senior leadership team.
Core Component 2b.3
Western Michigan University aligns its financial resources to protect and promote the educational activities of the institution, even during tight fiscal times.

General Operating Budget
Over the last several years, the constrained State of Michigan economy along with the most recent global recession has presented some significant opportunities when planning and implementing the University budgetary process. In the early 80s, state appropriations revenues were 71.5% of the general fund budget and tuition revenues funded 26.6% of the revenue budget.

Chart 2.5 2009-10 General Fund Revenue History
Source: Office of Business and Finance

Chart 2.6 Analysis of State Appropriation Support — Fiscal Year 2002 to 2010
Source: Office of Business and Finance
Over time, these two revenue sources have not only been changing in magnitude but also in proportion with tuition revenue quickly becoming the dominant revenue source. Since 2001-02, the University's state appropriation has been reduced by the State from $125.7 million to $109.6 million. The current general fund revenue distribution incorporates State appropriation at 33.8% with tuition revenue comprising 63.5%.

It is important to note that when annually setting new tuition rates, the Board of Trustees has been very mindful of the potential economic hardship being placed on students and their families. WMU ranks 10th in the state out of 15 public supported universities when comparing tuition and required fees costs for a resident lower division undergraduate. WMU also has had a long-standing policy of increasing institutional student financial aid budgets by an equal or greater percentage than the rate of tuition increase, thus assisting students to pay for college expenses.

Within these tight economic times, the University has managed scarce resources well. Starting in FY 2002-03, a number of budget reductions have been implemented to maximize internal resources. Budget reduction targets were assigned to each executive officer (president, provost, or vice presidents). These budget reductions were focused on the non-instructional support units while protecting academic instructional units and academic support programs like institutional student financial aid, faculty research, and library acquisitions.

Administrators in charge of reducing non-instructional support areas developed principles to protect programs and services that support student learning both inside and outside the classroom. Over a five-year period, slightly over $50 million or 21.5% was reduced from general fund budgets. A total of 578.93 full-time equivalent positions or 19.5% were cut with minimal layoffs. In some areas, the approach to a budget reduction may have been rather ad hoc in that positions were cut based on position vacancies and the funding was readily available. A current strategy is to evaluate personnel needs and potential vacancies available and to realign positions where they are optimized. Other plans for future resource management could involve the freezing of faculty lines and the consideration of an approach to filling academic positions within the academic department or across units/colleges.

Over this same five-year period, WMU took the opportunity to reinvest $23.7 million into academic affairs budgets while adding funding to critical need areas that were identified.
through the budget protocol process. This reallocation of funds adhered to the process previously described in Phase II. The provost and vice presidents identified major unfunded priorities in their areas. After much deliberation within each executive officer area, a prioritized list was submitted to the president's senior leadership team and shared with the Provost’s Council and the Campus Planning and Finance Council of the Faculty Senate. The president always makes the final recommendation to the Board of Trustees.

In response to the more constrained financial environment, the University has made improvements to the academic budgeting process. In the past, each college was given a summer
I and summer II expense budget and WMU centrally collected all tuition revenues generated. WMU now does summer I and summer II tuition revenue sharing with each college. Each college receives a summer I and II expense budget and a tuition revenue target. Each college receives 60% of any tuition revenue generated over the target. This change has been successful in stimulating college courses offering creativity while serving the needs of the students. Another change in academic budgeting is that 30% of a position vacancy is transferred to academic affairs (70% remains with the college), thus giving the provost’s office considerable financial flexibility when managing the instructional budgets.

In looking forward, it is expected that Michigan’s economy will recover at a slower rate than the rest of the country and that WMU will continue to face financial challenges in the State appropriation process. The University will continue the process of aligning scarce financial resources with academic programs and educational activities that have been identified as strategic priorities. WMU will continue to evaluate the budget process to determine if there are other methodologies and practices that can be adapted to direct appropriate level of financial resources toward critical areas.
Core Component 2b.4  
**Western Michigan University’s resource development and allocation to student services demonstrates its understanding that students must be supported in order to succeed in their academic endeavor.**

**Division of Student Affairs (DOSA)**

WMU provides a variety of resources to incoming and transfer students as well as current students. Under the leadership of Diane Anderson, vice president for student affairs and dean of students, the Division of Student Affairs (DOSA) has developed a strategic plan and honed its mission and vision statements.

DOSA’s mission is to engage students in learning and personal development. All of the programs and services within the division are intentionally designed to support WMU’s academic mission, create and sustain optimal learning environments both in and outside of the classroom, and provide appropriate challenge and support for students. A vital component of WMU, the division helps to guide development of students into responsible citizens and future leaders.

Simply stated, DOSA’s vision is to be a premier learning-oriented student affairs division. DOSA is committed to creating environments that give support to Ernest Boyer’s Six Principles of Community and Ten Key Actions.73, 74

DOSA’s Strategic Plan 2007-1075 focuses on three priorities:

- Position Residence Life financially in such a way as to not have a room and board increase for at least one year.
- Continue current momentum with deferred maintenance and refurbishing in the residence halls.
- Seek external funding for development of a comprehensive program for first-year students.
- Strengthen programmatic support for student organizations, including a strong emphasis on diversity, character, civility, and citizenship.
- Improve the number of students making healthy choices as reflected in the American College Health Association survey data.
- Continue to provide quality services that allow students to remain enrolled who otherwise would not be able to do so.
- Continue strong focus on career development and employability upon graduation.

As previously noted, the fiscal climate in Michigan and, consequently, at WMU has been challenging over the past decade. Since the 2003 fiscal year, DOSA has experienced a $1.9 million (32%) general fund net budget reduction,76 yet has protected programs and services

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73 Ernest Boyer’s Six Principles of Community and Ten Key Actions, vpsa.wmich.edu/
74 Resource Room: Student Affairs Budget Reduction Principles, January 2004 (Anderson)
75 Resource Room: DOSA Strategic Plan 2007 (Anderson)
76 Resource Room: WMU General Fund Budget Reductions fiscal year 2002-03 – 2009-10 (Van Der Kley)
that support student learning inside and outside of the classroom and that support the academic mission of the University. Fiscal decisions continue to be made based on the commitment to maintain programs and services for students that:

- Support co-curricular experiences for students that are intentionally designed to enhance their overall educational experience;
- Serve the needs of diverse student populations;
- Promote and sustain a healthy student population;
- Promote a strong first-year student experience;
- Assist students with their career development and employment skills;
- Promote a vibrant residential life program; and
- Promote academic integrity, responsible decision making, and life-long citizenship.

Since the 2001 HLC visit, DOSA has assumed oversight of several auxiliary operations that have, as their focus, service to students. This organizational realignment allows units that support students to be centralized into one oversight unit. Auxiliary operations now managed by DOSA include Residence Hall Facilities, Dining, the Bernhard Student Center, and the Children's Place Learning Center. As Auxiliary Operations, these units are for the most part financially self-sustaining.

Another organizational change was the merger of two offices offering disability services for students, increasing the effectiveness and efficiency of services. In addition, full-time clerical staff were added, allowing the professional staff to focus their time on service delivery.

**Bernhard Student Center**

Significant work has also been done to make the Bernard Student Center more student-friendly and to make the Bernhard Center "one that students identify as their special place." A team of external consultants visited campus and made recommendations regarding what needed to occur to facilitate a transition to a more traditional student center. A team of administrators and students visited four other campuses, and in 2006 a survey was conducted to gather input from students regarding the Bernhard Student Center. Significant progress has been made to make the Center more student-friendly, including:

- Discounted rates for student organizations for catered events;
- Free use of large meeting space for faith-based organizations;
- Creation of an inter-faith room for personal prayer, meditation, and reflection;
- Extension of building hours to make space available for more student organizations;
- Addition of Bronco Express Services Team, a one-stop shop for students with questions about their bills and/or financial aid;
- Addition of a coffee shop;
- Expansion of the bookstore;
- Significant building renovation and relocation of student organizations into the building; and
- Relocation of Student Activities and Leadership Programs into the Bernhard Center.

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77 Resource Room: DOSA Strategic Plan 2007-10 (Anderson)
79 Division of Student Affairs Response to HLC 2001 Team Report Overview, April 25, 2008, wmich.edu/poapa/Assets/pdf/accreditation/Progress-Made/Division-of-Student-Affairs.pdf
First-Year Experience Program

A first-year experience (FYE) program was established and debuted in fall 2005 in response to the provost’s goal to reduce time-to-degree completion and student attrition rates. Benefits for the students include enhancing essential academic skills, strengthening academic and co-curricular program linkages, improving their understanding of the value and elements of the University’s general education program, developing an appreciation for and involvement with the creative and visual arts, developing an appreciation for and understanding of diversity, encouraging student self-assessment and goal clarification, reducing student attrition, and improving student pride.

The pilot FYE group consisted of about 400 freshmen. A program director was named in April 2005. The FYE program seeks to strengthen new students’ academic performance during their initial year and ease their transition into campus life and college-level learning. While the FYE program is geared toward academics, it also focuses on a student’s personal and social needs. The FYE program consists of a new student orientation, a fall welcome event, and a one-semester FYE seminar. Table 2.2 shows how many students were served in each of the programs since the inception of the First-Year Experience.

### Table 2.2 Student Participation in First-Year Experience

<table>
<thead>
<tr>
<th>FYE Program</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>NA</td>
<td>3,457</td>
<td>3,360</td>
<td>3,655</td>
<td>3,120</td>
</tr>
<tr>
<td>Fall Welcome</td>
<td>1,800</td>
<td>2,400</td>
<td>2,800</td>
<td>2,907</td>
<td>2,880</td>
</tr>
<tr>
<td>FYE 2100</td>
<td>525</td>
<td>1,042</td>
<td>1,053</td>
<td>1,300</td>
<td>1,100+</td>
</tr>
</tbody>
</table>

The new student orientation program is a two-day mandatory session for all incoming freshmen. Students receive academic advising, register for their first semester of classes, and take part in social activities. While the students stay overnight in residence halls, their parents stay nearby at local hotels. The orientation program is also designed to assist parents of new students to understand the university environment and services, and enhance parental awareness of issues facing college students. The parent orientation program provides parents with valuable resources to help them help their students. Parents learn about academic expectations and campus life, and become acquainted with members of WMU’s faculty and staff. In order to provide the parent program, DOSA created the position of director of parent and family programs.

Fall Welcome is a four-day transition program that occurs before the start of fall semester. The program is designed to build connections between first-year students and the WMU community. During Fall Welcome, students attend interest sessions, hear speakers, and enjoy social activities. All first-year students are required to attend Fall Welcome.

As a department, FYE has worked to create a comprehensive and logical approach to serving first-year students; some of the improvements are as follows:

- The New Student Orientation program has developed and implemented a parent mixer to allow parents/guardians the opportunity to learn more about WMU and, more importantly, to interact with faculty and staff.
- Three separate advisory committees (Orientation, Fall Welcome, and First-Year Seminar) ensure representation from departments and colleges. With the advent of the committees, FYE has created quality programs designed to meet the diverse needs of incoming first-year students with input and feedback from a broad cross section of the campus. This committee involvement has helped the campus to develop a certain level of ownership for orientation and fall welcome, specifically.
Fall Welcome creates a balance between the social and academic components of the program. Over the past several years, additional programming has provided students with information geared toward assisting and preparing them for the start of the fall semester. Programming now includes a focus on academic advising and meeting academic advisors prior to the start of the semester; meeting and informally interacting with faculty and staff; time management; diversity; and campus resources.

A formal ceremonial welcome program (matriculation ceremony) was unveiled fall 2009 for Fall Welcome participants.

Analysis of annual program evaluations prompts changes or modifications to the programs as necessary.

The First-Year Seminar is a two credit-hour course open to all new or transfer students. Offered during fall semester, the course gives students a shared opportunity to make the academic and social transition to WMU. Students receive ongoing guidance from their FYE seminar student mentor and assigned WMU faculty mentor.

Faculty facilitate the FYE program by leading FYE seminars and mentoring the students in their sections. Each FYE section has about 21 students. Facilitators attend a half-day training session in early May and attend the first day of Fall Welcome, where they meet their assigned students. The faculty facilitators teach one FYE course section and attend four co-curricular activities each semester with their students. They conduct ongoing mentoring efforts, identify students experiencing difficulties, and refer these students to support services and advisors. At the end of each semester, facilitators engage in program assessment.

In 2005, the First-Year Seminar (FYE 2100) was introduced as a pilot program/course. In an effort to identify strengths and weaknesses, along with assessing overall perceptions of the course, an assessment study was conducted by the program director and two doctoral-level students. First-Year Seminar students completed an in-class survey. Faculty facilitators and student leaders participated in focus groups, each conducted by a doctoral associate.

Since 2006, the First-Year Initiative (FYI) survey has been utilized to assess the FYE 2100 course. First-Year Initiative is developed by Educational Benchmarking Incorporated (EBI) and partners to assess the perceptions of first-year students about their overall experience as related to transitional adjustment. The FYI Survey is designed as a diagnostic tool and grouped into 15 factors or constructs.

Since 2005, the following improvements have occurred as a result of assessment:

- To offer the course over the first semester for two credit hours and to make it credit bearing. Initially, the Seminar was a credit/no-credit course designed to be offered during the first and second semester of the first year for a total of two credits, one for fall 2005 semester and one for spring 2006.
- To strengthen the course by (1) ensuring everyone involved—students and faculty facilitators—is explicitly aware of the course outcomes and expectations; (2) strengthening the course by ensuring there are common experiences across all sections of the course which are directly aligned to course outcomes; (3) allowing a level of creative freedom for faculty facilitators to incorporate aspects of the course based on their areas of interest/expertise.
- To develop a FYE 2100 advisory committee to assist with course curriculum. Faculty, students, and staff are represented on the committee and each serves on one or both committees, which are the curriculum committee and/or the common read committee.

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80 Dr. Toni Woolfork-Barnes, Director, First-Year Experience Programs, September 30, 2009
• To strengthen the academic focus of the course, the common read component (2006) and the common research component (2008) were added.
• To strengthen the stated Seminar goals and objectives, the two-day comprehensive professional development program has been strengthened, which offers faculty facilitators and student leaders access to information, resources and best practices designed to facilitate seminars that are student centered and outcome focused.
• To meet the diverse needs of students, targeted sections of seminar are offered. There are sections reserved for Lee Honors College students, Seita Scholars, Alpha Program, and Kalamazoo Promise students. Additionally, there are themed sections of seminar that have a leadership focus, a career exploration focus, and a global climate change focus (2009-10 pilots). Business and aviation sections are offered as well.

In early 2007, the provost charged the First-Year Experience program working group to address three topics: administrative structure, enrollment, and place in the curriculum. Specifically, the committee was asked to offer recommendations regarding:
• Mandatory versus voluntary enrollment;
• Receiving general education credit versus not receiving credit; and
• Centralization versus decentralization.

In their March 14, 2007 report, the 21-member FYE working group made six recommendations:
• Offer the seminar as voluntary until such time that a panoply of existing courses can be “themed” or introductions to majors can be readied to incorporate student-learning outcomes for the FYE seminar;
• Keep the FYE Seminar outside of the general education program as it is, it does not fit the current general education structure;
• Review the general education program distribution areas and their criteria;
• Continue the central administration of the new student orientation and Fall Welcome Week;
• Centrally administer program elements such as assessment of student learning outcomes for program improvement and responsibility for disseminating information about the seminar;
• Development of themed seminars or introduction to the major courses that incorporate the learning objectives of FYE is the purview of members of the faculty;
• Teaching the FYE Seminar should be credited in tenure and promotion decisions and funding for professional development purposes be provided for FYE Seminar instructors; and,
• Staff should be invited to instruct sections of FYE Seminar and staff should receive the same professional development funding as faculty.

To date there has been no action taken on any of the recommendations as there has been a change in provosts since the FYE Working Group submitted its recommendations.

In terms of effectiveness, the impact of the First-Year Experience program on retention is encouraging. The second-year retention rate for FYE participants has varied over the past three years’ cohorts and was slightly higher than the overall University First Time in Any College (FTIAC) rate with the most recent cohort (fall 2008). The rates for the FYE cohorts

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81 Resource Room: First-Year Experience Committee Charge, February 9, 2007 (Woolfork-Barnes)
82 Resource Room: First-Year Experience Program Working Group Report, March 14, 2007 (Woolfork-Barnes)
for falls 2006, 2007, and 2008 were 76.2%, 72.2%, and 73.3% respectively while the overall University rates were 75.1%, 73.4%, and 72.4%. The second-year retention rate for under-represented minorities participating in FYE has been consistently higher than the University rate for all three cohorts. The under-represented minorities rates for the FYE cohorts for falls 2006, 2007, and 2008 were 75.3%, 75.5%, and 71.4% while the overall University rates were 72.7%, 70.0%, and 64.5%.83

**Tailored Orientations for Students**

WMU also offers tailored orientation experiences based upon college affiliation. The WMU Science, Technology, Engineering, and Mathematics Talent Expansion Program (WMU-STEM)84 is a first-year experience designed for students specializing in these academic areas. This program was funded by a National Science Foundation award and is designed to support the success of first-year students pursuing careers in science, technology, engineering, and mathematics. Traditionally the first year of college poses the greatest challenge to students majoring in these disciplines. Students work closely with faculty to improve overall success. The program began in fall 2004 and served 19 first year-students from the College of Arts and Sciences (CAS) and the College of Engineering Applied Sciences (CEAS). With a full academic year to plan and to work with academic departments to save seats, fall 2005, 278 first-year students (12 groups) from both colleges were served. The program has continued to expand and in fall 2006, 367 CEAS and 14 CAS students were placed in learning communities. Fall 2007 and fall 2008 demonstrated modest growth in the number of CEAS students engaged in this program but a significant increase in CAS students. The number of CAS students jumped from the 14 number to 56 and 90 students, respectively.

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**Table 2.3 WMU-STEM Talent Expansion Program**

*Source: Dr. Edmund Tsang, Associate Dean, College of Engineering and Applied Sciences*

<table>
<thead>
<tr>
<th>Number of students impacted</th>
<th>2004 cohort</th>
<th>2005 cohort</th>
<th>2006 cohort</th>
<th>2007 cohort</th>
<th>2008 cohort</th>
<th>2009 cohort</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>21</td>
<td>278</td>
<td>316</td>
<td>362</td>
<td>444</td>
<td>529</td>
<td>1959</td>
</tr>
<tr>
<td>Proposed</td>
<td>72</td>
<td>96</td>
<td>120</td>
<td>240</td>
<td>360</td>
<td>NA</td>
<td>888</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall retention improvement</th>
<th>CSRDE</th>
<th>WMU Baseline</th>
<th>Retention</th>
<th>2005-06 Cohort</th>
<th>2006-07 Cohort</th>
<th>2007-08 Cohort</th>
<th>2008-09 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>2nd Year</td>
<td>(263 CEAS + 15 A&amp;S)</td>
<td>(303 CEAS + 13 A&amp;S)</td>
<td>(306 CEAS + 56 A&amp;S)</td>
<td>(354 CEAS + 90 A&amp;S)</td>
</tr>
<tr>
<td>69</td>
<td>57.40%</td>
<td>2nd Year</td>
<td>68</td>
<td>70</td>
<td>66</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>53</td>
<td>42%</td>
<td>3rd Year</td>
<td>54</td>
<td>55</td>
<td>52</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>NA</td>
<td>33%</td>
<td>4th Year</td>
<td>46</td>
<td>485</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40.73</td>
<td>32%</td>
<td>5th Year</td>
<td>45.14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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83 Resource Room: FYE Retention Summary Report (Pattok)
84 Dr. Edmund Tsang, Associate Dean, College of Engineering and Applied Sciences
85 Data are for all institutions (Highly Selective, Selective, Moderately Selective, Less Selective) as reported by the Consortium for Student Retention Data Exchange (CSRDE). WMU is a “Moderately Selective” institution.
86 WMU historic data averaged 2000-05.
87 37.4% graduated in a STEM field in 6 years with another 3.3% returned the 7th year.
88 9.4% of the 2005 Cohort have graduated and 35.7% are continuing in the 6th year.
89 48% returned to STEM, and another 2 students from this cohort have graduated with B.S. degrees in STEM.
Findings from the WMU-STEM Talent Expansion Program (STEP) retention effort have been used to improve student programming. The results for 2005-06 CEAS Learning Communities show that the second -year retention rate of learning communities show in which the faculty mentors were instructors of record for an anchor class of the learning community is higher than second-year retention rate for learning communities in which the faculty mentored the student in out-of-classroom settings. Based on this result, the number of College of Engineering and Applied Sciences learning communities in which the faculty mentors were instructors of record for an anchor class of the learning community increased from 4 in 2005-6 to 12 in 2009-10. A formalized procedure was established among departments that teach first-year STEM courses to cluster students by learning community in both semesters of the first year. Faculty researchers of the STEP project have created and tested a rubric based on Bloom’s taxonomy of learning objectives in the affective and cognitive domains. Based on the information gained from student essays on co-curricular activities, co-curricular activities are now a part of the STEP programming.

The WMU-CEAS student body holds diverse academic backgrounds as indicated by first-semester mathematics enrollment data. The tables below show the percent of CEAS students enrolled in Algebra II or lower by year and the second-year retention of the Algebra II students.

<table>
<thead>
<tr>
<th>Table 2.4 Percent of CEAS Students in Algebra II and lower by year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source: Dr. Edmund Tsang, Associate Dean, College of Engineering and Applied Sciences</td>
</tr>
<tr>
<td>Percent of CEAS Students in Algebra II and Lower by Year</td>
</tr>
<tr>
<td>33.9</td>
</tr>
<tr>
<td>2nd Year Retention of Algebra II Students by Year</td>
</tr>
<tr>
<td>2005</td>
</tr>
<tr>
<td>61.6</td>
</tr>
</tbody>
</table>

In 2008, WMU-CEAS became a partner of a multi-institutional NSF-CCLI Phase 3 project to improve engineering mathematics education.90 Since 50% of first-time, first-year CEAS students are not calculus-ready in the first semester, this project addresses a barrier to further improvement in student retention. A pilot section of ENGR 1990, Engineering Mathematics, is being taught in fall 2009 as the anchor class for a pre-calculus learning community. “A National Model for Engineering Mathematics Education” has demonstrated success in improving student retention to engineering.

WMU is also a partner in a multi-institutional effort to increase the number of under-represented ethnic minority graduates in STEM funded by a NSF Louis Stokes Alliance for Minority Participation (LSAMP) grant.91 The MI-LSAMP programs include undergraduate research and pre-first-year STEM programs.

Because tutoring may carry a stigma that prevents students who need help from seeking it, the name of the Tutoring Center in the Engineering House, the residential learning community, was changed to Student Success Center (SSC) in fall semester 2008. The difference between a tutoring center found on most campuses and the SSC resource is placed in the proximity of the users’ actual need. The value of placing the service near the students is validated by the comment of a student who said, “I was working on a calculus problem at 10:00 pm with some of the guys on my floor and we could not figure it out. We walked downstairs

90 Dr. Edmund Tsang, Associate Dean, College of Engineering and Applied Sciences
91 Michigan Louis Stokes Alliance for Minority Participation, engin.umich.edu/students/mi-lsamp/index.html
and one of the tutors explained how to use derivatives, which made the rest of assignment easy. I don't personally know any engineer that didn't use the tutors at least once during the school year. If I didn't have the calculus tutors in the Engineering House, the conversation on my final calculus grade with my parents would have been very different. The tutors are the reason I did well in calculus the first time."92

Second-year retention data for the College of Arts and Sciences (CAS) is shown in table 2.5.

Table 2.5 WMU-STEP Student Talent Expansion Program, 2005-09
Source: Edmund Tsang, Associate Dean, College of Engineering and Applied Sciences

<table>
<thead>
<tr>
<th>Student Cohort Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort</td>
</tr>
<tr>
<td>Number of Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained:</td>
<td># Ret</td>
<td>% Ret</td>
<td>#Ret</td>
<td>% Ret</td>
<td># Ret</td>
</tr>
<tr>
<td>To CAS</td>
<td>11</td>
<td>73%</td>
<td>8</td>
<td>57%</td>
<td>37</td>
</tr>
<tr>
<td>To WMU</td>
<td>12</td>
<td>80%</td>
<td>8</td>
<td>57%</td>
<td>39</td>
</tr>
</tbody>
</table>

*Estimated by students registered for Fall 2009 courses

The college does not have other context data, either historical or college-wide, against which to compare these results. Comments regarding the CAS program were positive. For a couple of years, their mentor was also their advisor so a relatively solid relationship was established. In the last two years, the FYE was part of a course, either Seminar in Biology or Seminar in Chemistry, to which guest speakers were often invited. Students commented on how helpful this was in providing a career overview. The college took ownership of the program in Year 03 (2006-07), refined it in the last two years (as described above), and plans to continue it in the future.93

Other Retention Initiatives to Support Students

In 1995, WMU introduced a program for students who transfer to WMU from other four-year institutions or community colleges. This program, known as the Transfer Transition Program, helps familiarize transfer students with resources available to them outside the classroom. Sessions are held in the late spring and summer for fall-entry students. There is also an orientation program for spring-entry students. The goal of the program is to ease the transition to WMU. The transfer transition program includes presentations made by Student Financial Aid, Career and Student Employment Services, Residence Life, Student Activities and Leadership Programs, Information Technology, Sindecuse Health Center/Counseling Center, and the Division of Multicultural Affairs. Although WMU does charge for the program, the cost is refunded to the students’ accounts after they have attended the program.

The program is assessed via a program evaluation that students complete at the end of the event. The majority of respondents rate the program as from good to excellent.

As previously noted, DOSA began to focus program resources on parents. The Office of Parent and Family Programs was established in fall 2006 to engage parents and assist them in proactively supporting their students’ growth, personal development, and educational success. The office is a contact point, liaison and information gateway for students, parents, guardians, and other family members.

92 Dr. Edmund Tsang, Associate Dean, College of Engineering and Applied Sciences, WMU-STEP Talent Expansion Program (STEP) Retention Effort
93 Cynthia Halderson, Senior Research Assistant, Science and Mathematics Program Improvement of the Mallinson Institute for Science Education
Parents of all new and returning students have an opportunity to join the WMU Family Connection, a free support network that keeps families up to date on what is happening around campus. Members receive news and information concerning the campus community, as well as invitations to special WMU events and notifications of upcoming seminars and learning opportunities. Members are contacted via e-mail. Nearly 300 people joined the WMU Family Connection at its inception. The numbers have grown to 5,871 as of fall 2009. The WMU Family Connection’s current membership is 6,203 people. This is an opt-in and opt-out membership.

A monthly e-newsletter is sent to the entire database, as well as single-topic informational articles on an as-needed basis (e.g., H1N1 vaccine availability, tuition increases). A subset of this membership includes 628 members of the High School Family Network. This population receives the monthly newsletter, as well as periodic e-newsletters specifically targeted toward high school families preparing for college. These newsletters include helpful advice, date reminders, and “next steps” information.

Constant Contact, an e-mail company, is used to house the contact database and produce the e-newsletters. In the past 12 months, thirty-three newsletters and single-topic information articles have been sent to the membership. The majority of the e-newsletters include live links to specific internet resources for more information. It is possible through Constant Contact to track various facets of reader interest in the information, such as the number of “clicks” on newsletter internet links.

E-newsletter statistics for the one-year period of December 2008 to December 2009 are as follows:

- Average percentage of internet “clicks”: 16.5%;
- Average self-opt out percentage: 0.28% (Subscribers are asked to provide a reason for leaving the membership. Most who respond indicate the student is not attending, has transferred, or has graduated.);
- Membership has grown from 4,564 to 5,885 in the past 12 months; and
- The e-mail bounce back percentage over the past year has averaged 1.96%.

Once a newsletter is sent, feedback responses, either questions or comments, typically start coming into the office within an hour, especially if the topic is time-sensitive or especially important to WMU families. In general, between 10 and 50 individual communications are received as a result of each newsletter. Most of these contacts are via e-mail as the sender replies to the newsletter, but Parent and Family Programs’ full contact information is included in every communication so phone calls are not unusual.

The WMU Family Weekend takes place once a year during fall semester and historically has been scheduled around a home football game. The date of the weekend varies due to the WMU football schedule, but typically occurs in October. Family Weekend 2009 took place October 23-25 in partnership with Homecoming. Once the 2009 date was determined, plans were made for a postcard mailing to the permanent addresses of all undergraduate students (with the exception of international students other than those from Canada). This postcard was sent to arrive in mailboxes the day after Labor Day. The weekend was also advertised via e-mail to WMU Family Connection members beginning on April 2, 2009, followed by updates throughout the spring and summer as new information became available. Methods used to assess the success of Family Weekend include the attendance at each event.
hosted by Parent and Family Programs and a post-event survey sent to the entire WMU Family Connection membership.

The main events hosted this year by Parent and Family Programs included a pre-game tailgate, special family seating for the football game, and a Sunday brunch.

**Table 2.6 Family Weekend Events 2009 and 2008**
*Source: Shari Glaser, Director of Parent and Family Programs*

<table>
<thead>
<tr>
<th>Event</th>
<th>2008 Tickets Sold</th>
<th>2009 Tickets Sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-game tailgate</td>
<td>600</td>
<td>450</td>
</tr>
<tr>
<td>Football game – Family Weekend seating</td>
<td>1,449</td>
<td>970</td>
</tr>
<tr>
<td>“Grab the Reins” Brunch</td>
<td>180</td>
<td>279</td>
</tr>
</tbody>
</table>

The Family Weekend 2009 post-event survey was sent to 5,884 members with responses from 301 people. Everyone was encouraged to take the survey whether or not they attended Family Weekend in an effort to ascertain why families did not attend. Of the 301 responses, 204 attended the weekend and 90 did not. (Survey takers are not required to answer every question.) Respondents were asked what level their student is at currently.

**Table 2.7 Family Weekend 2009 Post-event Survey**
*Source: Shari Glaser, Director of Parent and Family Programs*

<table>
<thead>
<tr>
<th>Class</th>
<th>2008 Responses</th>
<th>2008 Percentage</th>
<th>2009 Responses</th>
<th>2009 Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>230</td>
<td>73%</td>
<td>157</td>
<td>54%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>53</td>
<td>17%</td>
<td>84</td>
<td>29%</td>
</tr>
<tr>
<td>Junior</td>
<td>24</td>
<td>8%</td>
<td>36</td>
<td>12%</td>
</tr>
<tr>
<td>Senior</td>
<td>10</td>
<td>3%</td>
<td>19</td>
<td>6%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>2</td>
<td>1%</td>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

The survey offered the opportunity to evaluate every aspect of the weekend, with space for comments and suggestions. It is evident that Family Weekend appeals to more families with first- and second-year students.

Both 2008 and 2009 presented some inherent challenges. Family Weekend 2008 occurred over the Halloween weekend. The weather on Saturday for 2009 was rainy and cold. The negative comments for 2009 were primarily regarding the weather, while at the same time acknowledging weather was beyond anyone’s control. Other than the weather and challenges with parking and logistics, comments were very positive with constructive suggestions for future years. 58% of the respondents indicated they were “definitely” or “very likely” to attend Family Weekend 2010, with another 30% responding “perhaps.” Only 12% were “doubtful” or “not planning to attend.”

The responses to the partnership of Family Weekend with Homecoming are also important for future planning. When asked whether the partnership influenced the decision to participate in the weekend, 24% answered “yes” and 76% answered “no.” As follow up, respondents were asked if WMU should hold both events on the same weekend in the future. 69% responded “yes” and 13% responded “no.”

WMU also elicited interest in a spring semester Family Day centered on a student fine arts performance. 78% are “very likely” or “likely” to attend with 22% answering “unlikely” or “very unlikely” to attend.

In an ongoing effort to improve the way WMU students receive some key services and in response to students’ requests for one convenient, year-round location to take care of every-
day University business, Bronco Express opened its doors on November 27, 2006. Located in the Bernhard Student Center, Bronco Express staff assist students with transactions and questions related to registration, financial aid, making payments, and their student accounts. An analysis is made of the phone system, measuring the average wait time, call time, hang-up rate, and other metrics. This information is broken down by the time of day and for each operator, and becomes part of employee assessment used to schedule temps during busy times.

In 12 months, Bronco Express assists over 38,000 walk-in students and answers 76,000 phone calls. Bronco Express replaces the drop-in services at the Office of Student Financial Aid and Scholarships and the Cashiering Office.

At the start of each fall and spring semester, a temporary One Stop Convenience Center is also opened in the Bernhard Student Center. This operation was established to complement the student services regularly offered at Bronco Express. The One Stop Convenience Center offers a variety of expanded business services in one convenient location. Students can get a new Bronco ID card, purchase a campus parking permit, arrange for campus housing, sign up for a WMU meal plan, and obtain information about employment opportunities and immunizations and other campus health care services.

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96 Mark Delorey, Director of Student Financial Aid, June 1, 2010
Core Component 2b.5
Western Michigan University has a number of programs dedicated to the diversity and cultural variety of its student population.

Disability Services for Students
The Office of Disability Services for Students supports students with disabilities. Services include class scheduling assistance and priority registration, referral and advocacy activities with University departments, campus accessibility information, adaptive computer equipment, and acting as a liaison for special classroom concerns. An accessibility map that shows ADA building accessibility is available on the DSS website.97 Incoming students are given information at orientation that will help them transition to the role of self-advocacy. A resource guide has been developed for faculty and staff to assist them in teaching and working with students with disabilities. As a recipient of federal funds, WMU must provide reasonable accommodations that afford equal educational opportunity for all students. The University considers this a shared responsibility among the student, faculty, and staff. A student handbook that explains student rights and responsibilities, procedures for requesting accommodations, and information about campus resources is available to all students.98 DSS reviews grades at the end of each semester for students who use the DSS. Approximately 80% of the students consistently get over a 2.0 GPA.99 Positive feedback has been received from students, prospective students, parents, high school staff, and WMU staff/faculty concerning the accessibility map, the website, including the faculty/staff guide and student handbook.

Lesbian, Bisexual, Gay, and Transgender (LGBT) Student Services
The mission of the office of LBGT Student Services is to promote an open and affirming environment on campus through advocacy and education. LBGT Student Services offers education about gender identity/expression and sexual orientation to the campus community and collaborates with registered student organizations and members of WMU and local community agencies to provide students with access to healthy resources, activities, and support services.

LBGT Student Services sponsors or participates in a number of events and activities throughout the year: Bronco Bash, Rainbow Reception and Resource Fair, and National Coming Out Day.100 The WMU community is encouraged to learn more about LBGT-related subjects and history at events held during LBGT history month and LBGT awareness week. Several registered student organizations, such as OUTspoken and OUTreach, meet weekly throughout the academic year for educational, activist, and social events.

LBGT Student Services conducts a number of programs. The Safe On Campus program is a continuing program that describes the basics about being an ally to lesbian, bisexual, gay, and transgender students. There are currently three levels of Safe On Campus training, each more advanced than the previous level in providing information about gender identity and

97 Disability Services for Students, wmich.edu/disabilityservices/index.html
98 Disability Services for Students Handbook, wmich.edu/disabilityservices/StudentHandbook.html
99 Beth denHartigh, Director, Disability Services for Students
100 LBGT Student Services, lbgt.wmich.edu/
sexual orientation. The Gender Identity Training Program began in 2007 after the inclusion of “gender identity” in the University nondiscrimination policy. The program provides a comprehensive educational module to members of the University and surrounding communities about gender identity and expression. SpeakOUT! is a panel discussion designed to increase awareness about people of different sexual orientations and gender identities through peer contact and conversation with audience members. Panelists are highly trained and are lesbian, bisexual, gay, transgender, or heterosexual ally students. The Office of LBGT Student Services Student Leadership Team is comprised of 15 student leaders on campus. Their purpose is to promote inclusiveness and awareness on campus regarding issues of sexual orientation and gender identity/expression. LBGT Student Services maintains a resource room where visitors can find the latest information regarding LBGT issues. The Office of LBGT Student Services has had a number of forms of feedback in place for their regular programming, including the Safe On Campus training program and the SpeakOUT panel program. This feedback has contributed to the continuation of these programs. In addition, the Office of LBGT Student Services has worked to increase its visibility substantially since 2006, in order to better serve the campus community with the programs that were already in place. LBGT Student Services also provides several other services. Reports regarding harassment based on a student’s perceived sexual orientation or gender identity can be filed with the office. The office staff will help a student determine the next steps to take. Even if a student does not want to file a formal complaint, LBGT Student Services gathers data on such incidents to more accurately track the frequency of this type of campus violence. Volunteer opportunities exist to assist with efforts of the LBGT office such as staffing tables at resource fairs, creating displays, organizing the Lending Library, compiling email newsletters, and helping with other projects.

Special Interest Housing
Special interest housing in the form of living and learning communities has been created to group students by discipline or other affiliation. Students self-select to live in the communities during the housing sign-up process. These designated areas (one or more floors) are located in the residence halls. Special programming is offered to the students residing in these communities. Current living and learning communities and the year they were launched are as follows: 101

- Aviation House (2006) for those interested in aviation;
- Business House (2009) for students exploring business-related professions;
- Education Community (2010) for those exploring careers in education;
- Engineering House (2006) for engineering students with special support of a computer lab and Student Success Center (tutoring) located in the hall;
- Fine Arts House (2008) for art, dance, music, and theatre majors and provides sound-proof practice rooms and studio space in the hall;
- Health and Human Services House (2005) for those students exploring health-related professions;
- Honors Community (early 1980s; revamped 2007) for those students admitted to the Lee Honors College with an environment especially conducive to academic success;
- Science Scholars (2010) for those studying biology, chemistry, and physics;
- Second-Year Experience program (2006) for students navigating the second year;
- Magellan House (2008) for students exploring careers as they settle on majors and/or minors;

101 Living and learning on campus, wmich.edu/housing/special
Various survey assessments have been conducted to get feedback from students living in the learning communities. Information gleaned from these surveys has been used to make changes and improvements to programming.

A focus group of transfer students living in French, Davis, and Zimmerman Halls was conducted to get feedback on the idea of a transfer student learning community. Information learned supported the idea, and Tenzing House was created. Discussions from the focus group also helped shape the programming model for the community.

Major housing surveys are conducted on a three-year basis with the most recent overall survey taking place in the fall 2006 and the fall 2009 semesters. One survey question inquired about what additional communities students would be interested in seeing in the halls. The results were used to guide the order in which WMU pursued communities and partnerships with colleges. Results, other than the open ended comments, are below.

### Table 2.8 Excerpt from WMU Housing Survey

<table>
<thead>
<tr>
<th>Source: Laura Darrah, Assistant Director of Research Hall Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Total</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>I’m not interested in a specialty floor</td>
</tr>
<tr>
<td>I already live on a specialty floor</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
<tr>
<td>International/Global Awareness/Foreign Language</td>
</tr>
<tr>
<td>Faith/Spirituality</td>
</tr>
<tr>
<td>Wellness (with substance free pledge)</td>
</tr>
<tr>
<td>Leadership</td>
</tr>
<tr>
<td>Other/something connected to my major/college</td>
</tr>
</tbody>
</table>

Four focus groups were conducted spring 2007 to get student feedback in the Special Interest Housing (SIH) experience. Students from the Aviation House, Engineering House (EH), and Health and Human Services House chose to live on the SIH floor to be with people with the same major. Expectations for the experience ranged from no expectations to hanging out with people in their major outside of class, to knowing people could help out with homework, and preparing for tests, and people would have similar education experiences. Expectations were met or exceeded. Suggestions for improving or changing the community mentioned the need for more majors on the floor, or majors clustered together, better marketing of the floor to improve participation both during contract sign-up and at other times, more trips and social activities.

During spring 2008, residence life participated in the National Survey of Living Learning Programs (NSLLP), the only large-scale assessment of learning communities that exists. The survey provided a number of analysis variables: living learning respondents versus a control group; comparisons to peer institutions; summary of respondents from each learning community individually; comparison of each of the communities with each other; and

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102 Resource Room: Satisfaction of Services Survey: Residence Life Office (Palmer)
103 Laura Darrah, Assistant Director of Residence Hall Life, Division of Student Affairs
comparison of WMU learning communities with similar communities around the nation (i.e., Engineering House compared with other engineering communities). There was a 33 percent response rate to the survey. Currently data are still being analyzed. The survey will be repeated on a three-year cycle.

In spring 2009, a survey was provided to all students who signed up to return to the residence halls fall 2009. While a question about SIH was not asked, students were asked to identify if they lived in a SIH community. Comparisons were then made between SIH respondents and non-SIH respondents. Notably, EH students recognized that living in the halls was conducive to their academic success.

Engineering House (2005 to 2008) surveys were initiated by the College of Engineering and Applied Sciences as part of a National Science Foundation grant, and data results were shared with residence life staff. Results shaped services offered in the Engineering House, as well as set goals for where WMU wanted the community experience to be. A comparison of the 2005 results to the 2008 results demonstrates the progress made.

The College of Aviation/Airway House Survey (2009) was developed with the College of Aviation (COA). The goal was to have information helpful for the COA regarding all first-year students living in the residence halls, as well as comparative information regarding Airway House and non-Airway House student experiences. Prior to this, COA did not have a first-year student survey. Many of the survey elements were pulled from the Engineering House survey so there would be comparative elements between Airway House and Engineering House should that analysis be desired. The online survey was done immediately before finals week spring 2009, so the number of respondents was too limited to draw any conclusions.

A spring 2010 survey is planned for the Business Community and Airway House, and some focus groups are being considered for the thematic-based communities. The College of Fine Arts will be approached to see if it wants to participate in a joint freshman survey with some questions just for Fine Arts House, similar to the process for the Airway House survey. Also, conversations are continuing with the College of Engineering regarding an Engineering House survey. The grant that drove the previous Engineering House assessments ended, but data that could be gathered are still valuable.

**Career and Student Employment Services (CSES)**

Career and Student Employment Services (CSES) offers a multitude of services to students, alumni, employers, parents of students, faculty, and staff. CSES established Career Network (2009) as a way to bring multiple resources together. The Career Network is a collaboration of services, programs, and people dedicated to facilitating the career development and employment of WMU students. The network shares these values:

- Promote career development as integral to a student’s academic preparation;
- Partner with employers, faculty, staff, and students to develop and deliver career programming;
- Use technology as a tool to support work, not drive decisions;
- Assess impact on student learning, and adapt to the changing needs of students;
- Engage students by seeking input and representation in decision making;
- Respect the needs of individual students while providing a safe environment for growth;
- Encourage an inclusive campus community by adhering to equal employment opportu-
nity practices of non-discrimination and ethical employment practices; and

- Support the mission, goals, and objectives of the University.

Any department on campus can be a part of the Career Network. Members meet monthly and the topics discussed include issues that apply to all. Current members of the Career Network include Career and Student Employment Services, the Career Center of the Haworth College of Business, University Counseling and Testing Center, Engineering Co-Op, the Center for Academic Success Programs, and WMU Alumni Career Network.

The Career Services have hosted job fairs for more than 30 years. In the past 15 years, the office(s) has also added major-specific job fairs for individual colleges and/or programs. Examples of these job fairs include Education Career Fair, Career Fair, Integrated Supply Management Career Night, Nursing Fair, Engineering Opportunities Day, English Career Day, Media Career Fair, Teaching Placement Day, Social Work Fair, Criminal Justice Fair, and Career Day by Alpha Kappa Psi and the Career Center at the Haworth College of Business. These fairs offer networking opportunities for employers to meet potential candidates and promote organizational needs. Information is collected at each event from employers and from student participants. Based on the evaluation feedback, several changes have been made over time. Improvements made based on employer feedback include:

- Added an online, secure registration system which allows employers to register for events through the web page;
- Conducted preparation sessions for students based on comments received such as appropriate dress for job fairs, networking skills, 30-second commercials, and general job fair etiquette;
- Changed the venue and took the job fair to the academic building when possible so that employers would be closer to faculty and students;
- Provided facilities for employers to interview on the day after the event to make the most of the employer’s time in Kalamazoo;
- Shortened the fair from 6 hours to 4 hours;
- Arranged for information sessions prior to the job fairs, which allows employers to explain their opportunities to students and create brand recognition in advance of the job fair;
- Partnered with Alumni Relations to recognize each recruiter who was visiting WMU again and provided them with a pin that they proudly wear at job fairs; and
- Invited academic advisers, faculty, and the dean to have lunch with recruiters and learn how they can better work together to educate students to meet employer needs.

Improvements have also been made based upon student feedback:

- Provided students with employer information prior to the fair, including the employer’s identity, positions available, the website address, the recruiter name, and the process for application;
- Conducted workshops and classroom visits to promote the events and answer questions;
- Personalized invitations to students by major to events that fit their career interests;
- Provide a breakdown of the employers hiring for specific majors, hiring international students, and hiring graduate students;
- Included graduate students in the career fairs;
- Asked faculty to provide release time for students so they can attend the fair;
- Created a stress-free zone for students to relax and regroup at events;
- Provided refreshments; and
• Partnered with student organizations to participate and credit them with community service hours for this participation.

The CSES provides students a variety of services to help them prepare to enter the job market, such as how to write professional resumés, how to prepare for their first interview, how to dress professionally, how to network successfully, how to make a positive impression, and how to follow up.

**Career Resource Center**

The CSES maintains a Career Resource Center, which holds a wealth of information on careers, majors, and the world of work. Every year, Career and Student Employment Services also publishes a Career Search Manual. This manual contains about 60 pages of information on how to go about securing a job and how to use the resources provided by CSES. The manual also contains the calendar of career events, a career planning and job search checklist, and a focus chart to help align careers with WMU’s majors. The manual discusses ways to prepare oneself, how to write effective résumés (with sample resumés included), how to conduct employment correspondence, a variety of job search tools, how to interview, and information regarding graduate school.

**Bronco Jobs**

CSES also maintains BroncoJOBS, WMU’s employment and recruiting site. BroncoJOBS is the brand name for an online job posting and résumé posting system. WMU uses the vendor Experience, Inc. to maintain this web presence for students and employers. This site is password protected and allows both employers and students to access the site. BroncoJOBS is accessible 24/7 at any computer with an internet connection. Students can upload resumés, cover letters, and writing samples. They can browse and apply to available jobs, internships, and work-study positions posted by the Career Network. There are generally thousands of opportunities that are available with the BroncoJOBS network. Selected employers can view students’ resumés. Employers can advertise open positions (part-time, internships, full-time, co-ops) on BroncoJOBS. This is a free service for employers, students, and alumni.

BroncoJOBS has been available to WMU students and alumni for more than 10 users. During this time, the vendor has enhanced the functionality of the software, as well as customized it for specific needs of WMU. Some of these improvements include a module that provides information about alumni who are willing to serve as mentors to the students. Another enhancement was the creation of functionality that manages career fairs. The system was also improved to allow students to upload multiple resumés to different résumé books. Students are also able to apply to positions directly from this system and their resumés are automatically sent to the employer. There is no cost to either the student or the alum that uses BroncoJOBS. In its first year of existence, 2001, there were 248 accounts created. In 2009, 10,358 accounts were created.

Career and internship advising takes place by appointment at three sites: Ellsworth Hall, Parkview Campus and the Career Center at the Haworth College of Business. In addition, drop-in career advising is also available at these sites as well as in Sangren Hall.

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105 Career Search Manual, wmich.edu/career/docs/csm0911web.pdf
106 BroncoJOBS, wmich.experience.com/er/security/login.jsp
107 Lynne Kelly-Albertson, Executive Director, Career and Student Employment Services
The Career Center

A $500,000 gift from an alumnus of Western Michigan University’s Haworth College of Business helped launch a career center to serve WMU’s business students. The Career Center, which opened in 2008 in Schneider Hall, consolidates job placement and internship activities for business students and focuses on career preparation and job hunting skills, building relationships with potential employers, and enhances every step of the interview process for both students and employers. The Career Center hosts numerous events throughout the academic year to provide career opportunities and networking between students and potential employers. As resources become scarce, this type of gift helps ensure that students are provided the career services that they need.

Core Component 2b.6
Western Michigan University evaluates the effectiveness of its resource base dedicated to educational activities.

Framework for Institutional Effectiveness

The relationship between planning and allocation of resources in terms of academic programs and priorities and the structure for evaluating the effectiveness of WMU’s resource base in academic affairs were set forth by Provost Fred Dobney in a policy document entitled “Framework for Institutional Effectiveness and Academic Program Planning” in January 2002. The policy not only related the elements of institutional effectiveness—planning, enrollment management, accreditation, assessment of student learning, and resource effectiveness—to each other but also laid out the principles and process for the systematic, cyclical review of all academic programs (i.e., major, minor, curriculum, concentration, certificate, master’s specialist, or doctoral degree). And the entire planning process was grounded on a set of five assumptions, including one that reiterated WMU’s goal of providing access to academic programs. The outcome was to be the alignment of academic priorities and resources through the intentional assessment of program quality and the phased improvement of academic programs.

After a series of information sessions to the academic community during winter semester 2002, implementation began in fall 2002, using the process and technical factors outlined in the policy document. That process, which has come to be known as academic program planning (rather than academic program review), has remained essentially unchanged over the years until one cycle of all programs is completed, at which time evaluation of the process and its outcomes can be undertaken to improve the next cycle. To date, the academic program planning section of the Framework has been updated only to modify the assumption related to constraints on resources and the changing timeline of the anticipated National Research Council assessment ratings (August 2007, August 2008).

Outcomes of academic program planning are discussed more fully in the next section.

Academic Program Planning

As the Framework made clear, planning was a collaborative opportunity for departments, deans, the provost, and the graduate dean to reflect on evidence gathered, hear from constituent groups, engage an external reviewer, identify necessary and/or desired program updates, and map direction and resources for the next three to five years. ¹⁰⁹ An operations protocol, review teams, report format, and timeline were defined. Departments examined their programs according to a set of 11 required planning factors and could choose to use any or all of the 17 optional planning factors. Required factors are demand for graduates, application rates, applicant admission scores, attrition rates, completion rates, student learning outcomes, prerequisite physical space and facilities, curriculum changes, systemwide external program or degree offerings, specialized program accreditation findings, and external recognition of program quality.

From its inception in 2002-03 through the 2008-09 academic year, 52 academic program plans were completed. Fifteen programs are scheduled to complete their academic program plans in 2009-10, 12 in 2010-11, 7 in 2011-12, none in 2012-13, one in 2013-14, and one in 2014-15.¹¹⁰

The academic program planning process has produced only modest results. A review of resulting provost’s budget commitments indicates that there were resource allocations to the Department of Psychology, School of Public Affairs and Administration, Frostic School of Art, Department of Theatre, and the School of Music. Other resource commitments were not met, largely because of overall budget pressures at the University and also because of frequent turnover in the provost’s office.

To date, much of the effort in academic program planning has centered on making the case for current resources and building rationale for resource additions, which cannot be easily provided in the budget climate since 2001. For academic program planning to achieve its greater measure of success, the process should emphasize program planning and the integration of assessment results rather than building arguments for additional faculty and staff lines. This is not to suggest that faculty positions are not needed, but it is to suggest that the planning process should balance in its emphasis.

Centers and Institutes

In terms of resource effectiveness, the Board of Trustees recognizes the importance of collaboration among faculty and staff both within and among colleges and beyond the institution. Centers and institutes with academic missions afford those with expertise around a specific topic or area the opportunity to apply that knowledge to problems important to society. (At WMU, while centers and institutes are frequently or typically interdisciplinary, institutes grant degrees or offer courses through a college; centers do not.) The board’s commitment to resource effectiveness is evident in its approval of a policy revised to address the creation and review of these units.

In 2007, the Board approved a policy on centers and institutes which revised the one originally adopted in 1998.¹¹¹ The revision, as approved by the Faculty Senate, provided detail on the functions of centers and defined types of centers.¹¹² Funding issues for centers and

¹¹¹ Resource Room: Board of Trustees Minutes June 7, 2007 (Kocher)
¹¹² Research Policies Council Official Memorandum of Action – MOA-07/03 Policy on Centers and Institutes at Western Michigan University, wmich.edu/provost/pdf/Policy_CI.pdf
institutes, including issues related to facilities and administration (F&A) recoveries, were also identified. Finally, the policy established the process for approval of new centers and institutes and required comprehensive reviews every five years.

The following centers established within the past 10 years, all funded wholly or in part through external grants or a gift, demonstrate the range of activity.

The Southwest Michigan Children’s Trauma Assessment Center (2000, College of Health and Human Services) serves abused and/or neglected children and children with prenatal alcohol and/or drug abuse. Through comprehensive neurodevelopment assessments and subsequent interventions, a team of transdisciplinary professionals has served more than 2,100 children ages birth to 15 years. The center’s inclusive school intervention protocol impacts mental health and educational services, residential treatment facilities, and child welfare agencies. And its collaborative implementation of the trauma-informed Child Welfare Curriculum engages child welfare workers, judges/referees, mental health personnel, and caregivers; doing so to effect system change, service delivery, and child well-being. The center is affiliated with the National Child Traumatic Stress Network and is the only university center of its kind in Michigan.

The Great Lakes Environmental and Molecular Sciences (GLEAMS) Center (2002, College of Arts and Sciences) is an example of a collaboration involving a research university, a not-for-profit research institute, local environmental groups, the Environmental Protection Agency (EPA) National Program Office, and EPA Region V. EPA-funded to address the effects of non-point source pollution on the Great Lakes, the center began with a focus on the Kalamazoo River watershed, an EPA-designated Superfund site due to high concentrations of Polychlorinated Biphenyls (PCBs). The work of the center improved the assessment of Great Lakes water quality and the precision of measurement to determine the impact of pollution on human health and Michigan’s Great Lakes ecosystem.

The research niche of the Nanotechnology Research and Computation Center (NRCC) (2002, College of Arts and Sciences) is nanobioenvironmental chemistry. Teams are drawn from biology, chemistry, environmental science, physics, and engineering to study topics in biotechnology, bioterrorism, and national defense. Collaborators include the Universities of Chicago, Toledo, and Windsor (Canada), as well as Argonne and Lawrence Berkeley National Laboratories. WMU is also a member of the NanoBusiness Alliance.

Producing three-dimensional representations of flat topographical maps, the W.E. Upjohn Center for the Study of Geographical Change (2005, College of Arts and Sciences) is the only facility in the world to preserve and create enhanced digital versions of maps and aerial photography, then catalog and cross reference them, and provide unlimited Web access to all, whether researcher, the merely curious, or the U.S. Library of Congress. The center is named for W.E. Upjohn, the pharmaceutical pioneer who began his company (now Pfizer) in Kalamazoo.

The Center for Advanced Vehicle Design and Simulation (CAViDS) (2006, College of Engineering and Applied Sciences) is the first of its kind in west Michigan, formed to provide breakthrough applied computer simulation technology and knowledge to the vehicle industr-

113 Children’s Trauma Center, wmnich.edu/hhs/unifiedclinics/ctac/
114 Great Lakes Environmental and Molecular Sciences Center (GLEAMS) final Report February 2008, quick-place.altarum.org/QuickPlace/gleams/Main.nsf/h_Index/B1A50567EB1BB6A485257355006FF0A9/$file/finalreport.pdf
115 Nanotechnology Research and Computation Center, wmnich.edu/nrcc/
116 The W.E. Upjohn Center for the Study of Geographical Change, ugc.welborn.wmnich.edu/
try in the area of vehicle design and analysis. 117 Reliability and performance needs are identified by consortium industry members—Dana Corporation, Eaton Corporation, L-3 Communications, and Mann+Hummel—and government lab affiliates TARDEC (U.S. Army Tank-Automotive Research, Development and Engineering Center) and Oak Ridge National Laboratory. CAViDS researchers develop and customize simulation tools for the industry; for the center’s government partners, researchers convert existing simulation technologies in national labs for dual use. Eaton Corp. and WMU, for example, are partnering on research in the area of systems integration in hybrid vehicles. Eaton has invested in and will staff a lab to evaluate electric motors, test batteries, and develop power electronics equipment; students will operate test equipment and analyze test results.

Institutes may grant a degree or offer courses through a college and may serve as the administrative office for centers concerned with subjects spanning disciplines from two or more colleges (i.e., university centers). The Mallinson Institute for Science Education (2002, College of Arts and Sciences), for example, is an interdisciplinary research and graduate education unit devoted to the improvement of learning and teaching science. 118 The institute has its roots in WMU’s science education program of the early 1960s, which was redesigned into an institute eight years ago. Faculty hold joint appointments in the institute and another department or college, and offer master’s and doctoral programs in science education. Research areas include K-12 science teacher education, curriculum, and instruction; college science teaching; evaluation and assessment; diffusion and dissemination of educational innovations; and history and philosophy of science and science education. The institute is also the home of Science and Mathematics Program Improvement (SAMPI), whose staff evaluate the efficacy of education programs, especially in mathematics and science. With grants or contracts from funders such as the National Science Foundation, NASA, and the Michigan Department of Education, SAMPI’s recent external evaluations include materials development for large enrollment physical science classes, improvement of college-level statistics education across all disciplines, and problem-based learning as a tool to improve teaching and learning in elementary and middle school science. SAMPI also evaluates professional development projects for the Michigan Mathematics and Science Centers Network and the Michigan Department of Education.

Core Component 2b.7
In the past 10 years, Western Michigan University has constructed or renovated a number of facilities that support its academic mission.

College of Health and Human Services Building
In fall 2005, the College of Health and Human Services (CHHS) finally located all of its programs in one high-tech building. (The need to house all of CHHS’s programs within one facility was noted in the 2001 Higher Learning Commission Team report.119) The 195,000-square-foot building was constructed on WMU’s Oakland Drive campus on land

117 Center for Advanced Vehicle Design and Simulation, wmich.edu/engineer/cavids/
118 Mallinson Institute for Science Education, wmich.edu/science/index.html
that the State transferred to the University in 1998. The facility construction was funded through a combination of State capital appropriations, private donor funding, and University debt. Bronson Healthcare Group of Kalamazoo was one of the local donors that helped fund the CHHS building. The Bronson School of Nursing at WMU was named in recognition of Bronson’s long heritage in nursing education. For nearly five years now, the faculty, staff, and students of CHHS have had a state-of-the-art learning and teaching environment that brings all of their academic programs in Kalamazoo together in one location.

**Western Michigan University-Southwest Building**

A Western Michigan University and Lake Michigan College (LMC) partnership to enhance educational opportunities for residents in Berrien, Cass, and Van Buren Counties came to fruition with the building of a WMU facility on the campus of LMC. Western Michigan University-Southwest offered its first classes at the new facility in January 2003. This project, funded by a $6.3 million State appropriation and $2.2 million from fund-raising efforts, was a model that makes the most of both institutions’ resources. Southwest Michigan residents can take their first two years of classes at LMC, complete their bachelor’s degrees at WMU, and even move on to graduate programs without ever leaving the area. The building contains two science education laboratories, twelve classrooms, two conference rooms, and two designated student study areas. It also has space for a reading clinic. In addition, LMC and WMU enjoy the economies of scale by sharing library, bookstore, and other key resources.

**Parkview Campus**

Classes began in the new home of WMU’s College of Engineering and Applied Sciences (CEAS) in fall 2003. This 343,000-square-foot, $99 million facility is at the heart of the Parkview Campus, a newer 265-acre campus located three miles south of WMU’s main Kalamazoo campus. The Parkview Campus also includes the Business Technology and Research Park. The State of Michigan provided just over one-third of the funding for the building with the balance coming from private donors (over $20 million) and the issuance of bonds.

**James W. and Lois I. Richmond Center for Visual Arts**

The James W. and Lois I. Richmond Center for Visual Arts (RCVA), a project which started with a $2.5 million gift from James and Lois Richmond in 2003, came to fruition in April 2007 when the finished building was dedicated. The award-winning building houses three galleries, a multimedia classroom, offices, workrooms, studios, and student study areas. Construction of the RCVA was phase one of a two-part effort to relocate the Gwen Frostic School of Art from several old and outdated locations on campus. Phase two was completed with the renovation of the south bar of Kohrman Hall. In January 2008, classes and studios for the school met for the first time in the newly renovated area of Kohrman Hall. This area is now home to studios and workshops for painting, photography, printmaking, digital imaging, sculpture, ceramics, art education, foundations, and metalsmithing. The renovation also included flexible multi-media classrooms and critique spaces, open studios for students, and sophisticated mechanical systems for maintaining a healthy environment and providing safe disposal of art wastes.

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Chemistry Building
A new state-of-the-art chemistry building opened for classes in January 2007. The construction of the building was put on a fast track in September 2004 when the University's Board of Trustees authorized work to begin. The building was urgently needed to replace the aging McCracken Hall as a site for student instruction. Construction began in April 2005. The facility is solely used for student instruction and includes three large auditoriums that can be used both for chemistry and general education purposes, as well as smaller classrooms, instructional labs, and spaces dedicated for use by student groups. Faculty offices remain in nearby Wood Hall.

Brown Hall
Renovation of Brown Hall, a forty-plus-year-old classroom building, was initiated with an Executive Order issued by the governor in May 2005 and financed largely through State funding. The renovation process included a “green” start as teams from Kalamazoo and Battle Creek’s Habitat for Humanity combed through the site in search of materials that could be salvaged and resold to support future Habitat homes in both communities.

New Sangren Hall
Ground was broken on June 1, 2010, for the building that will replace Sangren Hall (1964), home to the College of Education and Human Development and the largest classroom capacity of any WMU academic building. A feasibility analysis resulted in the decision to build rather than renovate. The south wing will be demolished and replaced by a four-story building, and the remaining portion of Sangren will then be demolished. Current plans show the new Sangren being ready for occupancy in fall 2012.

Looking at WMU Today
In addition to the new building construction or renovation mentioned above, WMU has undertaken a number of other construction projects that will benefit students, faculty, and staff. Other recently completed projects include the Oliver Street relocation; the Ring Road improvement; the Dalton Promenade renovation; the West Entrance roundabout; renovating the baseball stadium; and the Sincere Health Center renovation.

Whether the project is small or large, WMU rigorously evaluates the merits of the project against the University’s physical master plan and strategic priorities. Due to the time and money invested in a significant construction project, it is important that each project’s merits be stringently evaluated. With limited resources and availability to either State capital or external debt, only those projects deemed to be the most beneficial in meeting the long-term goals of the University are selected.

Points of Pride
The University is a founding member of Merit, Inc., which oversees the state-wide MichNet network. In addition, WMU was one of the initial affiliates of the Internet 2 initiative.
Core Component 2b.8
Western Michigan University supports technology to provide the necessary infrastructure for students to achieve academic success.

Office of Information Technology Initiatives
The Office of Information Technology (OIT) is responsible for administrative computing systems (accounting, human resources, payroll, grants and contracts), the student information systems (course management system, GoWMU portal, Banner student system, Cognos business intelligence system), telecommunications systems (video, voice, and data), classroom technology (120 supported classrooms in Kalamazoo) and information technology security and compliance. The rationale for these services is contained in the OIT Strategic Plan (OIT Strategic Plan, 2001). The resources to do this work are housed in the University Computing Center (central IT services, primary data center, one of the primary public computer labs), the Bernhard Student Center (the largest public computer lab), and Dunbar Hall (media services and classroom technology support). The office employs approximately 100 full-time staff members and up to 125 student employees.

The resource base for information technology includes a significant general fund base budget, annual allocations of funds from the provost’s office for classroom technology, the $75 per semester technology fee paid by students, and telecommunications charges paid by students living in University housing. This resource base has allowed OIT to have a robust set of programs and services in support of the academic mission of the institution.

OIT is placed within the Division of Academic Affairs. The unit is led by the vice provost for academic operations and chief information officer, who reports to the provost and vice president for academic affairs. As a result, many priority decisions in OIT are based on the duty to support the teaching, research, and service missions of the institution.

Much technological and organizational change has occurred since the last Higher Learning Commission comprehensive evaluation visit in 2001. The IT resource base demonstrates the University’s ability to respond positively to a number of challenges.

Growth in Service Demand
In the HLC 2001 study, OIT reported 1999 data showing that there were over 22,000 student personal accounts. As of spring 2009, there are over 45,000 accounts. These accounts are for current students, recent alumni, and students admitted for future semesters. There are over 5,000 faculty, staff, and retiree accounts, and alumni get to use their original WMU account for two years after graduation. This growth has occurred because of changes in business operations. Current email systems are not up to the task of supporting collaboration among all members of the University community, so a project to nearsource email to the Merit network, a nonprofit corporation owned by Michigan public universities, which WMU serves as Treasurer on the Board of Directors, will take place during the summer of 2010.

122 Greg Lozeau, Director of IT Policy and Communications
Growth in Doing Business Electronically
Because of the implementation of the Banner student information system and the GoWMU portal (2004-2006), nearly all business with prospective students, current students, and recent graduates is conducted on-line. Students apply for admission, register for orientation, register for classes, pay bills, submit financial aid forms, and do most all other business online. They can run unofficial graduation audits, review their financial records, view an unofficial transcript, look up course offerings for future semesters, order transcripts, log into the Blackboard course management system, check their class schedules, see their grades, and connect to email by going through the GoWMU portal. Student employees can also see their most recent check stub and retrieve their W-2 forms through the same avenue. Electronic portfolios can be made available to their instructors and to potential employers.

Prospective faculty and staff apply online and, once hired, transact much of their business online using a robust email system and an extensive deployment of file sharing services. University site licenses for Microsoft Office products mean that faculty and staff have a common format for document management. Through GoWMU, faculty and staff can access email, see their personal financial information, and obtain other information.

Advisors use GoWMU to obtain the necessary information about their student advisees before or during their meetings with students. This information includes transcript and test score information. The recently begun document imaging project will eventually make undergraduate students’ high school transcripts available online to advisors.

Departmental business managers can view details of budget transactions, enter and review employee payroll information, initiate and approve travel authorizations and temporary appointments, and do other business online.

Nearly all of these online services are new or completely updated since the previous Higher Learning Commission visit.

Growth in Online Learning
University enrollments in online courses have grown substantially, from close to zero in 2001 to 9,890 course registrations and 29,342 student credit hours during the 2008-09 academic year. There are many more courses that utilize the e-learning system as a supplement to face-to-face instruction or as a replacement for some, but not all face-to-face meetings. Instruction is also supported by video streaming technologies, including iTunes University, Media Site Live, and flash streaming of course content, including some class lectures. These technologies are supported by the general fund allocations to the Office of Information Technology and by revenues of Extended University Programs.

Increased Sensitivity to Security Issues
Managing an information technology enterprise has always required a strong sensitivity to security, but these issues have greatly increased in importance in the last 10 years. This is partly due to having more information available online, but it is also due to the increasing efforts by some who want to use such information for personal gain. As a consequence, OIT has built security into its primary systems from the ground up. Security for the student information system is managed by a functional user security committee, which is chaired by an associate registrar. This committee includes additional members from admissions (domestic and international), financial aid, accounts receivables, and OIT. The functional user security committee is responsible for setting access policy for the Banner student information system and

123 GoWMU Portal and e-mail frequently asked questions, wmich.edu/bruncotech/index.php?title=GoWMU
the Cognos business intelligence system. Its policies and procedures are reviewed annually by the University’s external IT auditors. Access policies for the PeopleSoft human resources and financials system are determined by the PeopleSoft change management committee.

A recent significant project (in terms of financial commitment and personnel commitment) began in January 2008 and was completed in January 2009, with the result that all electronic payment systems are now fully compliant with the most recent standards from the payment card industry. This project was a joint venture of OIT, accounting services, accounts receivables, and the many units across campus that accepts electronic payments. This compliance has been confirmed by outside auditors.

The Campus Information Security Committee sets overall IT policy. This committee includes representatives from the Faculty Senate Academic Information Technology Council, the Office of the General Counsel, the technical support groups across the campus, and OIT. It has grappled with issues ranging from network penetration to encryption of data on laptops. The committee’s policies grow out of collaboration with various other organizations on campus.

WMU provides anti-virus software through a site license with Symantec. Students, faculty, and staff can download this software in GoWMU. The University also has state-of-the-art filters in place to detect and remove mal-ware as data passes into and out of the campus through email, web browsing, and other data exchange.

**Increased Transparency of OIT Practices and Policies**

The Office of Information Technology has made its business as transparent as possible and as collaborative as possible. This can be seen by the information available regarding its work with other units. The OIT collaborative groups page records the meetings of the Campus LAN managers, the Campus Information Security Committee, College Representatives, the Educational Technology Committee, the Faculty Senate Academic Information Technology Committee, the OIT Executive Advisory Board, the SIS Project Committee Meeting Notes, the Webmaster User Group, and the WMU ODS/EDW Tech Team notes. In addition, the notes of the bi-weekly OIT managers’ meetings are made available on-line to current OIT staff.

The vice provost and chief information officer has been appointed by the University’s president as a member of the Faculty Senate. There are regular presentations to the Senate on policies that affect the faculty. These presentations can be referenced at the Faculty Senate web site.

**Increased Use of Technology in Classrooms**

In the self-study report for the 2001 HLC comprehensive visit, it was noted that 22 classrooms had been provided with new technology for instruction. That number has now grown to 180 classrooms. Of these rooms, 135 are directly supported by the Office of Information Technology, all of which have digital projectors, CD/DVD players, sound systems, document cameras, laptop connections, a common control panel, and an intercom system.
for direct connection to the OIT help desk. Classrooms that seat 50 or more have assisted listening devices, as required by federal ADA requirements. By pushing a button on the console, a faculty member has access to a qualified classroom technology specialist. Since all classrooms are designed to meet a common standard, OIT can provide a high quality of support. The intercom system means that many support issues can be resolved without having to send a technician to the room. Funding is in place to provide for ongoing maintenance of these rooms, but not to provide for extending support to additional rooms. As faculty want a wider array of technologies available in classrooms, there will have to be additional funding sources developed.

**Continued Support for Faculty Computing**

The 2001 HLC self-study report indicated that there was no base funding in place to periodically replace computers used by faculty. 129 Even without that funding, the University was able to continue its faculty laptop programs. In 2005, all faculty were provided with new laptops from central funding. As of summer 2009, funds have been secured for three years of additional support, sufficient to replace faculty laptops every four years.130 However, this is not base funded, so coming up with the one-time money each year remains a challenge.

**Increased Demand for Network Services**

Most computers on campus are connected to the network whenever they are on. The same is true as well for the rapidly rising number of handheld devices such as iPhones. This has put considerable stress on the University’s data infrastructure, which is the reason why replacing the network is part of every major building renovation project and why OIT has begun replacing the network in those buildings that are experiencing the greatest network demand relative to the capability in place. Since fall 2007, these projects have included South Kohrman, Central Kohrman, Brown Hall, the Lee Honors College, Schneider Hall, and Sprau Tower. Projects expected to begin during 2010 and 2011 fiscal years include Ellsworth Hall, the Gilmore Theatre Complex, the Dalton Center, and North Kohrman. OIT will also be replacing the electronics that run the network in the College of Engineering and Applied Sciences building. OIT expects to continue this level of network upgrades for the next three years and has the funding in place to do so. Funding beyond that stage is uncertain.

OIT is also replacing its traditional telephone system with a voice-over-internet system. This project is being implemented building by building. As of the summer I session, 2009, it had been implemented in the College of Engineering and Applied Sciences building, the College of Health and Human Services building, Schneider Hall (Haworth College of Business), the Lee Honors College building, Sprau Tower (various humanities departments), and the University Computing Center. This change will allow for eventual cost savings, as the old traditional phone system is phased out.

Western Michigan University continues to jointly own the Merit high-speed data network, in partnership with 11 other public universities in Michigan. This network provides the fastest possible internet connectivity for the University and provides WMU’s link to Internet2.

A significant stress on the network is the constantly escalating demand for data transmission in the residence halls. These services are upgraded as necessary, but it does appear that student demand for data transmission will rise to meet every increase in capacity. Funding

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130 Dr. James Gilchrist, Vice Provost and Chief Information Officer
for future upgrades to the residence halls network is a challenge, since revenues from the residence halls must first be committed to paying off bonds for the current system.

**Increasing Integration and Complexity of Information Systems**

Over the last 10 years, nearly all major information technology systems have become more complex and more integrated with each other. As a consequence, any changes to those systems require increasingly complex coordination and testing prior to implementation. Before the student information system replacement project (2004-2006), the systems that managed admissions, records and registration, and financial aid were largely independent, although there were interfaces in place to exchange data. There was also no portal. Now, all of these systems are part of the integrated Banner student information system and student and faculty access is most often through a portal. A similar transformation has occurred with alumni and development (Millennium system), financial systems (PeopleSoft), and others. Structures for security management and change management continue to evolve to meet this complexity, which will continue to be a challenge.

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**Core Component 2b.9**

University Libraries supports and nurtures the learning environment for students and faculty at Western Michigan University.

**University Libraries**

University Libraries defines itself as the nexus of multidisciplinary knowledge and technology at Western Michigan University. Its vision statement reads:

> University Libraries is a recognized essential partner in enriching and elevating all aspects of scholarship at Western Michigan University. Through unique and comprehensive collections, the expertise of motivated professionals, exemplary facilities, customer-focused service, and innovative user-centered technology, University Libraries shapes lives to transform the global future.

As pointed out in Criterion Three, University libraries at WMU consists of the Dwight B. Waldo Library (main) and four branch libraries that include both print and non-print items. Among the unique circulating collections are the Ann Kercher Memorial Collection of materials on Africa south of the Sahara; the history, religion, philosophy, and culture of the Medieval period; the Randall Frazier Memorial Collection of the history and culture of Black America; the Leslie H. Wood Memorial Collection of materials in the fields of geography and geology; and a strong business collection. The Department of Special Collections, located on the third floor of Waldo Library, is one of the largest repositories of primary resources and research materials in the University Libraries and houses over 140 medieval manuscripts and over 40,000 rare books, including medieval manuscript facsimiles; pop-up and miniature books; Nazi newspapers; and a unique, comprehensive collection of American women’s poetry from the 17th to the 21st century.\[31\]

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Waldo Library
Waldo Library has begun a major shift in the location of books. (The last major renovation at Waldo Library occurred 20 years ago.) Shelving has been modified and a significant number of printed materials have been culled and moved to off-site storage. Also, the Education Library located in Sangren Hall will be relocated during the construction of Sangren Hall. Another branch library currently located in Sangren Hall, the Visual Resources Library, houses a collection of slides and other visual materials, with an emphasis on visual arts and material culture. Image CD-ROMs and flat picture collections are found here also. With the reorganization of shelving in Waldo Library and the closure of Sangren for renovation, the Visual Resources Collection will most likely be relocated to Waldo. The relocation of the Visual Resources Library will exacerbate the physical space concerns in Waldo Library.

The Archives and Regional History Collections Library
The Archives and Regional History Collections Library, located in East Hall on East Campus, houses unique materials on southwest Michigan, including manuscripts of its early residents. The holdings total over 17,000 linear feet, making the University’s Archives the largest facility of its type in southwestern Michigan and one of the largest in the State. This library serves as the Regional Depository of the State Archives for public records, and collects, preserves, and makes accessible University records. Recent acquisitions include the Upjohn Company Records dating from the beginning of the 20th century. Plans initiated by President Dunn show promise for improving the facility, enhancing collection security, and promoting accessibility to the collections by researchers and community users. Designs to construct a new facility have been prepared and opportunities reviewed to rent community buildings. Once a source of funding is identified the project will commence. The recommendation of the 2001 Higher Learning Commission team of peer reviewers for attention to and improvement of the archives and regional history facility seems to be moving forward.

Library Faculty and Instructional Support
Library faculty are involved in all aspects of support and instruction of the student body, both in and outside the Libraries, both on- and off-campus. In 2009, library faculty introduced services in the residence halls. Library faculty are active on Faculty Senate councils, the First-Year Experience Committee, New Faculty Orientation, and University Assessment Committee, and work collaboratively with Extended University Programs’ Online Learning unit and the Office for Information Technology to provide an embedded librarian service within WMU’s e-learning course offerings. In addition, they provide instructional sessions offering general introductions to the library collections, as well as subject specific classes. An award-winning tutorial, (Re) SearchPath, was designed and implemented with content most recently updated and improved. Other libraries have adapted (Re) SearchPath, and library faculty are now completing a new version of the system. Special instructional sessions designed for graduate students and held in conjunction with the Graduate College are held at regular intervals to address the needs of master’s and doctoral-level students. In the areas of recruitment and retention, library faculty meet and instruct middle school and high school students from many area schools in addition to students in the Kalamazoo Area Math and Science Center, Academically Talented Youth Program, and the Portage Public Schools International Baccalaureate Program. Special library instruction is offered to Kalamazoo Promise students.

133 SearchPath, wnmich.edu/library/searchpath
Collections supporting University programs in general and advanced research-oriented programs in particular have been developed with departments across campus while embracing the advances in electronic resources and the changing nature of scholarly communication. In order to provide the resources to support these University programs, faculty research, and student needs, the library works collaboratively with other Michigan academic libraries by participating in shared collection development. Participating in the Council of State University Libraries Dean/Directors (COLD), the COLD Collection Development Discussion Group, the COLD Interlibrary Loan Discussion Group, the Michigan Library Consortium and the Michigan E-Journal Collection Group, the library has been able to expand access to its resources at significant cost savings, even while prices for e-journals, especially in the STEM fields, continue to rise. Utilizing interlibrary loan services and participation in the Michigan eLibrary have greatly expanded the library’s ability to respond to the information needs of students and faculty.

University Libraries has been active in fostering cooperation at the regional and state levels, allowing libraries to leverage and expand available resources for students and faculty. The Special Collections Department has participated in joint acquisitions of manuscripts with the Newberry Library, Chicago, and the University of Notre Dame. In efforts to enhance its collections, the library is a member of the Center for Research Libraries and a corporate member of the John Crerar Library at the University of Chicago. University Libraries participates in the Research Libraries Reciprocal Borrowing Program (OCLC), allowing faculty to use the resources at participating institutions nationwide; the MichiCard Program, allowing faculty, staff, and students to use participating Michigan libraries; and Kalamazoo area reciprocal borrowing programs.

University Libraries is a major participant in the Michigan Library Consortium (MLC). Because of the state-wide participation of public and private academic libraries, MLC offers its members the benefit of group purchase discount pricing for a vast array of databases, digital books, e-journals, and other electronic products and services for libraries. Cataloging services, online reference databases, and savings on library equipment and supplies are other options as are group training, sponsored workshops, and speakers at the annual meeting of MLC.

**Looking at WMU Today**

WMU has maintained the budgetary practice of annually increasing the general fund budget dedicated to Libraries. However, prices for serials have continued to mount and the budget allocation has not kept pace with the inflationary increase. Major annual increases in serial costs (e-journals and online databases in the sciences, engineering, and math, in particular) and the failure to cover these inflationary costs in annual University budget protocols has decreased the Libraries’ purchasing power and threatens the sustainability of WMU’s scholarly research materials. However, even as this occurs the library is offering researchers new tools (innovative technologies) for discovering comprehensive scholarly materials. These have been often open-source and in-house crafted discovery tools.

The 2001 Higher Learning Commission team report noted the lack of faculty librarians for the size and complexity of WMU’s collections, services, accessibility, and trends in library science. University Libraries has not yet been able to obtain all of the positions desired for this area. Unlike academic college programs, which customarily have more than 2 to 3 persons in a specialty field, library academic specialties are one person deep (one music, one humanities, or one art librarian). Needed currently to round out the complement of faculty librarians are

134 Council of State University Libraries Dean/Directors, malcouncil.org/cmembers.php
135 MichiCard Program, michigan.gov/mdc/0,1607,7-140-54504_18668_33419---.00.html
a metadata cataloger (currently the Libraries has one cataloger and over one million un-cat-
aloged items); a user experience librarian; and a digitization and preservation librarian.

Facilities are for the most part in fairly good shape but dated. In the future, it would be
desirable to have a learning commons area; refreshment facilities in-house; more group study
rooms; and be open 24 hours, 7 days a week. The Archives and Regional History Collections
Library have been in a temporary location in East Hall since 1989. As previously mentioned,
design plans for a new facility have been developed but funding must be secured. Another
need includes additional space for the Special Collections in Waldo Library. Part of the col-
collection is currently stored in a conference room that is not climate controlled for preserva-
tion. Furthermore, Waldo Library has had to shift materials to the North Hall off-site storage
facility. That storage unit is at capacity and Waldo Library still has the need for additional
off-site storage.

Even with the challenges facing University Libraries, it remains committed to its vision as “a
recognized essential partner in enriching and elevating all aspects of scholarship at Western
Michigan University.”

Core Component 2b.10

Western Michigan University collaborates with external
constituencies to protect its
resource base, obtain economies of
scale, and benefit from the synergy
of partnerships in order to maximize
the resource base available to support
the quality of education it provides.

Partnerships are at the core of literally everything WMU does. Leveraging the University’s
impact and extending its resources, WMU’s partnerships range from ensuring that incom-
ing students are healthy and well prepared to making sure those studying here know how to
reach across social, geographic, and cultural divides to become effective citizens. Although
the following list of demonstrated partnerships is extensive, it by no means is exhaustive.
It does, however, provide a sense of the far-ranging nature of partnerships and the type of
benefits derived from these relationships.

Partnerships with K-12 Schools

WMU units serve schools in West Michigan through outreach, training, and program devel-

opment.136

For example, the Lewis Walker Institute for the Study of Race and Ethnic Relations and the
Division of Multicultural Affairs (DMA) provide mentoring for Kalamazoo Public School
students in the DMA Gear-Up program, foster children, and children with limited English
proficiency. Kalamazoo-area youth are also a focus of the mayor’s Kalamazoo Action Cov-
enant, for which the institute provides technical assistance. The covenant’s theme, grounded

136 Resource Room: Index WMU School partnerships (Belinger)
in the Kalamazoo Promise, is “To realize the Promise of Kalamazoo, each of us must be a Keeper of the Promise.” The institute, the College of Health and Human Services, and the Kalamazoo Poverty Reduction Initiative are developing a community indicators system focused on the needs of area youth and their families. The system will track trends in youth well-being, including education. Another instance of health-related outreach is the guest presentations at local high schools on topics such as sexual health by the Sindecuse Health Center Office of Health Promotion and Education.

The Walker Institute, working with the Kalamazoo County Poverty Reduction Initiative, is coordinating the State of Michigan’s anti-poverty campaign, known as Voices for Action, in nine counties in Southwest Michigan. State and local public officials, public sector and nonprofit human service providers, and citizen representatives are implementing the One Community model in the form of One Southwest Michigan, One Community.

The School/University Partnership Team (SUPT) represents a learning community of nearly 90 educators in 44 individual cluster-site public schools (9 districts) and the College of Education and Human Development’s teacher education program. (A cluster site is a school serving diverse student populations in which a group of 8 to 12 teaching interns participates full time in studying, practicing, and reflecting about teaching under the guidance of mentor teachers.) The team is designed to provide teaching interns with positive, productive field experiences and teachers with ongoing professional development. Expediting communication between WMU and placement sites is critical since more than 800 pre-interns and interns are placed in 21 schools each semester.

The Department of Counselor Education and Counseling Psychology (College of Education and Human Development) counseling practicum provides mental health services to elementary school children and their families or guardians at the Washington Writers Academy (Kalamazoo Public Schools). Services, provided by supervised graduate students in a counseling practicum, reach approximately 350 students and involve some 55 educators and staff.

Academically gifted students at the Kalamazoo and Battle Creek Area Math and Science Centers are hosted by research scientists to conduct research required by their specialized high school programs. WMU also hosts the Academically Talented Youth program (ATYP) for middle and high school students who are highly gifted in mathematics or language and seek an advanced curriculum to meet their talents. The Muskegon Regional Math and Science Center, Muskegon Area and Ottawa Area Intermediate School Districts, and WMU work together to offer graduate credit for teacher in-service courses. And Van Buren Intermediate School District and WMU bring teachers from Mexico to Southwest Michigan for a short-term cultural exchange program.

CoreKids (2006) is a K-12 outreach program of the Michigan Geological Repository for Research and Education (MGRRE), housed in the geosciences department of the College of Arts and Sciences. Counting among its outcomes informal geosciences education presentations (hundreds of teachers and more than 4,000 students over two years) and development of a natural resources curriculum, the scientists’ most far-reaching outcome may well be their contributions to the Earth Sciences Literacy Principles document—the “big ideas” and supporting concepts that Americans should know about Earth sciences. Earth scientists and educators, funded by the National Science Foundation, produced a document that, because of its validity, authority, and succinct format, will be influential in a wide variety of scientific, educational, and political settings.

The College of Fine Arts is an active partner with the community. Faculty, staff, and community collaborations and sharing of space and facilities are in evidence during the Gilmore
International Keyboard Festival and Michigan Youth Arts Festival, to name two events that
draw participants from beyond Kalamazoo on a regular basis. A student dance performance
ensemble presents performances in schools, the Kalamazoo Public Library, retirement homes,
and other community outlets. Board memberships, faculty serving as coaches and adjudicators,
artist exchanges, and internship opportunities for students in local arts organizations
strengthen the fabric of the arts in the community.

The theatre department, in partnership with the Michigan Theatre Teacher Association,
offers training workshops for the state’s high school theatre teachers and, in collaboration
with Education for the Arts, trains teaching artists who then work in the Kalamazoo Public
Schools. Students in the area and beyond experience the arts through workshops and performances not only in theatre but also in music. WMU faculty and students perform in public schools throughout the region. Then, too, for nearly 60 years, faculty have also conducted a two-week high school summer camp focused on chamber music and attended by approximately 120 students selected through an audition process. Public performances feature music learned during their stay.

The College of Aviation partners with organizations in the Battle Creek community where it
is located. For example, the college, Battle Creek area high schools, and Kellogg Community
College are working to maximize the impact of Legacy Scholars, academically outstanding area youth who wish to complete an associate’s degree at the community college. WMU hosts Legacy Scholar events and promotes aviation programs for students seeking four-year degrees. Boy Scout Explorer Post 360 and the college are developing a program that would award aviation badges to scouts after completion of aviation-related activities. Students in St. Philip Catholic Central High School’s internship program job shadow (after school) various leadership positions in the college for several weeks.

The Battle Creek Community Foundation and Calhoun County schools worked with the
College of Aviation to host a 2009 professional art show, including a juried regional K-12 aviation art exhibition that was hosted by the college and held in conjunction with an art show featuring the work of world-renowned aviation artists who were celebrated at special events throughout the month.

In Kalamazoo, the college is promoting its programs by partnering with Kalamazoo Regional Educational Service Agency (KRESA) Education for Employment (EFE). The two are aligning the EFE curriculum with WMU’s Introduction to Aviation course with the goal of awarding college credit for the EFE course. In Detroit, the college and Davis Aerospace Technical High School, a Detroit public school, are promoting higher education to students with a special interest in aerospace careers. The college conducts flight camps, recruiting events in Detroit, and other special aviation-related events; the membership of the high school’s advisory board includes the college’s manager of student recruitment and outreach.

The College of Engineering and Applied Sciences partnership with Region 10 of Science Olympiad that began in fall 2007 resulted in WMU’s hosting the 2008 and 2009 Science Olympiad competitions on campus. Approximately 400 middle and high school students from six counties in Southwest Michigan competed in events that college faculty and students facilitated and judged. The college also has an ongoing partnership with the Southwestern Michigan Engineering Societies to organize and host the annual Engineer’s Week dinner. For at least the past 10 years, area high school teachers and students come together with WMU engineering students and faculty for an evening that includes the awarding of scholarships to WMU students.
Partnerships with Community Colleges

WMU is committed to strengthening its relationships with community colleges.\textsuperscript{137}

For instance, WMU’s dual enrollment engineering and technology program (2008) with Kellogg Community College (KCC) in Battle Creek won a statewide Innovation Michigan award from Business Review, not only garnering praise from the business community but also creating a model for other disciplines and partnerships with other community colleges. Students are recruited, admitted to, and enrolled in both institutions at the same time so that after their first year at KCC, they may begin taking WMU courses. They will earn associate and bachelor degrees by taking courses at KCC, WMU-Kendall Center in Battle Creek, or WMU’s main campus in Kalamazoo. Beginning fall 2010, KCC students may also dual enroll in the College of Aviation’s three programs.

Honors students from Kellogg Community College who wish to continue their honors work at WMU may do so thanks to articulation agreements currently in place. Four other community colleges have similar articulation agreements: Delta, Kalamazoo Valley, Lake Michigan, and Lansing Community Colleges.

Kalamazoo Valley students receive services from WMU’s Sindecuse Health Center, and the two institutions collaborate to present the annual animation and music competition, a celebration of animation that offers workshops, film screenings, and contests.

Muskegon Community College and Stevenson Center for Higher Education provide administrative and classroom space to WMU, thereby making possible convenient access to WMU services and program information for students transferring to the University.

Finally, “Fly Team Michigan” allows five institutions to share resources in the development of aviation education programs. WMU, Northwestern Michigan College, and Delta, Jackson, and Lansing Community Colleges have agreed to set up large-scale cooperative purchasing agreements and collaborate on research, instructional materials development, recruitment, and expansion of job placement programs.

Partnerships with Other Colleges

The talent and expertise of WMU researchers is combined with that of colleagues at other institutions to pursue federally funded projects to study problems of national importance.\textsuperscript{138}

For example, blind pedestrian roundabout and traffic research aims to find solutions to mobility challenges facing people who are blind or visually impaired (NIH, $7,872,491, 2000 through 2010, WMU, Boston College, Maryland School for the Blind, North Carolina State University, and Vanderbilt University). Crop blight research aims to reduce crop disease through the use of sophisticated weather forecasting methods (USDA, $1,181,632, 2008 through 2012, WMU, Michigan State University, South Dakota State University, University of Georgia, and University of Idaho). Communication research aims to test the generalization of the model of conversational trade-off choices in augmentative and alternative communication (NIH, $1,753,962, 2001 through 2009, WMU, University of Delaware, and Kansas State University).

Toward its goal of increasing the diversity of the student body, WMU partners with a number of universities. The Michigan-Louis Stokes Alliance for Minority Participation attracts and retains underrepresented minority students to science, technology, engineering, and

\textsuperscript{137} Resource Room Index: Partnerships with Community Colleges (Belinger)

\textsuperscript{138} Resource Room: Index Partnerships with Other Colleges (Belinger)
mathematics (NSF, $476,252, 2005 through 2010, flow through University of Michigan, Michigan State University, Wayne State University, and WMU). The Michigan Alliance for Graduate Education and the Professoriate advances underrepresented minority students in science, technology, engineering, and mathematics as they earn graduate degrees (NSF, $606,164 from 2004 through 2010 flow through from the University of Michigan, Michigan State University, Wayne State University, and WMU).

In addition, WMU works with Historically Black Colleges and Universities (HBCUs) in programs to engage students in the sciences and aviation. WMU has offered an NSF-funded Research Experience for Undergraduates (REU) program in environmental signal transduction since 1999. Among the students with whom faculty mentors in biological sciences, chemistry, and physics worked were nearly 30 from HBCUs; of those, 14 students attended Oakwood College and 6 attended Tougaloo College. Jackson State University and Hampton University students have also participated.

Similarly, the College of Aviation and six HBCUs (2004) formed an aerospace partnership to increase the number of underrepresented individuals in aviation and aerospace. The Aviation Consortium members are Delaware State University, Florida Memorial State University, Hampton University, Tennessee State University, Texas Southern State University, and South Carolina State University. The consortium seeks funding for scholarships and programs and provides mentoring from cradle to career.

**Partnerships with Communities**

Certainly WMU’s affinity for the Kalamazoo-Battle Creek community is manifested through economic development initiatives. WMU and the city of Kalamazoo work on economic development through the Business Technology and Research (BTR) Park, the Biosciences Research and Commercialization Center, and the SmartZone designation and with Battle Creek through the SmartZone designation. The focus of the BTR Park is on the development of mutually beneficial relationships that involve resident private sector businesses (life sciences, advanced engineering, and information technology), the University, and the Kalamazoo community. In January 2010, legislation was enacted that allows WMU to move ahead with plans to designate the Orchard Lake property near the BTR Park as another SmartZone and to begin economic development efforts.

Partnerships with nonprofit organizations in the Kalamazoo community mutually benefit the agencies and WMU students. For example, undergraduate students in the nonprofit leadership program (minor) in the School of Public Affairs and Administration (College of Arts and Sciences) have served in internships at 73 organizations (2002-2008), 80% of which are located in the Kalamazoo-Portage community. Examples include Hospital Hospitality House of Southwest Michigan, Portage Community Center, Kalamazoo Loaves and Fishes, and YMCA of Kalamazoo. Service learning through curriculum components and volunteering by the American Humanities Student Association further extend the learning opportunities for students. Organizations value the services provided, and feedback from meetings of the nonprofit education program director and the agencies has led to the creation of a handbook, shorter reporting requirements for the on-site supervisor, and advertising the internships through Bronco Jobs (WMU’s employment and recruiting site for students) to address the gap between the number of nonprofit program students and the number of available internships.

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39 Resource Room: Index Partnerships with Communities (Belinger)
PAHM 2000 Introduction to Nonprofit Leadership Service Learning Component offers an overview of American nonprofit organizations and requires at least 20 hours of community service. (Since fall 2001, there have been at least 8,500 hours of service.) PADM 4000 Seminar in Nonprofit Leadership undertakes a class service learning project. In 2009, for example, WMU was one of 10 schools nationwide chosen by Campus Compact with the Fidelity Charitable Gift Fund to receive $15,000 for re-granting to local nonprofit organizations. Aided by the Greater Kalamazoo United Way, students established criteria, reviewed over 20 applications, and selected five to receive funds.

In short, through partnerships with nonprofits in the community, over the past eight years, the WMU Undergraduate Minor Nonprofit Leadership program graduated and certified 85 nonprofit leaders, gave $33,000 to local nonprofits, served over 25,500 hours as interns in local and regional nonprofits, and completed 10,500 hours of service learning associated with classes.

The Unified Clinics—clinical programs of the departments and schools in the College of Health and Human Service—offer services to the community. Faculty or students serving as clinicians under the supervision of faculty deliver services in areas such as audiology, aphasia communication, vision, occupational therapy, substance abuse, and comprehensive women's health. The college's Holistic Health Care Program partners with the West Michigan Cancer Center, facilitating retreats and working with breast cancer survivors monthly. Field placements and clinical rotations in social work, physician assistant, and nursing programs extend direct service to citizens in the region across the state. Sindicuse Health Center, a unit of the Division of Student Affairs, works with the 5th District Medical Response Coalition and serves as a Neighborhood Emergency Health Center.

The community of Battle Creek, its economic development engine Battle Creek Unlimited, and WMU's College of Aviation are partners of longstanding. The college, which moved to Battle Creek in 1997, has membership on the W.K. Kellogg Airport advisory board; and airport leadership serve on the college safety committee to aid in addressing concerns about air traffic control, flight program safety, and the community. The college has membership on the Battle Creek Homeland Security Task Force, which supports the Governor's Task Force to Protect Michigan's Military Facilities and works to prevent the closure of Michigan military facilities and the loss of jobs. The Spirit Airlines MD80 project is an example of partnership in support of homeland security research.

Much like the citizens of Kalamazoo are served by the Unified Clinics, citizens of Grand Rapids are served by the Center for Counseling and Psychological Services, a unit of the Department of Counselor Education and Counseling Psychology. In eight years, graduate-student interns have provided affordable services to approximately 200 to 300 new clients a year, most of whom are uninsured and have household incomes well below the poverty line. (See Core Component 5a.4.) The Haworth College of Business has membership on the board of Grand Rapids' Downtown Alliance, a business improvement district that markets the downtown area. The college is a member of the Grand Rapids Economic Club, Grand Rapids Chamber of Commerce, and Heartside Business Association. And the college is also involved with Inforum Grand Rapids, a professional society working to strengthen the business environment by creating opportunities for women to network, mentor, lead, and succeed. The World Affairs Council of Western Michigan is a collaboration to host prestigious foreign policy and global issues lectures for campus and the greater Grand Rapids and Kalamazoo communities.
Partnerships with Businesses

Samples of business partnerships include but are not limited to the following:140

The Haworth College of Business (HCoB) delivers its programs in Grand Rapids, Battle Creek, Benton Harbor, and on the main campus in Kalamazoo. At all these locations the college enjoys a rich partnership with the business community. For example, the HCoB Advisory Council consists of about 25 members drawn over the years from Grand Rapids (e.g., Fifth Third Bank, Huntington Bank, G.A. Richards), Chicago (e.g., a retired member of the Federal Reserve Bank of Chicago), and Battle Creek (Kellogg Company). Each academic department has its own advisory board, members of which are based in Grand Rapids, Battle Creek, Benton Harbor, and Kalamazoo. The college also sponsors a Distinguished Speaker Series, bringing in business leaders from around the nation to speak to students and the Kalamazoo business community.

HCoB’s Career Center recently inaugurated a business externship program. In May 2010, there were over 60 students participating in 111 externships (lasting 1-5 days) at firms such as G.A. Richards, Steelcase, and Amway in Grand Rapids; Whirlpool in Benton Harbor; and the Kellogg Company in Battle Creek. Students also participate in paid, semester-long internships in southwest Michigan. The Professor for a Day program invites to campus a business professional for each department each semester, bringing students successful professionals, typically from Grand Rapids, Kalamazoo, or Battle Creek. In April 2010, four WMU MBA students placed first in the Grand Rapids Association for Corporate Growth competition, solving a real-world business case and winning a cash prize and trophy.

Relocated from Kalamazoo College to the Haworth College of Business, the Michigan Small Business and Technology Development Center Region 11 serves nine counties in Southwest Michigan, working with new and existing businesses on issues including start up, commercialization, and growth strategies. The center advocates for small business and positively impacts local economies by creating new jobs and retaining existing ones. Business development workshops such as the ones on the Ewing Marion Kauffman Foundation’s FastTrac New Venture assist small business growth and development. WMU students thus have opportunities to work on projects that draw upon what they are learning in class.

Celebrating its golden anniversary in 2009 and proud of its nearly 100% placement rate upon graduation, WMU’s Food and Consumer Packaged Goods Marketing program, also in the Haworth College of Business, is the only such four-year business degree. Spurred by the emergence of large format supermarkets in the 1950s, food and related-industry leaders assisted WMU in the development of a work-study program in distributive education for food distribution, and then the food distribution program (1959). Kellogg’s, Kroger, Meijer, Kraft Foods, Spartan Stores, P&G, Biggs Gilmore, and Wal-Mart are but a handful of corporate sponsors for the annual conference in Kalamazoo. Proceeds support scholarships and related program operations. In addition to a required internship, the approximately 100 students in the program have an opportunity to study the food distribution system first hand: MKTG 3960 Survey of Food and CPG Industries is a two-week tour of food and consumer packaged goods companies in the Great Lakes region, including access to all levels of company management. The food marketing program is an example of extensive, longstanding partnerships that bring to students a state-of-the-art program informed and supported by industry.

The College of Engineering and Applied Sciences built a relationship with Bronson Healthcare Group (Kalamazoo), including the chief executive officer, chief financial officer, and others, which led to a faculty member’s comprehensive study of the Bronson culture as

140 Resource Room: Index partnerships with Businesses (Belinger)
employees occupied their new facility (2001-02). Numerous publications resulted from this partnership as have pilot studies (2007, 2008) to investigate patient handoffs between emergency department physicians and hospitalists.

Since fall 2003, the Engineering Design Center for Service Learning has hosted an annual event to engage youth from Boys and Girls Club in hands-on activities to learn about science, technology, engineering, and mathematics. The WMU student chapter of the National Society for Black Engineers and interns from the WMU American Humanics program provide leadership in organizing student volunteers for the events. Also in 2003 the WMU student chapter of the Society of Women Engineers launched its annual event for area Girl Scouts to learn about engineering and applied sciences. Seventh to twelfth graders participate in “Engineer for a Day” while fourth to sixth graders receive a patch for participating in age-appropriate activities in a program called “Making It Matter.” Scouts have come from several cities in Kalamazoo and Calhoun Counties.

The annual College of Engineering and Applied Sciences Business Technology and Research Park Criterium Bike Race is a collaboration with the Kalamazoo Bicycle Club. Since 2006 the college has provided logistical support that enables the general public from surrounding communities to experience the high-tech atmosphere of a university research park.

College of Aviation partnerships have led to more than 300 improvements to Cirrus’s next-generation aircraft (Cirrus Design Corporation), development of the first Cirrus SR 20 flight training simulators (Frasca International), and support of the competitive flight program (L-3 Avionics System).

Finally, WMU’s Bronson School of Nursing prepares its graduates to function in a variety of settings and thus embraces a wide variety of organizations within its community of interest. Health care organizations, hospitals, community health agencies, schools, and philanthropic organization are one community of interest. Included are Bronson Methodist Hospital, Borges Health Alliance, Bronson School of Nursing Advisory Board, Battle Creek VA Hospital, Battle Creek Health Systems, and Three Rivers Area Hospital. Also included are public health departments, community colleges, Michigan Association of Colleges of Nursing, Southwest Michigan Nurse Educators Network, Black Nurses Association, Fetzer Institute, W.K. Kellogg Foundation, and Kalamazoo Community in Schools. All provided input into the formation of the school, and provided input during the revision of mission, goals, and expected outcomes; the change of degree from Bachelor of Sciences with a Major in Nursing to Bachelor of Science in Nursing; revision of the undergraduate curriculum; and planning for the graduate program. Their areas of influence range from scholarship awards to expanded clinical opportunities and internships/externships, from recruitment strategies and support to curriculum content and teaching strategies.

**International Partnerships**

Samples of international partnerships include but are not limited to: 141

In the past 10 years, over 1,100 students have successfully matriculated to WMU from University-hosted Transnational Education (TNE) programs. Graduation rates from the five (TNE) programs in Asia and Africa have consistently approached or exceeded 90 %.

The program offered at Egerton University in Nakuru Town, Kenya, is the only twinning program offered in Sub-Saharan Africa. Founded in 2006, the program has drawn particular interest in the aviation sciences as the Kenyan government seeks to buttress its national

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141 Resource Room: Index International Partnerships, (Belinger)
airline and as other African nations address deficits in trained aviation maintenance engineers and pilots. Nearly 300 students have enrolled in the WMU/EgertonU program since its inception.

A new twinning program in Indonesia is that country’s first with an American university. The first cohort, who will concentrate on pre-business studies, will begin classes in July 2010. This partnership with Jakarta International College is the culmination of over 12 years of work that WMU has done in Indonesia, interrupted at times by local economic upheaval.

By way of background, Transnational Education (TNE), commonly referred to as “twinning” in the United States, is the delivery and assessment of courses by an accredited university in a country other than that of the provider. Since launching the first program in 1987 at Sunway College in Malaysia, Western Michigan University has been a global leader in designing, implementing, and assessing TNE programs. (More than 2,500 Malaysian twinning students have transferred to WMU to earn undergraduate degrees.)

TNE, originally designed in response to the high cost of American education, allows students to take courses at a home institution through their sophomore year using the syllabi, textbooks, teaching styles, and exams that would be used on the WMU campus. Program fees are determined in the home country and are substantially less than tuition in the United States. The curricula offered include, but are not limited to, business, engineering, psychology, communications, and aviation.

During the past five years, WMU has instituted a procedure to validate all final exams at the end of each academic semester given at each twinning site. Exam questions are reviewed and approved by WMU faculty who teach the same courses on the home campus. More than 50 WMU professors participate in this process and receive honoraria in recognition of their effort.

**Partnerships through Outsourcing for Cost-Cutting and Efficiencies**

While some outsourced services to cut costs and increase efficiencies require little context—snowplowing of campus roads and parking lots, catering services at home football games, custodial services for residence halls, and booking events at Miller Auditorium, for instance—the nature of four partnerships warrants greater detail regarding WMU’s involvement.

**M.U.S.I.C.**

Michigan Universities Self-Insurance Corporation, or M.U.S.I.C., is a separate legal entity created by Michigan four-year colleges and universities. It currently has 11 members, including WMU. It was created in 1987 to allow self-insurance and commercial excess coverage. M.U.S.I.C. provides General Liability, Errors and Omissions, and Auto Liability overages. It also participates in the Midwestern Higher Education Compact (MHEC) property insurance program. This format allows its members to maintain coverage levels beyond what they could afford individually, and broader coverage than could be purchased individually at reduced rates.

The M.U.S.I.C. program offers broader overages tailored specifically to higher education at premium costs approximately 25% lower than what could be purchased in the traditional market. Also, M.U.S.I.C. has returned over $27 million to its members, including $3.7 to Western Michigan University in dividends over its 22 years of existence.
**Merit, Inc.**

Western Michigan University is a governing member of Merit, Inc., a nonprofit organization owned by public universities in Michigan to build and operate a high-speed data network serving the needs of universities, community colleges, K-12 schools, nonprofit medical centers, government agencies, and libraries in Michigan. Merit also provides network-centric services to its members, including email services, voice-mail services, and professional development opportunities.

Merit is one of the most successful and respected regional internet providers and played significant roles in building the internet that faculty, staff, and students now take for granted. Merit is headquartered in Ann Arbor, Michigan. WMU’s chief information officer serves as the treasurer of the Merit Board of Directors.

**Michigan Library Consortium (MLC)**

University Libraries is a major participant in the Michigan Library Consortium. Because of the state-wide participation of public and private academic libraries, MLC offers its members the benefit of group purchase discount pricing for a vast array of databases, digital books, e-journals, and other electronic products and services for libraries. Cataloging services, online reference databases, and savings on library equipment and supplies are other options as are group training, sponsored workshops, and speakers at the annual meeting of MLC.

**College of Aviation Bridge Agreements**

A number of aviation organizations have expressed their interest in College of Aviation graduates due to the quality of training WMU provides and the industry-ready pilots and mechanics the programs produce. Organizations offer their support by granting a preferred interview and career path to graduates achieving specific criteria, outlined in formal bridge agreements. Some examples of qualifying criteria are successful internship completion, college recommendations, total flight time, and academic performance. For the aviation flight science program, agreements have been reached with ExpressJet Airlines, Inc.; American Airlines; Atlantic Southeast Airlines; Air Net; and Wisconsin. Duncan Aviation has an agreement with WMU for the aviation maintenance program.

**Looking at WMU Today**

In the past 10 years, the University has taken many steps to solidify and strengthen its resource base dedicated to educational programs. During the past decade, the Development Office has expanded its fund raising program and entered into ever more aggressive campaigns. WMU was able to take this step due to the addition of constituent fundraising directors to cover all schools and colleges. Constituent fundraising and staff growth was enabled due to the introduction of a unique funding mechanism using an endowment administrative fee. Fundraising is a critical component of the University’s fiscal infrastructure. A 45% increase (1998-99 to 2007-08) in private donor giving has helped maintain or increase excellence in education at WMU.

WMU has a long-standing budget allocation/reallocation process in place which allows for realignment of its general fund resources. The University has increased institutional financial aid and budgets by an equal or greater percent than the rate of tuition increases. A summer I and summer II funding model is now a revenue sharing model, which benefits the University, individual colleges and departments, and students. Furthermore, academic departments are guaranteed a significant component of salary savings associated with open positions. The
summer session revenue sharing plan and a claim to the salary savings has aided colleges in their financial planning.

A number of program changes or new programs have been implemented to better serve students. By realigning several auxiliary operations, the Division of Student Affairs now has central oversight over units that support students. In addition, two disability services offices were merged. The Bernhard Student Center (BSC) has been made more student-friendly and now serves as the location, among other things, of a one-stop shop for students with questions about their bills and/or financial aid. At the start of the fall and spring semesters, a temporary One-Stop Convenience Center is opened in the BSC.

Special orientation programs were established for transfer students and entering freshmen that enhance and support the students' entry into the world of WMU. Programs have been established for parents of new and returning students as well.

WMU continues to invest in the diversity and cultural variety of its student population by providing a number of resources and services to disabled students and lesbian, bisexual, gay, and transgender students. In addition, special interest housing is provided to a number of student groups.

The Framework for Institutional Effectiveness supports the University’s mission and guides the development of academic priorities, program plans, and allocation of related resources by collaborating with academic departments and colleges in the review of the academic enterprise. In addition, the University strongly encourages professional collaboration and has clarified its policy on centers and institutes, thus ensuring a formal and regular review process.

WMU has worked diligently with its partners, both public and private, to provide quality facilities for its students and the programs offered at WMU. Campus facilities have been consolidated and improved and partnerships established and strengthened with community colleges. Infrastructure improvements have been made as well. The College of Health and Human Services was built and allowed for this college’s programs to be consolidated under one roof for the first time. A new facility for the College of Engineering and Applied Sciences provides a state-of-the-art facility for students in these disciplines. Also during this decade, a new chemistry building came on line.

The growth and expansion of computing (administrative, student information systems, telecommunications, classroom and information technology security, and compliance) at WMU has not been neglected. While student fees provide some support, a significant general fund base and support from the provost add to the technology budget. Technological and organizational changes have been made that directly support the University’s academic mission.

University Libraries’ budgets have been protected during budget reductions. In fact, annual increases to the general fund budget for the Libraries have taken place. The Libraries are an excellent resource for the University campus and the community.

WMU prides itself on the many and far-ranging local, national, and international partnerships it enjoys. These partnerships help WMU leverage its impact and extend its resources.

**Looking to the Future**

Although the University has made tremendous strides in its campaign activities, WMU did come late to the organizational structure of constituent fundraising. WMU has traditionally had a “think small and local” mentality in terms of fundraising. Even though WMU has
adopted a national view, the old thought process has limited WMU’s identification of pro-
spects and continues to be a challenge. It is always difficult to balance institutional needs with
donors’ interests. This balancing is further complicated by WMU’s very open on-campus
participatory goal-setting process where institutional priorities and donor interests may not
necessarily match. With larger campaigns and higher expectations, providing sufficient fund-
ing to permit adequate staffing will be an ongoing challenge.

The current general fund revenue distribution (36.1% State; 61.7% tuition) is a reflection of
the constrained State of Michigan economy and the global recession. The Board of Trustees
has been mindful of the economic impact on students when setting tuition and fees. WMU
ranks 10th in the State, out of 15 public supported universities, for cost of resident lower
division undergraduate tuition and fees. While the lower tuition and fees is economically
helpful to current students, the pricing does not reflect the quality of programs at WMU. In
effect, WMU is selling itself too cheap and the question arises as to whether this pricing has
created a negative value perception with prospective students.

The Division of Student Affairs, not unlike other units, has suffered double digit budget
reductions, which do affect the breadth and depth of services. These reductions come at a
time when there is a greater need for those services. National trends show increases in the
number of students who come to campus with emotional and mental problems. Coupled
with that national trend is WMU’s focus upon veterans and foster care individuals. The need
for counselors and other mentoring activities is greater than ever before.

Another opportunity facing WMU is the limited number of advisors both in academic and
career advising. In looking at the student-to-advisor ratio, WMU has long recognized the
need to hire more advisors. However, with the constrained budgets, it has been difficult to
accomplish this task. For career advising, funding for staff to be placed in individual colleges
is very sparse. A few colleges have been able to establish career advising centers using donor
monies. However, some of these funds have run out as well.
Core Component 2c.1

Western Michigan University demonstrates that it evaluates and assesses on an ongoing basis the effectiveness of its undergraduate programs.

Framework for Institutional Effectiveness and Academic Program Planning

In 2002, WMU adopted the Academic Program Planning (also called academic program review at other institutions) process that provides for periodic review of the effectiveness of every academic unit in contributing to the University’s mission and goals.

The academic program planning review process was established by the provost on January 8, 2002, in a memo to all deans, chairs, and directors. This memo communicated a document titled “Framework for Institutional Effectiveness and Academic Program Planning.” This framework, with only minor editing changes made in August 2007 and August 2008, remains in effect and continues to guide the academic review process.

The framework incorporates strategic planning and academic priorities, academic program planning, enrollment management, institutional and program accreditations, institutional and program assessments, and academic resource effectiveness. The framework further identifies the primary purposes of academic program planning.

The purposes detailed in the framework are to:

• Ensure the improvement of academic programs on a continual basis;
• Ensure the currency of the intellectual framework and content of the academic disciplines;
• Provide an opportunity to determine how to balance new and traditional conditions in degree programs with the constraints facing the University;
• Inform decisions by deans, the provost and the president on allocation of resources, including the allocation of faculty positions; and
• Identify strong programs that need to be further strengthened and help weaker programs that may need renewal, substantial change, consolidation, or elimination from the University’s academic portfolio.

The framework further sets forth the assumptions, governing principles, program initiation, allocation of costs, composition of review teams, timetables, and coordination with disciplinary accreditation guidelines. The framework specifies that academic departments will be the typical unit of analysis and that the review will include undergraduate, doctoral, master’s, specialist’s and certificate programs. The process considers issues of disciplinary duplication or fragmentation and takes into account external demands on the unit.

The framework provides for the collection and reporting of data in the process, including data on demand for graduates, application rates, applicant admission scores, attrition

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142 Resource Room: Fred Dobney, Provost and Vice President of Academic Affairs, memo to Academic Deans, Department Chairs, and Directors, January 8, 2002 (Van Der Kley)

rates, completion rates, student learning outcomes, prerequisite physical space and facilities, curriculum changes, external programs or degree offerings through Extended University Programs, specialized program accreditation findings, and external recognition of program quality. Individual department program reviews may also include data on instructional productivity, credit hour production, teaching course loads, class size, program costs, equipment inventory and needs, library support, external success measures, widely accepted external ratings, funded activities and sponsored research, humanities and creative recognition activities, publishing activities, endowed chairs, faculty awards, bachelor's degree productivity, master's degree productivity, specialist's degree productivity, and doctoral degree productivity.

The timeline involves all of the following steps:144

- August: Department chair meets with the vice provost for institutional effectiveness. Office of Institutional Research distributes academic department data profile.

- September: Chair submits to the vice provost for institutional effectiveness the names and brief CVs of two or three colleagues to serve as external reviewers.

- October: Vice provost for institutional effectiveness approves an external reviewer. Institutional research responds to questions about data profile.

- November through January: External reviewer on site.

- February: Department provides plan and executive summary to dean.

- March: Dean reads department plan and forwards plan and comment letter to the vice provost for institutional effectiveness.

- April: Vice provost for institutional effectiveness distributes plans to deans for their review. A committee of deans reviews each department’s report.

- May: Deans meet to consider plans. Provost reports to the department the results of the review.

### Academic Program Planning

Academic program planning began with a pilot program during the 2002-03 academic year, with 10 departments participating: Art; Dance; Electrical/Computing Engineering; Health, Physical Education and Recreation; Music; Philosophy; Physician Assistant; Public Administration; Social Work; and Theatre.

In the 2003-04 academic year, eight reviews were completed: Accountancy, Anthropology, Blindness and Low Vision Studies, Chemistry, Educational Studies, Environmental Studies, Master of Business Administration, and Psychology.

In the 2004-05 academic year, 12 reviews were completed: Africana Studies; Business Information Systems; Civil and Construction Engineering; Computer Science; Counselor Education and Counseling Psychology; Finance and Commercial Law; Gender and Women’s Studies; Geosciences; Industrial and Manufacturing Engineering; Mechanical and Aeronautical Engineering; Paper Engineering, Chemical Engineering and Imaging; and Teaching, Learning, and Leadership.

The process was suspended for two years to conduct a comprehensive graduate program review. This review is described in the next section of the self-study.

In the 2007-08 academic year, 14 reviews were conducted: Accountancy, Foreign Languages, Political Science, Sociology, Spanish, Aviation (all programs), Finance and Commercial Law,

In the 2008-09 academic year, seven reviews were conducted. In the 2008-09 academic year, seven reviews were conducted.\(^{145}\) Statistics, Philosophy, Occupational Therapy, Medieval Institute, Economics, Health, Physical Recreation and Recreation, and Bronson School of Nursing.

Overall, the planning process has worked to focus faculty and academic leadership on the functioning of academic units. However, commitments made in the provost’s response letters to departments were not systematically integrated into the allocation of resources. Cuts to academic budgets in each of the last several years and frequent changes in the provost’s position since 2002-03 diminished the capacity of findings from academic program planning to shape resource allocations and improve programs, and absent resource allocations resulting from the academic program planning process, the argument that planning is even more important in lean times than times of plenty has received only modest acceptance.

When the provost did allocate resources, it was the departments that submitted academic program plans in the first two years of the cycle that benefitted. As of fall 2009, five faculty positions, two staff positions, a graduate assistantship, and funding for the evaluation of curriculum have resulted.\(^{146}\)

**Core Component 2c.2**

Western Michigan University effectively collects, analyzes, and uses available information to review and modify its graduate programs.

**Graduate Program Review**

In light of fiscal challenges, President Bailey assigned the provost and her staff the task of leading a comprehensive review of WMU’s 102 graduate programs in 2005, to be completed during the 2005-06 academic year. The graduate program review was announced July 18, 2005.\(^{147}\) According to this announcement:

> The major outcome of this review process will be a determination of which graduate programs, new or old, are the highest strategic priorities in academic affairs and the University, and, as such, should become investment centers for positions and higher levels of operating funds during the next several years. This key finding will further articulate our vision to be a student-centered nationally recognized research University in selected programmatic dimensions.

A process for the review was outlined in the “Graduate Program Review Process” (September 20, 2005).\(^{148}\) During August and September, the Office of Student Academic and Institu-
tional Research compiled individual graduate program descriptive and quantitative data that department chairs and faculty reviewed and verified by October. Quantitative data about program faculty included total faculty; graduate faculty (full and associate); total graduate student credit hours; external funding (monetary, software dollars, etc., principal investigator or co-principal investigator); and the number of creative productions and scholarly publications. Data about students included fall applications, admissions, and new beginners; international, minority, full time, part time, and total enrollment; average GRE scores (analytical, quantitative, writing, subject and verbal); and academic year degrees awarded.

Teams of WMU faculty were formed during September to review all 102 master’s and doctoral programs, and external reviewers were also identified to the vice provost for institutional effectiveness. Department faculty and chairs reviewed their own graduate programs during October and November, and provided their review reports to deans and the review teams by the end of January 2006.

Review teams, departments, and deans used report templates to record data about each program, including:

- an overall program rating (from 1-5, 5 being high);
- major recommendations (e.g., consolidation, reconfiguration, expansion);
- two to three highly commendable features;
- two to three most serious concerns; and
- team members, faculty, and student participants who participated in each review, documents consulted, and persons interviewed and interview dates.

Further, college deans provided a contextual overview explaining any decisions or specific plans for graduate programs given declining State support. The overview asked “what specifically the college had implemented,…is implementing, or…will implement, in an effort to refine, revise, modify, tailor, streamline, or adjust its graduate course offerings and programs to react to this situation.”

Review team and department findings were recorded on several dimensions of the following categories: external demand; quality of student and program outcomes; quality of program administration and planning; program size, scope, and productivity; program impact, justification, and essentiality; opportunity analysis; and compelling program factor. Department reports allowed appendices as necessary for corrected graduate program review data, minority reports, external reviewer reports, and external reviewer CVs.

The review teams met with deans, chairs, and department faculty for dialogue, explanation, and discussion regarding all reporting to date through late February.

The review teams made recommendations concerning all graduate programs to the departments, chairs, deans, and provost by March 15. Programs, departments, and deans were allowed to appeal the review teams’ final recommendation to the Faculty Senate Executive Board by April 5. The Executive Board made its recommendations regarding appeals in writing to the departmental faculty, chairs, review teams, and provost by April 20. The provost made final decisions regarding program changes, informing the deans, chairs, and departments. The provost recommended changes to President Bailey and the Board of Trustees in a report dated May 11, 2006.150

149 Graduate Program Review Templates, wmich.edu/provost/AcademicProgramReviews/graduate_index.html
150 Review leads to sweeping changes in grad programs. WMU News, May 11, 2006, wmich.edu/wmu/news/2006/05/033.html
The Board of Trustees approved the changes at its July 14, 2006, meeting.\textsuperscript{151} However, the academic campus began to voice dissension with the recommendations. Some of the recommended changes did not appear to be consistent with the evaluative factors agreed to in the methodology. As the campus tone became more strident, the president implemented an appeal process that reviewed the proposed changes.\textsuperscript{152} As a result of going through this additional step, there was general consensus upon the following changes.\textsuperscript{153}

Deleted programs included Applied Sociology, Art (MA), Biostatistics (MS), Comparative Religion (Ph. D.), Earth Science (Teaching) (MS), Molecular Biotechnology (MS), Operations Research (MS), School Psychology (Ph. D.), School Psychology (Specialist), Teaching of Geography (MA), and Teaching of Music (MA).

Programs that were originally slated for deletion but were maintained included Applied Economics (Ph. D.), Clinical Psychology (Ph. D.), Computer Science (Ph. D.), Educational Leadership (Specialist), Industrial/Organizational Psychology (MA), Socio-Cultural Foundations (MA), Spanish (Ph. D.), Statistics (Ph. D.), Teaching in Elementary School (MA), and Teaching in Middle School (MA).

Two programs, an MFA in Art, and a Ph. D. in Public Administration, were suspended. The School of Public Affairs and Administration closed admissions for the Ph.D. program, and made major revisions between 2006 and 2008.

It should be noted that the graduate program review generated a great deal of consternation across campus before it was completed. In reflecting upon the process, there appear to be several contributing factors that added to the anxiety level. WMU had not undergone such a systematic graduate program review. Therefore, even though the process was clearly communicated, there was still general concern since the process was a new experience for many faculty, chairs, and even deans. Even more importantly, the process was conducted in a very inclusive and open manner with clearly communicated evaluative criteria. However, the initial recommendations did not appear to conform with these criteria and there was not an established process for appealing the proposed changes. WMU responded to the challenges and implemented an appeal process and effectively worked through the required changes.

\textsuperscript{151} Resource Room: Board of Trustees minutes, July 14, 2006 (Kocher)
\textsuperscript{152} Graduate Program Review Appeals Committee President’s Charge. Revised June 16, 2006, wmich.edu/provost/AcademicProgramReviews/appeal_index.html
\textsuperscript{153} President announces results of grad program appeals. WMU News, July 7, 2006, wmich.edu/wmu/news/2006/07/013.html
Core Component 2c.3
Western Michigan University evaluates its services and operations with the goal of continuously improving the quality of those services.

Western Michigan University is committed to public accessibility of information about the institution.

Voluntary System of Accountability (VSA)
WMU was the first university in Michigan and one of the first in the nation to participate in the Voluntary System of Accountability (VSA), a collaborative effort among public higher education institutions, the Association of Public and Land-Grant Universities, and the American Association of State Colleges and Universities to improve public understanding of how public colleges and universities operate. As a measure of its commitment to public accountability, WMU posted its first College Portrait in April 2008, two months after the template was available. The University has met all current reporting deadlines. Of the remaining deadlines, data for the graduates’ future plans survey are being collected as part of the commencement ceremony RSVPs, and results of the 2009 graduates’ survey were posted in July 2010. The Collegiate Learning Assessment is in its piloting years so that WMU can meet its deadline for reporting student learning gains.

Institutional Performance Indicators
WMU has developed and is working to implement the use of institutional performance indicators as a tool for University leadership. In July 2007, the president requested that the Office of Institutional Effectiveness identify institutional performance indicators that could be used to provide the Board of Trustees a tool for assessing WMU according to several dimensions. Using the University mission and goals, the Higher Learning Commission criteria, factors considered in the Carnegie classification system, factors considered in the U.S. News & World Report college ranking system, and prior research (i.e., Association of Governing Boards, Tufts University); a set of primary and secondary indicators was tested against WMU’s mission, the HLC criteria, and the ability to be benchmarked. Twenty-four primary and 98 secondary indicators are organized into nine areas (finance, physical plant, admissions, enrollment, student engagement, student outcomes, academic information, faculty, research) with the flexibility to reflect annual goals set through senior leadership’s planning.

Several steps in the implementation remain in the development of a primary indicators scorecard (delayed due to staffing changes): documentation for each indicator, review of indicators by senior leadership, and completion of a report that displays data graphically in a simple, easy-to-understand format and allows the reader to access background information for each indicator. Although the scorecard will allow a variety of internal and external audiences to determine how well the University is performing, the indicator targets and acceptable ranges themselves will be developed by senior leadership as part of planning. To assist in this effort,  

154 Voluntary System of Accountability, August 30, 2008, wmich.edu/ir/vsa  
155 College Portrait, collegeportraits.org/MI/WMU  
156 Resource Room: VSA Time Table for WMU Compliance (Pattok)  
157 Dr. Eileen B. Evans, Vice Provost for Institutional Effectiveness
trend data from the last six years will be provided as will benchmark data from Carnegie peer institutions. Once WMU has established accepted practices for the use of institutional performance indicators, WMU will then encourage units and departments to derive indicators specific to their missions and goals.

**Other Surveys and Measurement Tools**

Western Michigan University routinely conducts surveys, hosts focus groups, and solicits input through a variety of means. The University is also diligent in providing feedback loops back to the responder, as well as using the information that becomes available to continuously improve services or operations. Examples from the multitude of available tools are highlighted here.

The Division of Student Affairs conducts routine assessments of various activities throughout its organization. Assessments occur on a regular basis in the following areas: Bernhard Center, Career and Student Employment, Children’s Place Learning Center, Counseling and Testing Center, Dining Services, Disability Services for Students, Parent and Family Programs, Residence Life, and Sindecuse Health Center. Assessment modalities include conversations, facility use counts, focus groups, and online and paper surveys. This division maintains a master template of the activities deployed as well as the results. These assessments are critical in evaluating changes that should be made in the level and quality of services provided. Following are but a few examples of changes made due to the assessment process. The Bernhard Center was remodeled in 2009 and the student organizations’ offices were relocated into this building from their previous home in Faunce. Another example is the expansion of the special interest housing that has been introduced within the residence halls. Dining has remodeled many of its units and now provides a variety of food choices where the food is prepared as the student waits. Yet a final example is the construction of apartment-style housing for upper-class students on campus that began in summer 2010. The location, design, and amenities were identified from focus group discussions and surveys completed by the students.

Students are also queried by units in Academic Affairs. The College of Arts and Sciences Advising unit began conducting assessments of advisees and advisors in 2007 and is a model for how other colleges could assess their advising activities. As a direct result of the surveys that indicated a need for increased accessibility of advising services, advisors created videos that outline important information for students such as general education requirements and the graduation audit. These videos, hosted on YouTube, are posted on the academic advising webpage and allow 24/7 access to critical information that students need in a format they desire. Additionally, the office began using an online appointment scheduler which has increased the number of advising appointments significantly. When scheduling, students can indicate the reason for the appointment so advisors can have all the information needed readily available, making the appointment time much more efficient.

University Libraries began the Association of Research Libraries’ LibQUAL survey campus-wide in 2004 to measure patrons’ perceptions and expectations of library quality of service in three important areas (domains): Affect of Service (customer service), Information Control (library collections, resources, and access to resources), and Library as Place (physical environment). The survey measures service satisfaction on 27 dimensions, and is tabulated by broad disciplines, gender, and faculty and student level (graduate and undergraduate). The

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158 **Resource Room:** Satisfaction of Services Surveys: Advising (Knutson)
159 College of Arts and Sciences Advising videos, wmich.edu/cas/advising/videos.html
160 **Resource Room:** Report to the University Libraries HLC Steering Committee about the Assessment of the University Libraries using the LibQUAL+ Assessment Instrument (Reish)
survey was repeated in 2007, and will be again in 2010. Reports for 2007 indicated success in library improvements efforts, especially in the difficult area of faculty scores. Some of the improvements made in response to the 2007 report include, but are not limited to:

Information Control
• Improved SFX citation linking software to include Ulrich's information on journal type (popular or peer-reviewed) and links to additional resources
• Improved library home page based on suggestions from usability studies (central search tabs reorganized – instant messaging box added – ad space moved to bottom of page)
• Increased full-text online article content
• Enhancement and updating of ResearchPath for easier quiz reporting and resonance with new student population.

Affect of Service:
• Lowered fines and fees on videos and DVDs
• Introduced book holds for library patrons
• Video and DVD collection move to Waldo Library, a more central location with extended open hours

Library as Place:
• Extended lounge area for students in the lower level of Waldo Library
• Extended Library Open hours to 3 a.m.

The Haworth College of Business conducts, tabulates the results and maintains a history of routine surveys of its students across a multitude of services, such as advising, Career Development Day, and On-Campus Interviewing Program.161

The service that students were primarily concerned with is the Office of Advising and Admissions, formerly known as the Office of Student Development. As a result of the 2004-05 survey, leadership determined that students were dissatisfied with their access to advising services. For example, students arriving at peak advising demand times (10:00 a.m. to 2:00 p.m.) without an appointment at the Office of Student Development had to wait as long as 20-30 minutes to see an academic advisor.

This problem was remedied by hiring two additional academic advisors, and reassigning an additional advisor to focus efforts entirely on graduate students. The survey was again administered in 2009. Based on feedback on the On-Campus Interviewing program, the decision was made to develop a new interviewing preparation workshop called “STAR.” During this program, students learn how to develop answers to behavioral interview questions, research a company, and develop questions to ask. Guidelines on interview attire are also provided. The college began offering the workshop in fall 2009.

The College of Aviation also surveys its students at least once a year and uses the information to improve offerings and services.162 A survey type for each of the three curricula offered by the department was presented to a special assembly of students in 2006. The College of Aviation also surveys its students periodically and uses the information to improve offerings and services. For example, survey results have shown dissatisfaction with aircraft availability. The curriculum committee changed the initial flight laboratory to a two-semester format to spread out the demand and provide students with greater time to complete the objectives of the course. It is felt that it will also reduce the number of incompletes given in the course.

161 Resource Room: Satisfaction of Services Survey: Haworth College of Business (Samant)
162 Resource Room: Satisfaction of Services Survey: College of Aviation (Powell)
This change will begin in Fall of 2010 and faculty will monitor the effect on scheduling bottlenecks. Transportation from main campus to the aviation facility was also noted as a problem. The College has initiated a shuttle bus service which has been highly successful.

The above noted surveys are a few of the examples of processes in place that WMU engages in to receive feedback on the quality and level of services provided. As has been demonstrated, WMU actively seeks input from its constituencies and is responsive to the feedback provided.

Core component 2c.4
Western Michigan University is committed to evaluating its physical plant to ensure a high-quality environment for learning.

Campus Master Plan
Western Michigan University has many mechanisms to evaluate and plan its physical environment. The most comprehensive is the Campus Master Plan, which guides the institution’s building and infrastructure programs. The plan is reviewed and evaluated for relevance each year by not only the campus community but also the surrounding community partners. Also each year the institution updates a five-year plan which includes a building project priority list. This is used to provide evidence of need to the State of Michigan for the proposed building projects. This list includes specific projects for which WMU is requesting State funds and projects for which it is seeking alternative funding. This approach provides a comprehensive view for all interested parties. The Master Plan provided guidance for major projects such as the College of Health and Human Services, the Richmond Center for Visual Arts, and Sangren Hall.

East Campus Task Force
WMU continues to review, evaluate, and plan as it manages its physical plant assets. The East Campus Task Force (ECTF) was formed to review, evaluate, and generate a plan to preserve the assets on historic east campus. The ECTF has both campus and community members who have created a mission statement to guide their effort. The review is ongoing at this time.

Campus Housing Master Plan
The newest housing on campus was built in 1968. The Campus Housing Master Plan was created to document existing building and infrastructure conditions, student housing market demands, current regional and national trends, and generate a financially viable multi-year phased approach to updating housing on campus. WMU will be proceeding with phase one this year and will construct an approximately 300-bed apartment complex. Phase II

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163 Campus Master Plan, cf.wmich.edu/masterplan/index.html
165 Resource Room: Five Year Comprehensive Master Plan Report FY 2010-14, 2008 (Dakin)
166 Resource Room: East Campus Development Task Force, 2008 (Dakin)
167 Resource Room: Campus Housing Master Plan, March 2008 (Dakin)
is contemplating a 500-bed complex. The University is convinced that this updating will increase student recruitment and retention.

**Deferred Maintenance Report**
Master plans help guide the overall approach. The institution has many more detailed mechanisms to guide the building or renovation of specific facilities, as well as operation of the eight million square feet. These also provide valuable information used in the annual review of the master plan. One of these mechanisms is the annual Deferred Maintenance Report.\(^{168}\)
This report assesses current conditions, projects potential liabilities, and makes recommendations for the allocation of deferred maintenance funds. An inventory is maintained for each major building component, such as roofs, elevators, heating and air conditioning, building envelopes, utility consumption, and energy saving mechanisms. The overall condition of the inventory is assessed using the appropriate metrics for this category. In addition, WMU implemented a student fee many years ago that generates approximately $2 million per year which use is restricted to deferred maintenance projects. The combination of the detailed inventory of assets, the qualitative assessment of the inventory, and a funding source allows the institution to make informed decisions and avoid many much more costly scenarios with facility issues.

**Facility Design and Space Guidelines**
Documents such as the Facility Life Cycle Design Guidelines,\(^{169}\) Space Utilization Policy and Guidelines,\(^{170}\) Storm Water Management Guidelines,\(^{171}\) and Sustainable Design Strategies\(^{172}\) provide valuable guidance in an effort to design facilities in the most initial- and long-term cost effective, environmentally friendly, and space efficient manner.

Policies such as the compact fluorescent lamp policy, the temperature setback policy, and the green cleaning policy have instituted a culture of energy saving and are environmentally friendly. These policies have been embraced by the campus community and generated discussions on what else can be done.

Tree Campus USA program\(^{173}\) also enhances the campus environment both in a sustainable and aesthetic manner. The University has four arborists who, with the Tree Campus USA committee, evaluate, manage, and plan the planting on campus. WMU has been recognized by the national Tree Campus USA organization.

WMU also implemented the practice of inventorying the condition of all classrooms during the summer months. A set of criteria was established to evaluate the quality of the overall learning environment.\(^{174}\) Based upon the evaluation, efforts are made to correct the deficiencies in the classrooms that have been identified as having the greatest need for improvement. As a result of this process, the overall condition of classrooms has greatly improved as subsequent evaluations are performed. Bronco Fix-it is an online tool for faculty and staff to report problems with classrooms. This has proven to be an excellent method for communication and repair of any classroom issue.\(^{175}\)

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\(^{168}\) Resource Room: Deferred Maintenance 2009-2010. October 13, 2009 (Rinker)

\(^{169}\) Campus Sustainability, cf.wmich.edu/campusfacilities/Green/Life%20Cycle%20Guidelines-%204.25.08.pdf

\(^{170}\) Space management policy, cf.wmich.edu/docs/Space_Management_Policy_rev11-3-08.pdf

\(^{171}\) Storm water management, cf.wmich.edu/docs/dg_docs/DG31-1_Stormwater_Management_Policy_9-25-08.pdf

\(^{172}\) Campus Sustainability Design, cf.wmich.edu/campusfacilities/Green

\(^{173}\) Landscape Services Tree Campus USA, wmich.edu/fac/treecampus.html

\(^{174}\) Resource Room: 2009 Classroom Condition Analysis (Dakin)

\(^{175}\) Bronco Fix-it, broncofixit.wp.wmich.edu/classrooms.html
Looking at the WMU Today

The decade since the last comprehensive evaluation visit can be best summarized as a 10-year period of improvement as WMU evaluates and assesses its academic programs and other services provided to students. At the last visit, WMU’s assessment process was informal and ad hoc. There was no central office responsible for the overall assessment of academic programs, nor was there a defined process. Since that time, the position of vice provost for institutional effectiveness was created. Also developed during this time period was the Framework for Institutional Effectiveness and Academic Program Planning. In addition to the Framework, WMU took the lead in participating in the Voluntary System of Accountability, has developed a set of institutional performance indicators for both the primary and secondary levels, and is a regular respondent in many nationally recognized surveys and other measurement tools.

In order to best deliver its academic programs, the University has long been a recognized industry leader in its measurement and evaluation of its physical plant. WMU is one of the few universities that used the computer and the web to house details regarding its plant from the smallest mechanical component, to pipes underground, emergency notification systems, alarm systems, to major structural components such as roofs, building envelopes, and heating and ventilating systems. Facilities Management maintains reports on preventive maintenance, age of systems, and operating efficiencies of each operating component. The campus hosts many visitors from schools across the country that come to observe the operation of WMU’s plant and its monitoring methods.

Looking to the Future

Evaluation and assessment processes when consistently applied provide valuable evidence which generally, but not consistently, draws focused attention. WMU has not always consistently evaluated and acted upon the evidence gathered. For example, the Academic Program Planning process has not been consistently acted upon, due to turnover and budget constraints. For graduate education, the mere fact that there was a review in and of itself created challenges. This level of consistency or inconsistency needs to be addressed. WMU also needs to consistently monitor and adjust for relevancy the performance indicators and address issues brought to light by the dashboard information. The institution must improve on the evaluative process of considering the value of its existing, as well as its potential, physical assets and evaluate those assets with both short-and long-term views.
Core Component 2d.1

Shared governance is the framework through which planning is coordinated with the University mission and a primary way that consequences of policy implementation feed into planning.

Shared Governance – An Overview of Mission Alignment

Western Michigan University is ultimately governed by an independent Board of Trustees, eight members appointed by the governor of the State of Michigan. The president of the University is the chief officer responsible for oversight of all administrative functions. All constituencies of the University have opportunities to provide input to both the president and the Board of Trustees via established procedures and channels as well as via direct communication with the president and public comment at open meetings of the Board of Trustees. The faculty of Western Michigan University has a prominent role in contributing to policies of the University using various mechanisms many of which are embodied in the structure of the Faculty Senate. Students are represented on all Faculty Senate councils, and act through governing bodies to provide input to the University. The Western Student Association (WSA) is the major undergraduate body and the Graduate Student Advisory Committee (GSAC) serves as the major governance mechanism for graduate students.

In 1928, then-President Dwight B. Waldo initiated the formation of the Faculty Council, which acted as an advisory group to the president on issues of institutional governance. The Western Michigan University Faculty Senate was established in 1958 and its founding documents and authorities are a Constitution and Bylaws approved by the University president and the Board of Trustees. Thus, faculty and administrative joint involvement in shared governance and policy development has a long history at WMU. The WMU-AAUP Chapter of University Professors was established in 1976 as the collective bargaining agent for faculty, and the Agreements made with the University codify the rights and responsibilities of faculty to participate in their professional lives.

The faculty at Western Michigan University plays a significant role in the development and evaluation of academic programs, the establishment of policies governing their professional lives, and the policies of the institution. Various mechanisms are formalized in the Agreement between Western Michigan University and the WMU Chapter of the American Association of University Professors and prominently in the Constitution and Bylaws of the Faculty Senate. Students also play prominent roles in formally advising the Faculty Senate, the University administration, and the Board of Trustees.

176 Article VIII, section 4 State of Michigan Constitution, legislature.mi.gov/(S(dirqzi552ghii55mtdclw4s)/mileg.aspx/page/getobject&objectname=mcl-Article-VIII-4&query=on&highlight=education)
177 Article II, section 4, Board of Trustees Bylaws, wmich.edu/bot/bylaws-2.html
178 Article I, Board of Trustees Bylaws, wmich.edu/bot/bylaws-1.html
179 WMU Faculty Senate Constitution, wmich.edu/facultysenate/about/constitution.html
180 WMU Faculty Senate Constitution, wmich.edu/facultysenate/about/constitution.html
WMU Board of Trustees

Western Michigan University is governed by an independent Board of Trustees. The eight members are appointed at staggered intervals by the governor for eight-year terms. The establishment and authorities of the Board of Trustees are embodied in the Constitution of the State of Michigan. As the primary board of control, the Board of Trustees has the responsibility for the control and direction of all of the University's funds and also provides general supervision of the institution. The Board of Trustees has adopted a set of aspirations that support the University mission by expressing commitment to:182

- The ideals of academic excellence and freedom in an atmosphere of respect for the individual and the institution the board serves.
- The provision of access to an excellent education to the people of the State of Michigan and to those others who choose to come to Western Michigan University.
- The fostering of a working environment which is founded on mutual respect, and dedicated to an orderly and peaceful relationship.
- The proposition that as an institution WMU is not isolated from, but is a part of, the community where it is located.

The Board of Trustees holds regularly scheduled public meetings in addition to informal working meetings. The formal meetings are announced in advance, have published agendas, and are open to the public. Reports are received from the University president as well as other officers. The Board of Trustees sets aside dedicated time for comments and presentations from the presidents of the WSA, GSAC, and, in 2009, established a formal opportunity for a regular report from the president of the Faculty Senate. In addition to these presentations, the Board of Trustees hears public comment during the open meetings.

One of the responsibilities of the Board of Trustees is to elect and appoint the University president, who serves at the pleasure of the board limited only by prior agreements in writing. The board delegates to the president general authorities consistent with those of a chief executive officer, including those that directly support the mission of the University:183

“...the president shall exercise such general powers not inconsistent with the applicable laws of the State of Michigan and these bylaws as are inherent in a chief executive, including, without limitation, leading in fostering and promoting education, research, and service as the primary aims of the university…”

In addition to formal engagement by the Board of Trustees, individual board members have held discussions with the student organizations and their officers on a regular basis, as well as with the Faculty Senate Executive Board and the Faculty Senate officers.184 Board members have also been present at, and supportive of, various University functions, such as WMU day at the Capitol (Lansing), art shows at the Richmond Center for Visual Arts, theatre and musical performances, and sporting events. This level of engagement and visibility has been critical for the faculty, students, and staff to recognize their shared purpose with the board.

WMU-AAUP Collective Bargaining Agreement

Faculty at WMU are unionized. The contract formalizes the role of faculty in setting departmental governance, curricular design and evaluation, and supports the public debate and policy development role of the Faculty Senate.185 Although any contractual agreement

182 Article II, Board of Trustees Bylaws, wmich.edu/bot/bylaws-2.html
183 Article I, Board of Trustees Bylaws, wmich.edu/bot/bylaws-1.html
184 WMU Faculty Senate minutes, July 24, 2009, wmich.edu/facultysenate/board/minutes/20090724.pdf
185 WMU-AAUP Collective Bargaining Agreement, wmich.edu/acb
introduces a level of rigidity in process, it does provide an additional mechanism to embody and strengthen the role of faculty in shared governance.

**Graduate Student Advisory Committee (GSAC)**
The Graduate Student Advisory Committee (GSAC) has representatives from all units with a graduate program and serves as the liaison between graduate students and the University administration. Members of GSAC also serve on councils and committees of the Faculty Senate. The primary role of the committee is to communicate graduate student perspectives in formulating policy recommendations and provide representation on several standing committees with areas of responsibility consistent with the University mission as delineated in the Bylaws.

An important committee of GSAC is the Graduate Financial Allocation Committee (GFAC). The purpose of the GFAC is to make recommendations regarding the equitable distribution of the portion of the Graduate Student Assessment Fee allocated to the GSAC. The GFAC recommends distributions of these funds to graduate and undergraduate student organizations and programs that enrich the academic, cultural, social, and professional experiences of the graduate student community.

GSAC is also important in promoting and representing a diverse graduate student body. Through its Public Relations Committee, GSAC is committed to maintaining a diverse, active, and representational membership within the GSAC, to promote all programs and events established by the GSAC and/or GFAC that enrich the academic, cultural, social, and professional experiences of the graduate student community.

GSAC also plays a role in fostering the research life at WMU through various activities. The Research and Publication Committee coordinates the publication of the Hilltop Review, which showcases graduate students’ projects. In addition, a GSAC member serves on the Research Policies Council, a council of the WMU Faculty Senate. GSAC is engaged in the planning of the Annual Research and Creative Activities Day, where projects are judged and select projects receive both monetary awards and professional recognition.

**Western Student Association (WSA)**
Undergraduate students participate in University governance through the Western Student Association (WSA). Representatives of WSA serve on both standing and ad hoc University committees. In addition, they are allotted comment time at each Board of Trustees meeting. The president and provost host open town meetings in conjunction with WSA to reach out to undergraduate students.

**Faculty Senate Effectiveness/University Support of Shared Governance**
The wide-ranging activities of the Faculty Senate positions it as a central venue for the entire University community to consistently and regularly examine the University mission, develop policies to advance that mission, and ensure effective operations of WMU as an independent

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186 Graduate Student Advisory Committee, wmich.edu/gsac/
187 Faculty Senate councils, wmich.edu/facultysenate/councils/index.html
188 Graduate Financial Allocation Committee, wmich.edu/gsac/gfac.html
189 GSAC committees, wmich.edu/gsac/committees.html
190 GSAC Hilltop Review, wmich.edu/gsac/publications.html
191 Western Student Association, westernstudentassociation.org
enterprise, as well as a community of scholars and an institution focused upon student success and learning outcomes. The agendas, minutes, actions, and all activities of the Faculty Senate are published. Actions approved by the Faculty Senate are held for 30 days and then forwarded to the appropriate administrative office (usually the provost) for approval and implementation. Records of adopted policy are reflected throughout the University system.

The faculty recommends, the administration implements (or not). Records of Faculty Senate actions (including actions not approved by the administration) are housed in the Faculty Senate office. There is an ongoing effort to convert all of the actions to a searchable database.

Both of the major national organizations of University faculty, the American Federation of Teachers (AFT) and the American Association of University Professors (AAUP), affirm the central role of shared governance in coordinating and directing effective delivery of the curriculum in higher education. Both also articulate the characteristics of ideal senates. The AFT lists six principles of shared governance and those applicable to the individual institution reflect the situation at Western Michigan University.192

The AAUP articulates a set of traits associated with effective senates.193 WMU’s Faculty Senate has a long-standing tradition of support by the institution and active engagement with policy development, possessing most of those traits identified:

1. **Permanent office space, files, archives**: WMU provides permanent office space for the Faculty Senate, including an office for the president.

2. **Annual budget (travel, telephone, computer, supplies, etc.)**: WMU provides a budget for the Faculty Senate. In addition to fees collected by the senate, the University provides funds to cover the costs of supplies, communications, computers, meetings, and events. There is no budget for travel.

3. **Secretarial assistance**: WMU provides funds for two full-time office administrators who are supervised directly by the president of the Faculty Senate, as well as funds for student workers.

4. **Adjusted workload for officers**: The WMU-AAUP Agreement stipulates a half-time workload reduction for the Faculty Senate president. The Office of the Provost, by long-standing written agreement, provides a modest fixed stipend for the senate president for work performed during the summer sessions.

5. **Regular meetings with college president**: WMU’s presidents have, for the past 10 years or more, held regular meetings with the Faculty Senate Executive Board at least once a semester. The current president, Dr. John M. Dunn, also meets with the Faculty Senate president on a monthly basis and attends every Senate meeting, as well as some meetings of Senate councils as needed.

6. **Consulted on creation of all non-Senate committees**: There is no formal mechanism for this and in the past, some University administrators have developed many lines of parallel committees that duplicated or supplanted those of the Faculty Senate. There has been some movement away from this with President Dunn consulting the Faculty Senate president prior to establishing such groups, but this is one opportunity for increasing effectiveness.

7. **Senate president (faculty officer) presides at Senate meetings**: WMU has always followed this practice. Both the University president and provost are invited to offer comments to the public setting, but meetings are conducted by the elected senate president.

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192 AFT News and Publications, aft.org/pubs-reports/higher_ed/shared_governance.pdf
193 AAUP Traits of Effective Senates, aaup.org/AAUP/issues/governance/effectsen.htm?PF=1
8. Bylaws specify areas where Senate decisions are normally determinative, co-determi-
native, or advisory: The Faculty Senate Bylaws are quite explicit. 194

9. Meetings and activities advertised in advance and records of actions widely pub-
lished: Yes

10. Attracts both junior and senior faculty who are esteemed as academic leaders: Yes

11. Is regarded by the campus as dealing with crucial issues: At various times the percep-
tion of the Faculty Senate waxes and wanes depending somewhat upon the personali-
ties of those in office and the willingness of administrators and the Board of Trustees to
engage. Currently the profile of the senate appears to be quite high. The administration
actively seeks advice and input, faculty participate at relatively high levels, and the
Board of Trustees regularly acknowledges publicly the work of the Faculty Senate.

12. Has effective representation on other key governance groups: Yes

13. Senate leadership visible in the ceremonial and symbolic affairs of the campus: The
senate president plays a prominent role in virtually all academic honors, including
commencement ceremonies, awards, and recognition events. The Office of the Uni-
versity President and the Faculty Senate jointly sponsor a number of activities such as
the Presidential Scholars Convocation and the ceremonial dinner to honor retirees and
emeri.

14. Initiates a major portion of its agenda items: The agenda is entirely controlled by the
Senate Executive Board subject to approval by the body of the senate.

15. Defends the core values of academic freedom, determines curriculum: The Faculty
Senate vigorously maintains its responsibility to direct the curriculum. There are estab-
lished policies for instruction and professional interests195 as well as those for curricular
and programmatic change.196

16. Provides an effective forum for controversial issues: The meetings of the Faculty
Senate are generally open to all members of the community. Many controversial is-
suess have been effectively aired and debated in this forum, including the results of the
graduate program review. The meeting also incorporates a specific time to raise profes-
sional and academic concerns.

17. Is seen as an agent for necessary institutional change: Many actions taken by the
Board of Trustees and the University administration have incorporated the debate and
conclusions arising from the Faculty Senate. The Senate provides membership to most
administrative search committees, conducts appraisals of top University officers, and
maintains parallel channels of communication with both the administration and the
Board of Trustees.197

18. Grounds its practices in parliamentary procedure and published and endorsed
principles of governance: The Faculty Senate adheres to Sturgis as its parliamentary
authority.

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194 Faculty Senate bylaws, wmich.edu/facultysenate/about/bylaws.html
195 WMU Policies A-Z List, wmich.edu/policies/
196 Faculty Senate Policies and Forms, wmich.edu/facultysenate/policies_and_forms/index.html
197 Faculty Senate schedule, wmich.edu/facultysenate/senate/schedule/schedule2009-10.html
Core Component 2d.2  
Western Michigan University has planned to achieve the aspiration of being a doctoral institution.

Doctoral education has been an important aspect of this institution since 1966 when the current doctoral programs in chemistry, mathematics, sociology, and educational leadership were initiated. More recently, while continued and expanded excellence in undergraduate, graduate certificate, and master’s programs has marked the past 20 years, it is expansion of the doctoral mission that has redefined the institution. Under the active leadership of President Haenicke and of all subsequent presidents, WMU now offers 29 doctoral programs and has awarded an average of 91 doctorates per year for the past six years with 111 and 103 doctorates awarded in the past two years. This expanded emphasis on doctoral education has necessarily been co-incident with a dramatic change in the amount and quality of original research produced by faculty and now engaged in by faculty-student collaborators at all levels of education. As part and parcel of doctoral education, a different faculty were hired and nurtured and a different relationship with students, funders, policy, and disciplinary communities across the globe has been created.

Simply, once undertaken, doctoral education is transformative for a university. It is in that sense not unlike the knowledge it produces – it takes on a life and logic of its own. And while the presence and growth of doctoral education is overwhelmingly positive at WMU, there are challenges as well. In particular, the institution must embrace the potential of knowledge creation and full participation in the practical and intellectual life of the state, nation, and beyond that this entails but must simultaneously protect its core responsibilities to undergraduate students and the (more localized) present and future communities that rely on them. The central shibboleth of the mission—that WMU is a student-centered research university— captures WMU’s aspiration. The message is that all levels of the University, from general education to majors and minors to professional degrees to master’s and doctoral programs, embrace the graduate education model that learning is achieved through inquiry and through research, that students learn in the same way that their faculty remain relevant to their disciplines, through active engagement with research questions. Doctoral education is a mind-set for education and for the role of the public university as a responsible contributor to society.

The benefits of this identity as a doctoral institution are many and are detailed in other parts of this report. The costs and the ability of the University to strategically recognize and meet those costs are described here. There are two primary or first-tier resources necessary for the doctoral mission. One is faculty in sufficient numbers and with sufficient competence (i.e., orientation, skill, and an ongoing record of success in nationally and internationally recognized scholarship and the training of advanced student-researchers) to carry out the mission. The second is sufficient numbers of similarly oriented and competent graduate students. In terms of challenges, faculty attrition, teaching loads, and dollars for support of graduate assistants and doctoral associates are paramount. In times of economic crisis and fiscal austerity, these problems can easily eat away at the integrity of doctoral education.

198 University Fact Book 2009-2010, Table 26, wmich.edu/ir/factbook.php
**Faculty Hiring**

The most dramatic increase in doctoral programs occurred during the 1990s when 18 programs were added in a nine-year period, and fully 27 (of WMU’s current 29) were in place at the time of the last site visit.\(^{199}\) This was possible only because the University engaged in an accelerated program of faculty hiring. Doctoral education is faculty intensive. It requires faculty who devote extraordinary time to their own cutting-edge research but also to small graduate classes and to individual graduate students whom they mentor (most obviously while serving on dissertation committees but also as supervisors of these students on funded and unfunded research and in independent studies). This requires appropriate teaching loads that allow departments to serve the ongoing undergraduate and graduate missions of the departments and colleges.

The critical role of doctoral education at WMU now presents an opportunity to address the resources to support the culture of research and graduate student mentorship, along with scholarship expectations that have matured over the past 20 years. This is necessary to foster success for faculty and students and to attract quality candidates during the faculty search process. Travel budgets, library resources, technology expansions, and equipment-intensive labs are other parts of the support infrastructure to be further developed and maintained so that the doctoral-oriented faculty may pursue external funding which enhances their research agendas.

The doctoral departments therefore change in important ways marked by the quality of the research, the mix of institutional and external resources; the growth of small, intensive learning models; the production of future scientists and educators; and a more ambitious sense of the role of the University in understanding and solving the challenges of the state and nation. Because the frontiers of knowledge are specialized, very often targeted hiring and the curricula in doctoral departments reflect that specialization.

All of these pressures are manifest in the need to maintain and enhance faculty strength. In times of economic boom, the wisdom of public and private investment in doctoral institutions is persuasive, as it was at WMU from the early 1990s for a decade or more. But economic retrenchment has been the norm for at least five years and will likely continue. When 70% of operating costs are tied to personnel,\(^{200}\) the temptation to reduce deficits through attrition is great. The challenge, perhaps the most significant one facing WMU and similar institutions, is to resist that temptation – to recognize that reduced numbers of faculty destroy the foundation of the model of inquiry-based education that WMU has come to embrace. Maintaining faculty and support staff numbers at levels sufficient to maintain the integrity of graduate programs but also of WMU’s majors and minors and general education missions is tremendously difficult. New sources of funds (including an increased reliance on private development and external grants and contracts) must be found and new longer range planning models must be constructed even while the institution is buffeted by crises.

WMU is justly proud that it has grown the number of doctoral graduates and maintained external funding levels. But hiring pressures are beginning to rise in many departments. These pressures only underline the need for data-driven and strategic planning.

**Graduate Student Support**

If the previous section showed that graduate programs (and the larger university) are only as good as their faculty then it is also true that they are highly dependent on adequate num-

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\(^{199}\) HLC Comprehensive Visit Self-Study Report, wmnich.edu/poapa/accreditation/newhlc/Report_VolumeI.pdf

\(^{200}\) 2009-10 Budget Summary, budget.wmich.edu/docs/09-10budget-summary.pdf
bers of qualified students. Apart from medical and law schools, where the prospect of good salaries makes the taking on of student loans a reasonable proposition, the reality of graduate education today is that fellowships and associateships must be used to support a core of students selected on the basis of their potential in a nationally competitive market. Western Michigan University has recognized this reality in protecting its budgets for graduate student appointments even as other operating budgets have shrunk.\(^{201}\)

An important potential challenge to WMU’s competitiveness in attracting excellent graduate students was met over the past three years. Following a similar effort at the University of Michigan, graduate student teachers unionized in order to pursue better salaries and benefits and to be allowed a voice in course offerings and schedules. To its credit, the University supported these efforts and has negotiated two contracts with the Teaching Assistants Union (TAU). This example of shared governance has led to increased tuition support for graduate assistants and to stipend increases for both graduate assistants and doctoral associates.\(^{202}\) Improvements of this kind, in the face of budgetary challenges, are indicative of the commitment of the University to graduate education.

Similarly, while almost all other budgets were reduced, funding for graduate student support was held level by the leadership of Academic Affairs, resulting in needed stability for graduate student funding. Still, as with faculty hiring, even a one or two year gap in graduate student recruitment can impact a program. The post-9/11 challenge of recruiting overseas students had this potential and only through proactive efforts of the Graduate College and the Haenicke Institute was the challenge addressed. As the challenge of protecting funding grows, WMU is faced again with the need to strategically appraise alternatives and ensure that decisions balance short-term savings with the long-term integrity of graduate programs.

A final area of mission-based planning that involves the doctoral programs is the increased reliance on graduate students to teach undergraduates. This teaching is an important part of graduate student training and, as faculty devote more time to the demands of doctoral education, this shifting of the teaching load is expected and necessary. The challenge, however, is two-fold. First, tenured and track faculty are still responsible for curriculum and key instruction in the majors and minors and in general education. Staffing instruction appropriately will vary by college and department but requires careful planning in all of them. The second part of the challenge is to be effective in both instruction and research, delivering high-quality undergraduate instruction and at the same time maintaining the research and intensive mentoring activities that have transformed WMU. These complexities and interdependencies are ubiquitous and underscore the need for systematic planning to realize the University mission.

\(^{201}\) 2009-10 Budget Summary, budget.wmich.edu/docs/09-10budget-summary.pdf
\(^{202}\) TAU Agreement, wmich.edu/acb/docs/tau_agreement_2007.pdf
Core Component 2d.3
WMU’s development efforts, including those for the current comprehensive campaign, are centered on the University’s mission and focus upon WMU’s goals and strategic priorities.

The purpose of the Development Office is to help ensure WMU’s financial stability and to advance its mission by securing private support from alumni, friends, foundations, and corporations. Fundraising efforts of the Development Office support all members and areas of the WMU community. The Western Michigan University Foundation (WMUF) is an independent, tax exempt, 501(c) (3) nonprofit corporation that operates to promote and provide financial support to Western Michigan University. Through the Development Office staff, the foundation seeks gifts from the private sector to make up the difference between the cost of receiving an education and the support that is available from student tuition, fees, and the State of Michigan.

Administered by the executive director/secretary, who also serves as the vice president for development, and a volunteer Board of Directors, the foundation oversees how funds can be invested prudently to maximize and address both the long-term financial stability of the University and the most urgent campus priorities. The foundation board meets four times each year. Board members are informed and updated on programs and priorities so they can be better advocates for the University.

For more than a decade, the foundation has supplemented the University’s funding for the Development Office. Due to University budget reductions in 2003, the front-line fundraising staff was reduced by half, significantly limiting the number of donor prospects with whom staff could engage. Incremental increases in support from the foundation (using an administrative fee from the endowment) has increased the Development Office budget by 49% over the past five years, shifting foundation funding from 50% of development’s total budget in fiscal year 2005 to 76% in fiscal year 2010. This creates a more stable budget and staffing model and allows the office to plan with greater efficacy.

The Development Office operates under a central/decentralized model in which the directors are hired by and report to the Development Office, but work with the deans or administrative unit heads to raise money for their programs. Each college, the Division of Intercollegiate Athletics, and the libraries are assigned a dedicated development officer. Often, the development officer is considered a part of the unit’s leadership team and meets regularly with the key staff of the unit. In all cases, the development officer works with the dean or unit administrator to identify the needs and opportunities for the unit and set the fundraising priorities. While each area approaches this process in a different manner, members of the faculty are encouraged to identify funding opportunities through their department chair, and priorities are established by the dean/administrator. Faculty, deans, unit heads, and program staff are encouraged to engage in the cultivation of donors and prospects to extend the donor’s relationships with the University. Often, these personnel assist in the various aspects of the relationship which support and lead to a solicitation. Many of the units have advisory committees who assist the deans, department chairs/directors, or unit heads in identifying

203 Resource Room: Western Michigan University Foundation Bylaws (Bender)
204 Carl M. “Bud” Bender, Vice President for Development, Development Office
trends and needs of specific industries, suggesting possible funding sources, and participating in fundraising activities.

The vice president and associate vice president for development work closely with the deans and other University administrators to keep them informed of the Development Office's activities and progress, to review current priorities and opportunities, and to ensure that the needs of the units are being met. Additionally, the vice president meets each semester with the Provost's Council and Faculty Senate.

Those units without a dedicated officer generally work with a member of the central development staff on fundraising priorities, although any member of the development staff may work on projects outside his/her identified unit. Central Development Office provides fundraising professionals for foundation relations, estate planning and annual giving, and provides support in prospect research, gift processing, and donor relations.

This organizational model ensures that each area of the University has support and access to all aspects and at all levels of the fund raising process so that the elements of the University's mission may be advanced. The combined support and involvement of the faculty and staff, the WMUF, and the various college/unit/department advisory committees, creates a shared-ownership and thorough vetting of the University's fundraising initiatives.

Most recently, planning for the comprehensive campaign, initiated in 2007, has been a bottom-up process in which faculty submitted opportunities through their department chairs to the deans/unit heads (also discussed in section 2.b.) These opportunities were prioritized and then submitted to the provost and president for final approval and ranking. While a preliminary campaign goal has been identified and funding priorities have been established and categorized for ease of promotion, it is important to note that over the extended course of the campaign, priorities and projects will change and all projects for which donors can be identified and funds secured will be included in the campaign. Interdisciplinary and University-wide programs and projects which advance WMU's mission will be included as well. The Faculty Senate passed a resolution (May 2009) which formalized its involvement with and commitment to the upcoming campaign. Additionally, all guidelines for gift acceptance and policies for naming have been distributed to the University's leadership for wider distribution among their departments and units.

Generally, success of inclusive planning process and implementation of development efforts is evidenced by incremental progress in increased financial commitments seen over the past decade, from $13.8 million in fiscal year 1999 to $38 million in fiscal year 2009. Current totals for the comprehensive campaign reflect nearly $89 million raised between July 1, 2007, and October 31, 2009, for priorities in all general categories. The greatest support is designated to programs and activities (58%), student support (11%), and facilities (7%). Gifts to support faculty and those to unrestricted funds each account for 6% of the total.

Specifically, recent results of collaborative development efforts can be seen across campus. The campaign for the Richmond Center for Visual Arts, opened in 2008, provided 41% of the funding for the new center and advanced the mission in two ways. The center provides a state-of-the-art teaching, learning, and research venue for the Gwen Frostic School of Art. Additionally, the various galleries and resources provide exposure to and promote an appreciation for the arts, specifically modern art, for on-campus audiences and for the general public.

205 Carl M. “Bud” Bender, Vice President for Development, Development Office, July 1, 2009
206 Resource Room: Western Michigan University Comprehensive Campaign Plan (Van Der Kley)
207 Jan Van Der Kley, Office of Business and Finance
Results of collaborative efforts related to two current programs also illustrate how staff in the Development Office further elements of the University mission, specifically those related to diversity and inclusion. First, cooperative efforts have generated more than $600,000 in private support for the Seita Scholars program, helping to promote the success and well-being of foster youth throughout the undergraduate educational experience. 208 Second, Development Office staff along with staff from the Office of Diversity and Inclusion and the Division of Student Affairs, and faculty and staff from virtually all colleges are part of WMU and fifty-plus area organizations’ planning for the American Anthropological Association’s nationally acclaimed touring exhibit “RACE: Are We So Different?” 209 When the exhibit opens on October 2, 2010, for three months at the Kalamazoo Valley Museum, the Kalamazoo community will realize the fruits of three years of planning. More than 40 events at sites in the area will offer programming from panel discussions to speakers to art exhibits. Materials being developed include workshops for teachers and upper-elementary through secondary students and others attending the exhibit. In addition to WMU, major sponsors include the Kalamazoo Community Foundation, Kalamazoo Valley Community College, and the W.K. Kellogg Foundation.

**Looking at WMU Today**

The processes and procedures currently in place provide the means for successful development, vetting, promotion, and pursuit of funding for programs and projects that enhance the mission of the University. Virtually all members of the University community, from the deans to the faculty, unit heads to staff, in conjunction with and from increased support from the Development Office, have built stronger internal partnerships that improve communication and fundraising efforts.

**Looking to the Future**

Opportunities for improving fundraising through inclusive planning occur primarily in two major areas. As urgent needs arise, theories are confirmed, new discoveries are exposed, innovations are developed, members of the University community must bring forth and promote through the avenues provided, the project funding opportunities available to private sources. Processes that ensure an open line of communication across all levels must be maintained. Clearly articulated plans for viable programs and projects should originate at the level of the project manager and be shared at all levels of the University to provide the greatest opportunity to secure a funding source.

Matching WMU priorities with individual donor interests is a labor-intensive process, particularly as WMU pursues securing major gifts from individuals and entities which have substantial capacity. With approximately 3,600 identified alumni who are capable of making gifts in excess of $50,000, only one-third of them have a relationship with WMU. In terms of pure dollar ratings, of more than $700 million dollars in gift capacity, the individuals WMU “knows” account for just less than half of those dollars. As the University seeks to more effectively re-engage WMU’s 175,000 alumni and involve them with the University in meaningful ways, all members of the University community must seek to enhance their involvement in developing strategies and activities, and in creating avenues by which to contact and involve other constituents in ways that inspire meaningful philanthropic support to WMU. 210

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208 Foster Youth & Higher Education Initiative, wmich.edu/fyit/
209 Race, Are We So Different, raceexhibit.org/
210 Resource Room: Western Michigan University Comprehensive Campaign Plan (Van Der Kley)
Core Component 2d.4

WMU’s budgeting processes are linked with its vision and planning processes.

The University budget process is detailed in a prior section (2.b) from an administrative point of view. The process is thoughtful, responsible, and designed to use funds efficiently. It is not, however, designed to accept direct influence from shared governance in a formative way. It should be noted that it is not until the final stage of budget planning that the priorities are shared with the Provost’s Council and the Campus Planning and Finance Council of the Faculty Senate. It can be said therefore that the budget decisions and priorities are transparent, but not subject to input in a way similar to most other University policy.

In a typical budget presentation, the Faculty Senate Council would learn about increases or decreases in enrollment, general fund reductions/additions from the State, and the impact of tuition rates on the budget. All of this information is publicly available in any event. Additionally, business and finance staff have presented more detailed explanations of debt service and budgets that exist across the University, not simply in the academic areas or the general fund.\textsuperscript{211}

As noted in section 2.b, “The president’s senior leadership team functions as the University’s key budget policy agency in making final recommendation to the Board of Trustees.” Therefore, the entire onus of matching the budget to the mission in areas such as financial resource allocation, personnel support, and support of technology falls entirely upon the Office of the President. Indeed, even in the recently articulated Academic Affairs Strategic Plan\textsuperscript{212} there is discussion of visioning, but not discussion of resourcing or prioritization.\textsuperscript{213}

The minutes of the Faculty Senate Campus Planning and Finance Council (CPFC) show that there is discussion about priorities and challenges in the budget and this information might possibly be incorporated into decision-making. Clearly, there are detailed reports of the budgets and discussion after the fact about the priorities that emerge, including presentations by the University president to the CPFC.\textsuperscript{214}

Recently, President Dunn used a PowerPoint presentation to review the 2008/09 General Fund budget in which information was conveyed regarding revenues both actual and projected, as well as projected costs in each of the major areas with rather broad assumptions. In no case has there been an open, bidirectional discussion of budget priorities with faculty, students, or staff. Similar reports on publicly available information are also made to the entire Faculty Senate.

It appears that control over all budgetary priorities both across the University (including, for example, facilities and athletics) as well as within Academic Affairs is a prerogative guarded by the University administration. This compartmentalization has some clear benefits as well as some opportunities for enhanced effectiveness.

One of the positive consequences of highly centralized budgetary control is that WMU is able to operate in a way that increases the probability that it remains in a strong fiscal position. Given the challenges of the times, this may have proven to be a substantial benefit for WMU since, as dire as are the budgets at this time, the fiscal situation remains tightly con-

\textsuperscript{211} Minutes of CPFC, January 16, 2007, wmich.edu/facultysenate/councils/finance/minutes/20070116.pdf
\textsuperscript{212} Academic Affairs Strategic Plan, wmich.edu/provost/strategicplan/
\textsuperscript{213} Faculty Senate minutes, October 8, 2009, wmich.edu/facultysenate/minutes/20091008.pdf
\textsuperscript{214} Minutes of CPFC, March 17, 2009, wmich.edu/facultysenate/councils/finance/minutes/20090317.pdf
trolled and sound. One rational explanation for uncoupling budgetary planning from shared governance may also be related to the way in which WMU is structured. It is a unionized campus with the faculty, part-time instructors, graduate assistants, and a high proportion of maintenance staff having collective bargaining agreements with the University. In such an environment, each of those labor unions might be seen to have a fiduciary duty to seek the best possible combination of compensation and working condition agreements for its constituents and not be obligated to consider the impact of funding on other groups as a driving priority. Perhaps it is a centralized model of budgetary control that allows the various, sometimes competing, needs of the institution to be balanced.

**Looking at WMU Today**

Returning to the mission, the budget has supported the mission by offering financial support to areas generally deemed to provide “leadership in teaching, research, learning and public service.” Although faculty own the curriculum and are charged to initiate change and adapt to the needs of students and the community,215 programs can be starved out of existence by centrally mandated budgetary controls, starved into underperformance, triggering self-study and review leading to deletion, or on the other hand artificially enhanced through resources out of proportion to the student audience or curricular need in ways that reflect the priorities of individuals or small groups rather than the mission of the University. In general, the detailed funding decisions are exerted at the college level with the deans having significant control over the departmental priorities. Each college uses its own processes for determining how to prioritize funds from the University, adopts its own fundraising strategies, and makes a case for allocation of resources for personnel. Yet the provost, who thusly makes de facto decisions on institutional and curricular priorities through resourcing, presents college deans with their operating funds. It remains unclear the extent to which information from the deans or faculty, and students informs these resourcing decisions. In summary, while the budgeting and fiscal processes appear to be sound, the establishment of priorities within the academy is obscure and limited to senior administrative leadership teams.

**Looking to the Future**

One opportunity faculty may choose to explore is related to the programmatic change policies. Currently the Faculty Senate has an adopted, extensive set of policies and procedures for making curricular changes and processes to be followed in program addition, deletion, or consolidation.216 Notably lacking were any recommendations for criteria that could be looked to for making such programmatic changes. Recently, the Faculty Senate Executive Board adopted such a set of indications and contraindications to guide recommendations on program reorganization.217 Perhaps broader adoption of such a general set of guidelines that could serve as indications of strong programs and contraindications would provide some degree of faculty input for resourcing decisions that could be tied directly to the mission.

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215 Faculty Senate Policies and Forms, wmich.edu/facultysenate/policies_and_forms/index.html
216 Faculty Senate Policies and Forms, wmich.edu/facultysenate/policies_and_forms/index.html
217 Faculty Senate minutes, June 26, 2009, wmich.edu/facultysenate/board/minutes/20090626.pdf
Core Component 2d.5

Western Michigan University’s branding initiative focused on the institution’s vision of who and what WMU is, what values are important to WMU, and how WMU wants to be identified.

In the latter part of 2006, WMU began an initiative to develop strategies to improve its image and strengthen its brand within the State of Michigan and throughout the Midwest. The goal was to establish a more effective marketing operation within the University.218

Led by the senior vice president for university advancement and legislative affairs, a Marketing Implementation Team (MIT) was formed with representation from virtually all areas of the University. The committee was charged with developing a market plan with two specific objectives: to increase enrollment and to increase participation by alumni and donors.

The first step in the process was to conduct research involving internal and external constituents to determine and develop WMU’s brand. Simpson Scarborough Communications, an educational image research company, was contracted to identify the current brand of the University as perceived by students, prospective students, parents, alumni, and stakeholders; identify how the University community perceives itself and how it would like to be perceived; identify the gap between the existing reputation of the University and the ideal; and help the campus define an identity/brand that is realistic, sustainable, and distinctive.

The target audiences with which the research would be conducted were segmented as follows:

- Primary: high school students, prospective graduate students, parents of high school prospective students, alumni;
- Secondary: parents of high school students, guidance counselors and teachers, donors; and
- Tertiary: government and the media, general public, business leaders, and corporations.

The research analysis identified WMU’s brand elements, and the following articulated brand promise was developed:

Our students are successful in life and work because of WMU’s quality programs and commitment of its people. Alumni are our best evidence.

Results were presented to the University community in several forums held on campus between late spring and early fall 2007. Additionally, a web site was developed for University constituents to track the progress of the initiative. MIT then hired a marketing firm to create a promotional portfolio that communicated the brand promise. As increasing enrollment was a high priority, the initial efforts would focus on the admissions/prospective student audience.

WMU hired the Image Group to develop a WMU-specific set of marketing initiatives and materials. The brand identity, including branding elements featuring an old west theme was developed. The slogan “Grab the Reins” emerged as a short, memorable way to communicate WMU’s proactive philosophy. It succinctly expresses the importance of leadership, explor-
tion, freedom, and hope, while reinforcing the University’s pledge to equip students to take charge of their lives through access to an exceptional classroom experience, collaboration with faculty, tools for self-assessment, and more than 230 program offerings. The gold block, chenille “W” stands for WMU. Conceptually, it is the University’s symbol to which each person gives his or her own meaning and response to the question: what’s behind the W?

Third, and finally, the horsehair background is an obvious tie to a Bronco, and consistently using it on materials makes billboards, print ads, television and radio spots, and signage stand out. The horsehair background becomes associated with WMU.

Using these elements, the concept portfolio was developed and included spots for radio and television, an outdoor (billboard) campaign, new signage, print advertisements, and printed promotional materials. While the main goal was to increase visibility and create a positive image of the University, the materials and spots developed primarily targeted the prospective student market. Targeted geographic areas included Kalamazoo, Detroit, Grand Rapids, Battle Creek, Traverse City, and Lansing. WMU now presents itself consistently in image and voice in a positive manner and to a broader market.

In addition to the marketing materials, WMU for the past two years has held WMU Day at the Capitol. The event is designed to raise awareness among the State legislators to the programs, projects, and people at WMU. Faculty, staff, and students representing WMU travel to Lansing and on the Capitol lawn set up exhibits and demonstrations of some of the University’s most outstanding programs and projects. In May 2009, more than 700 members of the WMU community participated.

Looking at WMU Today

The results of a strong, long-term branding campaign cannot always be discerned or expressed by quick data changes. However, WMU’s effort was preceded by an in-depth market analysis that does provide baseline data on how Western Michigan University was perceived prior to the branding campaign by current and prospective students, parents, alumni, faculty, staff, and community members. That analysis was done by Simpson Scarborough, a higher education consulting firm in Washington, D.C. The research included both quantitative and qualitative measurements done by phone and online surveys, focus groups and in one-on-one meetings with community leaders.

Since implementation of the branding campaign in late 2007, the University has conducted one follow-up survey of prospective students and their parents and intends to repeat such work as often as possible to measure how much the needle has moved on key measures such as academic quality, student service, and competitiveness.

The single follow-up study already done was conducted in mid-2009 and was again conducted by Simpson Scarborough. It focused on prospective students and their parents in Michigan, with a special focus on Southeast Michigan. That survey showed that the level of awareness of WMU had increased since the pre-branding research and that WMU’s message of affordability and its focus on student service had been heard, although more work was still needed on some key quality indicators. Additionally, the research pointed to recessionary pressures as key factors that year for enrollment decisions.

Looking to the Future

Details on market research are available through the Office of University Relations. It is the intent moving forward to conduct similar research periodically to assess the impact of WMU’s branding work.
Core Component 2d.6
Planning throughout the organization aligns with the overall mission of the University and is evidenced through the implementation of those plans.

Institutional Strategic Planning
With effective strategic planning, as with economic forecasting (to which it is increasingly related), some of the concepts and data elements are pinned down but never sufficiently so to reliably predict and control the future. Yet prediction and marginal control are better than none, and the effort is required of WMU as steward of the public’s money and as holder of the public’s trust.

Ten years ago, WMU recognized that its planning, while often intensive, was not University-wide and so made concerted efforts to develop a process and a support structure for such planning—to produce and use an institutional strategic plan. In so doing, substantial progress was made on more focused strategic planning efforts in Academic Affairs, in units such as the College of Arts and Sciences, and in support areas such as information technology student information systems and the physical plant. Assessment efforts, which provide data elements necessary to strategic planning, are also substantially developed compared to their status 10 years ago. But it is fair to say that WMU still does not have a single systematic planning process that ties together all these pieces.

Many WMU divisions and units regularly engage in strategic planning. Examples, many of which are described elsewhere in this report, include the compact planning approach in the College of Arts and Sciences; strategic plans in the Division of Student Affairs, the Office of Information Technology, and the Development Office; and the University’s Master Plan, which outlines expected changes in the physical plant. Importantly, each of these planning efforts was based on assessment or data monitoring elements. The use of assessment data to drive program changes is addressed in the Criterion Three chapter.

The strategic review of graduate programs (2005–06) was to be followed by a similar strategic review of undergraduate programs. The review was directly linked to mission and the suspension of faculty hiring pending outcomes of the review was designed to align allocation of resources with planning:

This step is essential if we are to identify, design, and fund academic programs central to the vision of this institution as a student-centered nationally recognized research university; support graduate education and its resource requirements to become more competitive; and provide the most intentional stewardship of our relatively fixed resources.

While what came to be known as the Graduate Program Review was carried out (with explicit criteria, data elements, faculty-based review teams, feedback opportunities for departments, and appeal procedures), it was widely perceived as a top-down mandate with somewhat idiosyncratic standards rather than an authentic self-assessment. With the focus of the University shifted toward fundamental changes in administration, the results and impetus of the Graduate Program Review were largely dissipated. In the fall of 2008, pursuant to the Board of Trustees’ recommended program evaluation in 2008–09, colleges were asked to provide status reports relative to the Graduate Program Review recommendations.
The College of Fine Arts reported the elimination of one program (Master of Arts in Teaching of Music) and a five-year suspension of another (Master of Fine Arts in Studio Arts) in anticipation of presenting a new curriculum by spring 2014.

In the College of Arts and Sciences, three master’s programs were deleted (MS in Molecular Biotechnology, MA in the Teaching of Geography, and MS in Biostatistics) and an enrollment plan was developed and implemented as a condition to maintaining the MA in Industrial/Organizational Psychology. The Ph.D. in Public Administration was suspended and reconfigured with admissions occurring again in fall of 2008. The Ph.D. in Statistics also underwent scrutiny in regard to enrollment management, program quality and assessment, and external collaborations to support the Consulting Lab.

An evaluation of one master’s degree (Elementary Education) in the College of Education and Human Development led to its revision (Practice of Teaching) and is expected to capture students from another master’s degree (Middle-level Education) that is likely to be suspended; an evaluation of another master’s degree (Social-Cultural Foundations) was implemented; and it was determined that the specialist program (Educational Leadership) should be maintained to facilitate central office certification in Michigan in response to PA 335 and provide an alternative to doctoral study.

In the College of Engineering and Applied Sciences, the initial recommendation of the provost was to close the Ph.D. program in computer science, but that recommendation was reversed on appeal. Similarly, the recommendation to consolidate the Ph.D. programs into one general doctoral program was reversed on appeal. Two master’s programs were, however, closed: Operations and Research and Materials Science.

In retrospect, two important lessons were learned. First, a strategic review leading to a more focused use of increasing scarce resources is needed and possible. Second, actually carrying out such a process is very hard and absolutely requires that faculty are at the forefront of such efforts. Anything that appears to be driven unilaterally by administration or external constituencies may engender resistance.

As WMU prepared for its 2005 mandated focused visit on institutional strategic planning and the assessment of student learning, the self-study report steering committee stipulated three steps for establishing “an effective, formalized university-wide strategic plan” (p. 32).²¹⁹ First would come the writing of a strategic plan developed by the University community, formulated by the president, and approved by the Board of Trustees. Second, units were to identify appropriate strategic initiatives, develop performance measures, implement an action plan, assess, and report annually to the president. And third, the president would report annually to the Board of Trustees and the University the findings and recommendations for new areas of focus.

The president supported the approach and developed a draft set of institutional priorities in consultation with senior administration, the Faculty Senate Executive Board, the Deans’ Council, and the Academic Forum (deans, chairs, directors, and staff reporting to the provost). The priorities were developed through a shared governance approach and with appropriate attention to authentic internally generated measures and adequate time for vetting the process.

Indeed, the focused visit review team found substantial evidence that such planning was well advanced. The plan was, unfortunately, the baby that was thrown out with the bath water of

the Graduate Program Review. When the Board of Trustees ended the president’s contract (August 2006), the institutional strategic planning process was one of the casualties.

Three years later, WMU has in fact embraced strategic planning and assessment across many units and is in a good position to again address an institution-wide coordination. That challenge can very likely be met by emerging links between existing planning efforts rather than a grand ground-up effort. The academic program planning process, for example, systematically covers all academic units with a consistent and well known set of indicators and explicitly is tied to programmatic modifications. The process required review by the responsible college dean but also by Provost’s Council and the provost’s office. Any programmatic changes resulting from these reviews must go through faculty committees. In essence, the structure for strategic academic planning is present and experience will generate more systematic use.

**Academic Affairs Strategic Plan**

In April 2009, the provost and deans began development of a strategic plan for Academic Affairs. Meeting throughout the summer and, with the input of the vice provosts, into early fall, the group drafted the plan. The president met with them on multiple occasions to share his views on elements that are critical to a successful academic plan. The plan was vetted through college leadership bodies, Academic Forum, department meetings at which the provost was invited to listen to feedback, and three forums chaired by the Faculty Senate president. The draft was posted online and feedback solicited from the campus at large. After reporting to the academic community on the nature of the feedback, the provost posted the academic affairs strategic plan (February 1, 2010).²²⁰ Development of the milestones, action plans, and responsible units and individuals will be finalized during summer 2010.

Although there was an earlier (2003-04) academic affairs leadership planning initiative that produced a draft document, the 2009-10 plan is the first significant academic affairs plan to encompass the academic endeavor in its entirety and to have been vetted across campus. Furthermore, coordination of academic affairs planning with development planning is apparent in the latest comprehensive campaign. Coordination of academic priorities and development support with the Master Plan for facilities is nascent but real. Information technology, student affairs, diversity and inclusion, business and finance, and other support divisions coordinate through the president’s senior leadership team meetings.

**Office of Business and Finance Strategic Plan**

In 2009, the Office of Business and Finance leadership engaged in strategic planning, including budget planning, determining the direct and indirect connections between the services provided and the University’s mission and goals, and between the services and the Higher Learning Commission’s criteria and core components. The outcome was the area’s first strategic plan, defining the unit’s and departments’ missions, and establishing key results expectations and strategies for achieving the results.²²¹ As part of the process and in anticipation of annual reporting, departments identified gaps to success and the goals and action steps to close the gaps. The eight departments are accounting services, auxiliary enterprises, business services, human resources, logistical services, public safety, staff labor relations, and WMU bookstore.

Department visions and missions align with and support WMU’s mission. For instance, public safety’s vision is “to achieve uncompromised personal safety on campus and model environmental stewardship for the community through innovation, technology, education,

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²²⁰ Academic Affairs Strategic Plan 2010, wmich.edu/provost/AAPlanning/strategic-plan.html
and visibility”; its mission is to “provide a safe, secure, healthy, and sustainable environment through prevention, enforcement, and education so that all members of the University community can accomplish their learning, teaching, research, and public service goals.” 222

**Division of Student Affairs Strategic Plan**

In 2007, the Division of Student Affairs (DOSA) developed a working draft strategic plan mindful of Ernest Boyer’s (1990) Six Principles of Community and Ten Key Actions223 and using a process that included students and all areas within the unit. In 2009, the plan was reviewed in light of the Higher Learning Commission’s criteria and core components and revised. DOSA’s plan is cast in terms of strategic priorities, functional work, metrics, and accomplishments.

**Information Technology Strategic Plan**

In 2001, the strategic plan for information technology set forth specific goals, prioritized actions, and recommended guidelines for the optimum use and management of information technology resources. Reviewed and revised minimally since then (2009), the plan was not only the earliest evidence of strategic planning at the senior leadership level but also of ongoing planning. In spring 2010, the Office of Information Technology began development of a new plan by engaging the campus through a series of campus communitywide sessions together with meetings of leadership groups. At each, participants’ views on mission, values, and goals for information technology were solicited, recorded, and later verified with individuals who offered comments, ensuring the accurate capture of ideas to guide writing of the plan.

All of this is good experience but falls short of an explicit systematic process. The remaining piece in the puzzle may be central sponsorship. Though prediction is a risky business, the current administration has established considerable credibility across the University through its openness and rational problem solving and has put the University in a much better position to realize this process.

**Core Component 2d.7**

**Management of the physical plant is a centralized function where the University exercises anticipatory planning in resource allocation, space utilization, and sustainable practices.**

**Facilities Management Department**

The University operates over eight million square feet of space spread over 1,200 acres. WMU has 151 buildings and features some of the finest facilities in the Midwest. The main campus, located close to downtown Kalamazoo, is able to house more than 5,700 students in residence halls and University apartments. It includes a large, well-equipped student recreation center and state-of-the-art buildings for business, chemistry, science research,
health and human services, and the visual and performing arts. The University’s highly rated engineering college and thriving Business Technology and Research Park are based three miles away at the Parkview Campus, while its nationally known aviation college is based at the W.K. Kellogg Airport in Battle Creek, Michigan. Both the aviation campus and BTR Park are components of the Michigan SmartZones, which are considered critical to the State’s economic future. WMU has made an institutional commitment to sustainable practices both for economic reasons and a desire to remain at the forefront of responsible environmental practices. In 2008, the president signed the Talloires Declaration affirming this commitment.

WMU has a Master Plan for guiding development of physical resources and in the past two years has made concerted efforts to obtain broad University and community input to it. A brochure was developed, with the input of the Faculty Senate Campus Planning and Finance Council, and was recently updated and served as the focus for several public forums for soliciting input and distributing information related to planning.

Recently, the operations have been consolidated under one administrative umbrella. On April 27, 2009, WMU integrated the Physical Plant and Campus Facility Development departments and created the Facilities Management Department. This provides a one-stop shop for all facility needs. The department has four divisions: planning, engineering, projects, and operations. More information on the organization culture and structure is forthcoming as the new organization is engaged in a visioning process.

The Facilities Management Department provides service to students, faculty, staff, and visitors to support the University’s mission and goals. The new department places emphasis on quality service and sustainability. The professional employees design, construct, and maintain facilities to meet current and evolving needs and to ensure a safe, healthy, and attractive environment. In addition to the planning, construction and renovation of University facilities, staff is responsible for the day-to-day operations and maintenance of the buildings, grounds, vehicles, and utility systems. Facilities employs nearly 469 people who manage over eight million square feet of University space, 1,200 acres, 49 miles of utilities, 65.5 miles of sidewalk and roadways, and dispatch 75 million KWh of electricity and 510 million pounds of steam per year. The focus is on quality improvement and being good stewards of the University’s limited resources.

**University-wide Sustainability**

One of the major initiatives in Facilities Management has been a concerted effort to promote sustainability. A University-wide Sustainability committee produced an extensive report about the status of current efforts, plans for the future, and projections and aspirations.

One of the notable success stories, of many that have emerged from these efforts, has been the awarding of LEED certification to the newly constructed College of Health and Human Services Building, the first such certification in the State of Michigan. Princeton Review

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224 WMU Sustainability Campus Operations, wmich.edu/sustainability/campus/
225 Talloires Declaration, umfs.org/talloires_declaration.html
226 WMU Campus Master Plan, cf.wmich.edu/masterplan/
227 Campus Master Plan Summary Brochure, cf.wmich.edu/masterplan/summary.html
228 Facilities Management, wmich.edu/
229 WMU Sustainability, wmich.edu/sustainability/
231 WMU Sustainability - Buildings, wmich.edu/sustainability/campus/buildings.html
named WMU one of Michigan’s three most sustainable universities in August 2009. And, in September 2009, Business Review West Michigan awarded its inaugural Green Award in the Greatest Green Initiative category to WMU. The University was one of 10 award winners and the only higher education entity honored. Examples of notable initiatives (listed on the sustainability web site) include:

- New Building Construction: Starting with the design and construction of the WMU Parkview Campus in the late 90s, Western Michigan University has been committed to sustainable and environmentally friendly construction and renovation projects.
- WMU has adopted the Facility Life Cycle Design Guidelines, which incorporate the LEED Green Building Rating System and evaluation of environmental impacts and costs during the entire life cycle of facilities.
- Day lighting: Architectural design maximizes penetration of daylight to occupied spaces, in conjunction with daylight and occupancy sensors to reduce electric lighting use.
- Heat Recovery Systems: Waste heat from recycled air is used to temper outside air in ventilation systems.
- Recycled Content Materials: Materials with post-consumer or post-industrial recycled content are specified.
- Renewable Materials: Materials from sustainably managed and harvested sources are used, which regenerate in a short amount of time.
- Construction Waste Management: Waste products from demolition and construction are sorted and recycled.
- Ventilation Fresh Air: Increased amounts of outside air are used in mechanical ventilation systems to improve indoor air quality.
- Low Emitting Materials: Interior finishes are specified which off gas low amounts of volatile organic compounds.
- Storm water Management: Rain gardens and bio-swales are utilized to increase the amount of on-site infiltration and filtering of storm water, and reduce the discharge to storm sewer systems.
- Drought Resistant Landscaping: Plantings which need little or no irrigation water are specified.

Dr. Harold Glasser, chair of the president’s committee on sustainability, reports regularly to the Campus Planning and Finance Council of the Faculty Senate and was invited to provide an update and answer questions at a meeting of the Faculty Senate in the fall of 2009. These initiatives represent a significant set of successes for WMU and the entire community. One potential opportunity would be request Faculty Senate to review the proliferating policies, some of which have been promulgated with Senate input, others with little or no senate input. More importantly, without the bidirectional flow of information, awareness of these policies is not universal.

Looking at WMU Today

The tradition and expectation of shared governance is the strength through which all planning and adaptation are approached. An involved Board of Trustees, a model Faculty Senate, and an active senior leadership team that regularly meet and work through campus decisions bode well for the University’s ability to weather the very real challenges presented by Michigan’s economy. The University mission, particularly the orienting phrase “a student centered

232 Campus Sustainability, cf.wmich.edu/campusfacilities/Green/index.html
233 Faculty Senate minutes, October 8, 2009, wmich.edu/facultysenate/senate/minutes/20091008.pdf
234 Sustainability Policies and Guidelines, wmich.edu/sustainability/policy/index.html
research university,” is highly visible and an omnipresent reference for planning decisions. The institution’s commitment to doctoral education serves both as a model of that mission and a path through which it has become real in all levels of educational offerings. The budgeting process shares these commitments and efficiently allocates available resources. The mission is also foundational for public relations efforts and therefore for resource accrual and student recruitment and retention as exemplified in the recent branding initiative. Finally, an impressive array of planning efforts is underway within and increasingly across units of the institution and implementation of a strategic planning initiative is rapidly moving through Academic Affairs.

**Looking to the Future**

The traditions of shared governance, while real, are difficult to extend and need continuous high activity by faculty stewards to prevent erosion. Particularly as regards budgeting decisions, control is largely, though efficiently, retained by senior leadership through the almost unilateral setting of priorities. While the student-centered mission is widely embraced, balancing instructional needs of both undergraduate and graduate education and maintaining real dollar support for graduate students are challenges. Likewise, staffing reductions have made the goal of further engaging undergraduates in practica, field, lab, and studio experiences a challenge that presents opportunities to improve. Finally, the systematic institution-wide strategic planning that will address the hard decisions of resource allocation in this environment is advancing, but is not assured.