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This campus sculpture, General Anthony Wayne*, Wayne State University and the county in which the university is located are named after the Revolutionary War hero.*

Introduction

Wayne State University (WSU) is a national research university with an urban teaching and service mission, and the only one of its kind in the state of Michigan, fulfilling a unique niche in providing access to a high-caliber education at relatively low cost. As a research university, Wayne State provides a research foundation to its undergraduate curriculum and provides strong graduate and professional programs. WSU is located in the heart of Detroit's University Cultural Center, the home of renowned museums, galleries, and theatres, most within walking distance. The WSU main campus encompasses 203 acres of landscaped walkways and gathering spots, linking 100 education and research buildings. WSU is a key partner in metropolitan Detroit's educational, cultural, and economic landscape, and includes a 43-acre research and technology park. Six extension centers in the metropolitan area facilitate access for metropolitan Detroit residents to a wide selection of courses. **(www.wayne.edu/about_wayne2.html)**

Fall 2005 enrollment for the University was 33,137 students, the 28th largest enrollment among the United States' 270 national, public, four-year, doctoral degree-granting institutions. Students enrolled included 20,737 undergraduate and 12,400 graduate and professional students in 11 schools and colleges, making Wayne State the sixth largest graduate and professional school among all public universities in the country. The University offers over 100 undergraduate, 133 master's, 58 doctoral, and 39 professional, certificate, and specialist programs. In the 2004-2005 academic year, 5,499 degrees were granted, 2,712 of them graduate degrees. In 2005, total research and development expenditures equaled nearly $225 million, which represents a 162% increase from 1993 to 2005. Based on these expenditures, The National Science Foundation (NSF) ranked Wayne State 43rd among public universities and 64th among all universities. WSU also has the second largest international enrollment in Michigan with 2,783 international students and 750 visiting scholars from almost 100 countries. **(www.wayne.edu/visitors_and_community/index.html)**

Following a decade of relatively flat enrollment, Wayne State has expanded substantially since 2000. University enrollments grew from 30,408 in fall 2000, a 9.0% increase, led by a 14.6% growth in undergraduate students. This increase was propelled largely by an upsurge in the number of first-time freshmen, which grew by approximately 47% over the period. Graduate and professional enrollment increased 5.1% between 2000 and 2003, but then declined 4.2% primarily in master's programs between 2003 and 2005, yielding only a modest increase

of 0.7% between 2000 and 2005. Doctoral and professional enrollment, however, increased during this entire period, showing a 2% to 5% increase each year between 2000 and 2005 except one.

Urban universities have long viewed their mission as embedded in the life of the community in which they participate, resulting in a focus on urban issues and a commitment to social action. Like other urban institutions, Wayne State University's urban mission is manifest in its history, location, and tradition. It was founded in 1868 as the Detroit Medical College, when five young physicians, veterans of treating the wounded in the Civil War, set out to improve the quality of medical education. The institution expanded as several local colleges and professional schools, including the College of the City of Detroit, were united to become Wayne University in 1934. These colleges and schools had served the local population, offering day classes for traditional students who could not afford residential universities, night classes for working adults, and adult education courses in enrichment and practical topics. Classes had burgeoned in the 1920s with the influx of immigrants into the city, and the College of the City of Detroit was seen to provide "the opportunity to keep learning close to life in a great industrial city" (Hanawalt, 1968).

After emerging as Wayne University, named in honor of the Revolutionary War hero General Anthony Wayne, the School of Public Affairs and Social Work was organized in 1935 and became the present School of Social Work in 1950. In 1937, the Law School, which was established in 1927 as Detroit City Law School, became part of the University. In 1945, the College of Nursing, which began as a program in the College of the City of Detroit, became a separate college. In that same year, the first doctoral programs were authorized in the fields of Chemistry, Physiological Chemistry, and Education. One year later, in 1946, the School of Business Administration, which had begun as a program in the College of Liberal Arts, became the tenth academic unit in the University. This post-war era saw colleges flooded with veterans entering under the GI Bill, veterans who were older and more serious about their goals than earlier students, and this group too needed to be accommodated and incorporated into the institution (Hanawalt, 1968). As Wayne became a state university in 1958 and grew into a major research institution in the 1980s and 1990s, it appropriated and built on this tradition, emphasizing its role in addressing problems relevant to urban communities.

The present eleven schools and colleges have evolved in many ways since the University's infancy, but two principles have remained the same: access and academic excellence. The University was launched with a commitment to serve its Detroit-based constituency of working-class and immigrant families, offering classes in English for foreign-born students and night and summer classes to accommodate working students. Low tuition was also a key factor in enabling working-class students to pursue a first-class college education, a tradition that continues today.

Wayne State University provides quality education primarily to students within southeastern Michigan, and most specifically, to students in Detroit. Our history and mission require that we provide access to a high-quality research-focused education for our local citizens; they deserve nothing less. Given the demands of the knowledge-based economy that has emerged, research plays a significant role in our programs at all degree levels. Nevertheless, we still effectively serve the first generation, working students that we have always served. Our strong commitment to this mission is reflected in our undergraduate profile, which differs significantly from our peer research institutions because of our high percentage of part-time and in-state students. The new 2005 Carnegie Undergraduate Profile Classification identifies WSU as PT4, higher part-time four year. In contrast, both the University of Michigan Ann Arbor and Michigan State University are classified as FT4/MS/LTI, full-time four-year, more selective, low transfer-in. This part-time undergraduate designation even contrasts with peer urban research institutions (e.g., University of Pittsburgh, Temple University, University of Cincinnati, University of Illinois at Chicago, University of Alabama at Birmingham), which are classified as FT4/S/HTI (full time, four-year, selective, high transfer-in) or MFT4/S/HTI (medium full-time four-year, selective, high transfer-in). This contrast in Carnegie designation indicates that we focus on students that other research institutions are less likely to serve and that we provide our students a quality research-based environment. This interpretation is

bolstered by the results of the 2004 report by the Anderson Economic Group, *The Economic Benefits of Wayne State University*. Compared to other large research institutions, Wayne State is identified as having more students who, if the University were not in operation, would not attend other higher education institutions of comparable quality.

Providing this research-based world-class education to otherwise underserved students, however, is a significant challenge in an era of reduced state support for higher education and the economic problems of Detroit. In 2000, the U.S. Census revealed that Detroit ranked third nationally in overall poverty, and fifth for the number of children living in poverty. In 2003, the *National Right Start Report of Maternal-Infant Well-Being* indicated that on seven measures, Detroit ranked in the bottom quarter of U.S. cities, and the city was worst in low birth weight and pre-term births. The Intercity Hardship Index, developed by the Nelson A. Rockefeller Institute of Government (Montiel, Nathan, & Wright, 2004), composed of six factors reflecting the region's poverty rate, per capita income, unemployment rate, low education levels, dependency (i.e., percent of people under 18 and over 64), and the amount of crowded housing, indicates that these problems are long-standing **(www.rockinst.org/publications/urban_studies/UrbanHardshipUpdate.pdf)**.

Detroit has ranked in the top 10 cities for hardship factors for three decades. This is not surprising, given that the factors associated with high hardship (i.e., static city boundaries, sprawl, residential segregation, old housing, and higher crime rates) are all complex and difficult to change. Recent declines in the state and local economies resulting from downturns in the automotive industry have magnified the impact of these hardship factors in the state of Michigan and the city of Detroit. Currently, according to the *Detroit Free Press*, August 30, 2006, the latest statistics available show 19% of children in Michigan live in poverty and almost a third of the state's African Americans live below the poverty level. Detroit remains one of the poorest big cities in the country, with almost a third of its residents living below the poverty line.

Given this context, Wayne State University's Board of Governors plays a significant role in guiding the institution. Michigan's constitutional system of independent, elected boards to govern its research universities is different from those in most other states. Each governing board devotes itself to one university and is able to work carefully to develop the excellence of that institution. It has helped Michigan develop and preserve one of the nation's finest systems of colleges and universities. The constitutional independence of the boards protects the universities from political interference, and the election of boards by the voters assures that universities remain responsible to the public at large. The Board of Governors "elects the President of the University, has general supervision of Wayne State University and the control and direction of all expenditures from University funds. It enacts bylaws and regulations for the conduct of its business and for the governance of the University. It sets tuition and policy for other fees and charges, determines the compensation to be paid for service; confers degrees and sets the policy for management of gifts, grants, bequests, agreements and contracts, and leases or disposes of property." **(www.bog.wayne.edu/about.php)**

In summary, Wayne State University, by virtue of our history, mission, and location, is committed to quality educational programs, an urban context, diversity, and outreach. Each of these commitments results in opportunities and challenges. For example, quality educational programs are linked to our top-notch faculty and strong research focus, but retaining and expanding both are threatened by reduced support from the state and reduced research funding from the federal government. Our urban context provides rich and varied cultural and intellectual resources for our students, but perceptions of what we have to offer often lag behind the reality of our vitality, in part because of the economic problems facing the region. Diversity, a strength and value of the institution, allows our students to study issues first-hand from multiple perspectives, strengthening their education by challenging their thinking with experiences and points of view that differ from their own; however, embracing students from different backgrounds and levels of preparation necessitates additional commitments required to support their learning. Our outreach efforts, expressed in flexible scheduling, extension campuses, and community-based learning, allows working students, often part-time and older with families, to have access to educational

opportunities that they might not otherwise have. But these efforts sometimes challenge campus and community communication and resources. In this self-study, we present our programs, identifying our strengths and weaknesses, and describe our strategies for further growth and development.

Progress on Concerns Since the Last NCA Site Visit

Following are the issues identified in the 1997 review team's report along with a brief description of how the University has addressed each concern. More detailed information on responses to each of these issues is provided in the appropriate sections of this self-study report.

Issues Identified in 1997

Strategic Plan, Budgeting, and Authority

- Although a general University Strategic Plan has been developed, there is no clear mechanism to implement and monitor implementation of the plan.
- Attention must be focused on linking academic planning, priority setting, and budget allocation.
- The President and senior administration must work to delegate more authority to the Deans of the schools and colleges.

Accomplishments

One major step that has helped to address these concerns was assigning responsibility for the budget to the President and the Provost. This realignment ensures a sound balance between academic planning and budget priorities. By placing responsibility for the budget under the President and the chief academic officer, the University made a clear commitment to placing the highest priority on its academic objectives.

Planning has been aligned with the budgeting process in a number of essential ways. First, budget hearings are now held in which deans must present budget requests in the context of a college-level Strategic Plan that is aligned with the University's Strategic Plan, and the deans are responsible for development of these School/College Strategic Plans. Deans also have more authority in the hiring process as well as authority over allocation of omnibus technology funds in their individual colleges.

Second, Academic Program Review has been revamped to emphasize strategic objectives and program plans for achieving these objectives. Every academic program must develop a Strategic Plan that can now be aligned with an appropriate budget.

Third, proposals for Graduate Program Enhancement awards must demonstrate how funding will support strategic objectives. Awards are based on the soundness of these plans. These Enhancement awards represent a significant investment in doctoral programs, and the University makes these budgetary investments in alignment with strategic objectives.

Issues Identified in 1997

Information and Instructional Technology

- The University needs to have a widely disseminated and broadly understood plan for computing and information technology implementation, a set of priorities, a timeline, and a realistic multi-year budget plan to support its installation, maintenance, and ongoing operation.
- The University needs to have an academic plan for integrating technology into the curriculum, a plan for focusing on distance education, and identification of adequate resources to provide for faculty and staff development.
- Adequate equipment and support staff are needed to carry out essential services in support of major teaching and research functions.

Accomplishments

In 1997, Wayne State was faced with a harsh reality. The accreditation team representing the North Central Association of Colleges and Schools had just issued a not-too-flattering review of the University's information systems, describing them as an area of "great frustration ... among all sectors of the university" and recommending that Wayne State establish a clear plan for implementing new information systems. Just prior to the accreditation visit, the University developed a strategic IT plan that served as a roadmap for major improvements in how IT was deployed and supported at Wayne State.

In the years since the NCA review team's report, WSU has made sweeping changes to meet all of the accreditation team's recommendations, and in fact, to exceed them. WSU established the position of Chief Information Officer and supported strategic IT initiatives to advance teaching, learning, research and services. The University invested in and dramatically improved

wired and wireless networking, replaced old information systems on aging mainframe computers with Internet-based self-service systems, implemented a no-fail e-mail system and a course management system to support online education, and acquired IT resources, many in schools and colleges, that directly enhance academic programs.

Further, WSU developed a plan for enhancing teaching and learning with technology, created the Office for Teaching and Learning (OTL) and recently the Technology Resource Center (TRC). The OTL and TRC bring together many support services for faculty as they improve their instructional skills and integrate technology into their courses. The University's new computer-enhanced Math Lab is an excellent example of the kind of improvements that we have implemented for students and faculty. Significant technological enhancements also have been made to classrooms, with new instructional technologies installed in more than 130 general purpose classrooms and 25 large lecture halls in the last few years.

Information Technology@Wayne State: A Progress Report highlights in more detail WSU accomplishments in using information technology (IT), work that is under way or still must be done, and the most pressing issues associated with information technology in higher education.

Wayne State has worked hard to become notable among public research universities in making effective use of information technology and has received national attention for its accomplishments. In addition to being designated a national center of excellence (see sidebar), *Campus Technology* magazine recently recognized WSU for best practices in IT **(http://campustechnology.com/mag.asp?month=12&year=2005)** and selected Wayne State as a 2006 Campus Technology Innovator **(http://campustechnology.com/mag.asp?month=8&year=2006)**.

Sun Microsystems named WSU a national center of excellence for its approach in replacing legacy information systems with an integrated suite from SCT, now SunGard Higher Education. External auditors concluded that control objectives for this $45 million project were adequately managed given the size, scope and extended timeline of the project.

Issue Identified in 1997

Assessment

- The response to implementing assessment across the University is uneven.

Accomplishments

With the recent addition of the Associate Vice President for Undergraduate Programs and General Education, we have taken a significant step toward addressing assessment issues. There are several outstanding examples of college-wide assessment programs discussed under Criterion 3 in this self-study. Also under Criterion 3, we describe the activities and accomplishments of the university-wide assessment committee over the past 10 years and provide results of the latest campus-wide Assessment Survey. We have made significant improvement in this area since the previous Assessment Survey we conducted three years ago and substantial progress since our last re-accreditation 10 years ago. Further improvement of our assessment practices is a priority in our Strategic Plan.

Issue Identified in 1997

Development

- The University must have a coherent plan for expanding development activities to ensure future success because state support is not adequate to maintain its Research 1 status.

Accomplishments

We have made substantial progress in the area of development since the last NCA site visit. In 1997, our endowment was $118 million. Since fiscal 2002, the endowment fund has increased by $62 million, bringing the market value of the University's total endowment fund as of January 31, 2006, to $197.5 million. In 2005, WSU launched its first-ever capital campaign. The goal of the campaign is $500 million over five years. Interim goals set for the campaign have already been exceeded with $326 million collected after the first year.

Issue Identified in 1997

Faculty Diversity

- Adequate progress has not been made to diversify the faculty, despite success in diversifying the ranks of the upper administration.

Accomplishments

Several diversity hiring programs have been instituted throughout the University. For example, through the Office of the Provost, funding is available to colleges and schools to assist in recruitment of minority faculty. As discussed in subsequent sections of this self-study report, diversity and a global perspective are central to WSU's urban mission and to our commitment to academic excellence and access. We recognize that a diverse faculty is critical to fulfilling our mission. Although we have made progress in this area, we recognize that it is an area where we need a concerted, ongoing effort if we are to achieve our goals.

Overview of the WSU Self-Study Process

In fall 2004, President Irvin Reid and Provost Nancy Barrett appointed Paula Wood, Dean of the College of Education, and Sandra Yee, Dean of University Libraries, as co-chairs of the NCA Re-Accreditation Self-Study team. Hilary Ratner, Associate Provost and Dean of the Graduate School and International Programs, was appointed to the re-accreditation team as liaison for the Office of the Provost. Deans Wood and Yee established a broad-based steering committee comprised of approximately 40 members who began meeting in January 2005 to conduct the self-study and prepare for the winter 2007 site visit. In winter 2005, the group developed a self-study plan and began gathering data and conducting interviews to better comprehend WSU's progress and needs related to each of the five criteria. In these early stages of the process, the committee members also identified technological and other resources they would need to conduct a successful self-study. An infrastructure to support the self-study was established which included establishing a Blackboard™ website that would help committee members communicate with each other, the development of a NCA Resource Library, the hiring of a librarian, and a .5 FTE staff person to assist with coordination of the process and design of data collection instruments. In addition to this formal infrastructure, many departments contributed resources to the self-study effort.

The steering committee met monthly (with the exception of the summer months) from January 2005 through June 2006. Five subcommittees were organized around the criteria. One subcommittee was charged with informing internal and external constituents about the NCA process. These subcommittees met and worked regularly between steering committee meetings. Steering committee members acted as ambassadors for the self-study process throughout the campus and the larger community. They provided presentations to a variety of groups, published newsletters, and maintained a website about the process. The steering committee made a concerted effort to ensure that the campus and our community partners were informed about the re-accreditation process and that they knew how they could provide input.

All subcommittees prepared detailed outlines for review by the larger group in fall 2005 and full working papers by early May 2006. These subcommittees, each focusing on a specific Criterion, used feedback from the larger steering committee to refine their working papers. All working papers were completed by June 30, 2006.

A core writing group composed of the co-chairs, the provost's liaison, the coordinator, an editor and a secretary met from June through August 2006 to write the first draft of WSU's self-study report based on the working papers. This draft was reviewed by a variety of campus and community groups who had the opportunity to provide comment and input during fall 2006. The core writing group reviewed all suggestions and made revisions to the draft report as necessary.

As we prepare for the site visit, we are presenting a self-study report that was developed with broad representation from throughout the University and the larger community. The process has helped us learn more about ourselves and further develop our connections with each other. The self-study not only helped us understand where we have been, but also gave us a clearer view of where we want to go. We welcome the opportunity to tell the story of WSU.

Wayne State University's signature building, Old Main, on the southwest corner of Warren and Cass avenues, was built between 1894 and 1896. The building houses the departments of Music, Dance and Geology; general classrooms; a planetarium; recital hall; and an art gallery.

Criterion 1: 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.

1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

Wayne State not only places a premium on excellence in teaching, research, and service, but also on access and affordability. It serves a highly diverse student constituency, providing students with undergraduate and graduate/professional educational opportunities and experiences that would otherwise not be available to many of them. Situated in the heart of the city of Detroit, we face challenges and opportunities that are unique among large research universities. Wayne State's commitment to addressing and capitalizing on these challenges and opportunities was clearly set forth in a foundational mission statement approved by the Board of Governors on December 1, 1985. That statement has been reviewed and used on a regular basis and has been found to consistently communicate the most deeply held values of the University. It continues to reflect the commitment of the University to serve its diverse constituencies while striving to achieve and maintain exemplary levels of teaching, research and service. The complete statement is published in the General Information section of the Graduate and Undergraduate Bulletins. The following excerpt captures the University's perception of itself as an urban institution.

> As a national research university, Wayne State is committed to high standards in research and scholarship. In the arts, it fosters creativity and strives for excellence in performance and exhibition. Its first priority is to develop new knowledge and encourage its application. Because it is a national research university, Wayne State develops and maintains strong graduate and professional programs in many fields.
>
> As an urban teaching university, and because its graduates typically remain to live and work in the area throughout their lives, Wayne State seeks especially to serve residents of the greater Detroit metropolitan area, although it enrolls students from across the state and nation as well as foreign lands … As a nationally ranked university, Wayne State holds high expectations for the educational achievements of its students and consequently maintains selective admissions; but as an urban university it recognizes an obligation to develop special avenues that encourage access for promising students from disadvantaged educational backgrounds.

> The University aspires to implement its curriculum in ways that serve the needs of a non-traditional student population that is racially and ethnically diverse, commuting, working, and raising families. Its student body is composed of students of traditional college age together with many older students, and includes many who are from the first generation in their family or neighborhood to attend a university. In its teaching, the University strives to be sensitive to the special experiences, conditions, and opportunities presented by this diversity in its student body.

Strategic Plan 2001-2006

As we prepared for the strategic planning process, we recognized that a more concise version of this mission statement was needed. This condensed version of our mission was approved by the Board of Governors as the foundation for the University's Strategic Plan on September 5, 2001.

> As an urban research university, our mission is to discover, examine, transmit and apply knowledge that contributes to the positive development and well-being of individuals, organizations, and society. Wayne State University is a national research institution dedicated to preparing students to excel in an increasingly advanced and interconnected global society.
> **(www.wayne.edu/mission.html)**

The Strategic Plan set forth the fundamental values, vision, strategic directions, and specific goals that guided the University over the ensuing five years. The planning process was initiated in 1998 by President Reid, who became president shortly after the last NCA accreditation in 1997. The process built upon a vision articulated by President Reid in his inaugural address in September 1998 wherein he called upon the University community to "share in our dream for a university committed to capitalizing on its urban presence, its global opportunities, and its strong technological challenges."

> I offer you my vision as a platform that must be discussed, debated, and refined. I believe strongly that these goals must define our destination. I depend on your knowledge and sense of direction to help get us there. To translate this vision, I will be convening a series of forums this fall focusing on each aspect. These forums, in turn, will generate a more in-depth planning process in colleges and schools and at the departmental levels.
>
> It is my hope that each forum will be imbued with the energy we have witnessed on this campus this past week. Through numerous colloquia, symposia, lectures, workshops, performances, and recreational activities, Wayne State University came alive intellectually, socially, and culturally. Let us maintain the momentum we have created and continue these activities in the months and years ahead. I also urge you to bring similar passion, commitment, and intellectual focus to the process of mapping a future for this University.
> (**www.president.wayne.edu/inaugural.php**)

Development of the plan that ensued involved both internal and external stakeholders and set the stage for moving the institution forward over the next five years.

President Reid introduced the Strategic Plan to the campus community in his Welcome Back Week address in September 2001, and the Plan itself, along with a discussion of its development and dissemination, was published in a special edition of *Campus News* on October 25, 2001. Hard copies of the plan were widely distributed, and an electronic version was posted on the WSU website (**www.strategicplanning.wayne.edu**).

The plan identified commitments to four fundamental values: knowledge and understanding, excellence, responsibility, and academic freedom. Guided by these commitments, the plan offered a strategic vision built around four foundational themes (referred to variously as pillars or strands of the fabric that is Wayne State). The first foundational theme noted the distinct advantages, opportunities, and responsibilities arising from the University's urban environment and the experiences it affords. The second involved recognizing and responding to the challenges of the global environment and establishing a global presence. The third focused on the importance of exploiting new technologies to ensure the currency and reach of the University's instructional programs and to enrich the educational experiences of its students. The fourth stressed the importance of diversity and the centrality of the University's commitment to it.

The plan articulated five strategic directions that would exemplify the goals and objectives that the University would strive to realize in the years 2001 through 2006. These strategic priorities were:

- Establish and sustain a superlative learning experience.
- Seek pre-eminence in research and scholarship.
- Enhance the quality of campus life.
- Become a more engaged university by developing mutually beneficial partnerships with the larger community.
- Develop and enhance educational opportunities for renewal and advancement to attract new students and talent to the University and to the state of Michigan.

Involvement at All Levels

Following the adoption of the 2001-2006 Strategic Plan, the Board of Governors, President and Provost charged all schools and colleges with developing mission-based Strategic Plans that were consistent with and supportive of the University's plan. The Provost and divisional Vice Presidents have overseen this process. In the schools and colleges, the deans have been responsible for the alignment of college-specific mission statements and Strategic Plans with the University mission. In the development of these documents, the deans have invited broad participation from faculty and staff. The mission statements and planning documents of the various units can be found on their respective websites.
(**www.wayne.edu/academic_programs.html**)

The mission statement of the College of Liberal Arts and Sciences is representative of this effort:

> The mission of the College of Liberal Arts and Sciences at Wayne State University is to provide excellence in the core of general education for the majority of the undergraduate students in the University, to provide strong graduate education through the level of the Ph.D., and to advance fundamental knowledge, single-investigator and interdisciplinary research, and community outreach on behalf of the University. This is to be accomplished by:
>
> - Providing rigorous and challenging programs in undergraduate and graduate education across the liberal arts and sciences;
> - Offering a caring teaching environment, one that cultivates excellence among researchers, scholars and professionals and utilizes the latest technologies and facilities; and
> - Expanding outreach to the surrounding community and applying our problem-solving capabilities for the benefit of the citizens of Michigan and the broader society.

Involvement of Faculty/Staff Collective Bargaining Associations

Wayne State is also distinctive among major research universities in that it is a highly unionized organization with collective bargaining units representing faculty and academic staff as well as non-academic employees. The local chapter of the American Association of University Professors (AAUP) was certified in 1972 as a collective bargaining agent for faculty and academic staff employed half-time or greater. In 1999, the academic union entered into a joint affiliation with the AAUP and the American Federation of Teachers (AFT). The collective bargaining agreement entered into by the University with the academic union (herein referred to as the WSU/AAUP-AFT Agreement) has served to regularize policies and procedures regarding the terms and conditions of employment and has helped to secure a meaningful role for the faculty and academic staff in University governance. The Agreement is periodically revisited and revised, amended, or extended by mutual consent through good-faith negotiations. (The current agreement can be accessed at **www.wayne.edu/provost/Faculty/AAUP-AFT%20Contract.html**). The preamble to that agreement bespeaks a mutual commitment that is of central importance to the fulfillment of the University's mission. It reads in part:

> The intents and purposes of this Agreement are to improve the quality and effectiveness of education at Wayne State University by promoting the highest standards of academic excellence in all phases of instruction and professional service at the University ... It is recognized by the parties that mutual benefits are to be derived from continual improvement in the position of the University as an institution of higher learning. It is further recognized that the roles and responsibilities of the University Administration and the teaching faculty and academic staff are interdependent in the determination and implementation of educational policy and objectives.

Planning for the Next Five Years — 2006–2011

The 2006–2011 Strategic Plan embraces a set of five planning principles demonstrating a dedication to our core values. The premier principle is a commitment to maintain the University's excellence in teaching and scholarly activity. The second principle reflects the distinct advantages, opportunities and responsibilities arising from the University's urban environment and the experiences it affords. The third principle involves recognizing and responding to the challenges of the global environment and establishing a global presence. The fourth focuses on the importance of engaging new technologies to ensure the currency and reach of the University's instructional programs and to enrich our students' educational experiences. The fifth stresses the importance of diversity and the centrality of the University's commitment to diversity as part of our urban mission.

While these planning principles provide a link to our earlier plan, several new areas are being highlighted as a result of the University's continued assessment of our goals. There is a heightened commitment to student retention. The University has developed a plan and is making a concerted effort to understand and address this issue. The University is continuing its evolution to a residential campus with more full-time students. At the same time, new programs are being developed which take advantage of the residential campus, including such programs as MedStart, HealthPro Start, and the Learning Communities. These programs help coordinate our retention efforts and appropriately align our retention activities with the Strategic Plan. In the new Strategic Plan we have reaffirmed our commitment to growing as a research-intensive university. As the only urban research university in the state, it is important to recognize and enhance this commitment. The plan also reaffirms our continued strong commitment to the city of Detroit. With the city as a laboratory, we bring research into practice, benefiting both the city and the University. The University's commitment to diversity is ongoing. A copy of the Strategic Plan for 2006–2011 can be found at **www.strategicplan.wayne.edu**.

Informing the Larger Community

A November 27, 2005, article in *The Detroit News* summarized for the Detroit community where the University stood in 2005 and its plans.

> Wayne State University, which has substantially reinvented itself over the past decade, is intensifying efforts to maintain the momentum.
>
> The challenge is to continue updating the school's academic programs and physical facilities while boosting enrollment and improving graduation rates — all within a context of rising costs, tight budgets and declining state financial aid for higher education.
>
> Currently under way is a series of 20 meetings on WSU's 2006-11 operating plan. The meetings, which will continue through December, are intended to gather comments from everyone with a stake in the school's future.
>
> WSU, with about 34,000 students, saw enrollment increase 9% between 2001 and 2005. In that period, the school opened new dormitories, classrooms and other student facilities and started construction of a technology park that it hopes will boost its status as a research institution.
>
> Only 9% of WSU undergraduate students get their diplomas in four years, compared with an average of 15% for urban colleges … College officials say increasing those rates is among its top priorities in the future.

College officials also see a number of opportunities, including:

- Leveraging the school's metropolitan setting to become a national leader in urban research issues.
- Catering to a growing population of adults, particularly those who haven't completed bachelor's degrees.
- Capitalizing on WSU's setting in the city's increasingly vibrant cultural and entertainment center.
- Stepping up recruiting efforts among Metro Detroit's fast-growing immigrant populations.
- Forging greater international research partnerships, particularly with Canadian institutions.

Summary and Evaluation

WSU's mission statements clearly articulate the organization's mission and vision. Furthermore, there is a high level of consistency in the mission over time. As a large, decentralized university, one challenge is to assure that various planning initiatives include the involvement of the many stakeholders, from students through community partners. The University has made a concerted effort over time to articulate a clear mission statement and vision, and to involve multiple constituencies in the development of these defining documents.

With the development and acceptance of the new strategic plan (2006–2011) the University remains steadfast in its commitment to both the foundational mission statement and the updated, more concise statement. Continued involvement of WSU staff at all levels must be actively pursued through the many channels available, including the collective bargaining associations, to be certain that the plan is widely accepted and implemented.

1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Wayne State University's commitment to diversity was clearly articulated in its 1985 foundational mission statement, and this commitment is affirmed in the Strategic Vision Statement of its 2001–06 Strategic Plan. This more recent vision statement reads as follows:

> Diversity of faculty, students and staff is a major source of WSU's intellectual vitality and innovative spirit. WSU is and must continue to be a place where people of different cultures, skills, and lifestyles can reach their full potential. Such an environment promotes respect for differences while fostering caring relationships, cross-cultural understanding, and mutual responsibility. We are a university in which a broad spectrum of informed perspectives gives rise to discussions that prepare us for life in an increasingly unified and complex world.
> **(www.president.wayne.edu/strategic.php)**

The University's commitment to diversity is reflected in all aspects of its operations and is codified in the Board of Governors Statute on Non-Discrimination and Affirmative Action Policy, which reads, in part:

> Wayne State University is committed to a policy of non-discrimination and equal opportunity in all of its operations, employment opportunities, educational programs and related activities.
>
> This policy embraces all persons regardless of race, color, sex, national origin, religion, age, sexual orientation, marital status, or handicap ... and expressly forbids sexual harassment and discrimination in hiring, terms of employment, tenure, promotion, placement and discharge of employees, admission, training and treatment of students, extracurricular activities, the use of University services, facilities, and the awarding of contracts.
> **(www.bog.wayne.edu/code/2_28_01.php)**

Embracing Diversity

Wayne State recognizes and celebrates the remarkable diversity of its student body. The importance of diversity is one of the four foundational pillars of the University discussed earlier under Criterion 1a. Our enrollment is rich in ethnic diversity.

> Approximately 27% of the more than 33,000 students enrolled fall 2005 were African American. Hispanic, Asian/ Pacific Islander, and Native American students totaled 9%. Ten percent of the enrollment was international students. Our enrollment also includes a significant number of Arab Americans who reside in the Detroit metropolitan area. Approximately 50% of our students enrolled in fall 2005 were white (non-Hispanic).

Clearly, the racial/ethnic diversity of our community is well represented in our student population. Also noteworthy are the diverse gender and age profiles of Wayne State students. As is the case at many universities, women students at Wayne State now outnumber men by a substantial margin (59% to 41% in fall 2005). This disparity is even more pronounced among African-American students. With respect to age, many Wayne State students are older than traditional college age students. In the fall 2005 term, more than 50% of the students enrolled were 25 years of age or older. While many of these older students were enrolled in graduate or graduate-professional programs, about a third of undergraduate enrollees were 25 or older. **(www.oir.wayne.edu/Factbook/FinalFB-web05.pdf)**

Many WSU students work at regular jobs and attend school part time. This is particularly true among graduate students (although not so in the professional schools). Fifty-seven percent of graduate students enrolled in fall 2005 attended as part-time students (less than eight credits per semester). Even among undergraduates, a large portion (42% in fall 2005) attended part time (less than 12 credits per semester). As a consequence, the average time to degree for many Wayne State students is longer than traditional norms.

University programs are designed to accommodate this wide range of diversity. The University's newly approved undergraduate General Education curriculum is designed to foster an appreciation of not only the diversity of knowledge and ways of knowing, but also of cultural diversity and the global context in which we live. Beyond basic competencies such as traditional humanities, natural science, and social science, undergraduate degrees require completion of courses in three exposure areas: Cultural Diversity, Ethical Issues, and Science and Technology in Society. As described in the 2005 Undergraduate General Education Requirements document, "Exposure areas provide students with broad-based understanding of topical areas of societal importance that a college-educated individual should have." The University embraces the position that an undergraduate education in any field should promote awareness and appreciation of the diversity of the human experience, an ability to identify ethical issues in human experience, and an understanding of the role that science and technology play in changing and developing society. The full array of requirements in the University's General Education curriculum can be viewed at **www.bulletins.wayne.edu/ubk-output/gen9.html**.

Recognition of and respect for diversity are also mandated in two University publications: *Student Code of Conduct* and the *Statement of Obligations of Faculty and Students to the Instructional Process*, both of which are published in the General Information section of the Graduate and Undergraduate bulletins (**www.bulletins.wayne.edu**). The Preamble to the Student Code of Conduct states: "Students are expected to conduct themselves in a manner conducive to an environment that encourages free exchange of ideas and information." Likewise, the responsibilities of faculty members require them "to treat all students with respect and fairness without regard to ancestry, race, religion, political belief, country of origin, sex, sexual preference, age, marital status, or handicap."

Enhancing Diversity through Recruiting, Admissions, and Retention

As mentioned in previous sections, a commitment to diversity is an important pillar in WSU's

mission. University student recruiting focuses heavily on the city of Detroit and surrounding communities. About 90% of our enrollment comes from the state of Michigan, with about 80% coming from the tri-county Detroit metropolitan area that encompasses an ethnically diverse population. The University has scholarship programs specifically aimed at attracting students from the Detroit Public Schools system and from the state of Michigan more generally **(www.scholarships.wayne.edu).** Through its Department of Academic College Enrichment Services (ACCESS), Wayne State actively supports educational development among less advantaged middle and high school students in the Detroit area through academic assistance and support services. The goal is to improve the postsecondary rates of admission and retention of students "who have been historically under-represented in college due to their economic condition, racial/ethnic status, educational preparation or family background" **(www.federaltrio.wayne.edu).** Admissions materials for both undergraduate and graduate programs emphasize the diversity of the University.

Our admissions criteria reflect the institution's continuing commitment to providing a high degree of access to the diverse community that we serve. Indeed, the University's commitment to access has led it to develop a number of special programs affording educationally disadvantaged students admission opportunities that otherwise would not be available to them. With a higher degree of access comes the understanding that we enroll more potentially at-risk students than most research universities. To address this reality, the University has established a number of programs to enhance the success rates of underprepared, higher-risk students. Some of the special programs are:

- Project 350 **(www.federaltrio.wayne.edu/project350)**
- Chicano-Boricua Studies **(www.bulletins.wayne.edu/ubk-output/ulm5.html)**
- Division of Community Education **(www.dce.wayne.edu)**
- Interdisciplinary Studies Program **(www.clas.wayne.edu/unit-inner.asp?WebPageID=1037)**
- Engineering Bridge Program **(www.eng.wayne.edu)**

The Academic Success Center **(www.success.wayne.edu)** offers individual tutoring, supplemental course instruction, and a wide variety of workshops to build academic skills for all University students — at no additional cost.

Wayne State has made considerable investments in outreach programs specifically targeted toward Detroit Public Schools students. Programs such as the Detroit Math Corps **(www.mathcorps.org/Default.asp?bhcp=1)**, Summer Camp, Minority High School Science Education, Summer Educational Experiences for Disadvantaged Students (Project SEED), the Modern Jewish Experience, The High School Engineering Training Institute **(www.life.wayne.edu/article.php?id=954)** as well as sports, theatre and dance experiences give the University visibility in the larger community and carry great potential for increasing the success of urban students who opt to pursue higher education. Criterion 5 in this report offers a wider discussion of Wayne State's involvement in providing assistance and supportive services to area schools and their students.

The University recognizes that to achieve and maintain academic excellence we must foster a self-reinforcing climate of academic excellence throughout the campus. Accordingly, the University has actively recruited highly promising students from the region and from around the state through its Presidential Scholarships and Wayne State Scholars programs (**www.scholarships.wayne.edu**). This effort has substantially enhanced our Honors Program and successfully increased the number of full-time students in residence, which in turn has facilitated the development of learning communities on campus.

Programming and Scheduling for Diversity

The University's commitment to diversity and its urban mission are clearly reflected in its academic programs and class scheduling. To accommodate the needs of the large number of students who work during the day, many of the University's courses are scheduled in the late afternoon or evening. According to the latest count by the

Office of Institutional Research, fully a third (34%) of all courses at Wayne State are scheduled after 4:00 p.m. While most courses are offered on the University's main campus, substantial numbers are offered at extension centers at six different locations in the metropolitan area. In 2005, the headcount enrollment at these centers totaled more than 6,000. (**www.oir.wayne.edu/Factbook/FinalFB-web05.pdf**.)

Investment in Diversity of Faculty and Staff

Wayne State's commitment to diversity is clearly reflected in its policies and practices with respect to the recruitment of faculty and staff. Responsibility for overseeing the implementation and enforcement of those policies is housed in the Office of Equal Opportunity, Policy Development and Analysis. This office administers the University's non-discrimination and affirmative action policies. It also provides training and professional development and monitors compliance with the Americans with Disabilities Act, the WSU Supplier Diversity Program, Sexual Harassment, Anti-Discrimination, and the Title IX Gender Equity Program (**www.oeo.wayne.edu**). The office has published *A Guide for Successful Searches for Faculty & Academic Staff* that details the procedures and rules governing the conduct of searches and the hiring of new faculty and academic staff. The commitment to diversity pervades this publication beginning with the opening page: "This commitment reflects the values that sustain the Wayne community as an urban center of opportunity for metropolitan Detroit, Michigan and the world. Our ability to promote understanding is greatly enhanced by faculty and academic staff who not only teach about diversity, but who are representatives of the diverse U.S. population." (**www.oeo.wayne.edu/pdfs/guide_for_successful_searches.pdf**).

The Office of Equal Opportunity, Policy Development and Analysis maintains data on the availability pools of underrepresented minorities in all academic areas, and current utilization of these pools at Wayne State. The office has review authority over all recruitment plans and hiring proposals.

The University also supports hiring and retaining minorities and women through financial incentives. Annually, the Provost reserves substantial sums in the University's General Fund Budget ($250,000 in FY2006) to fund successful minority recruitment through either newly created positions or top-up funds where necessary. **(www.budget.wayne.edu/publications/FY06BudgetBook.pdf)**

In 2005, the total number of tenured and non-tenured full-time faculty at Wayne State totaled 1,811. This is an increase of 55 full-time faculty since the 2004 reporting period. The total number of minority faculty in this category increased from 463 to 485, an overall increase of 22. The overall percentage of minority faculty increased from 26% to 27%. African-American faculty constitute 7.12% of the total WSU faculty.

Summary and Evaluation

Wayne State has an admirable record of recognizing and promoting diversity. We make world-class educational opportunities available to a highly diverse constituency, many of whom would otherwise have no access to such opportunities. In doing so, we encounter serious challenges, such as retention, that demand auxiliary services beyond our regular academic programs. Addressing diverse religious and ethnic backgrounds pushes us to commit the resources and create the means for continued progress in this area. Our mission documents address the challenges of diversity squarely and openly, and we have committed significant resources to reaching out to our diverse populations and sharing the benefits of our efforts with our broader community.

Efforts to recruit more minority faculty must continue and increase. In particular, more Hispanic and African-American faculty members must be sought, and we must do everything possible to prevent losing those we currently have. A diverse student body must be instructed by an equally diverse faculty.

1c. Understanding and support for the mission pervade the organization.

Organizing to Support the University's Mission

In the 2001-2006 Strategic Plan, the University's mission statement reads:

> As an urban research university, our mission is to discover, examine, transmit and apply knowledge that contributes to the positive development and well-being of individuals, organizations, and society.

The University has undertaken significant organizational changes to support its urban research and teaching mission since the last NCA visit. At the time of the 1996 Self-Study Report, the Vice President for Research, who was also Dean of the Graduate School, administered the Graduate School and the Office for Research, Grants and Contracts. That arrangement resulted in confusion of the mission and priorities of these two operations. In 2003, the Division of Research, headed by a Vice President, was created and the Graduate School was moved into the Division of Academic Affairs. The Graduate School also assumed responsibility for the Office of Graduate Admissions. With these changes, units are now more effectively aligned with their missions and the separate offices serve as advocates for their respective goals, working more efficiently to secure resources.

The relocation of the Graduate School into the Division of Academic Affairs was just one of many organizational changes to promote the teaching mission. At the undergraduate level, the Division of Student Development and Campus Life was moved to the Division of Academic Affairs. Now there is greater clarity as to which administrative unit is responsible for teaching at the undergraduate and graduate levels.

In 1992, the laboratory sciences were separated from the College of Liberal Arts to form the College of Science. The two colleges functioned as separate units for more than a decade, each with its own dean and administrative structure — an arrangement that complicated coordination of general education and to some extent obstructed the kind of interdisciplinary communication on which a strong university thrives. In a move to advance the teaching mission of the University, the two units were recombined in 2004 as the College of Liberal Arts and Sciences. Now headed by a single dean, the consolidated College has facilitated communication and coordination across disciplinary lines and established itself as the intellectual core of the University.

Other developments reflecting emphasis on the teaching mission of the University since the last NCA accreditation include establishment of the Office for Teaching and Learning, creation of the undergraduate Office of the Dean of Students and revitalization of the Honors Program. The Office for Teaching and Learning, which is discussed at length under Criterion 3, has emerged as a valuable resource for faculty and students. The Honors Program has been strengthened and expanded and all three of these offices have been moved to the Division of Academic Affairs where they report to the Provost.

Evaluation through Performance Reviews

All academic departments and programs undergo careful review every seven years in accordance with guidelines established by the Office of Program Review operating under the Board statute on program review. Board Statute 2.43.02, "Program Review" states: "It is the purpose of this statute to assure regular review of all academic programs and units within Wayne State to assess the quality of their undergraduate and graduate programs and their contributions to the teaching, research, and service missions of the University" (**www.bog.wayne.edu/code/2_43_02.php**). Fittingly, the first item in the Guidelines for Self-Study for these reviews is, "State the mission, goals and objectives of your department. How are the academic activities, strategic planning and budgeting of your unit aligned with this mission? How are these aligned with the University's mission and Strategic Plan?" These reviews require preparation of a self-study and a review conducted by external and internal reviewers (**www.gradschool.wayne.edu/apr**). In addition, some schools and programs undergo extensive periodic reviews as part of the accreditation programs in which they participate. The annual

report to the Board of Governors on accreditation can be seen at **www.bog.wayne.edu/meetings/2005/11-30/academicaffairs1105-itemo.pdf**. Centers and Institutes undergo a somewhat similar review every three to six years in accordance with the Board of Governors statute governing their chartering and re-chartering. (**www.bog.wayne.edu/code/2_23_01.php**)

Teaching and Research Priorities in Budgeting

Perhaps the most telling area for an institution's commitment to its stated missions and principles of operation is its budget. At Wayne State, the budget clearly establishes teaching and research as high priorities. Despite state budget cuts, full-time faculty positions increased by 55 from 2004 to 2005, evidence of the priority given to teaching. According to the 2006 General Fund Budget, the Division of Research employed 123 full-time equivalent persons to support research grants and contracts by faculty and other academic personnel. The total general-fund allocation to the division was $22 million.

That the University Budget Office now reports to the President and the Provost (rather than the Executive Vice President and Chief of Staff) is also strong evidence of support for the urban teaching and research mission. The Division of Academic Affairs is responsible for all teaching and most of the research carried out on campus. This realignment sends a clear message regarding the fiscal priorities of the University. It is noteworthy that during a recent period of financial stress occasioned by cutbacks in state funding, a concerted effort was made through budgeting to insulate and protect the core academic functions of the University from harm as much as possible. To do so has required substantial administrative cutbacks and reorganization, causing temporary disruptions in some administrative areas.

Priorities for Promotion and Tenure

For further evidence that the missions of teaching, research, and service drive University processes, there is no better place to look than the tenure and promotion criteria for faculty and academic staff. The University Promotion and Tenure factors include this statement:

> The official mission statement of Wayne State University provides that Wayne State University is a national research university with an urban teaching and service mission. The mission sets the standard of excellence for teaching, research and service.

Much of the same statement appears in the university promotion and tenure factors for academic staff. The College of Liberal Arts and Sciences, the largest college in terms of student enrollment, states in its promotion and tenure policy that measures of achievement are (1) research excellence; (2) effectiveness of teaching; (3) effectiveness in the direction of master's and doctoral theses and dissertations; and (4) performance of service to department, College, University and profession.

The School of Medicine, the largest college in terms of faculty, organizes its promotion and tenure factors in four sections: (1) teaching; (2) scholarly activity; (3) service; and (4) national and/or international recognition.

Salary Adjustments

A significant new budgetary development since our last NCA accreditation is the agreement between the administration and the faculty to base selective salary adjustments equally on scholarship and teaching. Previously, scholarship, teaching and service were combined to create one score. The current WSU/AAUP-AFT collective agreement explicitly states:

> In the case of faculty, the pool shall be distributed such that three-sevenths of the pool is awarded to recognize accomplishments in scholarship, three-sevenths to recognize accomplishments in teaching, and one-seventh to recognize accomplishments in service …

This change in how faculty selective salary increases are made puts a much greater emphasis on rewarding faculty for the quality of their teaching.

Summary and Evaluation

Wayne State's extensive system of performance and program review contributes specifically to insuring that programs and policies throughout the University are consistent with its mission

of excellence in teaching, research and service carried out in an atmosphere of collegial relationships, cross-cultural understanding, mutual respect and responsibility. Budget priorities of the University further emphasize our commitment to teaching and research. The Provost and President provide the budgetary leadership that puts academic affairs in the forefront of our fiscal decisions. As we continue to see reductions in state support, it becomes even more important that the President and Provost continue to emphasize our academic priorities. Other competing priorities such as maintenance and utilities, while extremely important, will need to be assessed in light of our mission.

1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

The governing authority at Wayne State is an eight-person Board of Governors established by Article VIII, Section 5 of the Constitution of the State of Michigan. Members of the Board are popularly elected on a statewide basis to serve eight-year staggered terms. Two members are elected every second year on the partisan ballot. State political parties nominate candidates for the Board. The Board is responsible for all actions of the University including selection of the President, who is the University's chief executive officer and serves as the presiding officer and *ex officio* member of the Board without vote. (See Constitution of Michigan of 1963 at **www.legislature.mi.gov**).

The Board meets regularly during the year to receive and review reports and recommendations from the President and other administrative officers. The primary focus of these meetings is to authorize new programs or program changes and to approve major projects and expenditures proposed by the administration. Except when meeting in executive session, the meetings of the Board are public, as are the meetings of its standing committees, with the exception of executive subcommittees such as the Audit Subcommittee. Most matters coming before the Board are first reviewed and acted upon by one of its four standing committees: Budget and Finance, Personnel, Student Affairs, and Academic Affairs. (**www.bog.wayne.edu/files/bylaws.pdf**)

Administrative Structure

In accordance with Board of Governors statute 2.12.01 on the organization of the University (**www.bog.wayne.edu/code**), the principal divisions of the University are the Executive Office of the President, Academic Affairs, Administrative Operations, Finance and Facilities Management, Research, and Development and Alumni Affairs. The Provost, who is also the Senior Vice President, heads Academic Affairs. A Vice President or Executive Vice President heads each of the other divisions. The President's Cabinet is composed of the various divisional vice presidents, along with the Vice President for Government and Community Affairs, the Vice President and General Counsel, the Secretary to the Board of Governors, and the Executive Vice President and Chief of Staff.

The various divisions of the University are organized along fairly traditional lines. Organizational charts for all are available in hard copy or online at **www.hr.wayne.edu/orgcharts.php**.

It is, of course, the University's 11 schools and colleges that are most central to carrying out the University's mission. These and other academic units are organized within the Division of Academic Affairs headed by the Provost. Each college or school along with the University Library System is headed by a dean. Collectively, these deans make up the Council of Deans, with whom the Provost meets regularly for consultation and coordination. Organizational charts for the various schools and colleges are also available and can be seen at **www.hr.wayne.edu/orgcharts.php**.

Shared Governance at the University Level

Wayne State has a long tradition of broad participation in the governance and administration of the institution. For example, The Board of Governors Bylaws stipulate that a "representative of the faculty and a designated

alternate, and a student representative and a designated alternate are entitled to participate in all deliberations" of the Board's standing committees and in "all such special committees as the Board may designate." See Board of Governors Bylaws, section 3.1.5 at **www.bog.wayne.edu/files/bylaws.pdf**. Student and faculty representatives or their alternates have the right to vote on virtually all matters that come before their respective committees. The Academic Senate appoints faculty representatives and alternates and the Student Council appoints student representatives and alternates.

The Board also allows others from within and outside the University who may be stakeholders in matters coming before the Board to share their views at Board meetings or standing committee meetings, provided the opportunity is requested in advance and the concern is clearly germane to University business.

Extensive opportunities for faculty, academic staff, administrative staff and students to participate in University governance are afforded through numerous permanent and ad hoc committees constituted to develop policies and to oversee and carry out implementation of policies. Some of these committees operate under the authority of the President; e.g., award committees and the General Education Oversight Committee. Some are contractual products of collective bargaining agreements; e.g., the University Tenure and Promotion Committee. Some operate under the auspices of the Academic Senate or other units of academic governance within the University; e.g., the Senate Budget Committee. (**www.wayne.edu/policies**)

University-wide administrative committees are typically chaired by an administrative officer and composed of faculty and/or staff and often include student representation. Membership on these committees is by appointment, election or some combination of the two. In all cases, membership tends to be broadly representative of the academic diversity of the University. Contractual committees under the WSU/AAUP-AFT Agreement (and numerous other committees) are constituted in accordance with the procedures set forth in the Agreement. The Agreement calls for appointments to be made by the Provost, in consultation with the Policy Committee of the Academic Senate, and from slates submitted by the schools and colleges. See Article XXX of the WSU/AAUP-AFT agreement at **www.wayne.edu/provost/Faculty/AAUP-AFT%20Contract.html**.

On matters of mutual concern to the administration and the faculty union, joint committees (referred to as 2N committees) are often formed to explore and deal with specific issues. Half the members of these committees are appointed by the administration and the other half by the union. A union representative and an administration representative jointly chair these committees. A current example of a 2N committee is the one currently exploring possibilities for providing some health care benefits for retirees.

Academic Governance

The Academic Senate, which is made up of faculty and academic staff from each college according to its size, is the academic governing body responsible for university-wide educational policy and factors bearing upon it. The powers and duties of the Academic Senate derive from authority granted by the Board of Governors. The Board Statute states:

> The Academic Senate is the instrument by which the faculties of the University can express to the President of the University and the Board of Governors their considered opinion and judgments upon matters of educational policy affecting the University community. Although the privilege of direct communication by any member of the faculty is affirmed, this Senate is recognized as the official and major channel of communication on such matters between the faculties and this Board.

All members of the Senate who represent specific schools and colleges are elected for three-year terms by secret ballot and take office on the day that University-year appointments begin. Also, there are six (6) members elected at large by the University academic community with staggered terms so that two expire each year. As the University President's designee, the Provost chairs the Senate, which also has a President, elected by the membership. The Senate meets on a monthly basis during the academic year (**http://sun.science.wayne.edu/~senate/BYLAWS.html**).

The Academic Senate itself has an elaborate structure of committees which include Curriculum and Instruction, Policy, Budget, Research, Faculty Affairs, Student Affairs, Facilities, Supportive Services and Technology, and an Elections Committee. The Policy Committee is the steering committee of the Senate. The Senate elects its members. It is chaired by the Provost and meets weekly. The Policy Committee constitutes other committees of the Senate. These committees look into specifically assigned issues and all have representatives from the administration, the faculty union, and the Student Council. Having administrative representatives on these committees assures a continuous communication link to the administration, facilitating a timely resolution of issues. (**http://sun.science.wayne.edu/~senate/**)

Another important vehicle of University-wide academic governance is the Graduate Council. It, too, is recognized in a Board statute which grants it the "authority and responsibility for the development and recommendation of basic policies for the graduate education system and for the encouragement, improvement and evaluation of graduate programs throughout the University." The Graduate Council is chaired by the Dean of the Graduate School and composed of two graduate faculty representatives from each college, three members of the regular graduate faculty appointed by the Dean, and at least one but not more than two graduate students. Standing committees include Credentials, Enrollment Management, Executive, and New Programs and Program Review. For additional information, see the bylaws of the Graduate Council at **www.gradschool.wayne.edu/GradCouncil/Bylaws.pdf.**

Academic Governance in Schools and Colleges

In addition to the above university-wide academic governance bodies, each college has its own faculty assembly and elected faculty council that governs the academic affairs of the college. In accordance with the WSU/AAUP-AFT Agreement, each college has its own set of bylaws establishing the rules and procedures regarding academic governance activities specific to the college. See Article XXVII of the Contract at **www.wayne.edu/provost/Faculty/AAUP-AFT%20Contract.html**.

The WSU/AAUP-AFT Agreement also mandates that all department-level academic units have bylaws regularizing participation in unit-level academic governance. That agreement further stipulates that the rights of faculty and academic staff to participate, by voting, in academic governance activities at all levels of the University shall not be abridged. The scope of these activities includes selective salary adjustments, selection of Deans and Department Chairs, promotion and tenure decisions, and budget planning and management, as well as curricular matters. See Articles XXVII and XXXI of the Contract at **www.wayne.edu/provost/Faculty/AAUP-AFT%20Contract.html**.

Graduate Employees Organizing Committee

In 1999, the Graduate Employees Organizing Committee (GEOC) — American Federation of Teachers became the recognized bargaining unit for graduate student employees. The GEOC's most recent three-year contract was ratified in August 2006. The GEOC currently represents over 500 graduate teaching assistants and graduate student assistants. Relationships between the administration and the GEOC are quite positive. Recent negotiations have broadened the number of represented individuals in the group and only a few grievances have been filed since the beginning of the union. Policies related to graduate students are much the same as they were prior to official recognition of the union. Principal changes relate to the grievance process and salary negotiations.

Student Government and Student Organizations

The Student Council is the officially recognized student government organization representing the Wayne State student body. It is composed of representatives elected at large from the general student body and representatives elected and appointed from each of the schools and colleges in accordance with the constitution of the student government within the school

or college. The Council formulates policies and recommendations regarding student activities and rules and regulations regarding student organizations, subject to approval by the appropriate administrative officers of the University. The Council is an important conduit of student communication and feedback to the administration generally, and to the Provost's Office in particular, primarily through the Dean of Students. The President of the Council, elected by that body, is a prominent spokesperson for students. The Council carries out its various functions through its own fairly elaborate committee structure. (**www.studentcouncil.wayne.edu/bylaws.pdf**)

The various schools and colleges and many departments have their own unit-specific student government organizations representing more specific student constituencies. These organizations engage in planning and overseeing unit-specific student activities and communicating with unit-level administrators. Sustaining the vitality of some of these organizations has been difficult, in large part owing to the large portion of students at Wayne State who work, commute, take online courses and/or attend part time. The recent increase in the resident student population made possible by new residence halls promises to strengthen the vitality and durability of these and other student organizations on campus. For a list of recognized student organizations, see **www.doso.wayne.edu/student-orgs/wsu_student_organizations.htm**.

Ongoing Review of the Organizational Structure

The appropriateness of much of the University's organizational structure and the effectiveness of its leadership are subject to periodic review mandated by Board statutes, University policies, and the WSU/AAUP-AFT Agreement. College reviews are conducted every five years in conjunction with the appointment or reappointment of deans.

> Departments and programs undergo extensive review every seven years. Centers and Institutes are required to be reviewed internally and externally every six years.

In addition to these institutionalized review and assessment processes, a number of special task forces and advisory committees composed of both faculty and administrators have been created to explore ways of better organizing to reduce costs, enhance revenues, improve efficiency, and more effectively pursue the University's mission. Examples of these include the Provost's Advisory Committee on Academic Priorities constituted in 2002, the Provost's Academic Structuring Advisory Committee constituted in 2003, and the Board of Governors' Blue Ribbon Committee on University Costs, Revenues, and Efficiency. These efforts were prompted in part by budgetary problems occasioned by cutbacks in state funding. For example, substantial administrative reorganization was undertaken in 2003 to reduce costs and to protect core academic functions. As a consequence, some Vice Presidential positions were eliminated and their functions consolidated elsewhere. Some organizational changes have been driven primarily by academic considerations. For example, the previously separate College of Liberal Arts and College of Science were combined into a single College of Liberal Arts and Sciences to give the University a stronger intellectual core. The Honors program has been strengthened and given a University-level director to help create a stronger intellectual climate among students. The College of Urban, Labor and Metropolitan Affairs was disbanded and its components placed elsewhere after an extensive review concluded that the University's urban mission would be better served by distributing the responsibilities of this college. Reports detailing the process and rationale for making these organizational changes are available in the NCA Resource Library.

Summary and Evaluation

There has been a substantial change in the organizational culture at Wayne State since the last North Central Accreditation. Faculty-administration relationships have improved markedly, despite severe financial constraints and some hard choices that have had to be made. The current President and Provost have proved receptive to faculty input, and the Provost is widely seen as an effective champion for the core academic values of the University. Student organizations play an important role in fulfilling the University's mission. The creation of a larger residential population, the strengthening of the

Honors Program, and the establishment of the Dean of Students should help to strengthen the vitality of these student groups.

Changes in organizational structure related to state funding cuts in 2003 were quite dramatic with the elimination of two Vice Presidential positions including the VP for Student Affairs and the VP for Computing and Information Technology. While we have been able to absorb both functions within Academic Affairs, it will be important to continue to monitor both functions closely. This is especially important because technology is so rapidly changing and continuing to alter both teaching and research in significant ways. Likewise, with the new residential campus, attention to Student Affairs issues must continue in order to assure a vibrant and safe campus for our students.

1e. The organization upholds and protects its integrity.

The University understands its obligation to insure that its activities and the actions of all members of the University community are consistent with its mission and value commitments. To this end, the University has established policies, procedures, and practices to promote and protect the integrity of its operations.

University Policies and Procedures

Wayne State is a constitutionally autonomous state university that operates under the authority of an elected Board of Governors. Basic policies governing the operations of the University are established by that Board in the form of Board Statutes. These Statutes are systematically organized in the form of an annotated code, copies of which are available through the Office of the Secretary to the Board and online at **www.bog.wayne.edu/code**. To carry out its policies, the Board delegates broad implementation authority to the President, and through him, to other responsible authorities within the University.

Administrative Policies and Procedures

Wayne State has in place policies and procedures to insure that its administrative units perform their responsibilities in a competent and fair manner, in support of the University's mission. These policies and procedures are articulated in a number of administrative manuals and policy documents. The most comprehensive of these is the Administration Policy and Procedures Manual. It sets forth rules and procedures governing general administration in all units of the University, including teaching departments, research grant operations, and other academic and non-academic offices. It is available in hard copy and may be found online, along with a number of functionally specific procedure manuals under "Administrative Manuals" at **www.wayne.edu/administration.html**.

The President also establishes generic policies through executive orders issued by the President and are revocable at any time. These cover an array of subjects from such areas as rules and procedures governing term appointments, to risk management, to delegating authority to the Provost to act for the President in matters relating to the WSU/AAUP-AFT Agreement. All of these orders have been reviewed, revised or eliminated since President Reid came to WSU. Executive orders are published as University policy and are accessible online at **www.wayne.edu/policies**.

Wayne State is highly unionized with most employees, including faculty and academic staff, represented through collective bargaining agreements. These agreements with the various bargaining units, and the WSU/AAUP-AFT in particular, are an important source of policies and procedures that serve to regularize the operations of the University and insure its integrity. (**www.wayne.edu/provost/Faculty/AAUP-AFT%20Contract.html**)

There are policies relating to many specific functional aspects of the University and its operations. For example, see the link "University Policy PDF" at **www.wayne.edu/policies** for Copyright, Privacy, and other relevant policies. For equal opportunity procedures, see, for example, the compliance form for non-tenure track personnel at **www.oeo.wayne.edu/pdfs/non-tenure_track_winstructions.pdf**.

Academic Affairs

Wayne State has long established policies and procedures to insure that faculty and other academic personnel (librarians, advisors, etc.) are committed to excellence in the academic enterprise and maintain high standards in the conduct of their research, teaching, and service activities. It also has well-established policies and procedures to protect personnel from arbitrary treatment and safeguard the right to participate in governance of the institution. Operational policies and procedures covering a wide range of activities are set forth in the WSU/AAUP-AFT Agreement at **www.wayne.edu/provost/Faculty/AAUP-AFT%20Contract.html** and under "Academic Personnel" at **www.wayne.edu/provost**. These include policies and procedures with respect to promotion and tenure, term appointments, selective salary adjustments, and changes in professional duties. These and other relevant policies respecting the rights and obligations of faculty and academic staff are described in the Faculty and Academic Staff Information Bulletin available in hard copy and online at **www.wayne.edu/faculty_and_staff**.

The WSU/AAUP-AFT Agreement requires that all academic units adopt bylaws to regularize procedures and practices within the units in a fashion consistent with the Contract and University policies. By contractual mandate, such bylaws are subject to periodic review, as are the factors governing promotion and tenure (or employment security) within individual units. Each unit is obligated to formally articulate such bylaws.

In accordance with the WSU/AAUP-AFT Agreement, the performance of untenured faculty is reviewed annually by unit promotion and tenure committees to provide guidance and feedback regarding expected standards of research, teaching, and service. The performance of all faculty, tenured and untenured alike, are reviewed in terms of these same standards each year as part of the selective salary adjustment process. It is noteworthy that a premium is placed on teaching as well as research in these deliberations.

Wayne State has long recognized the obligations of faculty to the instructional process. Those obligations are set forth in a statement of "Faculty and Student Obligations to the Instructional Process" first adopted by the Academic Senate (called the University Council at the time) and approved by the Provost in l982. The statement is still published in both the Graduate and Undergraduate bulletins (**www.bulletins.wayne.edu**). Faculty obligations include remaining abreast of developments in respective fields, presenting course material in an effective manner, making course requirements clear, and being fair and equitable in all relationships with students. An important tool in evaluating the teaching performance is the Student Evaluation of Teaching (SET), which in accordance with the WSU/AAUP Agreement, must be administered in each class at the end of each term. The evaluation forms and procedures were jointly developed by members of the faculty and administration and are periodically reviewed by a joint committee. The process allows students to rate both the instructor and instructional process in each course, and it is designed to protect the anonymity of the student. (**www.otl.wayne.edu/set.html**)

Student Affairs

Wayne State is committed to protecting the rights of its students in the educational process. Numerous procedures have been developed to insure that these rights are observed. For example, the Office of Student Financial Aid is committed "… to provide access to financial resources in a fair, sensitive, and confidential manner …" (**www.financialaid.wayne.edu/mission_statement.html**). The University complies with all requirements of the Family Educational Rights and Privacy Act (FERPA). The significance of FERPA was explained to students in a 2004 issue of *The South End* by University Counsel Louis Lessem (**www.southend.wayne.edu/modules/news/article.php?storyid=161**). Procedures are in place to insure that only authorized personnel have access to students' confidential information. For example, computer access codes known only to Financial Aid personnel must be used to gain access to financial aid information. The same policy applies to other aspects of student services such as advising:

> … students may not expect the University Advising Center advisors and staff to release specific information (e.g., grades, class attendance, academic progress) about a

student without the student's express written permission to anyone, including family members. Nor will advisors release to anyone, including students themselves, sensitive and confidential information via e-mail or phone. (**www.advising.wayne.edu/conf.php**)

Banner is the University's computerized system for managing University records. Strict requirements, including supervisor approval, are in force to insure that only appropriate and trustworthy personnel have access to confidential Banner files. (**www.support.wayne.edu/banner/forms.php**)

The University also makes it clear to students that they have academic and non-academic responsibilities to the educational enterprise and to the University community as a whole. In academic matters, they must perform responsibly in their activities as students: attending classes regularly, avoiding plagiarism, behaving politely, recognizing the rights of others in the academic community, and in general, performing their assignments in a competent and honest manner. See "Statement of Faculty and Student Obligations to the Instructional Process" in both the Undergraduate and Graduate bulletins. (**www.bulletins.wayne.edu/fib/fib2d.html**)

Also in non-academic matters, students must respect the rights of others and follow the laws of the State of Michigan as well as regulations of the University. Issues related to student conduct have become more pronounced in recent years with the addition of three new residence halls on campus, bringing about a substantial increase in the residential student population. In 2005, the Board of Governors adopted the Code of Student Conduct detailing expectations and establishing rules and regulations regarding student conduct throughout the campus with the aim of "promoting campus civility and academic integrity." (**www.bog.wayne.edu/code/2_31_02.php**)

The University has also developed procedures for the adjudication of cases involving misconduct to insure fair treatment of students. The Office of the Ombudsperson is available to assist students in understanding their responsibilities, as well as their rights, in regard to acceptable conduct. In addition, the University has an Associate Dean of Students who serves as the Student Conduct Officer and oversees the Student Code of Conduct process. This includes the enforcement of University rules and regulations, particularly in the area of University housing and residential life. (**www.doso.wayne.edu/judicial/index.htm**)

The University has well-established policies prohibiting discrimination, workplace violence, sexual assault, and other behaviors damaging to the educational community. These policies apply to all segments of the University community, and procedures are in place to educate and inform students, staff and faculty, as well as enforce policies in a fair and just manner. These matters are handled through such offices as the Associate Dean of Students and Judicial Officer (**www.doso.wayne.edu/judicial/index.htm**) and the Office of Equal Opportunity.

Computing and Information Technology

The University recognizes that information technology is a powerful tool for both research and learning, but this resource is also susceptible to abuse. Consequently, an extensive policy for the acceptable use of computer resources has been developed. The aim of the policy is to insure that students, faculty, and staff are aware of their responsibilities to use University computer resources in an honest and fair manner through such behaviors as observing the rights of authors and publishers relative to copyrights, and avoiding infringement on the rights of others in the general use of this technology. (**www.wayne.edu./policies**)

The University recognizes that modern technology can be a considerable threat to the private lives of its constituents, be they students, faculty, or staff, and is committed to insuring that the privacy of all is protected. To this end, the University has taken measures to conform to federal law requiring the removal of social security numbers from all University records, save those where it is legally required. The social security number, formerly used as the student number, is no longer employed in this manner. Similarly, faculty and staff have been issued independent identification numbers for use in reviewing employee records. The Banner system has numerous protections to insure that only qualified personnel have access to student and

employee records and to insure that the security of that information is not compromised. (**www.computing.wayne.edu./banner**)

Research and Research Administration

The acquisition, discovery, and application of knowledge are critical components of the mission of Wayne State, and are discussed in considerable detail under Criterion 4. Here we simply note the policies and procedures that the University has in place to safeguard the integrity of the research enterprise.

The Board of Governors has established standards for academic freedom and for high quality in University-sponsored research through its University Research Policy (**www.bog.wayne.edu/code/2_41_01.php**) and its Patent and Copyright Policy (**www.bog.wayne.edu/code/2_41_04.php**). Within the Research Division of the University, the Office of Research Compliance bears responsibility for seeing that all research is carried out in a responsible and ethical manner and in accordance with all applicable federal and state regulations (**www.research.wayne.edu/compliance**). Two important areas of compliance monitored by the Office of Research Compliance are the areas of human subjects and animal research.

The Human Investigation Committee (**www.hic.wayne.edu**) bears responsibility for overseeing all research at the University which involves human beings as subjects for research. All research, whether funded by outside sources or not, must conform to University rules and regulations established to insure that participation by subjects is voluntary and based on informed consent, that the well-being of subjects is safeguarded, and that confidentiality of information is respected. All projects must be reviewed by the Human Investigation Committee prior to initiating the research project. In order to receive approval for a project, researchers, both faculty and students, must complete a required training program which is available online at **www.rcr.wayne.edu**.

Similar procedures are in place to insure the appropriate handling of research involving animal subjects. The University is committed to "… comply with all applicable provisions of the Animal Welfare Act and all other federal statutes and regulations relating to animals." The University requires that all personnel who work with laboratory animals be familiar with these requirements. This oversight is provided by the Animal Investigation Committee at **www.aic.wayne.edu and www.aic.wayne.edu/docs/WSU_Animal_Welfare_Assurance.pdf**.

Fiscal Integrity and General Policy Compliance

The Office of Internal Audit is responsible for insuring that proper procedures are employed with respect to fiscal management in the University. This Office reports directly to the President and the Audit Committee of the Board of Governors. It has extensive procedures in place to insure that each administrative unit is handling its expenditures appropriately and in compliance with all federal, state, and university rules and regulations. (**http://internalaudit.wayne.edu/index.htm**)

To further insure the integrity of University financial operations, their conformity to current accounting standards and governmental rules and regulations, the Board of Governors annually commissions an external audit by a major outside auditing firm. The results of that audit are reported to the Audit Committee of the Board and subsequently to the full Board along with recommendations for needed improvements or changes.

Wayne State recognizes the importance of diversifying its sources of financial support and the importance of securing greater support for its mission from private sources in particular. To that end, the University launched its first-ever capital campaign with an ambitious goal of $500 million in private donations over five years. To "develop a centralized means of encouraging and managing financial support by private sources," the Board of Governors, at the request of the President, established the Wayne State University Foundation in 1999. It is a nonprofit 501(c)(3) corporation, governed by a Board of Directors made up of business and community leaders and chaired by the University's Vice President for Development and Alumni Affairs. The Foundation exists solely for the benefit of Wayne State and to support its mission through advocacy and the management of fiscal resources. Further

discussion of the Foundation is under Criterion 2b. (**www.giving.wayne.edu/wsufoundation.php**)

Summary and Evaluation

The University has developed polices and procedures to insure that its mission of teaching, research, and service is carried out in a fair, equitable, and non-discriminatory manner, and that sound fiscal policies are practiced. There are numerous safeguards to insure that this is the case. Of special note is the improved monitoring of grant compliance and accountability, and the establishment of the Wayne State University Foundation to oversee the collection and use of private donations. The new residence halls and subsequent increase in the resident undergraduate population have brought new and sometimes unanticipated challenges that the University has not faced before in regulating student conduct and ensuring student health and well-being. There are policies and procedures in place to address these and other challenges as they arise, and the University is committed to addressing these in ways that uphold and protect its integrity.

The life-size sculpture of Walter Reuther stands just inside the entrance to the Walter P. Reuther LIbrary. The sculpture was a gift from the United Auto Workers Reuther Memorial Fund.

Criterion 2: 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.

2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

Strategic Planning for 2001–2006

Wayne State has relied on strategic planning over the years to plot the course of its activities as an urban university striving for academic excellence while playing a significant role in addressing the economic, education, health, and social problems affecting this and other urban centers. Shortly after the last NCA visit in 1996, the University set about assessing where it stood relative to capacity, demographics, technology, and globalization. Procedures for developing the 2001–2006 Strategic Plan sought to encompass these and other domains through wide participation in this assessment process. (**www.strategicplan.wayne.edu**)

In his inaugural address in September 1998, President Irvin D. Reid set the stage for the plan when he articulated his vision for the University. He emphasized three areas in particular in which the University could distinguish itself by drawing upon past accomplishments and intensifying efforts in the future: 1) the urban setting; 2) global perspective; and 3) technological challenges. Reid set forth a strategy for translating this vision into a realistic plan that would take the University to the next level of excellence.

> To translate this vision, I will be convening a series of forums this fall focusing on each aspect. These forums, in turn, will generate a more in-depth planning process in colleges and schools and at the departmental levels.

Subsequently the process for creating the 2001–2006 Strategic Plan was set in motion. All levels of the University community were invited to participate in assessing where we stood relative to factors such as our urban environment, the effects of globalization and technology on our institution, and our capacity to pursue our mission of excellence in the context of resources available to us. Four pillars and five core strategic directions emerged from this process.

The Four Pillars of the Strategic Plan

The Strength of the Urban Experience

As an urban institution, Wayne State has unique opportunities, advantages and responsibilities. It must be a catalyst for the development of skill,

talent and ideas, an intellectual and enabling spark for the growth, and renewal occurring all around us. It must be a first-tier center of learning and in so doing, a major force in the Detroit metropolitan area. Ultimately, it must exemplify for the nation and the world the dynamic reciprocity among learning, discovery, and urban life.

The Importance of a Global Presence

A distinguished university must insist upon pushing its own boundaries, always aspiring to new levels of achievement. In broadening its global perspective, Wayne State University must pursue partnerships both in its own neighborhood and around the world to increase the resources available for this effort. Wayne State graduates must possess the knowledge, skills, attitudes, values, and experiences necessary to meet the challenges of an increasingly interconnected and dynamic global environment.

Implementation of New Technologies

Higher education is being transformed by rapid structural change. Powerful new technologies, emerging almost overnight, have created exciting possibilities for extending the reach and altering the basic form of higher education. The University strives to integrate the new paradigms of learning and discovery created by technology in ways that enrich educational experiences.

A Commitment to Diversity

Diversity of faculty, students, and staff is a major source of the University's intellectual vitality and innovative spirit. Wayne State is and must continue to be a place where people of different cultures, skills, and lifestyles can reach their full potential. Such an environment promotes respect for differences while fostering caring relationships, cross-cultural understanding and mutual responsibility. Wayne State is a university in which a broad spectrum of informed perspectives gives rise to discussions that prepare us for life in an increasingly unified and complex world.

The Five Directions of the Strategic Vision

Learning Experience

Objective
Establish and sustain a superlative learning experience that builds upon the unique values and attributes of Wayne State.

Goals through 2006
- Achieve excellence in teaching and learning through the development and renewal of faculty.
- Prepare students for meaningful, productive lives in an ever-changing, diverse, urban and global environment.

Pre-eminence in Research and Scholarship

Objective
Strengthen Wayne State's performance as a nationally recognized research university by focusing on its competitive advantages, enhancing its scholarship, emphasizing a multidisciplinary approach to research, and collaborating with government, industry and other institutions to enhance economic growth and the quality of life.

Goals through 2006
- Improve our national ranking in research, scholarship, and creative performance to place Wayne State in the top 50 public universities.
- Strive to assure that all academic units perform at a level comparable to the University's national ranking.
- Increase participation of undergraduate and graduate students in research and scholarship.

Campus Life

Objective
Enhance the quality of life on campus by nurturing a culture of success and excellence.

Goals through 2006
- Create a strong and vibrant campus community.

- Improve the quality of service to students, faculty and staff.
- Enhance the physical environment and infrastructure of the campus.

Engaged University

Objective
Develop mutually beneficial partnerships with Wayne State's community as catalysts for the social, cultural, economic, and educational enrichment of the region.

Goals through 2006
- Establish mutually beneficial partnerships with external organizations, supporters, and friends of the University.
- Enhance relationships with K-12 school systems and community colleges.
- Expand opportunities for the University to be a premier venue in which diverse cultures interact in the urban environment.

Educational Opportunities for Renewal and Advancement

Objective
Enhance and increase educational opportunities for the benefit of Michigan citizens and attract others to the state from throughout the world.

Goals through 2006
- Enhance program opportunities to fully utilize the University's educational and physical capability by increasing enrollment to 35,000 students.
- Increase support for highly promising students.
- Facilitate student success and increase the number of degrees granted.
- Develop programs to meet Michigan's continuing educational needs and to enhance the Detroit metropolitan region by attracting talent to the state.

Results of the Strategic Plan

Each year since 2001, President Reid has published an annual report to highlight major activities during the preceding year that supported one or more of the University's core strategies. Reports on accomplishment toward Strategic Plan objectives can be found in the NCA Resource Library. Annual reports have spotlighted an impressive list of events including:

- Learning Experience: launch of First-Year Seminars, a pilot program for first-year students linking academics to daily life through in-depth study of issues impacting society; development of the Technology Resource Center (TRC), developed to provide faculty with expertise and resources to be effective in a technologically advanced society.
- Pre-eminence in Research: opening of a new 4,000 square-foot, state-of-the art clean room for research and development of smart sensor technology in the College of Engineering; location of the National Institutes of Health Perinatology Research Branch on WSU's campus; announcement of the President's $1.8 million Research Enhancement fund; renovation of research facilities in Scott Hall and the Chemistry Building.
- Quality of Campus Life: construction of the third new residence hall, The Towers Residential Suites, which adds 1,000 beds to the combined 837 in Ghafari and South Halls; construction of the Welcome Center, Barnes & Noble bookstore, Eugene Applebaum College of Pharmacy and Heath Sciences and Mort Harris Recreation and Fitness Center.
- Engaged University: spurring Midtown revival with the approval of three new land-development proposals by the Board of Governors.
- Educational Opportunities: development of TechTown, a research and technology park near campus; announcement that the University will become home to the $50 million NextEnergy Center.

Strategic Planning for 2006–2011

In fall 2005, the University's senior leadership team met to review Wayne State's 2001-2006 Strategic Plan and approve a process for updating the plan for the next five years. To ensure that the updated plan would be consensus-driven and

engage every sector of the campus community, more than 20 meetings were held to solicit feedback and advice from key stakeholders inside and outside of the University. Views and ideas offered at those meetings are summarized at **www.strategicplan.wayne.edu/summaries.php**.

President Reid called upon the University community to continue adding views as the Strategic Plan was revised. Everyone was invited to share additional insights through the website set up to facilitate development of the Plan:

> Since fall 2005, we have heard the views and ideas of hundreds of people throughout the University community on our Strategic Plan for 2006–11.
>
> The participants at 20 stakeholder meetings were enthusiastic and passionate about the direction of Wayne State, and many expressed strong views on ways to move the University to the next level of excellence.
>
> Nonetheless, our work is by no means finished. As we update this document, it is essential that we continue to come forward with fresh energy and ideas, and maintain the momentum that emerged from our stakeholder meetings.

A chronology of the process used to update the University's Strategic Plan for 2006–11 is provided below. The University's Strategic Planning Oversight Committee convened the 59-member Strategic Planning Senior Leadership Team. The team included faculty, students, and administrative leaders and presented the following timeline for updating the Strategic Plan.

September 2005

> President Irvin D. Reid and the Strategic Planning Oversight Committee convene the first stakeholder session for the Strategic Planning Senior Leadership Team to offer recommendations on ways to build on successes and accomplishments of the current Strategic Plan and to identify opportunities for institutional growth and development.

October–December 2005

> The Oversight Committee seeks to engage the entire university community through a series 20 stakeholder sessions to solicit thoughts and suggestions on ways to strengthen and refine the current Strategic Plan.

January 2006

> The Strategic Planning Oversight Committee meets to synthesize feedback and comments from the stakeholder sessions.

February 2006

> The Strategic Planning Senior Leadership Team reconvenes to discuss the development of a revised draft of the plan.

March–May 2006

> The Oversight Committee facilitates the development and distribution of the revised draft of the plan to the campus community and invites feedback to help shape the new plan.

October 2006

> The Oversight Committee presents a final draft of the plan to the Wayne State Board of Governors for approval.
>
> The University begins implementation of the 2006–11 Strategic Plan. Colleges, schools and divisions begin their review process.

The purpose of the Senior Leadership Retreat was:

- To identify and analyze key trends and changes occurring in the University's overall environment;
- To assess the current Wayne State Strategic Plan in the context of this changing environment; and
- To revise and update the University's strategic directions for 2006–11.

In preparation for the environmental assessment, Kurt Metzger from the University's Center for Urban Studies gave a presentation, "The Changing Demographics of Michigan and Metropolitan Detroit." A key question on which Metzger focused was, "Do we go where the students are or wait for them to come to us?" A summary of Metzger's analysis follows:

- In fall 2004, Wayne State received four out of every five of its students from the tri-county area comprised of Macomb, Oakland, and Wayne counties.
- Nationally, high school graduation rates are expected to increase by 11% between 2000 and 2013; Michigan high school graduation rates are expected to increase by 25% between 2000 and 2013.
- Southeast Michigan is expected to experience minimal population growth because of domestic migration out of the area and low birth rates.
- From 2000 to 2030, the major growth areas of Southeast Michigan are expected to be in Macomb, Oakland, and Livingston counties.
- The share of population represented by 18–34 year olds will remain constant through 2020 in Livingston, Macomb, Oakland, and St. Clair counties.
- After 2011, the share of the population represented by seniors (65+) will begin to climb in Livingston, Macomb, Oakland, and St. Clair counties.
- A potential market for Wayne State will be 18–44-year-olds who have not completed a bachelor's degree and reside in high-growth areas including Livingston, Macomb, Oakland, and St. Clair counties.

A copy of this presentation is in the NCA Resource Library.

With this backdrop, participants broke into small groups to identify key trends important to the University's future. As committee members thought about the next five years, they focused on a number of significant developments that are likely to have an impact on the future of this University, including the following:

- The effect of Wayne State's strong identification with Detroit on the University's state funding as political influence in Michigan shifts;
- The impact of term limits coupled with changes in the makeup of the state legislature;
- The challenge of responding to the educational needs of an aging workforce;
- The importance of providing access to first-generation college students while building competitive and nationally ranked programs;
- The high expectations among faculty and students for pervasive and ubiquitous use of technology;
- The critical need to balance the demands of a growing research enterprise with those of a teaching university; and
- The importance of preparing students for flexible careers given that most will change jobs several times in the course of their work lives.

Other environmental changes that the University must consider as it plans for its future are the smaller number of traditional-age college students; the aging population; the increase of college-age minorities; the population shift from Wayne County to Macomb, Oakland and other counties; the reality that the state economy is not likely to improve in the near future; and the fact that fewer resources will be available from the government and private sectors in an environment with increasing competition for these limited resources. The challenges seem evident, but the committee also sought to identify opportunities, many of which are unique to Wayne State. The projected increase in numbers of high school graduates through 2013 could result in substantially higher numbers of FTIAC (First Time in Any College) students attending Wayne State. The University can also strengthen its position through such strategies as:

- Leveraging Wayne State's metropolitan setting as a means of becoming a national leader in researching issues crucial to urban populations;
- Increasing learning opportunities for a growing population of adult learners, particularly those students who have not completed their bachelor's degree;
- Capitalizing on the University's attractive and unique location in the heart of the city's Cultural Center;

- Recruiting and enrolling growing numbers of students from diverse ethnic and international backgrounds who currently reside in the region and welcoming them to the "university of opportunity;" and
- Forging international research partnerships with counterparts from Canada and around the world.

After reviewing demographic trends and identifying potential opportunities for growth, members of the senior leadership team reflected on what the University should be doing to respond to emerging trends, and then pondered this critical question: "What is our probable future if we do nothing — if we continue business as usual?" Participants spent time reviewing the five strategic directions and goals of the 2001–06 Strategic Plan in small groups. Afterwards, they made recommendations for amendments, additions or deletions to the larger committee. Overall, the group indicated support for each of the 2001–06 directions with slight modification and additional goals.

After reviewing the five strategic directions, the leadership group concluded its review by exploring the option of adding a new strategic direction to the 2006–11 plan. Retreat participants noted that substantial reductions in state appropriations in the past four years have severely impacted Wayne State. Since diminished state support is likely in the coming years, the committee recommended that additional revenue sources be identified and suggested that a strategic goal for achieving revenue diversification be added to the new plan.

Following this Senior Leadership Retreat, 20 stakeholder focus groups met at various sites across campus. These meetings involved senior leadership, chairs, the University's Board of Governors, staff, faculty, graduate, and professional students, undergraduates, the Graduate Council, alumni, the Wayne State University Foundation Board, and academic staff.

The stakeholder focus groups addressed a wide range of concerns. Among them were the learning experience; the University's pre-eminence in research and scholarship, which included comments on facilities and infrastructure; public awareness and ranking of the University; and faculty. The focus groups also explored quality of campus life, including issues related to central services, campus planning, facilities, student-directed services, and Division I athletics. Exploration also centered on the University as an engaged community, which elicited comments on outreach activities; communication and opportunities for growth; and finally, opportunities for advancement and renewal.

At a second Senior Leadership Retreat in February, the Oversight Committee presented a summary and detailed notes on both the key themes and goals that surfaced from the stakeholder sessions. At this second retreat, participants reviewed a first draft of the revised strategic goals for the 2006–11 Strategic Plan and made recommendations to the Oversight Committee for the next draft. The Oversight Committee presented its revised draft to the University's Board of Governors at the board's March 2006 meeting. After the Board of Governors reviewed the draft plan, the Oversight Committee distributed the document to the entire campus community and invited comments from the University's stakeholders. There was considerable discussion about the plan during the spring and summer, with alternative versions developed by the Academic Senate and the Council of Deans, and then by the Oversight Committee. The restrictions placed on the University due to shrinking state support made it even more critical that priorities be clearly delineated, so the discussion focused on the relative importance of the various priorities. The plan was approved by the Board of Governors in October 2006. Implementation of this new plan began fall 2006. A copy of the plan can be found at **www.strategicplanning.wayne.edu**.

The 2020 Campus Master Plan

The current master plan for improving and expanding the physical facilities of Wayne State grew out of the strategic planning process for 2001–06. The 2020 Campus Master Plan is a flexible document, written to provide direction and accommodate unanticipated conditions that will occur in the future. The master planning process was initiated with a thorough review of prior planning efforts. Physical conditions were documented and evaluated. Stakeholders, including civic leaders, neighbors, students, faculty, and staff were interviewed and their comments and recommendations were recorded. The 2020 Campus Master Plan produced a clear

picture of the limitations and opportunities for expanding the main campus. This plan can be found at **www.facilities.wayne.edu/mp/2020mp.htm**. The Introduction and Overview section of the Plan states:

> … The Midtown Detroit campus will undergo significant transformation in the next generation. Yet social, political, economic, and physical constraints impose limits to real growth. Given the University's corollary goal of expanding primarily on current land holdings, the Midtown Detroit Campus will reach its physical development potential early in this century. Working with projected budgetary resources, the 2020 Campus Master Plan defines the limits of physical growth and offers recommendations for optimizing the University's potential for physical expansion. Following data gathering and stakeholder interviews, overall principles and goals for the 2020 Campus Master Plan were developed that facilitated the completion of four major building projects: The Eugene Applebaum College of Pharmacy and Health Sciences, the expansion of the Law School, the Mort Harris Recreation and Fitness Center, and the Welcome Center. We will break ground for the new Engineering Development Center in spring 2007.

Guiding Principles for Physical Growth

A set of guiding principles emerged from analysis by consultants, interviews with master plan stakeholders and focus groups, and intensive workshop sessions with the Steering Committee:

- The Wayne State campus should embrace the city as a positive and vibrant environment offering opportunities for overlap and synergy. As a "green oasis" within the city's Cultural Center district, Wayne State is a major Detroit asset. The city and the University are valuable resources to one another.
- The campus environment should foster academic pursuits, should be accessible and welcoming to visitors, and should spontaneously encourage leisure and social activities.
- The campus should reach out to its urban environment and neighboring institutions. Linkages between the main campus and the medical center campus should be strengthened.
- The campus should grow primarily within the territory which it already occupies. The University should focus on intensifying the use of existing facilities by developing vacant sites and by redeveloping under-used properties.
- A significant thrust of the new campus plan will be to create lively and safe residential environments that are enhanced by retail amenities and that meet the diverse needs of students, faculty and staff.

The 2020 Campus Master Plan has evolved as new findings and recommendations not envisioned at the outset emerged. The Plan charts a 20-year course for the development of Wayne State's main campus and will serve as a reference tool and valuable cross-check as we proceed with improvements and expansion.

Information Technology Planning

In 1999 President Reid outlined his Pillars of Strength vision as a foundation for moving Wayne State forward into the next millennium. Information Technology (IT) was one of those pillars. Within five years, with input from across campus, WSU replaced its entire suite of mainframe-based information systems with corresponding products from SunGard SCT and several other vendors. Information technology goals that grew out of the 2001–06 Strategic Plan include:

- Replace aging and cumbersome mainframe-based information systems that were not Y2K compatible;
- Facilitate business interactions;
- Implement an integrated suite of Internet-based, self-service systems;
- Enable students, employees, alumni, and others to access information and systems at their convenience;
- Create a "rock solid" IT infrastructure to support all of the above; and

- Replace legacy mainframes with distributed computer systems.

In 1995 and again in 2001, WSU developed IT Strategic Plans that guided the university's technology initiatives through 2006. In the spring of 2005, the university's central IT organization published *Information Technology@Wayne State: A Progress Report,* which lists and highlights WSU accomplishments in using information technology, work that is under way or still must be done, and the most pressing issues associated with information technology in higher education. This report describes how the university has invested substantial resources in IT initiatives that improve academic and administrative programs.

The complete planning and support structure for administrative information technology is provided in a document available to the entire University community at **www.computing.wayne.edu/ISP-project/SupportProcesses.pdf**.

Wayne State has made significant progress since 1999 and has addressed those concerns expressed by the 1996 NCA visiting team relative to information technology. The University has invested in advanced networking, replaced old information systems with an integrated suite of Internet-based self-service systems, implemented a reliable e-mail system, installed an online course management system, and acquired IT resources that are largely housed in schools and colleges where they can directly enhance teaching, learning, and research.

In 2005, the Information Systems Oversight Committee was formed to replace a number of committees that had been formed to support WSU's Integrated Systems Project. The role of this committee is to:

- Prioritize proposed information systems projects;
- Monitor the progress of approved projects;
- Monitor one-time and annual budgets for approved projects; and
- Resolve conflicts regarding policies, procedures, resources, and personnel.

In addition, the Information Systems Management Committee was formed. This committee is responsible for the general oversight and management of projects and resolution of operational problems that cross departmental lines and information systems. Its responsibilities are to:

- Manage, coordinate, and facilitate activities to maximize the effectiveness and efficiency of using the integrated software suite of products and projects that represent the business processes at WSU;
- Provide status and recommendations on projects to the Information Systems Oversight Committee;
- Meet on a regular basis to review and identify issues and derive solutions;
- Prioritize work to be performed across the integrated software suite;
- Monitor and communicate with the various user groups; and
- Coordinate prioritization of items from the respective user groups to SunGard SCT's Large School Consortium. (**www.computing.wayne.edu/ISP-project/SupportProcesses.pdf**)

In 2004, the *ad hoc* Improving Teaching and Learning with Technology Committee was convened by the Provost to assess the University's instructional technology and faculty development services and to make recommendations regarding the best use of instructional technologies at Wayne State. On April 5, 2004, the committee presented its report, *Improving Teaching and Learning with Technology*. Since then, the University Library System, Computing and Information Technology, and the Office for Teaching and Learning have made significant progress implementing more than 30 projects, including the Technology Resource Center for faculty. (**http://trc.wayne.edu**)

> The August 2006 issue of *Campus Technology* features WSU as one of just 16 universities nationwide doing innovative work in IT. In December 2005, WSU was listed in the same publication among the top 100 universities in the nation employing best practices in IT.

Looking forward to the next five years, the University's evolving information technology planning process will grow out of the principles set forth in the 2006–11 Strategic Plan and will build on the progress made to this point. *Information Technology @ Wayne State: A Progress Report* is accessible at **www.computing.wayne.edu/cit/InfoTechAtWSU.pdf**.

In September 2006, a new IT Strategic Planning Oversight Committee was formed and charged with developing a plan for using information technology for competitive advantage. The plan will be consistent with and support Wayne State's 2006–11 Strategic Plan, and communicate a clear vision of how IT can advance and strengthen University programs. It will specify goals, objectives and actions to achieve during the remainder of this decade.

Preliminary planning began in September 2006 with a discussion of selected IT reports and best practices recommendations. The committee will be organized into task forces to identify strategic IT initiatives for achieving WSU's goals of establishing and sustaining a superlative learning experience.

The following guidelines were adopted during initial meetings of the Oversight Committee to help members follow a consistent process and format for identifying goals, objectives and actions. Each strategic IT goal will:

- Directly support one or more of WSU's strategic actions for 2006–11;
- Provide WSU with a competitive advantage in attracting and/or retaining students, faculty or external support;
- Be supported by specific objectives and each objective by specific actions that are required to achieve the IT goal; and
- As much as possible, provide recommended time frames and estimates of one-time and recurring costs.

Other Planning for a Complex Future

Recognizing the diverse objectives of the University's mission and the complex factors affecting its future, we have put in place several planning groups and processes that, together, support the University in achieving its mission.

- Commission on 40,000: President Irvin D. Reid established the Commission on 40,000 in October 2004 to 1) prepare for anticipated enrollment increases at Wayne State; and 2) to respond to the challenge issued by Governor Jennifer Granholm to double the number of college graduates in Michigan over the next decade. The Commission's charge was to address relevant topics "without adding appreciably to our costs." The commission identified eight topics and made recommendations associated with each that, collectively, would help the University accommodate increased enrollment. A summary of that report is available at **www.strategicplan.wayne.edu/report_to_bog9-05.pdf**.
- Meetings and Seminars for Wayne State University Researchers: The Office of the Vice President for Research (OVPR) sponsors a standing committee of researchers to deal with any and all matters associated with facilitating research.
- The Faculty Commons: The OVPR sponsors a monthly faculty-only meeting place to promote fellowship, collaboration, and scholarship to encourage Wayne State researchers to mingle and discuss topics of mutual interest. A recent product of this focused advocacy is Nano@Wayne, a website that provides information on various nanoscience and nanotechnology initiatives of interest to WSU faculty working in that field. (**www.research.wayne.edu/nano**)
- Research Enhancement Program: The President established a $1.8 million fund to advance research activity in programs displaying excellence in areas relevant to the mission of the University. More information on this program is provided under Criterion 4a.
- Graduate Enhancement Program: A yearly competitive award of $250,000 added to the annual budgets of selected outstanding graduate programs. More information on this program is provided under Criterion 4b.

Summary and Evaluation

WSU's system for strategic planning is broad-based and strong. The mission and strategic direction for WSU is clear and has widespread

understanding and support throughout the campus community. There is a need to ensure that follow-up to strategic planning occurs. Follow-up should address implementation of an appropriate system for tracking progress toward achieving goals, objectives, and actions as well as mechanisms for assessing the attainment of important outcomes related to teaching, learning, research, and business processes at all levels of the University. In this period of severe funding constraints at the state level, we need to ensure that costs are aligned with revenues. We will need to reduce costs in targeted areas and reallocate savings to support strategic initiatives, enhance technology, and upgrade facilities needed to advance teaching, learning, and research.

Gathering reliable information on which to base decisions is a challenge in realistically preparing for the future. In order to make sure that tactical and strategic decisions are based on accurate and timely information, we need to continually assess effectiveness, efficiency, and outcomes of programs and services. We will have to be realistic about information technology funding when costs are increasing and budgets are not. We will need to pursue ways to reduce costs and reallocate savings by such methods as a) eliminating, reducing or consolidating services; b) creating consortia to share costs; and c) considering life-cycle funding for replacing technology on a scheduled basis.

Aging campus facilities pose another challenge that must be addressed. While new facilities have expanded the campus to include badly needed library and laboratory space and student residence halls, maintenance of our existing facilities is a constant challenge. Investing wisely in new buildings and at the same time updating our older buildings present a difficult resource allocation issue.

2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Wayne State has considerable resources for carrying out its mission of excellence in teaching, research, and service. However, the last few years have seen significant changes in our sources of funding, and more cautious consideration of all our expenditures.

The current state of the economy in Michigan has tested the University's ability to maintain its programs and services. Various actions have been taken in recent years to balance allocations with resources, including elimination of administrative

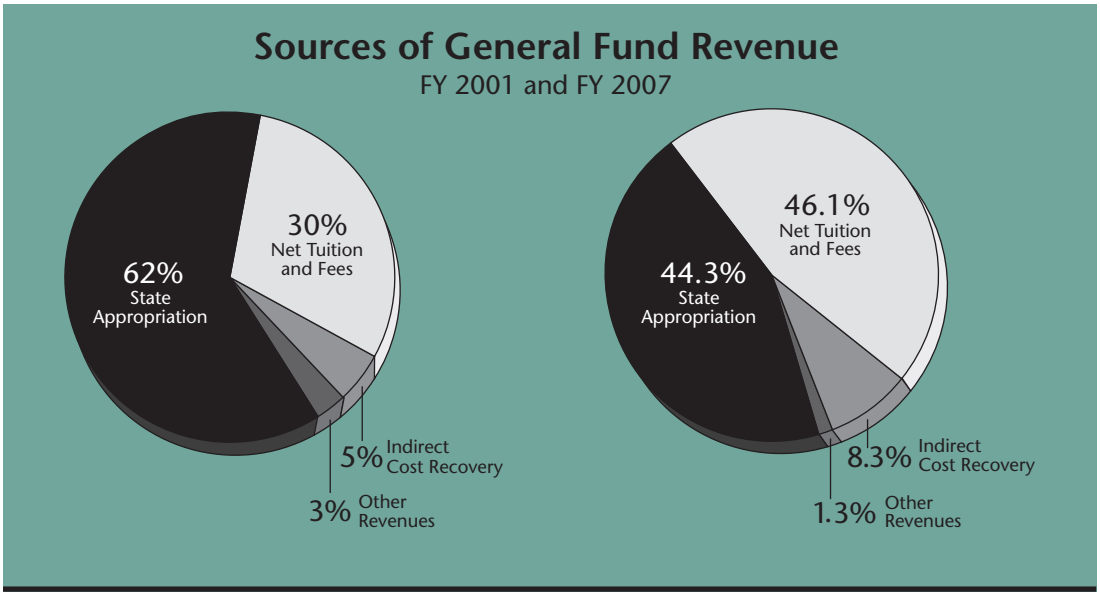


Figure 2.1

positions, dissolving some academic units and combining others, and increasing tuition and fees, while at the same time expanding efforts to generate financial resources in ways not tried here before.

Financial Resources

In fiscal 2007 the University's total revenue is approximately $490 million. State appropriations provide 44.3%, and tuition and fees provide 46.1%. This is a fairly drastic change since 2001, when state appropriations accounted for 62% of total funding. **Figure 2.1** illustrates percentages for all sources of General Fund revenue.

State appropriations are an important factor in the University's budget. Recent trends in state funding have resulted in decreases in real dollars as well as in percentage of total revenue.

Figure 2.2 illustrates the downward trend in state funding for Wayne State over the last decade.

There are 15 public universities in the state of Michigan whose primary funding sources are state appropriations along with tuition and fee revenue. State appropriations are not uniform as a percentage of university revenue throughout the state. They range from 44.3% at Wayne State to 32% at the Ann Arbor campus of the University of Michigan.

Unlike many other states, Michigan's Constitution (Article VIII, Sections 5 and 6) grants each Michigan university the autonomy to "have general supervision of the institution and the control and direction of all expenditures from the institution's funds." However, the state legislature does have the ability to exert indirect control through the appropriations process. State appropriations for universities come almost entirely from the General Fund. Universities have no "earmarked" funding from sales taxes or other state revenue, and unlike community colleges, they cannot raise funds by levying millages on taxpayers. Hence, universities must compete with a myriad of state budgetary obligations for their appropriations and sometimes are not considered the highest priority.

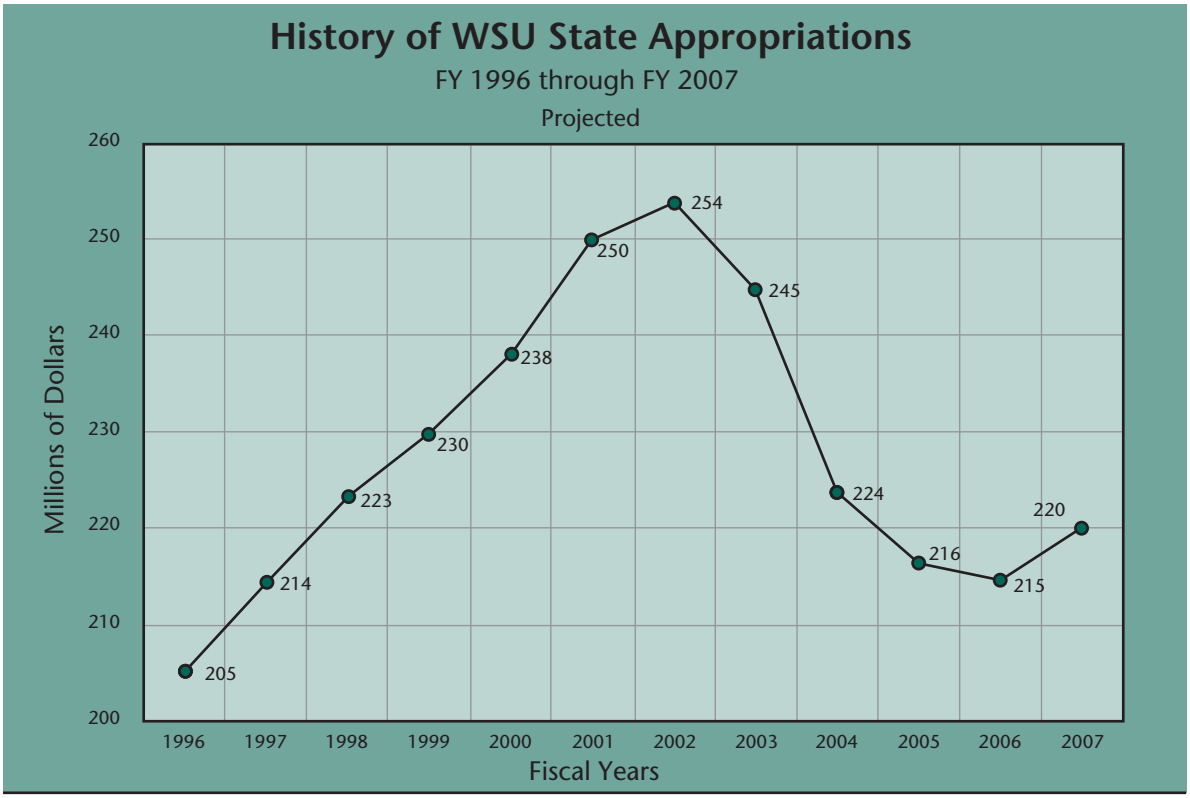


Figure 2.2

Annual increases in state support for universities varied during the 1990s. In the first few years of the decade, when the Michigan economy was in or emerging from recession, universities received minimal annual increases of about 1%. The situation improved by FY 1999–00, a year in which the U.S. and Michigan economies were enjoying the largest peacetime expansion in history. That year, universities received an overall 5% increase, well above the southeast Michigan inflation rate of 3.4%. However, the economic weakness that ensued in 2001 led again to stagnant university appropriations and ultimately to cuts that have continued since. Wayne State experienced a budget reduction of roughly $3.6 million in fiscal year 2002. In 2003 and 2004, a cumulative 10.2% cut in state appropriations, along with corresponding cost increases, created a cumulative $56.4 million budget deficit for those years.

Legislative Restrictions

The state legislature is limited in the extent to which it can directly control tuition increases; however, in the last several years, legislators and the governor have used their power over appropriations to provide incentives to keep tuition increases at a minimum. For example, the FY 2000–01 budget reduced by 1.5% the state appropriation for any university that increased tuition by more than 4% from the previous year. Two years ago, the legislature mandated a tuition increase of no more than 2.5%. The decline in state appropriations, coupled with legislatively mandated tuition caps, has significantly impacted public institutions in Michigan, including Wayne State.

Adjusting Priorities

In fiscal 2004, to cope with declining appropriations and tuition revenue, the University eliminated 200 staff jobs, 75 through layoffs. The University also combined the colleges of Science and Liberal Arts to form the College of Liberal Arts and Sciences. Although this move was motivated primarily to increase communication and cooperation between these faculties, the change also brought about savings in administrative costs.

In 2005, the University redistributed the departments, centers, and degree programs of the College of Urban, Labor and Metropolitan Affairs to other academic divisions of the University. The School of Business Administration merged the departments of Finance, Information Systems Manufacturing, Management, and Marketing into the new Department of Business, eliminating several administrative positions in the process, including three department chairs.

Other cost-cutting measures enacted by the University included reducing the number of vice presidential positions from eight to six and eliminating $1 million budgeted for research equipment. At the same time, the institution scaled back and reorganized the facilities management, student affairs and information technology units, and placed a freeze on non-faculty hiring except where critical to the University's mission and operating requirements. All of these were carried out in the context of evaluating the University's needs, services, and priorities. The Board of Governors' Blue Ribbon Committee on University Costs, Revenues, and Efficiency reported in 2006 that 230 measures had been implemented since 2000 or were in the process of being implemented. Among the measures already implemented, 37 involved revenue enhancement; 74, cost savings; and 90, increased operating efficiency. Among those actions in process, 11 involved revenue enhancement; 9, cost savings; and, 9, increased operating efficiency. These actions indicate that the University has been aggressively committed to enhancing revenue, creating cost savings, and improving operational efficiency over the last several years.

The University budgeting process involves ongoing evaluation of priorities as the institution addresses changing circumstances. Further cuts in state appropriations in fiscal 2005 prompted the Board of Governors to increase tuition by 18.5% across the board in July 2005, bringing average tuition and fees for undergraduates to $6,900 for state residents. Wayne State still remains ninth in tuition affordability in Michigan, maintaining its same position relative to other Michigan universities. Wayne State has historically offered its often financially challenged students the opportunity to attend a major research university at an affordable price. With this significant increase in tuition, the University designated a

$6.6 million increase to financial aid funding. This is the first time in recent history that funding for financial aid has exceeded the percentage increase in tuition.

Exploring New Financial Resources

The governor and the legislature have considered an increase of approximately 2.5% for Wayne State in the 2006–07 state budget. While relatively small, the increase comes as a welcome change from the years of reductions. The University realizes that in this era of economic stress in the state of Michigan, it cannot rely on state appropriations to the extent it has in the past to advance its programs, research, service, and facilities. In response to the need to diversify funding sources, the University embarked on its first-ever capital campaign, *Wayne First: The Campaign for Wayne State University,* with a goal of $500 million over five years. The silent phase of the campaign began in 2001.

Launched publicly on May 24, 2005, the campaign has already raised over $320 million. Campaign priorities include building a solid foundation of scholarship resources for talented students, attracting and retaining top scholars and researchers, increasing the number of endowed chairs and professors, and underwriting special programs to serve students, advance faculty skills, and pioneer new approaches to address societal issues. Finally, the campaign will provide additional resources for new buildings and improvements to existing facilities.

The University has clearly reached a point in its development where it must rely more heavily on philanthropy if it is to continue its mission as a major research university. This need is reflected in the fifth objective of the Strategic Plan. WSU must find ways to increase annual gifts from alumni, friends, faculty, and staff. The primary responsibility for annual giving resides with the Office of Development. Annual giving has generated approximately $3 million for each of the past three years, with only about 10% of the University's alumni participating and gifts averaging of approximately $150. There is significant room for improvement, but we are moving in the right direction. (**www.giving.wayne.edu**)

Wayne State University Foundation

In 1999 the Wayne State University Foundation was established by the University's Board of Governors in response to President Irvin D. Reid's challenge "to develop a centralized means of encouraging and managing financial support by private sources." It is a non-profit 501(c)(3) corporation that manages fiscal resources specifically for the benefit of Wayne State. The foundation is governed by a board of directors made up of business and community leaders. It functions under the leadership of a chairperson, chosen from among these individuals, and a president who also serves as the University's Vice President for Development and Alumni Affairs. Information about the foundation and the current members of the foundation's board of directors is available at **www.giving.wayne.edu/wsufoundation.php**.

The foundation receives, invests, and administers private funds on behalf of the academic mission, research initiatives and other priorities of Wayne State. The establishment of the foundation has enabled the University to develop a core of expertise and experience that can be strategically focused on opportunities in the private sector. Funds raised through the foundation support undergraduate and graduate student scholarships, endow faculty chairs and professorships, provide support for academic and scientific programs and investigations, and enhance the physical infrastructure of the campus. Since fiscal 2002, the endowment fund has increased by more than $62 million. The market value of the University's total endowment fund as of January 31, 2006, was $197.5 million. **Figure 2.3** shows the growth of the Endowment Fund by year from 1996 to 2006.

Capitalizing on Alumni Relations

Wayne State has more than 220,000 living alumni. Of these, 76% reside in the state of Michigan. While they are an important resource for gifts as discussed above, they are also an extremely important resource for the University in non-financial areas such as legislative advocacy. The University relies heavily on alumni in its efforts to acquire its fair share of state support. More than 41,000 e-mail addresses of alumni and friends now make up the electronic community created by the University to solicit

support from state legislators on an ongoing basis and particularly at crucial voting times. Influential alumni such as members of the Anthony Wayne Society (consisting of major donors), WSU Foundation board members, Alumni Association leaders, and others are called upon to communicate with elected officials in their respective districts.

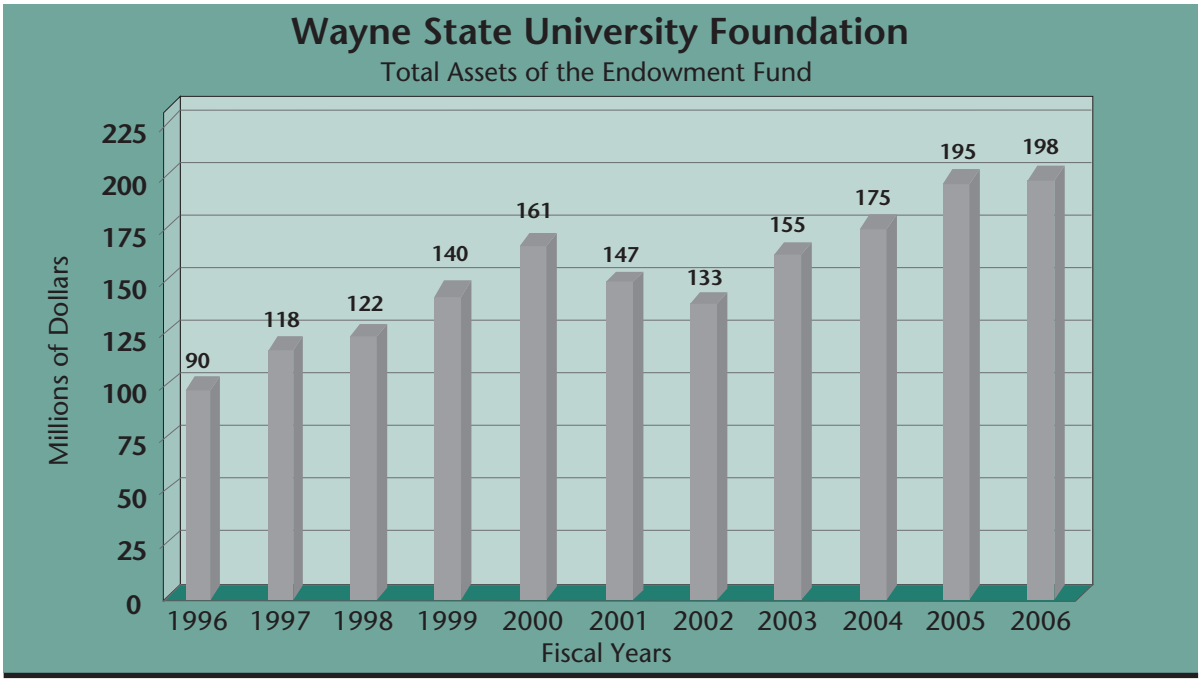
The Alumni Association has also partnered with university admissions and the financial aid office to involve alumni in Scholars Day on campus. Alumni meet with high school seniors and their families and talk to them about their experiences at Wayne State. This has proved very beneficial in attracting high-achieving students to the University.

Although membership in the Alumni Association is at an all-time high at 33,586 out of 220,000, there is clearly room for growth. Plans call for building the association base through outreach to recent graduates. The Alumni Association is using survey results to develop activities targeted for recent graduates. Activities such as the Career Boost lecture series and other social, cultural, professional, and family-oriented activities have been employed in recent years. The goal of these activities is to heighten awareness of Wayne State and the contributions it is making to southeast Michigan. Efforts to reconnect with alumni and bring them into the association should result in significant increases in gift giving to the University.

While a majority of the University's alumni reside in the metropolitan Detroit area, in recent years alumni events have also been held throughout Michigan and in Windsor, Ontario; Washington, D.C.; Phoenix, Arizona; Seattle, Washington; Sarasota and West Palm Beach, Florida; and San Francisco, California. Most of these events have been receptions hosted and sponsored by local area alumni at their homes or clubs and have enabled the University to deliver important messages about Wayne State, and especially about the capital campaign and planned giving opportunities.

Increasing Grants and Contracts

The University has also increased incentives and support for faculty pursuing external funding. Effective January 1, 2006, the University



Total assets include charitable gift annuities.

Figure 2.3

established a three-year pilot program designed to stimulate research and increase externally funded grants and contracts to departments, schools and colleges. Under this pilot program, faculty are able to receive incentive payouts based on the salary savings recovered to the General Fund by the school, college or institute. This incentive payout to faculty was designed to increase the number and size of externally funded grants and contracts.

Increasing Enrollment

In October 2004 President Reid established The Commission on 40,000 to prepare for anticipated enrollment increases at Wayne State and to respond to the challenge issued by the state's governor to double the number of college graduates in Michigan over the next decade. The Commission was charged with exploring ways the University could accommodate 40,000 students, examining potential obstacles to such growth, and identifying ways to develop and reassign resources "without adding appreciably to our costs." The Commission formed eight subcommittees that collectively identified a list of concerns the University might address: patterns of scheduling, use of technology in scheduling facilities, greater use of technology in the delivery of student services, distance education and off-campus locations, student recruitment and retention, University policies governing degree completion, administrative processes and University resources, and the availability of programs that meet student and employer needs. Recommendations to address each of the identified concerns were developed and submitted to the University's Board of Governors in September 2005. (**www.strategicplanning.wayne.edu/report_to_bog9-05.pdf**)

In addition, the Michigan Metropolitan Information Center completed a study in June 2005, *Extending Wayne State University's Reach,* that addressed the changing demographics the University will face in pursuing the goal of 40,000 students. This study indicates that Michigan high school graduation rates will increase by 25% between 2000 and 2013; however, southeast Michigan is expected to experience minimal population growth due to low birth rates and migration out of the area. The percentage of 18-34-year-olds should remain constant through 2020 in high-growth counties of Livingston, Macomb, Oakland, and St. Clair. This pattern suggests a potential market for Wayne State consisting of 18-44-year-olds who reside in these areas and have not completed a bachelor's degree. The results of this study will be used in developing programs and student recruitment plans over the next several years. (**www.strategicplanning.wayne.edu/demographic.php**)

Developing Human Resources

Human Resources at Wayne State offers a wide range of development opportunities for faculty and staff to improve skills in their current positions as well as develop additional skills in preparation for advancement to positions they aspire to hold in the future. For professional office staff, classes are offered such as: Speaking with Impact, Effective Interpersonal Communications, E-mail Essentials, Supervising Student Employees, and Grammar and Proofreading. Supervisors can take classes such as Managing Within the Law, How to Write SMART Goals, and Sexual Harassment: What Managers Should Know. For career and professional development, offerings include Crucial Conversations, Effective Applicant Interviewing, and Introduction to Resume Writing. (**www.hr.wayne.edu/oed/index.php**)

Executive Development includes classes such as The Performance Planning and Development Process, Navigating Through Change, and Crucial Confrontations. All of these and many others are designed to develop the human resources of the University to be more effective at what they do today, as well as prepare for opportunities in the future.

The Outreach Committee (a subcommittee of the President's Commission on the Status of Women) awards professional development stipends to female students and full-time non-academic employees to attend a workshop, conference, or significant event associated with minorities, affirmative action, or other issues such as gender rights. The application is posted at **www.wayne.edu/wsucosw/committees.html**.

The Office for Teaching and Learning (OTL) provides support and development opportunities for teaching at WSU through training and consulting, instructional design support, and

classroom feedback, as well as print and electronic resources. Referrals to other on-campus services are also offered. The OTL also serves as a catalyst and facilitator for WSU teaching initiatives. Its mission:

> The Office for Teaching and Learning promotes excellence in teaching in the University at all levels. It supports individual faculty members in the development of instructional skills. OTL staff conducts workshops and seminars, observes classes, and assists in the drafting of teaching portfolios and in the development of instructional technology. (**www.otl.wayne.edu/OTLabout.html**)

OTL services include curriculum planning, individual consultations, instructional technology assistance, and a great deal more. New and veteran faculty are encouraged to avail themselves of these services. The OTL is located in the state-of-the-art Technology Resource Center and features a non-circulating library of teaching resources, a technology classroom, and an instruction lab.

Despite increasing pressure from diminishing financial resources, the University has been able to continue support of its educational programs by judiciously allocating its financial resources. Through the elimination of administrative positions and the combining of departments and schools, funds have been made available to attract and retain quality faculty. Funds have also been redirected to programs designed to further develop the skills of faculty and staff, helping them become more efficient and productive in their efforts to support and expand programs critical to the University's mission.

Summary and Evaluation

The University has a history of efficient management and allocation of resources despite continuing reductions in state support. Although the University has had to recently shift more of the cost to students through increased tuition rates, it has also used its budgeting process and its established priorities to make some very difficult, but beneficial, decisions. With future reductions anticipated in state funds, the University will continue to rely on its Strategic Plan and its data collection to assess, evaluate, prioritize, and budget effectively in order to address and close the gap in funding. Like nearly every other university, Wayne State will feel the pressure to generate more resources through its development activities. It is important to note, however, that the University is already addressing the issue of generating additional outside funding.

The University has focused its efforts on development, launching its first-ever capital campaign, increasing its alumni memberships, and improving alumni relations. These activities have already proven to be very successful in generating additional resources, both financial and non-financial. By evaluating and prioritizing its goals and activities, the University has been able to redirect resources to not only maintain but also increase needed support for critical programs. Evaluating and prioritizing have resulted in the elimination of several administrative positions through the combining of schools and the elimination of colleges and programs. These efforts have enabled the University to continue attracting, hiring and retaining top talent, which is so critical to maintaining our reputation and credentials as a top research university. Given Michigan's continuing economic problems, the University must continue to enhance revenue that is dependable and expanding. We have just begun to build these alternative revenue sources. It is imperative that we continue to develop them.

2c.

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

A History of Progress

Wayne State's assessment plan, approved by the North Central Association in 1997, called upon each school or college to develop and implement an assessment plan appropriate to the departments and programs within that unit. In 1999, the Associate Provost for Assessment and Retention was appointed to coordinate the assessment activities of the schools and colleges. Following this appointment, a University-wide

assessment team was established to review current assessment activities, explore alternative approaches, and recommend strategies to energize assessment at the University. In May 2001, the Provost established an Assessment Team consisting of 31 members representing a broad cross-section of the University.

Members of the Assessment Team were encouraged to attend the American Association for Higher Education (AAHE) Assessment Conference in Denver in June 2001. Nineteen of the 31 members attended. The team came away from the conference eager to implement what they had learned. Members also attended the 2003 Conference in Seattle and the 2004 Conference in Denver. At the 2004 conference, the WSU group made a presentation on assessment efforts at Wayne State from 2001 through 2004: "Five Tools for Advancing the Assessment Landscape in a Decentralized Environment." The five tools described were:

- The University-wide Assessment Team;
- The Student Tracking, Advising and Retention System (STARS);
- The Inventory of Assessment Activities;
- Analysis of Wayne State's NSSE data; and
- Wayne State's procedures for regular academic program review.

The Assessment Team made several recommendations aimed at improving assessment practices at Wayne State, including: 1) establishment of an ongoing assessment working group; 2) improvement of data collection, data analysis, and information dissemination; 3) viewing assessment as an ongoing process essential to continuous improvement of the academic mission; and 4) appropriate funding to support assessment activities.

In October 2002 a small Assessment Working Group was formed to oversee work on the recommendations of the report. The working group's first project was a web-based Assessment Inventory intended to inaugurate a biannual inventory of assessment activities. The team developed a survey to assess "Levels of Implementation and Patterns of Characteristics" that was sent to nine of the schools/colleges. The survey covered four major areas of assessment: Institutional Culture, Shared Responsibility (Faculty, Administration and Students), Institutional Support (Resources and Structures), and Efficacy of Assessment. The survey was followed by an interview with the assessment coordinator in each school/college. The process revealed a number of activities designed to assess student learning in the majors as well as University-identified General Education outcomes.

In addition to compiling these data, the subgroup used this information to compile a list of best practices at Wayne State on the assessment of learning. Owing to a number of administrative changes, the process was stalled for a time; however, the second such inventory was launched in 2006. The data-gathering phase concluded on September 15, 2006. A detailed analysis of the changes from 2002-06 is included under Criterion 3a.

In the meantime, WSU hosted the Fourth Annual Student Academic Success Summit in February 2006 with a follow-up session in April. The 2006 conference offered faculty and staff an opportunity to integrate discussion of assessment with other pedagogical issues. Presentations by Vincent Tito of Syracuse University, Judy Patton of Portland State University and J. Herman Blake of the University of South Carolina-Beaufort served to place assessment within the context of the struggles and successes of other institutions and drew attention to best practices at WSU. A report on the summit may be found at **www.doso.wayne.edu/SASS/SASS_Final_Report.pdf**.

The opportunity to view wider perspectives and best practices is also facilitated through the WSU Office for Teaching and Learning. The OTL is well respected by Wayne State's faculty for its training efforts on pedagogy and educational technology. It has begun to play a strong role in developing awareness and expertise in current assessment practices.

Assessment is now coordinated by the Office of the Associate Vice President for Undergraduate Programs and General Education. That office embraces the idea that the best way to promote the culture of assessment is to seize opportunities that demonstrate best practices in assessment and the benefits they bring. One such opportunity has been the development of Learning Communities

as the core of Wayne State's first-year student experience. Each of these communities has specific learning objectives and plans for evaluating success in achieving those objectives. These learning objectives and assessment techniques will add to the models we employ as we move forward.

Internal Data Collection

Wayne State now routinely collects data for evaluation of its policies and programs. The central resource for data gathering is the Office of Institutional Research (OIR), a unit of the Division of Academic Affairs that reports to the Executive Director for Institutional Research. Its mission is fourfold:

- To collect, organize, maintain, analyze and report institutional data to support the University's executive management, operations, decision-making, and planning functions;
- To provide official University data and information to governmental agencies and other external agencies for compliance purposes;
- To support development of the University's administrative and information systems, working to insure data integrity; and
- To provide data and information to help evaluate and assess institutional resources and programs.

The OIR at Wayne State prepares various tabulations, spreadsheets, charts, and figures on the University's students, faculty, facilities, and finances. These data are published in an annual Factbook, periodic FYI bulletins to faculty and staff, *ad hoc* reports, required state and federal reports, data exchange reports, and surveys for various national media. (**www.oir.wayne.edu**)

The Division of Academic Affairs also houses Testing, Evaluation and Research Services (**www.testing.wayne.edu**). This unit provides a range of services that are used for assessment and planning throughout the University.

Testing and evaluation (psychometric) services are provided to students for entrance examinations, credit by examinations via the College-Level Examination Program, qualifying examinations for course selection, proficiency examinations, test-out options for the University General Education Requirements, and tests required by professional associations and for licensing agencies.

An undergraduate retention database is maintained for the University, and research studies are undertaken to provide background data for planning adequate services and other resources for the Wayne State student body. The staff is also available to advise individuals with regard to the design and use of survey forms tailored to specific purposes.

Wayne State maintains databases that include enrollment trend data for high schools and academic performance measures for applicants. Academic performance feedback reports are provided to high schools on incoming students at Wayne State. While the present use of this data is limited to informing feeder high schools relative to the academic performance of their graduates, the University recognizes that this data provides opportunities for developing intervention and improvement strategies in collaboration with the high schools. Comprehensive testing administered to incoming freshmen includes placement and proficiency testing in academic disciplines such as English, science, mathematics, and computer literacy. Results from these examinations are made available to academic advisors who can direct students to services in our Academic Success Center.

National Student Data Collection

In addition to internal assessment and data collection, Wayne State participates in several national incoming freshmen benchmarking studies. These include the Cooperative Institutional Research Program (CIRP), the ACT Class Profile Service, and the ACT Research Service. These have played an important role in providing contextual data for developing and assessing enrollment and retention strategies. The University is also a participant in The National Survey of Student Engagement (NSSE). Benchmarks established in this national survey are helpful in identifying areas where we need to focus attention in order to achieve increased engagement and thereby improved performance on the part of our students.

Most seniors (77%) would attend WSU if they could start over again, and even more (80%) say they had a good or excellent educational experience.

Figure 2.4

WSU students appear more like their urban peers than like students of other research universities. WSU students talk about career plans with faculty less than students at other research universities, and they spend less time discussing readings or classes with faculty outside of class time. This reflects the part-time enrollment of our students who are also much more likely to work off campus for pay than their research university peers. Compared to students at other research institutions, they are also much more likely to be providing care for dependents living with them (parents, children, spouses, etc.) However, WSU students, report having serious conversations with students, of a different race or ethnicity much more frequently, and they report having a greater understanding of other racial and ethnic backgrounds than NSSE respondents in general.

Most seniors (77%) would attend WSU if they could start over again and even more (80%) say they had a good or excellent educational experience. See **Figure 2.4**.

NSSE 2006 data: Seniors at WSU report receiving prompt written or oral feedback from faculty on their academic performance more frequently than either their urban or Carnegie Research University peers.

National Surveys of Faculty Responsibilities

Wayne State complements the NSSE survey with the Faculty Survey of Student Engagement (FSSE). This survey assesses student engagement activities from the perspective of faculty and provides an important control in assessing and evaluating the data collected from the NSSE survey. In addition to the FSSE survey, the University participates in two surveys conducted by the University of Delaware: Instructional Costs and Productivity, and Survey of Out-of-Classroom Activities. The first allows Wayne State to benchmark itself on the utilization of tenure/tenure-track faculty, lecturers, and teaching assistants for undergraduate instruction. It also measures and compares teaching loads across a broad range of academic disciplines. While Wayne State is a new participant, this study has already yielded important information for us.

Data collected has demonstrated that, on most issues related to instructional costs and faculty utilization, WSU is similar to our peer institutions. However, we found that there are significant differences in the use of graduate teaching assistants and supplemental instructors (i.e., part-time) between WSU and peer institutions. WSU uses a higher proportion

of supplemental instructors and a lower proportion of teaching assistants than do our peer institutions. This is likely due to our location in a major urban setting. Colleges and departments all have ties to practicing professionals in the metropolitan area, and we have an exceptionally strong pool of professionals available for part-time instruction. On measures such as the Student Evaluation of Teaching, these part-time professional instructors receive evaluations as high as those of the regular faculty. Moreover, they bring a currency of information about recent changes in their respective fields, which is appreciated by our students.

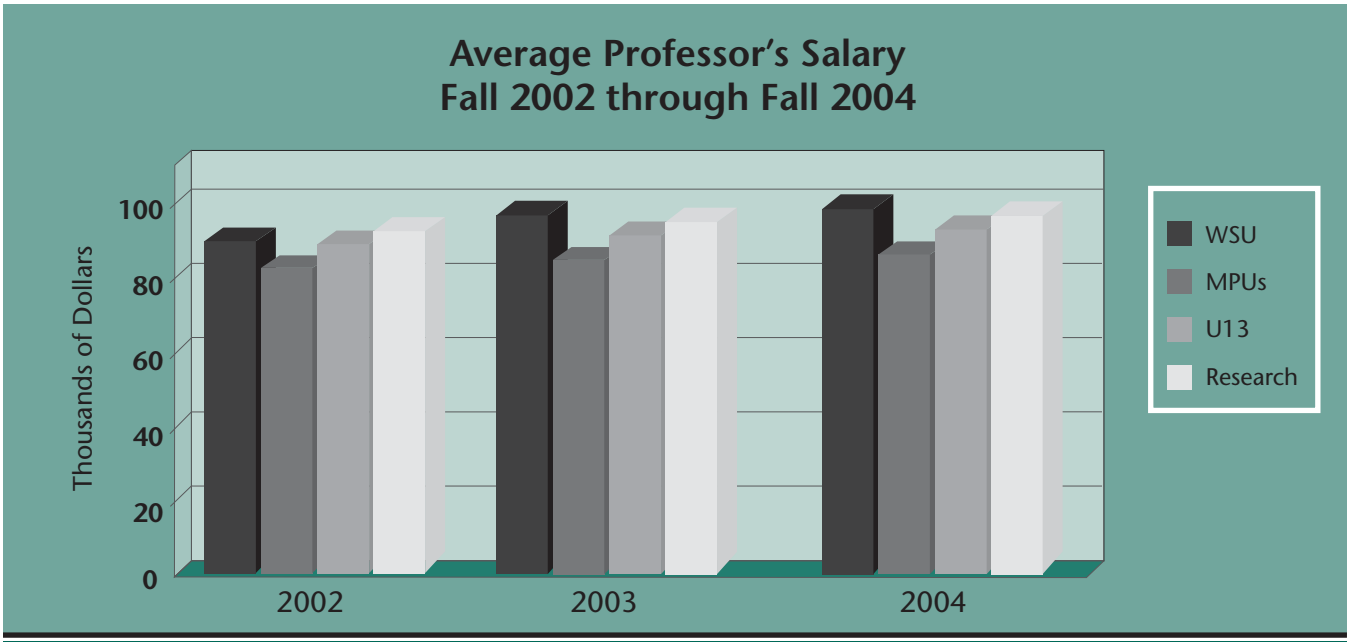
The Out-of-Classroom Activities Survey yields useful information regarding the distribution of faculty responsibilities for teaching, research, and public service activities. It provides benchmarks that may be used to consider the effects of potential shifts in institutional priorities where faculty responsibilities are concerned.

Competitive remuneration of faculty is indispensable for faculty recruitment and retention. The University participates in several national benchmarking studies, including the Oklahoma Salary Survey, the University of Alabama Faculty Salary Survey, the College and University Personnel Association Faculty Salary Survey (CUPA), and the American Association of University Professors (AAUP) Faculty Salary Survey. These surveys provide essential information for recruiting and rewarding faculty and adjusting faculty resource allocations.

WSU professor salaries compare favorably with other Michigan public universities (MPUs), urban universities (U13), and research extensive universities. As shown in **Figure 2.5**.

Retention and Graduation

A significant issue that faces WSU is the retention of our undergraduate students. The national data provide important information about our students in comparison to other institutions. For example, our students are more likely than any of the comparison groups to possess characteristics associated with lower retention. **Figure 2.6** illustrates the relatively high percentage of WSU freshmen with characteristics associated with lower retention (minority, part-time, or commuting) as compared to other institutions in the 2005 NSSE Survey.

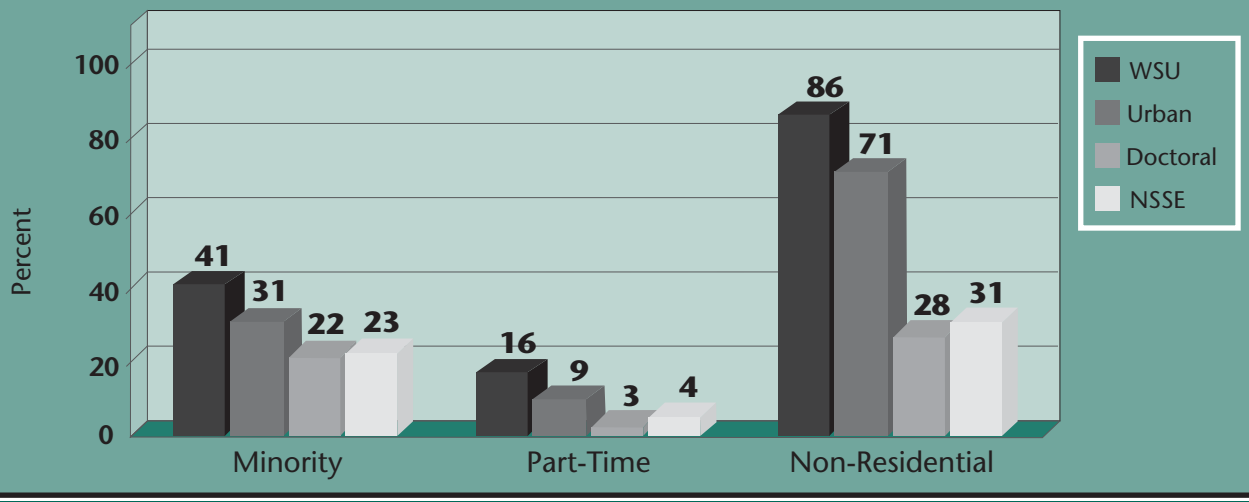


WSU professor salaries compare favorably with other Michigan public universities (MPUs), urban universities (U13) and research-extensive universities

Figure 2.5

NSSE Freshmen Characteristics Associated with Lower Retention by Institition Type

National Survey of Student Engagement, 2005



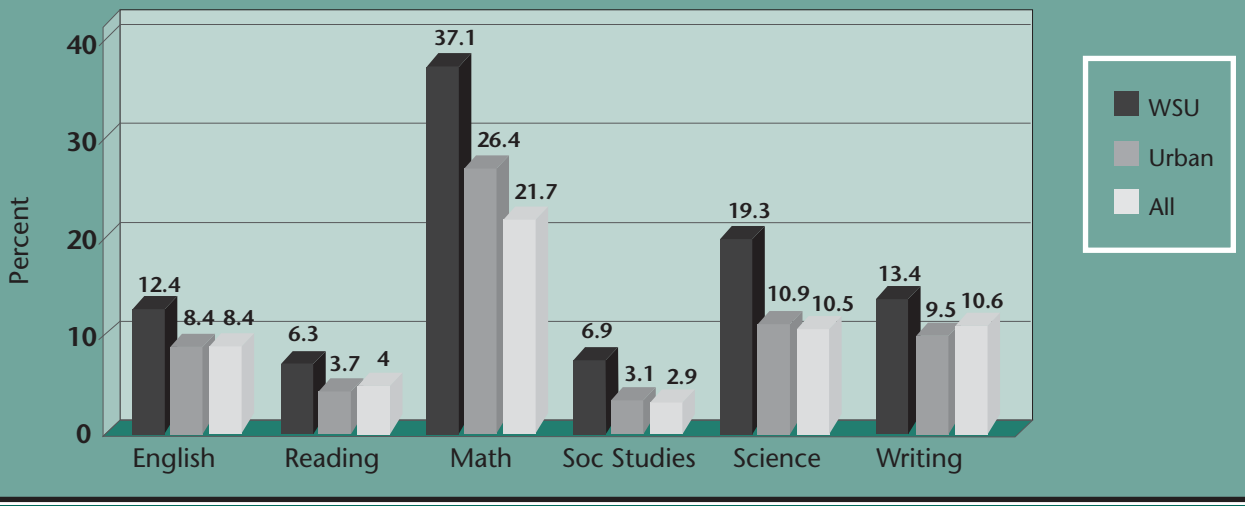
National study of approximately 200,000 freshmen at 473 colleges and universities.
"Doctoral" refers to doctoral research-extensive universities. "NSSE" refers to all participating institutions.

Figure 2.6

Freshmen Profile: Need for Remedial Work by Subject

Cooperative Institutional Research Program (CIRP), 2005

Students Reporting Need



National study of first-time, full-time freshmen entering public unversities in fall 2005.
There were 1,648 respondents to this item for Wayne State.

Figure 2.7

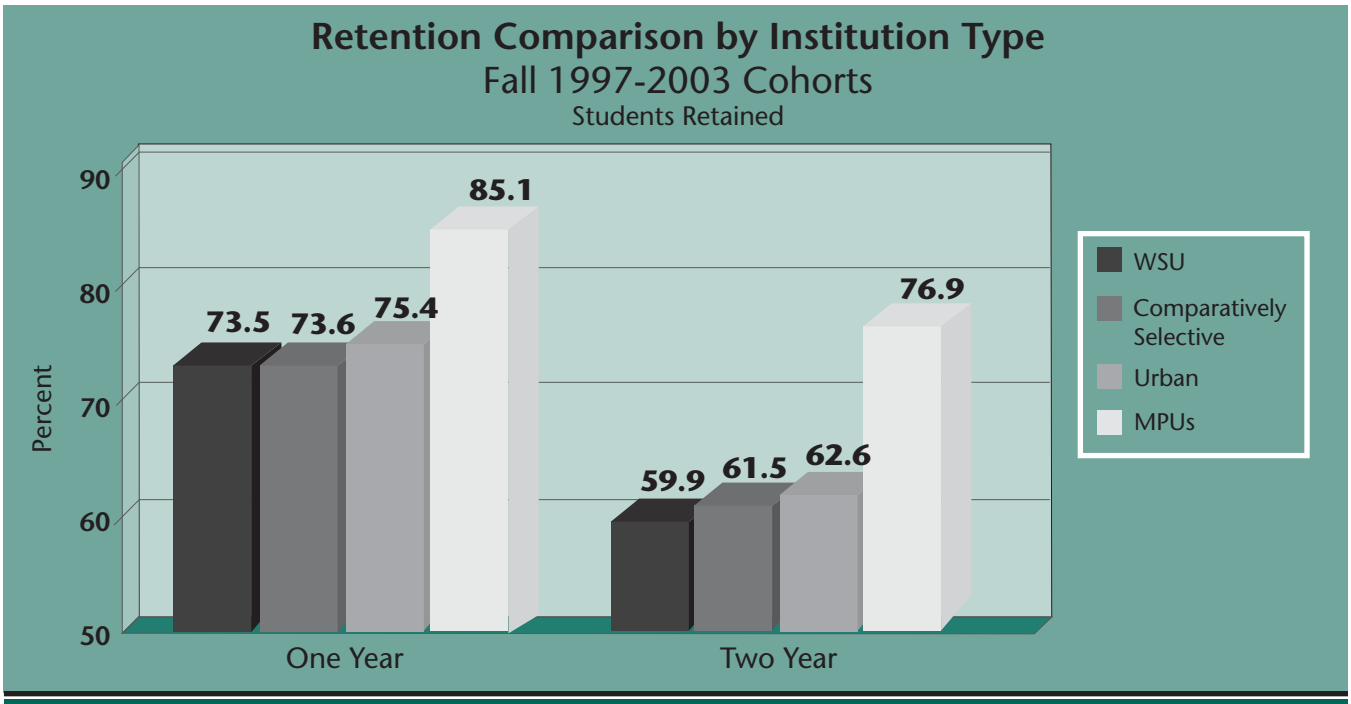
Additionally, WSU students are more likely than all other groups to require remedial work. See **Figure 2.7**.

Consequently, our retention rates are lower than those of other groups, although close to the rates for comparatively selective institutions. See **Figure 2.8**.

Further analysis of WSU students by select groups indicates that there is a great deal of variation in the retention rates among the various groups.

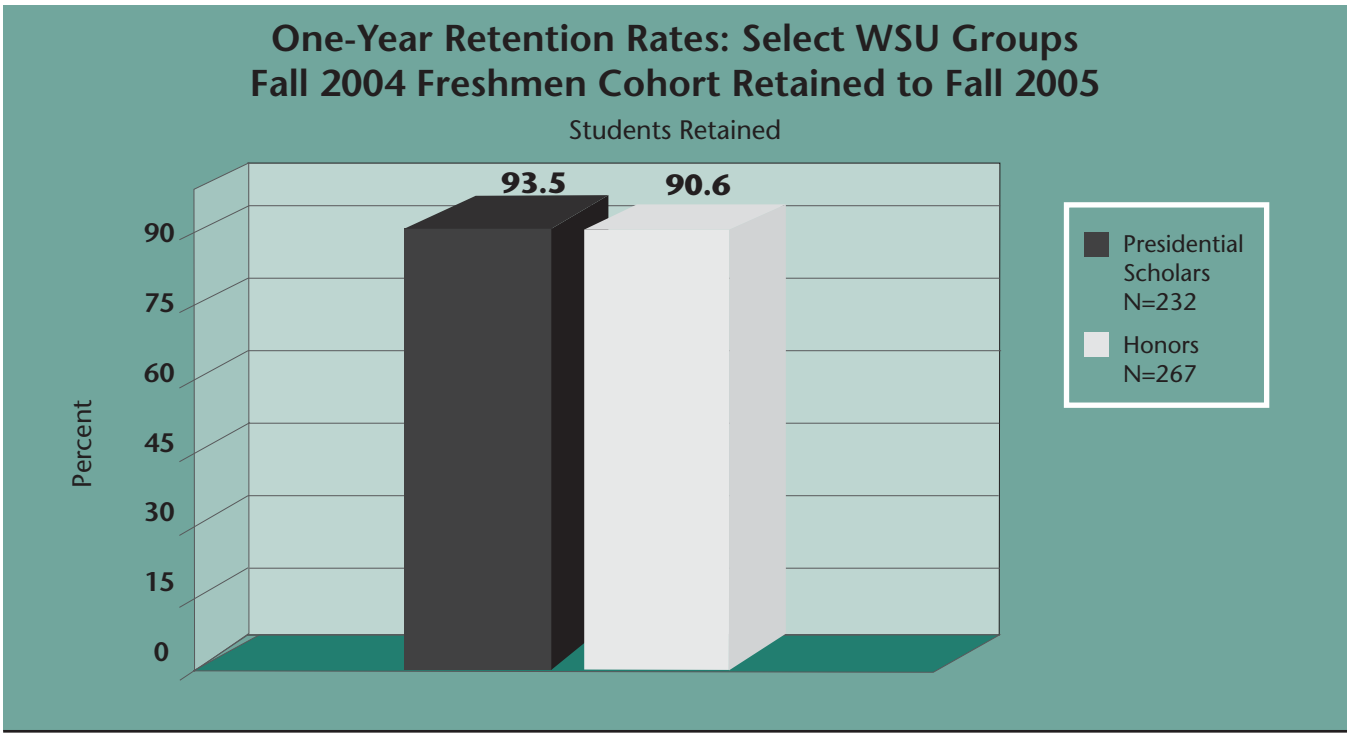
The Office of Institutional Research has developed a reporting system that allows us to examine the relative success of students from all of the various alternative admission programs and analyze retention data by various student characteristics. **Figure 2.9** shows the high one-year retention rate at WSU for freshmen who enter with higher levels of preparation.

Figure 2.10 shows relative retention rates for three alternative admission programs at Wayne State. Explanations of these programs can be found in Criterion 3c.



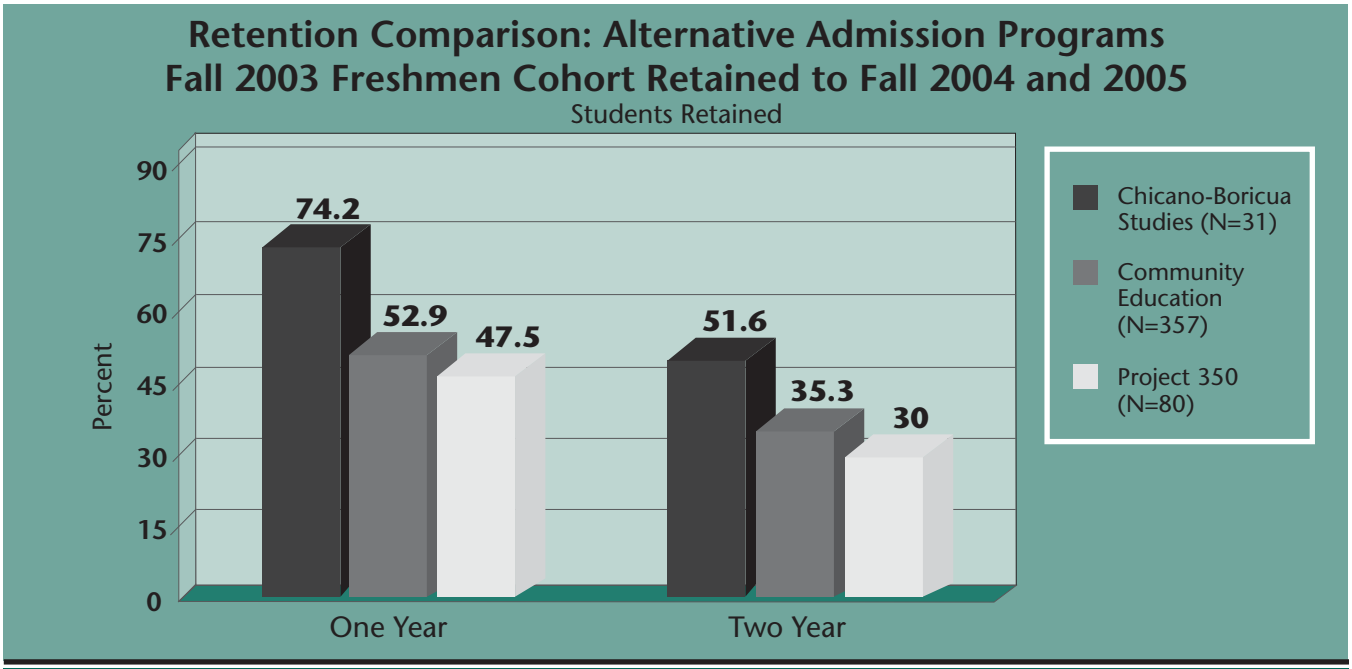
Consortium for Student Retention Data Exchange, national study of first-time, full-time freshmen entering college in fall of 1997-2003 cohorts.
Note: CSRDE data for MPUs are restricted to doctoral-intensive and extensive institutions only.

Figure 2.8



Office of Institutional Research

Figure 2.9



Fall 2003 freshmen cohort retained to fall 2004 and 2005, respectively.
Office of Institutional Research

Figure 2.10

National Data on University Graduates

University graduation rates have become a nationally recognized measure of student success. Wayne State benchmarks its graduation rates and assesses its progress in comparison to other urban research universities. To facilitate this effort, the University has joined an urban peer group in cooperation with the Consortium for Student Retention Data Exchange (CSRDE). This benchmarking delineates important similarities and differences between Wayne State and its peers. It provides a useful base for identifying performance gaps and investigating best practices at peer institutions.

Another new data service for benchmarking graduation rates is provided by The Educational Trust. While the University is still in the early stages of exploring this service, it looks promising as an additional tool that may be used to benchmark and assist us in our efforts to increase student graduation rates.

The following graph compares Wayne State four- and six-year graduation rates with other comparably selective, urban, and Michigan public universities (MPUs). The **Figure 2.11** shows that WSU students take longer to graduate and graduate at lower rates than any of the comparison groups.

When WSU students of various ethnic groups are compared to national and state universities, significant concerns arise for African American and Hispanic students in particular. See **Figure 2.12**.

Retention Plan

The university has developed a strategic vision and plan for improving retention rates for all students. Increased *student learning* leads to student success, and retention and graduation can be viewed as by-products. Isolated retention programs may lead to incremental gains in retention but are sustainable only if they increase student learning. Coordinated initiatives and strategies targeted at enhancing student learning lead to continuous improvement in retention. Successful efforts to strengthen the environment for student learning will also enhance our position in terms of recruiting and will result in higher student satisfaction. Graduates will also have stronger lifetime ties to the institution.

Using Data to Address Retention and Graduation

Strategic Vision for Retention

- What we teach. We must strive for up-to-date curriculum, carefully sequenced, that prepare students for life. The curriculum must be based on clearly articulated *learning outcomes* that take students from their pre-college preparation to a level appropriate for graduates of a major research university. *Assessment* must be used at many levels to determine how well the learning outcomes are being achieved and to continuously inform a process to improve instruction and programming to reach the intended outcomes.

- How we teach. This requires faculty who use best practices in teaching. They are innovative, constantly learning, and focused on continuously improving student learning. Many engage in scholarship of teaching and learning within their disciplines and become known for the teaching of their fields. In such an environment, Wayne State University will become nationally respected for its pre-eminence as an educational institution.

- How we enrich the learning environment. Students are engaged both inside and outside the classroom. Co-curricular activities, living-learning environments, academic services, etc., all support student learning. All faculty and staff see student life outside the classroom as contributing to desired student learning outcomes.

- How we support student learning. In addition to academic programs, students access services and programs that are geared to enhancing student success.

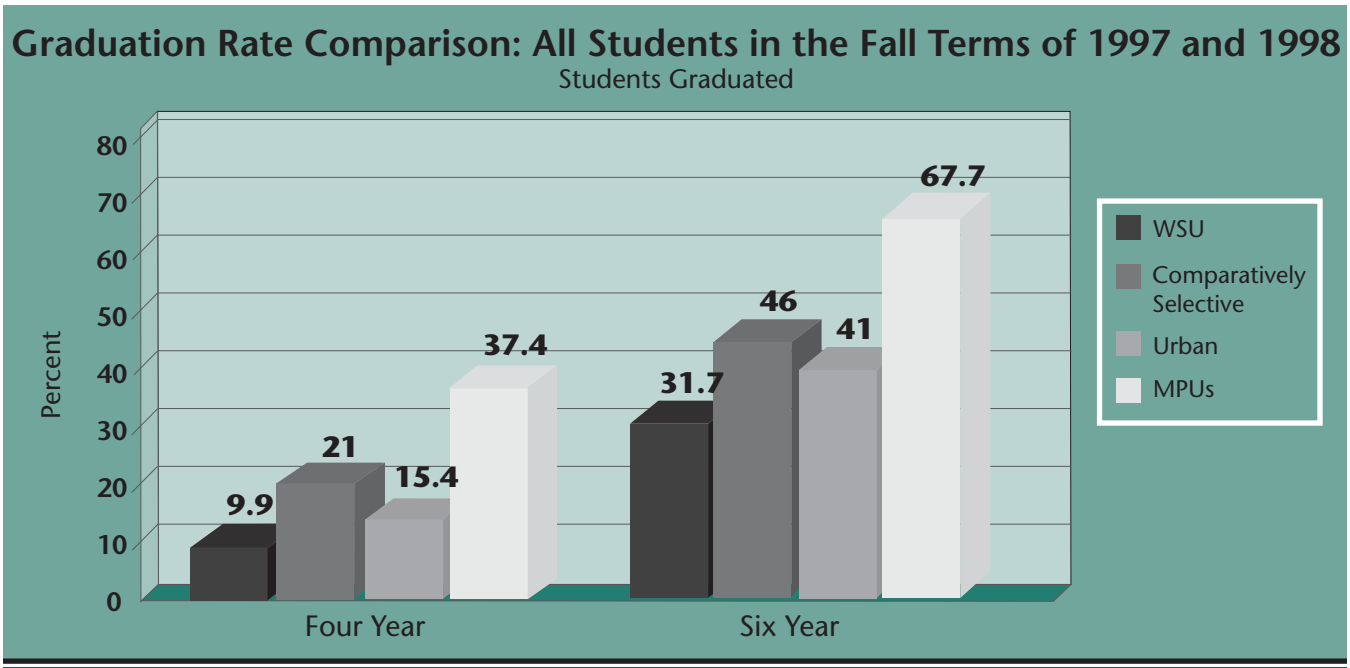
As we work toward this vision, we will increasingly see:

- higher achievement of student learning outcomes;

- higher retention and graduation rates;

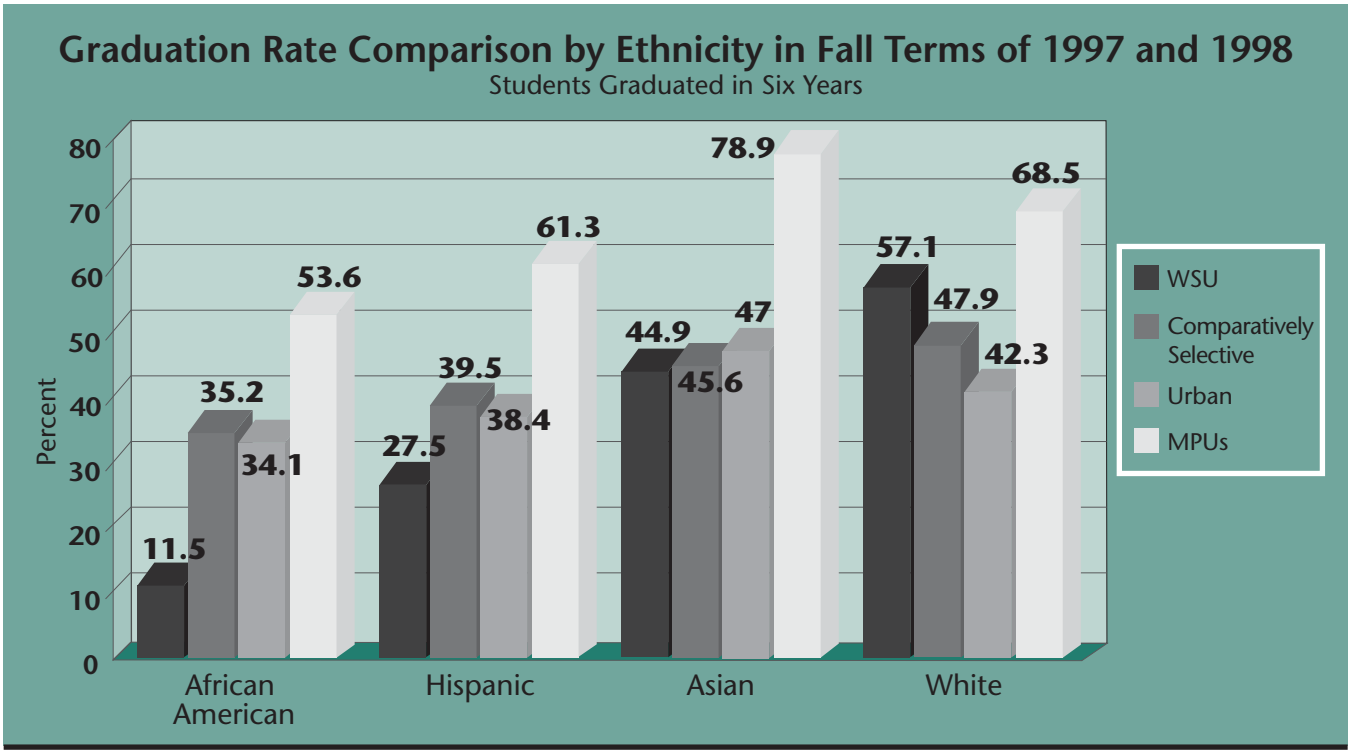
- stronger demand for our on- and off-campus educational programs; and

- greater equity in achievement among all sub-groups of students.



Consortium for Student Retention Data Exchange, national study of first-time, full-time freshmen entering college in terms 1997 through 2000 for four-year graduation rate, terms of 1997 and 1998 for the six-year graduation rate.

Figure 2.11



Consortium for Student Retention Data Exchange, national study of first-time, full-time freshmen entering public universities in fall terms of 1997 and 1998.

Figure 2.12

Goals

- Implement coordinated short-term strategies that lead to sustainable change.
- Develop and implement longer-term strategies that enhance performance over time.

In September 2006 President Reid appointed a new University-wide Faculty Retention Committee headed by two faculty members, Lisa Rapport and Joe Dunbar. Both Dr. Rapport and Dr. Dunbar are experts in student learning and outstanding teachers. Additionally, the Provost has directed each school and college to establish a Retention Committee, responsible for addressing retention issues specific to students in each major.

Many initiatives have been implemented in the last five years that have achieved positive results for students. As mathematics appears to be a subject where WSU students are least prepared for college-level work (**Figure 2.8**), significant time and resources have been devoted to improving student performance in this subject as it affects advancement and graduation.

Mathematics Computer Lab

In order to address the large numbers of students who need to enroll in the beginning-level developmental mathematics course and to improve the success rate of the students, the Mathematics Department redesigned MAT 0993 in fall 2004. WSU applied for and was accepted into the Pew Funded Initiative, the Roadmap to Redesign, in order to gain support and to learn from other universities that had redesigned beginning-level mathematics courses with the use of technology. A mathematics computer laboratory, funded by the Provost, was built in the lower level of the Science and Engineering Library to accommodate 100 computer workstations. All MAT 0993 sections were taught using a self-paced computer program. The Pew project had pioneered the redesign through the use of computer technology and had already proven that this instruction cost less and produced a higher rate of success by the students.

MAT 0993 has been taught for four semesters in the computer laboratory. **Figure 2.13** shows that the pass rate for the lab course as opposed to the previous lecture course has increased 7.3%. It is worth noting that of those who complete the course by taking the final exam, approximately two-thirds passed as opposed to the previous lecture course rate of approximately one-half who passed.

MAT 0995, Intermediate Algebra, was moved to the computer laboratory course method in fall 2005. Data indicates that more students are completing the course (as opposed to dropping early in the semester as they were previously), and the overall pass rate has improved by 4.5%.

Another benefit of the computer laboratory method is the improvement in the classroom environment. In the lecture/workshop model, there were numerous discipline problems. In the Mathematics Computer Lab, discipline problems are non-existent. Students come when they are ready to work and have learned that the faster they get the work done the sooner they can leave. Since fall 2004, the Mathematics Department has added a lecturer who offers extra practice sessions for the students. They have also changed the grading scheme from S/U to A, B, C/U (no credit) and require that students work in an organized way in a notebook. In addition, the instructors have created "task lists" and a one-page summary, "How to Learn Math in the Math Computer Lab." The Mathematics Computer Laboratory provides multiple resources for students who are enrolled in the courses. An expansion of the lab is under construction in the lower level of the Science and Engineering Library and will bring the number of computer stations to 148. The new lab will open in January 2007.

Cohort Tracking Tool

Wayne State has implemented a Cohort Tracking Tool designed to facilitate tracking of special admittance groups, particularly those targeted for retention intervention. The tool consists of a family of summary and detail reports linked to the student profile for individual students. The output of each report may be stratified according to categories determined by the selection of a subset of census variables such as age, gender, ethnicity, or major, from a total set of more than 60 variables.

The Cohort Tracking Tool allows various academic/administrative units to log in to check their cohort of interest. Examples of the admittance cohort groups include Chicano-

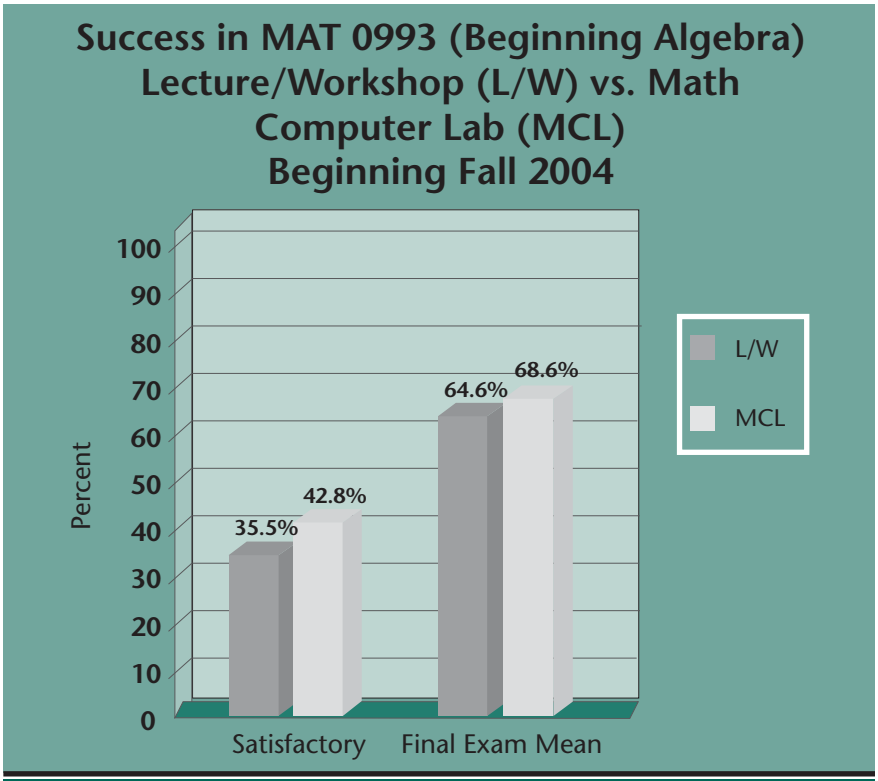


Figure 2.13

Boricua Studies, the Division of Community Education, Project 350, Presidential Scholars, Learning Communities, and Athletics. This is a significant development in Wayne State's efforts to effectively monitor the retention and academic growth of our students.

Emerging Scholars (ESP) and Pre-Emerging Scholars Program (PREP)

The Emerging Scholars Program at Wayne State is an honors-level calculus and precalculus program with strong and continuing support for students. It is designed to increase the number of students, particularly students from under-represented minority groups and women, who succeed and excel in calculus, and who thereby have the opportunity to pursue careers in fields such as engineering, science, mathematics, or mathematics education. (**www.math.wayne.edu/ugrad/esp.html**)

Currently, ESP and PREP serve about 200 students per semester, with ESP classes available in Precalculus (MAT 1800), Calculus I (MAT 2010), and Calculus II (MAT 2020). PREP classes are available in Intermediate Algebra (MAT 1050). Any student may register for a PREP section. Students meet with their instructors five days a week, one hour per day and attend an ESP-style problem-solving workshop twice a week, two hours per day. There are rigorous requirements regarding attendance and timeliness of homework assignments for both programs.

Every student in ESP is seen as an individual whose success in college is all-important. The program seeks to provide whatever support is needed. Academic advising and advocating for students, personal counseling, tutoring, providing financial assistance, scholarships and jobs are all elements of ESP's non-academic component. **Figures 2.14**, **2.15**, **2.16**, and **2.17** compare the percentages of PREP and ESP students to the percentages of non-PREP and non-ESP students who pass the aforementioned math courses with an A, B, or C. The data for ESP covers eight fall semesters from 1997 to 2004. The PREP data covers six semesters, from winter 2001 to fall 2003.

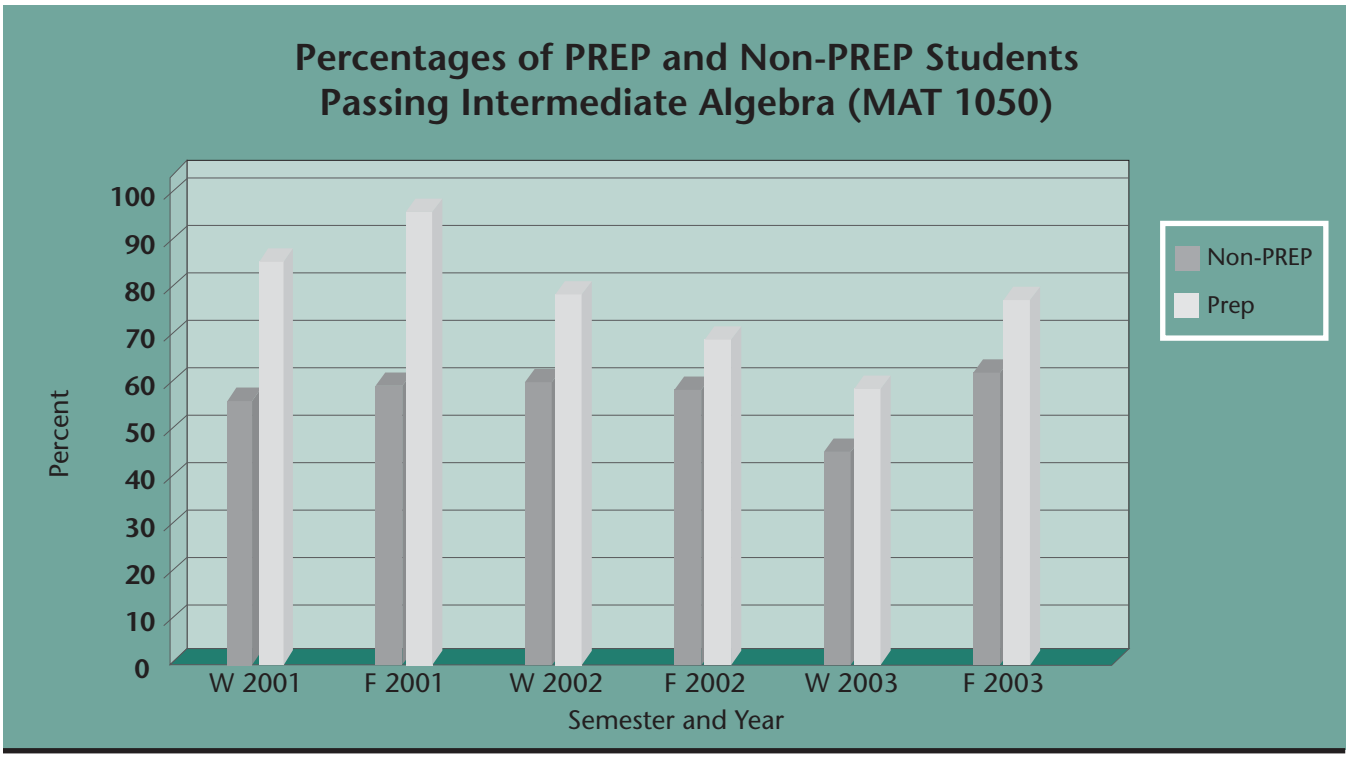


Figure 2.14

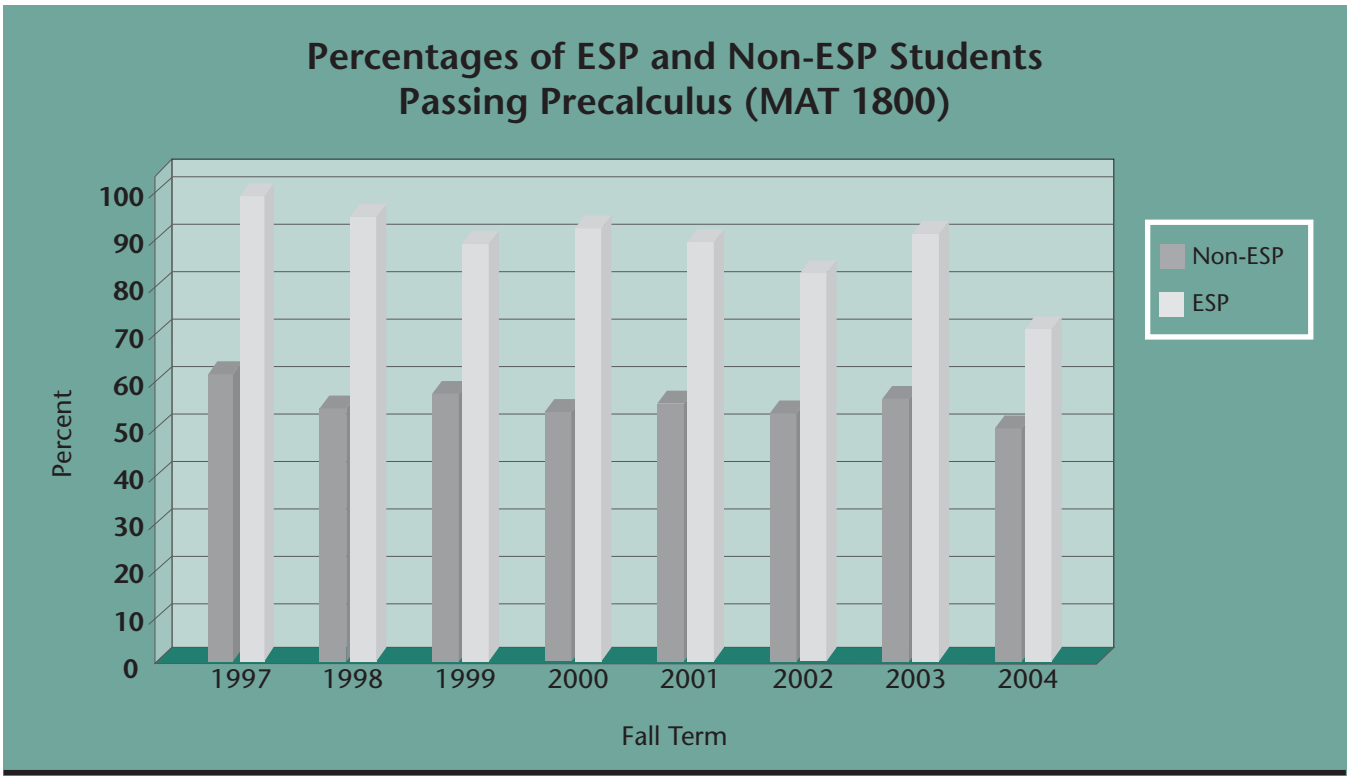


Figure 2.15

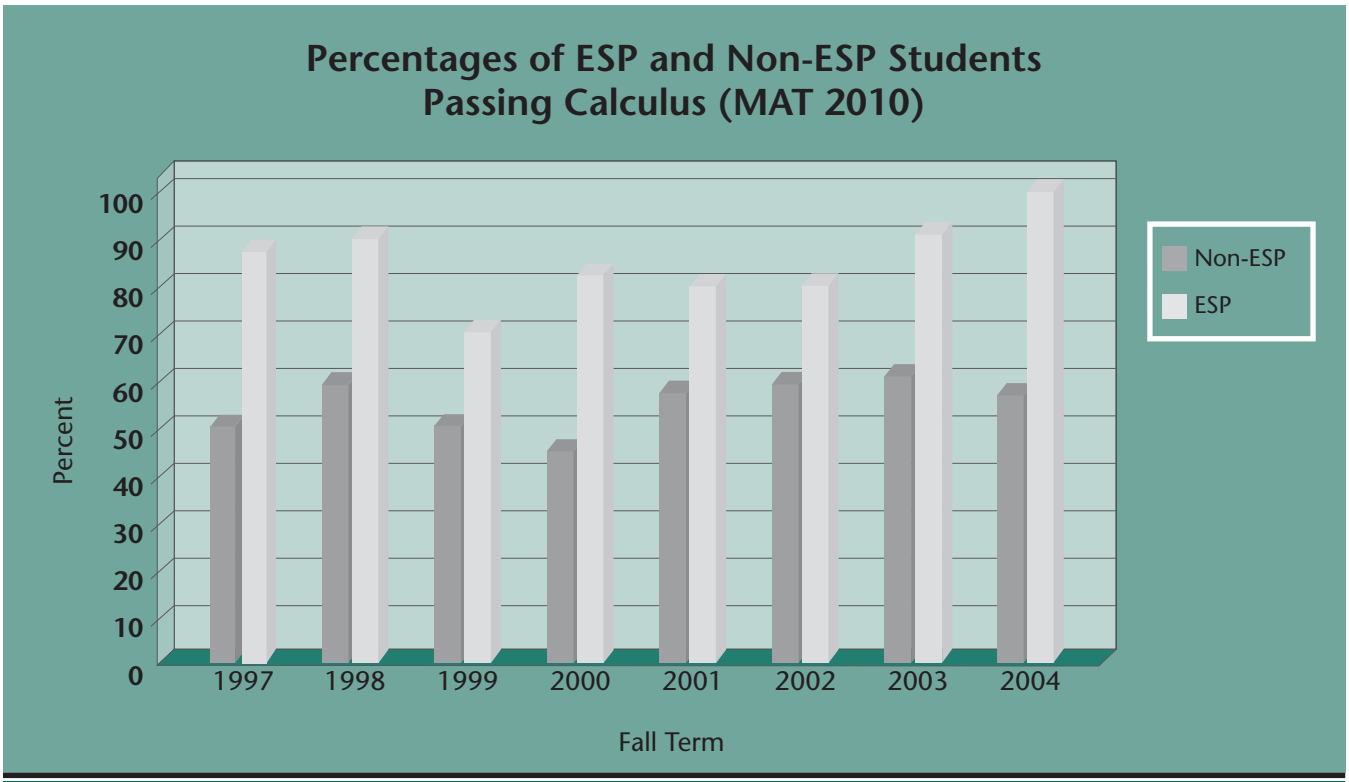


Figure 2.16

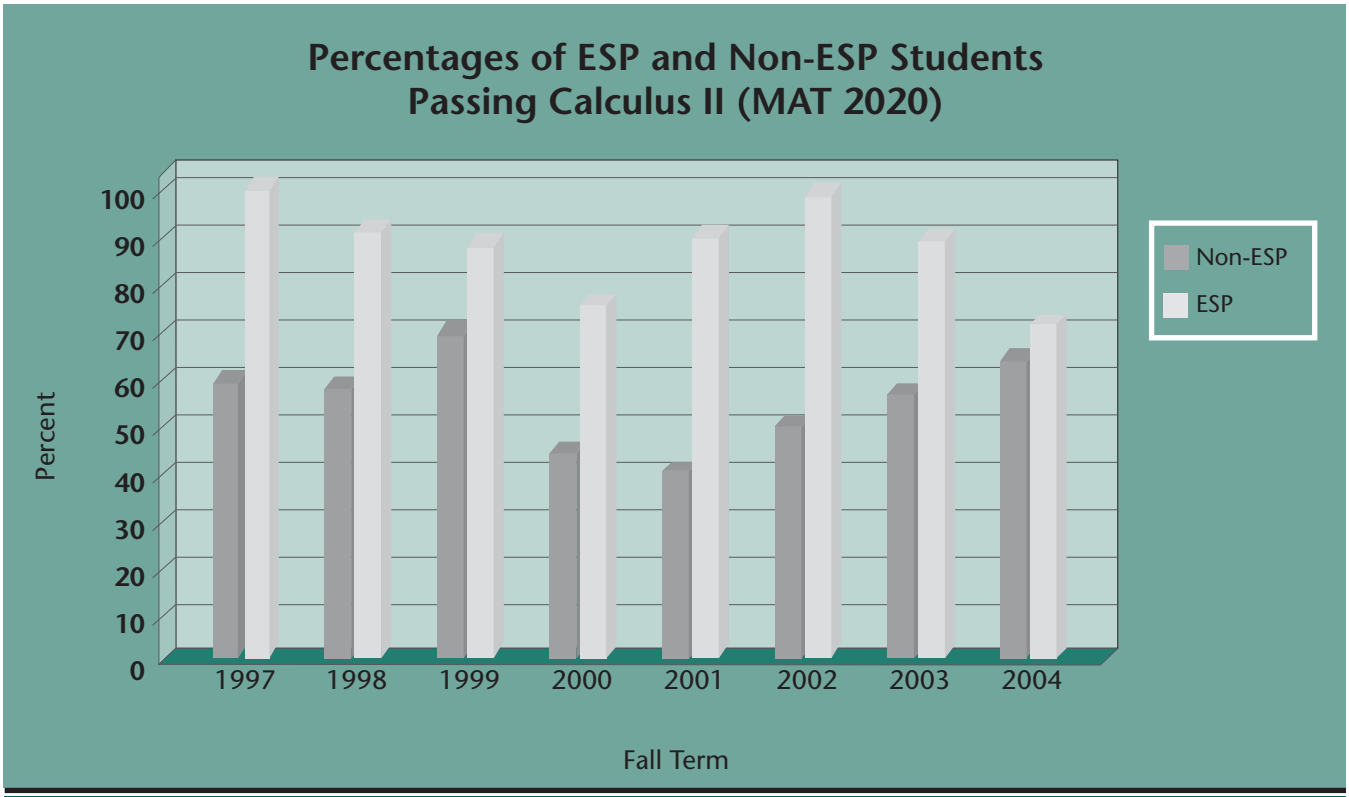


Figure 2.17

Campus-Wide Developments

Other current campus-wide initiatives include Learning Communities, the Academic Success Center, and the Student Tracking and Retention System. Efforts by schools and colleges include the Engineering Bridge Program, the Math Corps for Emerging Scholars, the School of Business Administration Advising and Career Center, co-op opportunities, internships, and undergraduate research. As assessment results for these programs become available, they will be linked to a centralized data repository to facilitate discussion.

Despite these successes, the retention rates for groups of students, including students of color, continue to lag significantly behind those of other institutions to which we compare ourselves. What is apparent is that we are not reaching enough students. To address this we are expanding our effort considerably during the 2006-07 academic year and beyond. Following are the key strategies.

Advising

- Earlier and more intrusive intervention for first-time students experiencing academic difficulty
- Developing more simplified General Education requirements and an electronic degree audit to assist both students and advisors
- Improve coordination and consistency of advising across campus

Student Academic Development

- Implement grading policy changes that encourage less repetition of courses, higher achievement the first time through, and earlier identification of problems
- Increased focus on early achievement of basic competencies in writing, mathematics, critical thinking, oral communication, and computer literacy

Learning Communities

- Incorporate best practices into existing programs: Focus on learning objectives and incorporate peer mentoring
- Expand the scope of the program beyond Learning Communities
- Enhance academic support in targeted admissions programs using Learning Community models
- Enhance assessment and tracking of Learning Community students
- Enhance first-year experience programs and orientation, including a new student program at the start of the academic year

Other Efforts

- Use the Learning Community model to address needs of commuting students
- More targeted OTL (Office for Teaching and Learning) programming for faculty and staff in the areas of active learning strategies, assessment of learning, and engagement of students
- Increase efforts to obtain external grant support for educationally related projects that will increase national visibility
- Increase rewards for excellence in teaching and for the scholarship of teaching and learning

This Strategic Plan for retention was developed during the 2005-06 academic year and is being implemented beginning in fall 2006. The complete plan can be found at **www.strategicplan.wayne.edu**.

Making Use of Data Analysis

Two very real challenges that have recently been identified and analyzed involve retention and yield (the percentage of students who actually enroll after having been admitted to the University). Through the use of university-based and norm-referenced assessment tools, we are addressing these challenges and developing strategies that will improve our performance in these areas. The director of Undergraduate Admissions and Student Financial Aid in a presentation to the Board of Governors' Academic Affairs Committee in April 2006 outlined how the University has used assessment data to develop strategies to address these problems. Analysis of assessment data resulted in three new plans to

help increase enrollment. Strategies developed from this analysis included:

- Increase contact with parents and prospective students: For the first time, parents of admitted freshmen were invited to the Welcome Center throughout fall and winter in small groups to meet with staff and representatives of Public Safety, Housing, and Financial Aid.
- Form a High School Counselor Advisory Group: The objective of this group, including counselors from Wayne County and Detroit schools, is to discuss concerns and identify ways that the area's high schools and the University can help one another. In addition, visits to campus have been arranged for Detroit students and daylong programs have been developed to acquaint them with the campus.
- Expand to new market: Efforts will be made to step up recruiting in the cities of Battle Creek, Benton Harbor, Bay City, Flint, and Saginaw. This parallels increased efforts in Kalamazoo, where graduating seniors are the recipients of the Kalamazoo Promise. (Note: The Kalamazoo Promise is a commitment from private sources made to graduating seniors in Kalamazoo Public Schools for funding at institutions of higher education.)

Other new strategies to increase enrollment include an online chat operation staffed by current WSU students and supervised by admission managers and expanded open houses to bring in at least 200 students with their parents and guests.

All of these activities grew out of reviewing surveys and analyses that yielded such information as "high school students are often intimidated by the size of the institution," and other elements that served as stumbling blocks to potential students. The University now monitors retention by demographic variables, and this has been useful in identifying subgroups in which retention is below University expectations.

Graduate Students

Survey of Earned Doctorates

Supported by the National Science Foundation and five other federal agencies, NORC (National Organization for Research and Computing) is responsible for the Survey of Earned Doctorates (SED). The SED gathers information annually from 42,000 new U.S. research doctorate graduates about their educational histories, funding sources, and post-doctoral plans. Wayne State University participates in this survey and is provided institutional data that is compared to those from other research universities.

Data from 2004, the most recent available, reveal that Wayne State University doctoral recipients are more diverse than their doctoral research university peers. In 2004, 18.9% of our graduates were African American in comparison to 6.0% at other doctoral research universities. This percentage was higher than the percentage of African American graduates (13%) in 2002, also higher than our peers (8.0%) at that time. Wayne State University has appeared among the top 10 institutions in the country graduating African American doctoral students since the 1990s. The percentage of Asian students graduating in 2004 (8.4%) was also higher than those of our peers (7.8%) and had increased at WSU since 2002 (6.0%) (increases for both African American and Asian students occurred in absolute numbers as well as percentages). The percentage of Hispanic students, however, dropped between 2002 (3%) and 2004 (1.4%) and was lower than those of our peers in both years. Overall numbers of graduates in comparison to some selected institutions appear in **Table 2.1**.

In **Tables 2.2, 2.3, and 2.4** placement data from the survey reveal patterns highly similar to those of our peers, but when differences occur, WSU graduates are more likely to be placed in industry or administrative positions reflecting our problem-focused training and interests of our students.

Finally, the survey indicates that over 20% more of our students than those at other doctoral extensive research universities leave with no debt at all, and 3% to 9% more, depending on year, graduate with less than $15,000 in loans. Part of the reason that students leave with less debt may be because the University's tuition is competitive due to the emphasis on educational access, and because even doctoral students may be employed outside the University during their course of study, again reflecting the University's mission to serve working adult students. Additional data from the Survey of Earned Doctorates on post-

Research Doctorate Degrees Awarded 1997 through 2003

Institution	2002–03	2001–02	2000–01	1999–00	1998–99	1997–98	1996–97
University of Michigan	615	607	565	653	655	687	642
Michigan State Univ.	385	431	403	429	388	436	417
Univ. of Pittsburgh	348	335	359	317	360	373	424
Univ. of Cincinnati	232	213	249	240	227	267	297
Univ. of Illinois Chicago	225	176	198	201	220	220	236
Wayne State University	**193**	**225**	**236**	**232**	**226**	**220**	**232**
Temple University	167	236	238	270	251	292	307
Univ. of Alabama B'ham	155	130	120	125	113	141	138
Top 50: #1	767	799	751	751	752	834	787
Top 50: #50	250	238	258	266	257	278	275
Total Awarded	40,710	39,995	40,744	41,368	41,140	42,683	42,705

Source: Doctorate Recipients from United States Universities Summary Reports for 1997–2003

Table 2.1

Responses to Survey of Earned Doctorates Concerning Post-Graduation Plans

Percent

	2002		2004	
Placement Type	WSU	All Doctoral/Research-Extensive Universities	WSU	All Doctoral/Research-Extensive Universities
Post-doctoral Fellowship	**15**	16	**17.6**	19.0
Post-doctoral Research Associateship	**14**	11	**15.2**	14.1
Post-doctoral Research Traineeship	**3**	1	**1.6**	0.7
Other Study	**3**	2	**4.0**	2.7
Employment (*other than post-doctoral position*)	**65**	68	**61.6**	62.8

Comparison of WSU to all doctoral/research-extensive peer universities.

Table 2.2

Responses to Survey of Earned Doctorates Concerning Post-Graduation Employment Other Than Post-Doctoral Employment

Percent

	2002		2004	
Placement Type	**WSU**	**All Doctoral/Research-Extensive Universities**	**WSU**	**All Doctoral/Research-Extensive Universities**
Academic	**44**	53	**59.2**	60.8
Government	**3**	7	**4.2**	8.5
Industry	**32**	26	**20.0**	13.3
Other	**21**	13	**16.7**	10.2

Comparison of WSU to all doctoral/research-extensive peer universities.

Table 2.3

Responses to Survey of Earned Doctorates Concerning Primary Work Activity

Percent

	2002		2004	
Work Activity Type	**WSU**	**All Doctoral/Research-Extensive Universities**	**WSU**	**All Doctoral/Research-Extensive Universities**
Research and Development	**34**	35	**46.6**	51.9
Teaching	**33**	40	**23.7**	29.4
Administration	**25**	9	**11.0**	8.8
Professional Services	**14**	12	**16.9**	7.8
Other	**1**	4	**1.7**	2.1

Comparison of WSU to all doctoral/research-extensive peer universities.

Table 2.4

graduation plans reveal that 10% to 14% more Wayne State University students than at our peer doctoral research institutions continue their pre-doctoral employment after graduation, suggesting that they are employed while studying. We do not have data on how many students are actually employed outside the University while enrolled in their graduate program; however, when students apply for admission to graduate school they are asked to indicate whether they expect to be employed. In fall 2005, 72.1% of master's students and 51.0% of doctoral students indicated that they planned on working outside the University while completing their programs.

In addition to the Survey of Earned Doctorates, the Graduate School also collects data in an exit survey of all doctoral students. Among other items, graduates are asked to evaluate program quality and mentoring, report their productivity while in their programs, identify their funding sources, and describe post-graduation plans. They are also offered the opportunity to provide open-ended comments. When data from at least five graduates have been collected, aggregate scores are reported to schools and colleges. Students typically report that they are quite satisfied or satisfied with their programs and the mentoring they receive. On a five-point scale with 1 a high score, most programs are rated between 1.2 and 1.7 on quality. Scores above 2.3 are discussed with college graduate directors to identify potential problems and create effective solutions.

Graduate Retention and Graduation

With the exception of Ph.D. programs and perhaps some individual departmental efforts, systematic reviews of retention and graduation rates for graduate programs had not been conducted at WSU until 2004. Moreover, no national data for retention and graduation exist for master's students and the only data for doctoral students comes from isolated studies, so comparisons to other institutions are difficult or impossible. Nevertheless, WSU data were compiled for the fall 2002 entering cohorts for all graduate degree programs. Non-degree and non-matriculated students were not included in this analysis. Degrees granted and continuing enrollment status were evaluated for each program, and aggregated by school/college. Of the entire University fall 2002 cohort, 29.3% graduated, 29.2% dropped/stopped out of graduate school and 41.4% were still enrolled at the end of the two-year period see **Table 2.5**. The same analysis for the fall 2003 cohort yielded similar results.

The findings for this one cohort indicate that more effort is needed to retain students. Retention of even a portion of these students would have a significant impact on overall program completion and degree productivity. Effective strategies to maintain student enrollment necessarily involve action on the part of the student's program. The program must have the proper tools to identify which students have dropped out and information on the status of those students with regard to holds and academic performance. Such tools now exist. The Graduate School has developed electronic reports to assist in identifying these students, and has offered workshops for graduate students to learn how to use them. Similarly, Pipeline (the WSU electronic portal) now offers tools for batch e-mail communication with specified groups of students. Finally, STARS and Banner can be used to provide summary information on holds, probationary status, credits completed, and GPA. Other actions relevant to retention of doctoral students are described in the section on the Ph.D. Commission (Criterion 4c).

Data Collection on Population and Employment Trends

The economic volatility and population mobility of southeastern Michigan require that Wayne State attend closely to developing population and employment trends in planning its programs. There are several excellent information services that provide useful information for the monitoring of these trends. A wealth of data on southeast Michigan is available through two agencies in particular: the Southeast Michigan Council of Governments and the United Way of Michigan. Both of these agencies make use of U.S. Census Bureau data to provide detailed reports on local population and employment trends. These are supplemented by the economic analysis of the State of Michigan, the Research Seminar in Quantitative Economics, and Wayne State's Center for Urban Studies. Additional information on employment trends specifically for southeast Michigan is available through the Michigan Department of Labor and Economic Growth

from the Bureau of Labor Market Information & Strategic Initiatives. These are supplemented by a number of professional and trade publications that provide more specialized data. All of these sources inform the overall discussion of enrollment and curricular planning at Wayne State.

Assessment through National School/ College Program Review

Wayne State University is categorized as RU/ VH: Research University (very high research activity) within the Basic Classification under the new scheme of the Carnegie Foundation. Many of the 11 schools and colleges of the University are accredited through their respective accrediting agencies. For example, the School of Medicine is accredited through the American Association of Medical Colleges (AAMC), the College of Nursing is accredited by the American Association of Colleges of Nursing (AACN), and the College of Engineering's undergraduate engineering programs are accredited through the Accreditation Board for Engineering and Technology (ABET). In addition, specific programs and curriculums are accredited individually by specialized or professional accrediting agencies; for example, the Speech-Language Pathology (M.A.) and Audiology (Au.D.) programs are accredited by the American Speech-Language-Hearing Association's (ASHA) Council of Academic Accreditation, and the clinical psychology program (M.A., Ph.D.) is accredited by the American Psychological Association. Many of these accreditation reviews depend on the assessment of program outcomes and student learning, which then feeds into the overall University assessment process.

Degrees Granted and Continuing Enrollment Status for Fall 2000 Cohort of All WSU Graduate Degree Programs

College/ School	Fall 2002 Grad Cohort	Number Graduated by Fall 2002	Percent Graduated by Fall 2004	Percent Re-enrolled Fall 2004	Percent Stop-Drop Fall 2004	Count Stop-Drop
BA	227	54	23.8	49.8	26.4	60
ED	324	61	18.8	43.2	38.0	123
EN	223	100	44.8	36.3	18.8	42
FA	66	10	15.2	53.0	31.8	21
GS	102	41	40.2	36.3	23.5	24
LA	109	25	22.9	41.3	35.8	39
LW	24	6	25.0	25.0	50.0	12
MD	96	14	14.6	42.7	42.7	41
NU	13	3	23.1	53.8	23.1	3
PA	24	12	50.0	25.0	25.0	6
SC	197	60	30.5	46.2	23.4	46
SW	99	60	60.6	21.2	18.2	18
UL	38	6	15.8	42.1	42.1	16
Total	1542	452	29.3	41.4	29.2	451

BA = School of Business Administration
ED = College of Education
EN = College of Engineering
FA = College of Fine, Performing and Communication Arts
GS = Graduate School
LA = College of Liberal Arts
LW = Law School
MD = School of Medicine
NU = College of Nursing
PA = College of Pharmacy & Allied Health Professions
SC = College of Science
SW = School of Social Work
UL = College of Urban, Labor and Metropolitan Affairs

Table 2.5

Internal Department and Program Review

Departments and programs that are not nationally accredited are reviewed every seven years as mandated by the Board of Governors (**www.bog.wayne.edu/code/2_43_02.php**). The Academic Program Review process (APR), revised in 2004, is a continuous review of all academic and supporting units. There are five phases to the APR process: Pre-Review, Self-Study, Site Visit, Post-Review and Update.

The Pre-Review Phase begins with an orientation session held approximately 18 months prior to the Site Visit. The Self-Study phase generally takes 8-10 months and is divided into seven sections. In preparation for the Self-Study, the names of the department writing team along with a plan for all data collection are submitted to the appropriate dean for approval. After the dean's approval is obtained, a Site Visit itinerary is completed. The APR office confirms and monitors all arrangements. The Site Visit is the third phase. Internal evaluators form the Review Advisory Panel (RAP) which conducts a one-day site visit. External evaluators make a one-and-a-half day site visit. The evaluators meet with the Provost, Associate Provost, Associate Vice President for Undergraduate Programs and General Education, Dean, Associate Dean, Program Chair, community leaders, students at all levels, and junior and senior faculty. Afterwards, the evaluators confer and then write final evaluation reports.

Post-Review is the fourth phase. Once the evaluation teams submit their reports, the chair, the faculty, and the dean develop the Dean's Strategy Report (DSR) due one month after the RAP report is submitted. The DSR addresses the issues and concerns raised by the evaluation teams and offers a plan for remediation. An Action Plan is discussed, drafted and signed by the Department Chair, Dean, and the Provost.

Update is the final phase in the ongoing review process. The chair is accountable for implementing the Action Plan. The plan is reviewed annually with the department and the action items are updated. The update is submitted to the Provost upon request. The Academic Program Review helps departments develop strategic curriculums, make hiring decisions, address weaknesses, manage current resources, focus on new areas of interest, and eliminate areas that are no longer aligned with the priorities of the University.

This process of data collection, review, analysis, and planning forms an invaluable loop that places program development and resource allocation on a sound footing for achieving the mission and goals of the University.

Faculty Evaluation

Faculty are evaluated for promotion, tenure, and yearly selective salary adjustments. Contributions in teaching, scholarship, and service are factors for evaluation. Evidence of teaching effectiveness includes information from the Student Evaluation of Teaching process (SET), the individual's teaching portfolio, and classroom visitations by the chair or other designated personnel. Additional elements considered are recognized teaching awards, syllabi, examinations, special instructional materials, new course development or redevelopment of existing courses, student advising beyond expected office contact hours, and other evidences of teaching excellence. In judging scholarship, publication is primary. Books, chapters, and journals that are peer reviewed are evidence of scholarship. In performing and creative arts, exhibitions, recitals, performances, and similar creative events are evidence of scholarship. Prizes, prestigious fellowships, and special recognition for scholarly work, awarded by reputable bodies, are also considered.

The service criterion varies widely. At Wayne State, service to the profession or discipline, service to the University, and service to the community constitute evidence for this criterion. Editorships of journals or books, membership on editorial boards and professional review panels, service on demanding committees such as curriculum, and promotion and tenure, and service on community boards in one's academic discipline are acceptable examples of service.

In the mid 1990s, WSU undertook two major studies to reform and improve evaluation of teaching. One study examined the Student Evaluation of Teaching process and the other the overall evaluation of teaching.

Outcomes of these initiatives were that WSU:

- Began a process to reform the Student Evaluation of Teaching (SET) by setting up a committee to implement changes suggested in the Academic Senate's Student Evaluation of Teaching Committee Report (ASSET) and other sources (**www.otl.wayne.edu/pdf/asset.pdf**); and
- Mandated the use of teaching portfolio policies in the evaluation of teaching for WSU faculty. Each college was charged with developing a teaching portfolio policy to reflect appropriate means of evaluating teaching. These policies were required to be consistent with the five critical dimensions listed in the *Final Report of the Task Force on the Evaluation of Teaching* and with the AAUP-AFT contract: instructional delivery, instructional design, evaluation of teaching, content expertise, and course management. (**www.otl.wayne.edu/evaluation.html**)

The Office of the Provost subsequently established guidelines for annual peer-evaluation of teaching based on the findings of these initiatives.

The WSU/AAUP-AFT Agreement requires consultation with elected faculty salary committees constituted to make selective salary recommendations to the deans. Each dean consults a salary advisory committee prior to making recommendations on selective salary adjustments to the Provost. An updated professional record and an updated teaching portfolio must be on file for each person considered for selective salary adjustments (beginning in May 2007 teaching portfolios will be used for promotion and tenure only).

The standards for evaluation are those set forth for promotion and tenure in the collective bargaining agreement between the University and the AAUP-AFT. They are specifically noted in the Agreement, Article XXII and Article XII.B.4.

Student Evaluation of Teaching (SET)

Over the past several years, SET data has been continuously analyzed and studied, resulting in substantive changes to the instrument, with respect to both the number and wording of items. (**www.otl.wayne.edu/pdf/SET_HIS.pdf**)

Responsibility for SET rests with the Provost and Senior Vice President for Academic Affairs, with advice from a Contractual Committee comprised of an equal number of administrators and bargaining representatives and chaired by the Associate Provost for Academic Personnel. The stated purposes of SET are to improve the quality of instruction at Wayne State and to assist in decisions on faculty salary, promotion and tenure.

In the early years of SET, paper questionnaires were prepared and distributed by unit coordinators. In recent years the University Testing Office, which has responsibility for the logistics of SET materials as well as the tabulation and reporting of SET results, has developed an electronic distribution system for SET Individual Instructor Reports as well as peer comparison SET Scatter Plots that are delivered directly to the confidential access code of each instructor. A presentation and explanation of the SET instrument and information can be viewed at **www.otl.wayne.edu/pdf/SEThandbook2000.pdf**.

Three essential questions of the total of 24 are particularly important for faculty promotion, tenure and merit review:

- How would you rate this course?
- How much have you learned in this course?
- How would you rate the instructor's teaching in this course?

Faculty may add individual questions to the evaluation form. An open-ended section provides opportunities for summary evaluation and instructor feedback by students. These data are to be used by faculty for diagnostic and improvement purposes.

Administrative Unit Assessment

Assessment is important in all units at WSU. For example Human Resources, Purchasing and Housing and Residential Life have conducted benchmarking and evaluative studies that have helped them improve their operations.

Human Resources

Online Hiring System

The Online Hiring System (OHS) was implemented in 2003 to increase hiring efficiency and meet governmental reporting needs for new hire activity. Benchmarking of existing processes was done to identify the appropriate technology to meet university needs. In 2005, every aspect of the OHS was evaluated to assess functionality and to determine the improvements needed to enhance the application and recruitment experience for hiring managers and applicants. Evaluation data indicated a need for major changes. In 2006 major changes will be made in the areas of:

- Automatic e-mail responses to applicants;
- Improved applicant notifications and instructions; and
- Quick links to streamline the application process.

Life Insurance & Long-Term Disability (LTD) Program Enhancements

In 2004 benchmarking of benefits programs from peer institutions and local employers identified competitive gaps in our benefits program. Specific areas identified included group life and long-term disability programs. As a result of the benchmarking, a request for proposal (RFP) was initiated to identify the optimal provider for these programs. The RFP identified a vendor who provided the requested coverage at significant savings. Upon implementation, both the group life and LTD coverage were enhanced to competitive levels. The changes included:

- Increasing the basic University paid life component from a flat $25,000 to an amount equal to the employee's salary;
- Reduction in supplemental life rates of up to 50%;
- Increasing the maximum monthly LTD benefit from $5,000 to $7,000 per month; and
- Reducing the wait period for LTD coverage from three or five years to one year.

Purchasing

The Office of Purchasing has established three productivity measures to guide University purchasing: 1) monitor the time from requisition to purchase order; 2) monitor expenditures made to minority and female-owned companies; and 3) spend money in Michigan whenever possible.

In 2000, Wayne State sent out a request for proposals to several banking institutions to set up a viable corporate credit card program that would meet the needs of the research and education environment. Also, using the National Association of Educational Buyers (NAEB) listserv, more than 1,200 colleges and universities were asked to complete a survey that solicited information such as transaction limits, monthly spending limits, approval queues and hierarchy as well as prohibited expenditures, program policies and procedures. The University's procurement card plan was then developed using information received from the survey as well as from consultation with the financial institution selected to handle the program. The "Pro Card" program began with a pilot group of 50 cardholders in May 2000. All transactions were monitored, as was the electronic flow of data to the Visa card provider and the University's financial system. The program was rolled out to the University community in the fall of 2000.

Statistics for fiscal year 2005 identified 1,200+ cardholders, 45,000 transactions, and more than $11 million in spending using this fast, efficient method of purchasing small dollar amounts of goods and services. A single electronic statement for all monthly transactions brings efficiencies to the payment process as well. The University continues to use the NAEB listserv to improve the Pro Card program as well as to benchmark other procurement issues.

Housing and Residential Life

In 2003, following the success of our first two undergraduate residence halls, the Board of Governors approved the plan for a new 900+ bed residence hall. The Business Operations Division and the Office of Housing and Residential Life surveyed seven schools (three in Michigan and four outside of Michigan) to identify components that students needed, required and preferred in on-campus housing. Officials of Housing,

along with several members of the executive management team, made site visits to some of the schools to observe firsthand and establish benchmarks for the various components the proposed new residence hall should offer prospective students. The Towers Residential Suites opened in August 2005 and welcomed 900 tenants to the state-of-the-art, suite-style living concept. The combination of residential, retail, recreation, fitness, laundry facilities, and full-scale food service offers all the amenities that the benchmark effort indicated would be the magnet to attract students. Benchmarking is ongoing in our efforts to constantly improve services to our residential community.

WSU initiated a benchmark study to determine what types of retail and entertainment venues universities (similar in student body size, urban setting, and geographic location) employ to satisfy customer needs and generate revenue. From an original list of 17 institutions, six were selected for further review in the broad scope benchmark activity.

Bowling Green State University, Ohio State University, Saint Louis University, University of Cincinnati, University of Pennsylvania, and University of Pittsburgh were targeted for further exploration based on the success of these institutions in attracting revenue-generating commercial operations to their student centers and surrounding campus areas. A further narrowing of the field resulted in a final pool of three institutions for in-depth study and site visits: University of Cincinnati, Saint Louis University, and University of Pennsylvania.

Results of this benchmarking exercise include but are not limited to an upgrade in the food offerings to students/faculty/staff, creation of new amusement and entertainment venues, and a greater understanding of the economics of student/retail redevelopment.

Office of Payroll

The Office of Payroll embarked on a project to institute web-based time entry to achieve greater efficiency in the processing of employee time sheets. Human Resources staff set a goal that they would replace the paper timesheets with electronic versions throughout the University while still paying employees correctly, on time, and without disrupting the campus community.

They used a planning and implementation process that included the following steps:

Planning

- Investigate and understand how paper timesheets were handled, identifying the problems that occur and opportunities for efficiencies.
- Determine and understand how the electronic timesheet and related processes function.
- Identify the University population that would benefit from Web Time Entry (WTE).
- Determine how to implement WTE within the University, all at once or using a phased approach.
- Determine who would lead the implementation and the implementation team composition.
- Identify existing procedures that require change and/or adjustment.

Implementation

- Select a small representative University organization as the test group; implement WTE in that organization, evaluate the results, and modify the process as necessary. The College of Education was selected for this initial pilot phase.
- Select the University groups for the next phases, adjusting compositions as needed to meet user workloads and external conflicts.
- Develop training for the key user groups.
- Develop and publish an implementation schedule.
- Enlist upper management to support and promote the implementation.
- Implement next selected groups.
- Repeat process until all University units are utilizing WTE.
- Develop and implement plans for ongoing maintenance and training.

HR staff determined that the goals were met because the entire University is now on WTE, the Payroll office has been able to make significant

reductions in its part-time staff, and the user community is quite satisfied with the product and process and is using WTE effectively. The project was completed ahead of schedule, the cost savings were realized, the process was greatly improved, and people continue to be paid correctly and on time.

Summary and Evaluation

Wayne State University has ongoing procedures in place that provide reliable evidence of institutional assessment that informs strategies for continuous improvement. Particularly significant is the appointment of the Associate Vice President for Undergraduate Programs and General Education, who coordinates assessment and retention efforts. Retention is now viewed as an ongoing commitment, and initiatives are under way in the Office of the Provost to identify and track retention efforts over the next five years. Specific retention data and university-wide efforts are detailed in the retention plan submitted to the WSU Board of Governors in September 2006.

Another area of continuous improvement is our concerted effort to collect internal data, analyze them, and report them to our schools and colleges. In addition to government reports and reports to external agencies for compliance purposes, the WSU Office of Institutional Research (OIR) compiles data on students, faculty, facilities, and finances. These data are published in an annual Fact Book and communicated through established channels.

In addition to internal assessment and data collection, Wayne State participates in national incoming freshmen benchmarking studies, national surveys of faculty responsibilities, surveys on graduation rates, surveys on population and employment trends nationally and locally, and others.

Wayne State is categorized by the Carnegie Foundation as RU/VH: Research University (very high research activity) within the Basic Classification. Many of our schools and colleges are accredited through their respective accrediting agencies. Those that are not accredited are reviewed every seven years in a five-phase Academic Program Review process (APR) as mandated by the WSU Board of Governors.

Faculty are evaluated annually regarding their contributions in teaching, scholarship, and service. Mandatory Student Evaluation of Teaching (SET) data and teaching portfolios play instrumental roles in evaluating faculty and in developing teaching excellence. Both program review and faculty review provide a solid foundation for achieving the mission and goals of the University.

The STARS and Banner databases provide the tools to track students and intervene early. Their use should be expanded to optimize these processes.

The University's retention and graduation rates indicate the need for major improvements. Although programs to assist at-risk students have been in place for some time, they have not impacted our retention rates as much as we hoped. A concerted effort, identified as a priority by the President and addressed in our new Strategic Plan, will begin now. The entire University community must firmly support this effort if it is to yield the improvement that is needed.

2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Building on a Strong Foundation

On December 11, 1992, the Wayne State Board of Governors endorsed a new Strategic Plan that was formally presented to the University community in January 1993. *The Wayne State University Strategic Plan: Directions for the 1990s* was the product of a 24-member Strategic Planning Commission over a period of two years. An additional 63 individuals served on task forces, while more than 100 people participated in hearings, submitted ideas in writing or helped prepare background materials. The documents represented the thinking of faculty, staff, students, and administrators across the campus.

When the Provost presented the plan to the Board of Governors, she indicated that the new plan did not call upon the University to change its fundamental mission, but rather "guides us

toward fulfilling a vision we've had of ourselves for many years." Specifically, that Strategic Plan called for the University to be:

- Recognized for excellence in teaching;
- Ranked in the third quartile of the NSF ranking of research universities by the end of the decade;
- A national model for diversity;
- An urban leader;
- A major force in revitalizing metropolitan Detroit; and
- A vibrant and exciting place in which to study, live and work, making people proud to be a part of it.

The Wayne State University Strategic Plan: Directions for the 1990s became the guidepost for the next decade, and its implementation provided a firm foundation for President Irvin D. Reid when he assumed the presidency in 1997. Key themes flowed from one plan and one presidency to the next, with the new plan raising the bar for achievements.

President Reid set forth a sweeping strategic vision for Wayne State as the nation's pre-eminent public and urban research university. Four distinct pillars represent the unique gifts, traditions and aspirations of Wayne State that form the foundation of that vision. These are the building blocks from which the University will continue to construct the diverse and dynamic institution that is Wayne State. These four pillars are intrinsic to the pursuit of the University's strategic directions. Detailed information about campus-wide strategic planning can be found in Criterion 2a.

The Planning Process for Academic Units

Wayne State has a number of ongoing review procedures that allow schools and colleges as well as academic programs to evaluate the success of their endeavors and to set goals based on the University's Strategic Plan. The schools and colleges of the University participate in a review process every five years. These reviews coincide with the contract renewal review for the respective deans. A committee of three faculty members, chosen by the faculty of the college, and three members appointed by the Provost conduct the program review. Part of this process is a review of the mission and Strategic Plan of the college. One of the purposes of this review is to determine how the planning of the college supports the University mission and goals.

The School of Social Work review conducted January-May 2006 is a good example of the review process. Included in the documents reviewed by the committee was the Strategic Plan for the School of Social Work. The mission for the School, as stated in its Strategic Plan is "to discover, critically examine, transmit and apply knowledge to advance social work practice and social welfare policy… to contribute to social, cultural and economic justice and the betterment of vulnerable and oppressed individuals, families, groups, communities, organizations and society." The mission builds upon the University mission "to discover, critically examine, transmit and apply knowledge that contributes to positive development and well-being of individuals, organizations and society." The importance of the urban experience as stated in the University vision statement is also supported by the vision of the School of Social Work: "to be nationally recognized as a premier center of social work education in an urban setting. The urban environment provides high-quality learning opportunities in social work practice and evaluation of practice with diverse population groups."

The College of Engineering's Strategic Plan, Vision 2010, presents another example of alignment between unit level and University strategic planning. The mission of the College of Engineering parallels the strategic view of the University on global perspective: "The research activities of the College have a national and international impact." The strategic pillar of implementing new technologies is paralleled by Engineering: "The faculty is committed to the generation of new knowledge and the development of technologies critical to our industrial partners." And finally, the strategic pillar of commitment to diversity is embraced by the mission of the College of Engineering: "diversity in gender, race, religion, national origin and sexual orientation supports our intellectual growth."

Various departments within the colleges have also developed strategic plans. Examination of these plans reveals that there is a high level of consistency between department-level strategic plans and the WSU Strategic Plan. For example, the Department of Mechanical Engineering in the College of Engineering has developed a mission statement that further supports the University vision. That mission statement reads, "Educate mechanical engineers to pursue careers in a global environment, while serving a diverse student body and fostering the vitality of Southeastern Michigan's industrial economy and urban areas." This mission statement directs student recruitment, outreach programs for industrial collaboration and course development for emerging technologies.

The Academic Program Review process is another tool used by the Office of the Provost to evaluate the planning process within academic units. Each department conducts a self-study, which includes a statement of mission, goals and objectives for the department. The process specifically asks how the departmental mission, goals and objectives align with the University's mission and Strategic Plan. The process also asks if the program is accredited by a national accrediting agency and, if so, the time frame for this accrediting process. Detailed statements of program policies and procedures, faculty descriptions, and resources, including support staff and physical facilities, are included. Copies of program reviews can be found in the NCA Resource Library.

The Planning Process for Administrative Units

Administrative units of the University also have engaged in developing Strategic Plans that grow out of the University mission statement and Strategic Plan. Each unit is asked to provide goals and objectives for each fiscal year as well as quarterly summaries of progress. For example, the Division of Development and Alumni Affairs has developed goals that seek to increase private funding. The division is engaged in the University's first capital campaign that will support the urban mission of the University by providing financial support for scholarships and other strategic activities. They also created the Board of Visitors concept, which serves as a vehicle to increase support for University programs and enhance community knowledge and involvement in the University. The Board of Visitors concept provides a community advisory board focused on each college and its unique needs. These boards are also supportive of the capital campaign and knowledgeable about the needs of the individual units.

Strategic Planning for 2006–2011

The University began implementing the 2006-11 Strategic Plan in fall 2006. Colleges, schools and divisions began their review processes at that time. The process WSU used to update the Strategic Plan to create the 2006-11 plan included widespread involvement throughout the University and the community we serve. This process is described in detail in Criterion 2a. In winter 2007, actions will be taken to align unit and department-level strategic plans with the updated 2006-11 Strategic Plan.

Summary and Evaluation

The University has in place several evaluation procedures that encourage consistency of planning processes with the institutional mission. These include school and college review, academic program review, and goal setting by administrative units. The approach to assuring that unit plans are consistent with the University's Strategic Plan is multi-faceted. In addition to review by the appropriate vice president, academic program plans are reviewed through the five-year Academic Program Review.

As schools and colleges begin to align their plans with the 2006–11 University Strategic Plan, it will be important that we identify an ongoing method to assess progress of the individual school and college plans. At present, progress is measured only every five years as the deans' contracts are up for renewal. The Provost has begun review of school and college progress on strategic plans during budget hearings. This is an excellent start that must be continued.

This mosiac was created incorporating both old and new Pewabic tile. It is displayed in Wayne State University's Undergraduate Library.

Criterion 3: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

A Commitment to Assessment

Wayne State's assessment plan, approved by the North Central Association in 1997, called upon each school and college to develop and implement an assessment plan appropriate to the departments and programs within that unit. In 1999, a University-wide assessment team was established to review current assessment activities, explore alternative approaches, and recommend strategies to energize assessment at the University.

The original Assessment Team consisted of 31 members representing a broad cross-section of schools and colleges concerned with assessment, including Education; Engineering; Fine, Performing and Communication Arts; Liberal Arts; Lifelong Learning; Nursing; Pharmacy and Health Sciences; Science; Urban, Labor and Metropolitan Affairs; and Social Work. Also included were such units as Academic Program Review; the Academic Success Center; Institutional Analysis; Office for Teaching and Learning; University Advising Center; Academic College Enrichment Services; the University Libraries; and Testing, Evaluation and Research. As part of their participation on the Assessment Team, members were encouraged to attend and present at the American Association for Higher Education (AAHE) Assessment Conferences.

In 2001, the Assessment Team divided into four subgroups to work on specific assessment topics. The first subgroup was asked to establish a national context for the assessment of student learning. This subgroup reviewed actual practice, the professional literature, and major reports in order to identify the principles that should guide the implementation of assessment at Wayne State. This subgroup wrote the preamble to the final report articulating the definition of assessment at WSU and the rationale for an outcomes-based approach to assessment.

The second subgroup was asked to describe and evaluate current assessment of student learning at Wayne State. This subgroup was also asked to identify exemplary programs in assessment, to identify assessment data, instruments, processes, and procedures currently in use, and to develop a plan that establishes minimum guidelines for evaluating assessment

plans. The subgroup engaged in a number of activities to accomplish its tasks. It developed a survey using the "Levels of Implementation and Patterns of Characteristics" that was sent to nine of the schools/colleges: Business Administration; Urban, Labor and Metropolitan Affairs; Education; Engineering; Fine, Performing and Communication Arts; Liberal Arts; Nursing; Pharmacy and Health Sciences; and Science. The survey covered four major areas of assessment: Institutional Culture, Shared Responsibility (Faculty, Administration and Students), Institutional Support (Resources and Structures), and Efficacy of Assessment. The survey was followed by an interview with the assessment coordinator in each school/college. In addition to compiling these data, the subgroup used this information to compile a list of best practices at Wayne State in the assessment of learning.

The third subgroup was asked to establish the connection between the Wayne State University 2001-2006 Strategic Plan and the assessment of student learning. It was believed that many Strategic Plan goals could be linked to student learning outcomes that would demonstrate the accomplishment of those goals. The subgroup was asked to identify those outcomes as well as how the outcomes could be assessed at various levels (institutional, college, department, and course). The subgroup was also asked to identify outcome statements that would provide evidence of the quality of student experiences at Wayne State. This subgroup created a matrix relating goals from the 2001-2006 Strategic Plan, outcomes defined within the Strategic Plan, outcomes related to student learning, methods for student assessment, possible vehicles for such assessment, issues related to specific outcomes, and vehicles of assessment.

The fourth subgroup was asked to focus on "closing the loop": define the role of assessment in the University's continual improvement of student learning. This subgroup articulated a set of 11 principles to be followed in creating a continuous improvement process involving measurement, evaluation, feedback, and implementation of programmatic change.

The Assessment Team submitted a report to the Provost on April 10, 2002. It concluded that "University-wide and programmatic assessment must represent all stakeholders, including students, faculty, staff, and community. Leadership for assessment must be at all levels of the University, with particular support coming from the senior administration." It also made nine recommendations, including 1) establishment of an ongoing assessment working group; 2) improvement of data collection, data analysis, and information dissemination; 3) viewing assessment as an ongoing process essential to continuous improvement of the academic mission; and 4) appropriate funding to support assessment activities.

An Assessment Working Group, comprised primarily of those who were on the assessment committee, was formed in fall 2002 to oversee work on the recommendations from the Assessment Team report. The working group was led by the Associate Provost and included two additional members from the Office of the Provost as well as members from Academic College Enrichment Services, Academic Program Review, the Graduate School, Institutional Analysis, the Psychology Department, and the University Libraries. One of the first projects of this working group was an Assessment Inventory to be used in a web-based survey. This inventory was the first in a series of regular efforts by this group to collect data and promote sound assessment practices across the University.

Assessment Surveys

The *Final Report of the Responses Submitted for the Assessment Inventory* in October 2003 stated that a total of 118 completed and usable surveys were downloaded from the website housing the inventory. These surveys provided assessment data on 118 of Wayne State's 350 majors (65 undergraduate and 53 graduate) and two minors with 11 of the 13 schools/colleges participating. The report concluded that the inventory "does reveal a concrete effort to engage in the activities designed to assess student learning within the majors … [and] confirmed the use of assessment practices that are indeed designed to assess learning of both the major area of study as well as University-identified general education outcomes." It also recommended that, with less than 35% of assessment plans actually completed, more support was needed. Specifically, it suggested that "more learning/training opportunities designed to further advance faculty use of a wider variety of assessment tools could

prove beneficial in improving student learning at the university level."

> School of Medicine information about student learning and effective teaching is contained in a comprehensive School of Medicine report, *WSU School of Medicine Student Learning and Effective Teaching, Criterion 3* located in the NCA Resource Library.

Survey Description and Data Collection Methodology

The WSU Assessment Plan requires periodic reporting of assessment efforts on campus. In an effort to facilitate compliance with this mandate, an inventory of assessment activities has been established. The collection of data for the 2006 Assessment Survey was facilitated through a web-based survey tool. The intent of the 2006 survey was to collect an assessment report from every undergraduate and graduate program within the University.

Participation

The 2006 survey yielded 182 usable reports. This is a significant improvement over the 2003 Assessment Survey, which gathered information on 118 majors. There is also noticeably wider participation, with all the schools and colleges responding.

In addition, the 2006 responses are more representative of the balance between undergraduate and graduate programs in the University. See **Table 3.1**.

It is important to note that in several instances there is a school or college-wide assessment program that handles assessment activities that might otherwise be handled at the program level. This is the case in the Law School where it is felt that a single pattern of assessment covers both the J.D. and the L.L.M. programs. The same process also covers the Law School's role in assessing the various joint J.D. programs. On the other hand, the Eugene Applebaum College of Pharmacy and Health Sciences developed both college-wide and individual program assessment reports.

We take some satisfaction in the significant increase in responses we received in the 2006 survey over the 2003 survey. This increase demonstrates a broader involvement in assessment than was evident three years ago. The techniques and strategies we have developed to solicit responses will also be of great benefit for the next survey. A list of programs/degrees that submitted reports in 2006 can be found in the NCA Resource Library.

Assessment Coordinators

One of the goals of the Assessment Survey is to identify assessment coordinators within the programs and degrees with whom the University Assessment Committee and others concerned with assessment can collaborate.

Responses to the 2003 and 2006 Assessment Survey

Level	2003	2006
Undergraduate	65	62
Graduate	53	120
Total*	**118**	**182***

* The college-wide survey of the Eugene Applebaum College of Pharmacy and Health Sciences combines undergraduate and graduate and therefore is not counted.

Table 3.1

Departmental assessment coordinators are identified in 172 reports (94.5%). Three reports state that there is no departmental assessment coordinator, but identify instead the college-level assessment coordinator.

Program/degree-level assessment coordinators are identified in 174 reports (95.6%). Two reports that identified no departmental assessment coordinator do identify program/degree-level coordinators.

The 2006 Assessment Survey identifies 68 individuals who serve as departmental assessment coordinators. It also identifies 108 individuals serving as program/degree-level assessment coordinators. Of the 174 reports identifying program/degree-level coordinators, 67 reports (38.5%) identify the same person at the departmental and program-degree levels. When the two groups of coordinators are consolidated, they yield a list of 133 individuals involved with assessment at either the departmental or program/degree level.

The Analysis of Results and Improvements to Student Learning

When the surveys are read as a whole, it is clear that the overwhelming majority of programs/degrees that have submitted reports are involved in assessing their strengths and weaknesses relative to student learning, and that they systematically use the results of their assessments to make programmatic improvements. The responses to the question about how assessment results are analyzed illustrate this point. At least 85 of the 182 reports (46.7%) make explicit reference to using results to guide changes in programs and curriculum. Another 44 reports (24.1%) contain responses implying that their assessments lead to positive changes. Clearly there is a process in place that addresses the responsibility of programs to improve student learning and recognizes that this responsibility must be pursued continuously.

Improvements in some programs are reported in greater detail than in others. The Dance B.S./B.F.A. program outlines a number of changes and the way the success of those changes has been measured:

> Results have been used to refine required curriculum; introduce new required coursework; develop performance and choreographic opportunities; improve quality of teaching; improve part-time faculty expertise, credentials and quality of instruction; refine course schedule offerings in student-friendly ways; improve faculty development opportunities; initiate and enhance student advising; implement student-centered practices; maximize physical space allocation for the department; enhance level of performance quality; increase graduation rates; improve recruitment of quality students and retention of current students.
>
> Evidence of improvements: Commendations from the National Association of Schools of Dance (NASD) for initiatives and improvements; addition of four full-time faculty with terminal (M.F.A. or Ph.D.) credentials; reduction of part-time faculty while increasing fully credentialed part-time faculty (two M.F.A.s); increased faculty creative research activity (national and international juried presentations, journal articles, book chapters, books, national and international performances); six consecutive regional and national commendations for student performances (American College Dance Festival: 2000-2005); 50% lower student injury rate; 40% higher retention rate; 40% higher graduation rate; attracting and retaining stronger academically gifted students (nearly 20% of majors are elite university scholars); 40% of majors are consistently named to the Dean's List.

Program Missions and Key Learning Outcomes

The survey gathered information on program missions because an awareness of a program's mission is often the key to understanding the learning outcomes and assessment techniques it has developed. One hundred and seventy-eight of the 182 reports submitted contained a mission statement. The four programs that lacked mission statements identified themselves as being in the initial stage of developing an assessment plan and acknowledged this weakness.

Clearly stated learning outcomes for the degrees/programs are crucial elements in successful assessment. The program's role in facilitating the success of students in achieving these outcomes

is, after all, what is being assessed. In the 2003 Assessment Survey, 44.5% of the reports were judged to have successfully identified key learning outcomes. The others were seen as describing such things as course requirements, expected achievement rates, and after-graduation performance outcomes. The 2006 Assessment Survey showed considerable improvement in this area, with 67.0% of the reports identifying learning outcomes. An example of program learning outcomes for each of our Engineering programs can be found at **www.eng.wayne.edu**.

Accrediting Bodies

The frequency with which program accreditation and the standards of professional bodies are mentioned throughout these reports testifies to the importance of accrediting bodies in prompting and guiding program assessment. In all, 100 of the 182 reports (54.9%) identify accrediting bodies/agencies that support their programs. The 2003 Assessment Survey also asked if there were accrediting bodies that support programs, and 47.7% of reports identified such bodies. The 7.2% increase in positive responses in the 2006 survey is probably the result of the higher percentage of graduate and professional programs responding.

Assessment Tools

As part of their reports, programs/degrees were asked to rank the frequency with which they used a group of 19 assessment tools (including an open-ended "other" category). This information is gathered not because there are set assessment tools that ought to be used or a frequency with which they should be employed, but because the University Assessment Committee needs to be aware of the full range of assessment tools being employed. The data we have collected on the use of assessment tools may be used in a number of different ways. The data is presented in aggregate form in **Table 3.2.**

Assessment Tools
Programs' Frequency of Use

Tools	Number of Uses	Percent of Use
Writing Samples	135	74.2
Thesis/Final Project	130	71.4
Performance Tasks	125	68.7
Supervised Internship	102	56
Advisory Committee Review	101	55.5
Accreditation Review	100	54.9
Alumni Survey	97	53.3
Comprehensive Exam — Objective	93	51.1
Comprehensive Exam — Essay	92	50.5
Capstone Course	91	50
Exit Interview	84	46.2
Portfolios	82	45.1
External Consultant Review	67	36.8
Graduate Student Placement	64	35.2
Other	54	29.8
Licensure Exam	49	26.9
Employer Survey	46	25.3
Standardized National Test	44	24.2
Co-op Employer Review	33	18.1

Table 3.2

The kinds of assessment tools mentioned within the "other" category included the Student Evaluation of Teaching survey, a review of the curriculum by an Undergraduate Program Review Committee, and case studies.

An important inference about the quality of assessment at WSU can be drawn from these data: assessment should not be carried out with a single instrument. Multiple instruments should be employed so that a comprehensive understanding of student learning within a program is developed. Only five programs (2.7%) identified themselves as employing only one assessment tool. Four of those programs identified themselves as being at the initial stage of developing assessment plans, acknowledging the weakness of their present efforts. Another nine programs

(4.9%) identified themselves as employing only two assessment tools. The remaining 168 reports (92.3%) identified themselves as employing three or more tools. The data further reveals that the mean number of assessment tools being employed is 8.7 and the median number is 8.

Conclusions and Recommendations from the Survey

The 2006 Assessment Survey demonstrates that a wide array of programs is committed to the assessment of student learning and the process of continuous improvement. Indeed, it shows that most programs are working diligently at assessment. This view of assessment at WSU is rooted in the 122 reports (67.0%) that defined key student learning outcomes and the comparable number of reports that testified to assessment leading to program improvements.

The 2006 Assessment Survey is itself part of an assessment process. Its greatest value lies in how we can use these data to improve the quality of assessment performed in the programs. While it is true that 122 reports did define key learning outcomes, another 60 reports (33%) did not define such outcomes at all. The 2006 reports also provide a means of identifying best practices that can be more widely instituted across the campus.

In short, the 2006 Assessment Survey documents continued progress in assessment at Wayne State University and also provides insights into what we must do to strengthen and expand our efforts.

Additional Assessment Activities

In addition to the survey, there have been several other efforts to promote the use of effective assessment practices across WSU programs. One of these efforts was the development of STARS (Student Tracking, Advising and Retention System) in order to allow convenient access to student data for advising, retention efforts, curriculum tracking, and program evaluation. STARS consists of a collection of databases together with several web applications. It draws upon Banner data as well as other data sources including Testing and Evaluation and official and unofficial historic data not yet converted to Banner. It also permits the monitoring of student progress by allowing input of custom data to support advising and retention efforts. STARS specialized reports provide a wide range of data useful in assessment of student learning.

Another effort to promote effective assessment involves analysis of the National Survey of Student Engagement (NSSE) data for Wayne State students. This analysis was used to benchmark Wayne State's first-year and senior students against students at other doctoral research universities.

In addition, the Office of Academic Program Review incorporated questions on assessment issues, student learning objectives, and how well these objectives are being met into the 2004 revision of the Self-Study Guidelines for Departments undergoing program review.

At the 2004 AAHE Assessment Conference in Denver, the Assessment Working Group presented Wayne State's assessment activities from 2001 through 2004. The title of the presentation was "Five Tools for Advancing the Assessment Landscape in a Decentralized Environment." The five tools described were the university-wide Assessment Team, the STARS program, the Assessment Inventory, the analysis of Wayne State's NSSE data and procedures for regular academic program review.

The responsibility for coordinating assessment activities in the schools and colleges is currently assigned to the Associate Vice President for Undergraduate Programs and General Education. Central to our current approach to assessment is the conviction that assessment is an integral part of teaching and learning. The Fourth Annual Student Academic Success Summit, which was held on February 23 and 24, 2006, with a follow-up session on April 20, offered an opportunity to integrate discussion of assessment with other pedagogical issues. Presentations by Vincent Tito, Judy Patton, and J. Herman Blake served to place our assessment efforts within the context of the struggles and successes of other institutions and draw attention to our best practices. A report on the Summit may be found at **www.doso.wayne.edu/SASS/SASS_Final_Report.pdf**. Appeals to wider perspectives and best practices are also facilitated through the WSU Office for Teaching and Learning (OTL). The OTL is already well respected by Wayne State's faculty for its training on pedagogy and educational technology. It has begun to play a stronger role in developing awareness and expertise in current assessment practices.

Differentiated Learning Goals

Given the importance of clearly identified learning objectives to effective assessment and, ultimately, effective learning, insuring that learning outcomes are specified for each program area is one of our highest priorities. The Office for Teaching and Learning has conducted numerous workshops for faculty on developing clear learning outcome statements. In addition, an emphasis is being placed on the specification of clear learning outcomes for any new programs prior to receiving program approval. For example, a new General Education Program was approved in 2005 by the Board of Governors. It was, however, approved subject to the provision that specific educational objectives for each of the requirements be written and met. The Associate Vice President for Undergraduate Programs and General Education is working closely with the Academic Senate to assure that these learning outcomes are written to supply a strong foundation for assessing and improving general education instruction. In this manner, general education will be placed firmly within a process of continual improvement.

The College of Engineering is a prime example of an academic unit with well-articulated learning outcomes. Each undergraduate program develops, publishes, and assesses program objectives (what can graduates do two to three years following graduation) and outcomes (what can students do at the time of graduation). Assessment tools for these include capstone design projects and alumni surveys. Lists of the program objectives and outcomes can be found on each undergraduate program's website at **www.eng.wayne.edu**. The full discussion of the assessment processes is available in the program self-studies that were submitted to ABET, Inc., the recognized accreditor for college and university programs in applied science, computing, engineering, and technology in 2006. These can be found in the NCA Resource Library.

Ultimately, we believe that the best way to promote the culture of assessment is to seize opportunities to demonstrate best practices in assessment and the benefits they bring. The development of Learning Communities as the core of Wayne State's first-year experience has provided an opportunity to do just that. Each of these communities has specific learning objectives and plans for evaluating its success in achieving those objectives. These learning objectives and assessment techniques will provide models for the manner in which assessment will be approached within the General Education Program and elsewhere in the curriculum.

Summary and Evaluation

Fundamental to our urban mission is providing access to a diverse student population with varying levels of preparation while maintaining the highest standards of excellence in research and academic achievement. Given that dual commitment, clear learning objectives and assessment become essential. The Office for Teaching and Learning, along with the Assessment Committee, now chaired by the Associate Vice President for Undergraduate Programs and General Education, have made this a priority. The University acknowledges the challenges represented by our retention and graduation rates, particularly for students from under-represented populations. We are confident that we have made progress in assessing our situation and are taking effective steps to enable our students to succeed. For example, in the most recent Assessment Survey sent to all programs, 90% of respondents reported improved student learning as a result of assessment. Testing is also a crucial part of our effort to assure consistent quality and performance across the curriculum. In addition, we have mechanisms in place to assure continuous improvement in learning outcomes and assessment. Continuous improvement is a commitment shared across the University.

3b. The organization values and supports teaching.

Wayne State's strong commitment to teaching and learning is reflected in the first core strategic direction of the 2001-2006 Strategic Plan:

> Establish and sustain a superlative learning experience that builds upon the unique values and attributes of WSU.

Policies on Teaching Quality

The University directly exhibits the value of effective teaching through its promotion and tenure and selective salary increase procedures. Each faculty member is required to keep a teaching portfolio. The formats for these portfolios vary across the schools/colleges and were developed by the schools/colleges so that formats are relevant to specific areas. When faculty apply for promotion and tenure, these portfolios are submitted for examination by departmental, college and university-wide committees. In addition, a summary of the teaching portfolio is provided by the candidate, highlighting what he or she perceives to be his/her most significant teaching accomplishments. These are carefully reviewed by committee members at every level along with evidence of scholarship and professional service.

The collective bargaining agreement also has stringent procedures for early evaluation of the quality of teaching of each faculty member. Annually, faculty applying for a selective salary increase must submit summaries of their teaching activities, highlights of teaching developments during the year, and the Student Evaluation of Teaching (SET) results for every course taught during the previous 12 months. Each faculty member is then assigned a ranking from one to four on the quality of their teaching by department and college personnel committees. Criteria for these are university-wide and can be downloaded at **www.googlesyndicatedsearch.com/u/waynestate?q=Selective+salary.**

The criteria vary by rank with expectations increasing at the higher levels. Under the current contract, three-sevenths of the money available in the selective salary pool is set aside to reward effective teaching. This amount is equal to the portion set aside for research, clearly indicating that excellence in teaching is valued at the same level as excellence in scholarship at Wayne State.

A faculty member who receives low peer ratings for teaching for three consecutive years can be placed on a program of improvement designed by the administration in conjunction with the faculty member. The procedures to accomplish this are very specific and hold the faculty member accountable for the quality of his or her teaching in ways that would not occur at many institutions. This is a faculty-to-faculty level of evaluation because the ratings are developed by a peer group.

Resources to Support Excellence in Teaching

Technology Resource Center

Several specialized resources have been developed to support faculty in achieving the goal of excellence in teaching. The newest among these is the Technology Resource Center (TRC), which was developed to provide faculty with expertise and resources required to be effective in a technologically advanced society. Opened in September 2005, the TRC was developed through a collaboration of the University Library System and the Computing and Information Technology division. TRC encompasses the Office for Teaching and Learning, Blackboard™ Development and Support, the Digital Library Initiative, Media Services, and University Television. It offers faculty the convenience of one central location for assistance with instructional design and technology necessary to improve teaching skills in university classrooms as well as online. The center was designed with faculty in mind: facilities to improve teaching and learning include two high-tech conference rooms, a computer instruction lab, and a development lab with the latest computer software to facilitate instructional computing projects.

Office for Teaching and Learning (OTL)

Operationally, the TRC is an extension of the Office for Teaching and Learning (OTL) which was founded in 1996. The mission of the OTL is to promote excellence in teaching in the University at all levels. The OTL provides support and development opportunities for teaching at WSU through training and consulting, instructional design support, classroom feedback programs, print and online resources, and referrals to other on-campus services. The OTL also is a facilitator for WSU teaching initiatives. Media Services brings classroom technology support and planning to the center. The Blackboard™ staff provides technical expertise and planning for Blackboard™, the electronic system used for delivering instructional materials and communicating with students at WSU. University Television provides broadcast-quality

digital video services and support for faculty projects. These resources and the expertise of the TRC staff provide a state-of-the-art resource for faculty. The unique combination of teaching and learning theory, classroom and online instructional design expertise, and a state-of-the-art facility, creates an excellent environment in which faculty can advance their teaching skills.

The number of online courses has increased significantly in the past four years. With the implementation of Blackboard™ as the standard course management system, many courses also incorporate a hybrid approach, with some material presented online in addition to instruction on site. Other courses are offered entirely online. In 2003, the Provost's Innovative Technology Grant program encouraged faculty to move their courses to an online format, and several colleges have seen dramatic growth in the number of these courses. The College of Education is an excellent example reflecting the number of courses that have moved to an online format in the last three years. For example, the Instructional Technology program, Kinesiology, Health and Sport Studies, Special Education and Career Guidance programs offer a large number of online courses. In the College of Education, 26 online courses will be offered in winter 2007. The colleges of Nursing and Engineering are both expanding online courses, and the School of Business Administration has developed an entire M.B.A. program that can be completed online. Because the campus technology infrastructure has improved so dramatically over the past 10 years, along with the development of the Office for Teaching and Learning and the Technology Resource Center, faculty are able to develop and deliver high-quality online instruction.

The Office for Teaching and Learning (OTL) offers workshops each semester on a variety of teaching-related topics. OTL workshops are interactive, with time for discussing concepts and hands-on experience. Workshops are open to all who teach at WSU. The OTL calendar lists current offerings and provides a means for online registration. Workshops can also be scheduled on request. They can be modified to meet specific department and curricular needs, and the OTL staff will custom design a workshop specifically for a department or program. Recent custom workshops have been offered in the College of Nursing and departments of Political Science and Art and Art History. OTL workshops are grouped in three categories: Professional Development, Online Teaching and Technology Integration, and Course Design and Instructional Strategies. A complete listing of all 36 OTL workshops is available at **www.otl.wayne.edu/workshops.html.**

Each May, OTL hosts Xtreme! Week featuring a week of workshops showcasing most of the workshops OTL offers during the academic year. This week began as Faculty Development Week in 1997, with a series of two workshops offered several times throughout the week. Since its inception, Faculty Development Week has evolved into Xtreme! Week, with as many as 17 workshop topics offered during the week, including new topics never before offered by the OTL. Faculty are awarded gifts for attending four or more workshops during Xtreme! Week. As this event is held after the end of winter semester classes but while faculty are expected to be on campus, most faculty are free to take advantage of this valuable opportunity.

As faculty develop curriculum and course content, OTL consultants are available to assist with preparation of materials for classrooms or online. Consultants and instructional design specialists are familiar with WSU policies for course development and can offer a variety of strategies for course design. Resources are available to assist faculty with everything from syllabus design to final exams or projects. **(www.otl.wayne.edu/currplan.html)** Individual and/or confidential consultations on instructional design, issues pertaining to specific classroom situations, or the use of particular technology in teaching are also available at **www.otl.wayne.edu/consultations.html.**

The number of OTL workshops and individual consultations conducted per year from 2001 through 2005. See **Table 3.3**.

OTL has over 1,000 books, journals, articles, and videos available in a specialized internal library. OTL print resources can be searched through Wayne State's online catalog at **www.lib.wayne.edu**. There is also an internal library database that can be searched for books, journals, and videos. The selection of videos at OTL includes previously broadcast PBS teleconferences sponsored by OTL and videos related to teaching. OTL's library is non-

Office for Teaching and Learning Offerings		
Year	Workshops	Individual Consultations
2001	68	139
2002	98	121
2003	84	159
2004	64	162
2005	81	170

Table 3.3

circulating, so all materials are available for use on site. Faculty may make free copies from any of the print resources in the library (**www.otl.wayne.edu/library.html**).

Faculty Summer Institute

In summer 2002, OTL, the University Library System and Computing and Information Technology (C&IT) worked together to design and deliver a concentrated study of technology (instructional and research). Twenty faculty members on campus participated during the week of August 5-9. Faculty submitted applications to participate in which they were asked to detail an instructional project they intended to design over the course of the week. This initiative was supported by the Provost's Office and those who were selected were provided with laptops and other resources to implement the skills they learned. The week ended with project demonstrations by participating faculty.

A similar Summer Institute was conducted for Liberal Arts faculty in summer 2004. This Institute was sponsored by the College of Liberal Arts, which selected faculty to participate in the Institute and provided them with laptops. Again, OTL, the library system, and C&IT worked together to design and deliver a concentrated study of technology for 35 Liberal Arts faculty members during the week of August 16-20, 2004. Plans are now under way for another Summer Institute in 2007.

Faculty are encouraged to attend conferences on the topic of teaching and learning. For six years, the Provost's Office and the Office for Teaching and Learning have sponsored faculty participation in the annual Lilly North Conference on College Teaching, where participants from around the country gather to share time in an effort to create better learning environments for students. Wayne State faculty are encouraged to share the results of their conference attendance with other faculty, often through Office for Teaching and Learning seminars (**www.otl.wayne.edu/initiativesWSU/lilNORTH.html**).

New Faculty Orientation and Bus Tour

Each fall, OTL and the Provost's Office jointly offer an orientation for all new WSU faculty. During the two-day orientation, new faculty are told about the various units of the University and available support services. After the orientation, they visit the Technology Resource Center for an open house.

In 2004, the Office for Teaching and Learning began sponsoring a one-day Exploration of Detroit as an additional component of New Faculty Orientation. Working with the WSU Detroit Orientation Institute (DOI), OTL plans a day of activities that includes a bus tour of the city highlighting cultural areas, architecture, and residential options. The program aims to help faculty become familiar with their new community, to connect with their new home, and to meet new faculty from other departments. The day begins with a welcome by the Provost, followed by a brief video presentation prepared by the DOI highlighting area history, geography,

and demographics, and a discussion of Detroit demographics. Tour participants then board a chartered bus to explore various areas of Detroit. The day is capped off by a panel discussion addressing the issue of building community in the Detroit region.

After Exploration of Detroit was added, additional changes were made to the orientation program in 2005. Based on feedback from previous orientations, more variety in the session topics was offered. Faculty attended plenary sessions on diversity, student profiles at WSU, and safety at WSU and then were allowed to choose between several concurrent sessions and take campus tours with different focuses such as restaurants, libraries, and cultural attractions.

GTA Orientation

Each fall, the OTL and the Graduate School jointly offer an orientation for Graduate Teaching Assistants (GTAs). WSU faculty and staff are enlisted as instructors for sessions that cover a variety of topics, such as managing the classroom, diversity, ethical issues in teaching, and life as a GTA. The orientation is conducted much like a conference with plenary and concurrent sessions. It spans a two-day period (three days for international GTAs) and is designed to help prepare GTAs for teaching at WSU. Specifically, the goals are to facilitate assimilation into the graduate student role, promote an improved learning environment for undergraduate students, provide more relaxed and skilled GTAs for faculty, and develop the necessary skills for GTAs' future roles as teaching professionals.

The orientation began in 1986 and has undergone significant change since. For example, in 1986, the orientation was 3.5 hours long. By 1997, GTAs were spending an average of 17.5 hours in orientation activities. Initially the orientation was conducted as a large plenary session, with all GTAs being exposed to the same sessions. In response to participant feedback, the planning committee redesigned the structure in 1999 to provide GTAs with more options. Some sessions deemed mandatory by the committee, such as Diversity and Managing the Classroom, were conducted as plenary sessions. Other topics were offered as breakout or concurrent sessions, and GTAs were given a choice as to which they would attend. In addition to the increased number of session choices, two additional features have improved both attendance and satisfaction in recent years: microteaching and a Certificate of Teaching Development.

The microteaching unit was added to the second day of the orientation. GTAs are organized into small, discipline-specific groups (usually four to six participants) and asked to present a mini-lecture on a familiar topic, for which they receive feedback from the group. This session is facilitated by a faculty member or senior GTA from the respective discipline. Microteaching provides an opportunity for hands-on practice before entering the classroom, as well as constructive feedback from peers. These experiences continually get extremely high ratings and positive anecdotal remarks from GTAs (4.91 in 2005, 4.93 in 2004, and 4.93 in 2003 on a 5-point scale).

Since 2001, GTAs have been offered the opportunity to earn a Certificate of Teaching Development for attending eight or more required and elective sessions during the orientation. As a result, the number of GTAs attending eight or more sessions increased noticeably and continues to be high since the implementation of the Certificate program in 2001.

Technology

Wayne State has demonstrated openness to innovative practices that enhance learning. In 2003, Provost Nancy Barrett established a committee to assess the University's current instructional technology and faculty development services and to make recommendations regarding the best use of instructional technologies at Wayne State. The resulting report, *Improving Teaching and Learning with Technology: Report of the Provost's Committee on Improving Instructional Technology Services, 2004,* made five recommendations and includes a total of 30 actions necessary to fully implement them. The recommendations are:

- Facilities, Equipment and Classrooms: Create and maintain a first-rate teaching and learning environment at Wayne State University in which faculty have access to current, secure, readily available and working technology.

- Administrative Support: Provide strong administrative leadership that focuses on improving instruction and integrating technology in teaching.
- Incentives and Professional Development: Provide incentives, professional development, and support for faculty to improve their teaching through the use of technology.
- Technical Support for Faculty: Provide on-site or easily reached technical support for faculty as needed.
- Student Support: Provide on-site or easily reached technical support for students as needed.

The University Library System's department of Library Computing and Media Services and the Office for Teaching and Learning continue to use this report as a guide to prioritize improvements related to teaching with technology, in concert with an active program to incorporate faculty and instructor feedback into a system of usability testing. In *Improving Teaching and Learning with Technology: A Progress Report on the Recommendations, 2005,* it was noted that 19 of the 30 actions had been addressed in a substantial way. For example, the recommendation to create the Technology Resource Center as a resource for faculty was completed and is an operational department. Also as recommended in the report, classroom technology has improved with the deployment of multimedia instruction carts to 133 classrooms and 25 lecture halls across campus. The impact of the report and the resulting creation of the TRC are reflected in the rapid development of new technology projects in the Center, such as the instructional Podcasting Project — a collaboration of the Digital Library Initiative, University Television and Media Services. In fall 2006, the Podcasting Project team will recommend hardware and software which will enable faculty to conveniently create and distribute recordings of their lectures using MP3 and MP4 technology.

Blackboard™ Course Management System

Blackboard™ course management software is well supported at Wayne State and the resources and funding are continuously improving. Blackboard™ features make it possible for faculty to teach their courses in a variety of learning environments while still working within a stable and supported system. In 1999, WSU faculty selected Blackboard™ (then called CourseInfo) from among several course management products available at the time, and adoption has been increasing steadily ever since. Blackboard™ use is not mandated at WSU. Yet every year, more faculty put up a course for the first time, and more students push for an active Blackboard™ site for each of their courses. Each semester, course shells are automatically created for each section of every course. The system administrator facilitates faculty requests to combine multiple sections of one course into a single course site (typical requests range from 1-10 sections) or to combine cross-listed courses. Course, enrollment, and instructor data are updated via snapshots from the Banner student information system three times each day.

In fall 2005, almost 50% of 5,820 course sites were activated for use during the semester. In winter 2005, selected building blocks were installed to support integration of library resources and synchronous videoconferencing such as Mediasite™ and Accordent™. In addition, classroom response technology and iTunes University integration are being explored along with other add-ons with teaching and learning value.

WSU's commitment to acquiring and supporting Blackboard™ has grown impressively to accommodate a robust system serving a large number of dedicated users and has added enhancements for faculty and students. After the upgrade to the Enterprise version two years ago, WSU upgraded to Blackboard™ Learning System 6.3 in May 2005, and is preparing to deploy Learning System 7.1 in fall 2006 along with the Blackboard Content System and Blackboard Community System. Funding has been provided for:

- Annual license renewals for the full Academic Suite;
- Hardware upgrades, including a load-balanced configuration in the planning stages to accommodate the increased load;
- Technical staff support;
- Several terabytes of SAN storage;
- 24/7 monitoring;
- A test/development environment;

- A quality assurance environment; and
- Support staff training.

The Blackboard™ Support Team, the Office for Teaching and Learning, the C&IT Help Desk and the educational technology staffs in schools, colleges and departments have collaborated to extend training and support to help faculty and students use Blackboard™ effectively. Blackboard™ is comfortably ensconced in the fabric of WSU.

Other Initiatives to Promote Excellence in Teaching

Innovative Technology Grants

The Innovative Technology Grant program is one of several that support faculty skill development and new instructional design. In fall 2003, the Provost's Office initiated the program to fund innovative instructional technology projects as a part of WSU's commitment to support faculty making the transition to a high-tech instructional environment. These grants are awarded annually for projects that advance the development of leading-edge, innovative approaches to instruction and can serve as models for other innovations. Proposals to develop single or multisection courses within a single discipline or to develop multidisciplinary materials are all considered. This is an annual award for projects that will develop cutting-edge uses of technology in teaching.

Beginning fall 2006, grants are awarded once during the year, and proposals up to $30,000 are considered. Matching grants from departments are also encouraged. Individuals awarded a grant are required to make a presentation of their project's results or the outcomes achieved, thereby providing the WSU community an opportunity to benefit from their work. Information on Innovative Technology Grants is available at **www.otl.wayne.edu/initiativeswsu/techgrants.html**.

Omnibus Technology Funds

The Omnibus Fee was approved by the Board of Governors in 1998 for the purpose of advancing technology and technological services. Students at WSU pay an Omnibus fee each term to maintain, upgrade, and replace computing and technology resources on campus. The funds provide a significant opportunity for the University to support technology upgrades while allowing the colleges to have an active role in planning the projects and distributing the funds. Omnibus funds are to be used in concert with other funding sources such as the Innovative Technology Grants, and are having a major impact on technology improvement in support of teaching and learning across campus.

A Well-Qualified Faculty

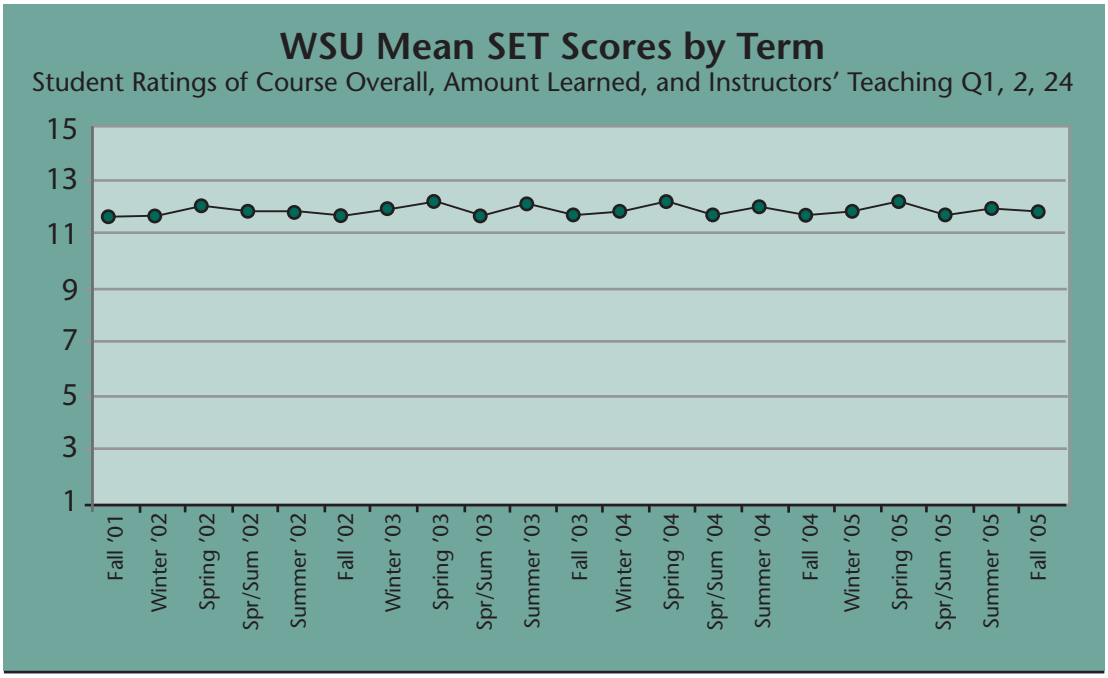
WSU has committed significant resources to attract and retain top faculty. In 2005-06, WSU was ranked 14th in the nation by readers of *The Scientist* magazine in its annual ranking of the "40 Best Places to Work in Academia." In the previous year, we were ranked 34th. Specific strengths of WSU were identified as pay and research resources.

Scholarship

The faculty at Wayne State University is well qualified to determine the curricular content and strategies for instruction. One indication of faculty expertise and qualification is the number of articles accepted for publication in prominent journals. The faculty at WSU make a major contribution to the journal literature in engineering, science and medicine; the arts and humanities; and the social sciences. A literature search of Wayne State University publications revealed that from 1997 through March 2006, WSU faculty were authors and co-authors of 21,000 journal articles.

Evaluation of Teaching

Student Evaluation of Teaching (SET) has long been a factor in assessing the quality of instruction at Wayne State. A standard evaluation form has been used in every course taught at WSU since 1987. This form has been updated several times over the years based on student and faculty feedback. The current version of the form was introduced in fall 2000. The process provides feedback to instructors and information to departments and programs for use in annual faculty reviews. Review of SET scores since 2001 reveals a mean score of "very good" for key questions asking how students rate the course, how much they have learned and how they rate the instructor's teaching. See **Figure 3.1**.



These scores are a combination of the three main questions on a five-point scale; maximum score = 15

Figure 3.1

Rewarding Excellence in Teaching

President's Award for Excellence in Teaching

The President's Award for Excellence in Teaching provides recognition for faculty who have made outstanding contributions to teaching. Six faculty members each year receive an unrestricted grant of $2,500 and a citation.

Distinguished Graduate Faculty Award

The Distinguished Graduate Faculty Award honors faculty whose scholarly achievements have brought distinction to Wayne State's graduate programs. Each award includes a $2,500 honorarium.

Outstanding Graduate Mentor Award

The Outstanding Graduate Mentor Award honors graduate faculty recognized by their departments and their graduate students as excellent graduate mentors. Four awards are granted annually: one each in the areas of natural sciences and engineering; health sciences; social sciences; education and business; and the arts and humanities. The award is administered by the Graduate Council, and each award includes a $2,500 honorarium.

Herberlein Excellence in Teaching Award for Graduate Students

This award recognizes Wayne State graduate students who demonstrate instructional excellence. The competition is open to all graduate students who are currently enrolled in a Wayne State graduate program and who have teaching responsibilities at the University.

Faculty Participation in Professional Organizations

Professional organizations and conferences offer resources for ongoing professional learning and contribution to one's field. A survey of WSU faculty conducted in spring 2006 found that a large number of our faculty are active participants in professional organizations. Ninety percent of WSU faculty, academic administrators and

academic staff stated that they are members of at least one professional organization. Of those who are members of professional organizations, 68% belong to between one and three organizations and 27% belong to four or more professional organizations. At the time of the survey, 38% of our faculty, academic administrators and academic staff were either officers or committee members in their professional organizations. Sixty-eight percent had attended between one and three professional conferences that year and 32% had attended four or more conferences during that time period.

Summary and Evaluation

Wayne State's highly productive research faculty are also consistently good teachers, exemplifying goals set out in the 2001-2006 Strategic Plan: "Establish and sustain a superlative learning experience that builds upon the unique values and attributes of WSU." WSU faculty were authors or co-authors of 21,000 journal articles between 1997 and 2006. From fall 2001 to fall 2005, the mean score achieved by faculty on the Student Evaluation of Teaching was consistently "very good" for key questions on how students rated their courses, how much they learned and how they rated their instructors' teaching. The success of faculty scholars and teachers is attributable to the institution's visible commitment to pedagogical excellence and its reinforcement of that commitment with support services, grants, and awards for faculty and graduate students. The emphasis on teaching begins with the teaching portfolio, required of all faculty. This portfolio plays a key role in performance evaluations and salary consideration. Support includes special awards, technical support, summer institutes, faculty orientation, and services provided by the Technology Resource Center and the Office for Teaching and Learning. The University has made good on its commitment to learning for students and teachers, making it clear to faculty that good teaching is an essential part of their practice as professionals and is supported and rewarded accordingly.

3c. The organization creates effective learning environments.

As an urban research institution, Wayne State is a center of learning with intellectual strength that lies in the diversity of faculty and learners. The University's Strategic Plan emphasizes the importance of engaged learning on a campus that nurtures a culture of success and excellence. The 2004 and 2005 National Survey of Student Engagement (NSSE) benchmark data indicate that the most critical group for long-term student success, freshmen, perceives Wayne State as a supportive learning environment. In 2004, the benchmark mean given by freshmen for WSU's supportive campus environment was 56.6, slightly below Wayne State's most comparable peer group, other urban universities (56.9). Those figures in 2005 were 54.4 and 54.9 respectively. The benchmark scores are somewhat lower for seniors, and in response to NSSE's findings that the institution must place more focus on the undergraduate and freshmen learning experience, the University has taken steps consistent with its Strategic Plan to focus on improving undergraduate programs and the learning environment.

The University created the Associate Vice President for Undergraduate Programs and General Education in 2005 to enhance undergraduate engagement in learning and thereby improve the quality of education. The Associate Vice President oversees undergraduate education and student support services. One of the first steps taken by the Associate Vice President was to bring together the University community at an Academic Summit to examine the current status of undergraduate programs and create an agenda for the future that "tackles the important issue of engaged learning and creating an agenda for change" (**www.doso.wayne.edu/SASS.html**). Four themes emerged from the summit: engagement in the classroom, engagement outside of the classroom, engaging internal communities, and engaging external communities. These themes are also incorporated into the University's Retention Plan.

The Retention Plan places more emphasis on student learning, encourages more scholarship in teaching and learning endeavors, and creates academically-based learning communities. The learning communities will have trained peer mentors (student facilitators) who interface with students academically and socially. The academic learning communities will include commuter, transfer, and residential students. More emphasis will be placed on the freshman year experience, establishment of learning communities, and integration of student support services into academic affairs.

The Associate Vice President is also responsible for the revision and implementation of general education (**www.advising.wayne.edu/curr/gnd1.php**). The current General Education Requirements are cumbersome and bureaucratic. The Retention Plan addresses areas of concern that impact student retention such as complex and inflexible requirements. The requirements need to be linked to clearly articulated learning outcomes and assessment. For example, the mathematics requirement prepares students to pass the Mathematics Competency Test. If students cannot pass the test, they cannot graduate. The Associate Vice President is working with multiple units to design and develop effective intervention and mediation programs that will lead to greater student success and retention.

Admissions

The Office of Undergraduate Admissions (OUA) at Wayne State has a comprehensive mission of recruiting and admitting undergraduate students in a customer service-oriented environment. The OUA must respond to many needs of the University, such as communicating information about the University to its constituents in Detroit, the metropolitan community, the state of Michigan, and designated national and international communities of prospective students. From the first contact with a potential student through the process of admission to actual enrollment, the OUA plays a crucial role in implementing Wayne State's Strategic Plan. There are two major components of OUA activities — recruitment and operations. Each depends on the other for efficiency; each contributes to the success of the office and the University in achieving the University's strategic goals.

The OUA focuses major effort on potential students in Detroit and Wayne County. Many of these individuals are not acquainted with the city or familiar with the campus. Many students from the Detroit Public Schools (DPS) do not visit the campus on their own. The office plans bus tours for DPS high school seniors that bring them to campus for a one-day program during the months of March and April. Admissions counselors help the students apply and assist them with the financial aid process.

New Student Orientation

The Student Orientation and Transitions Office (SOTO), established in April 2005, recognizes that extended orientation is needed for incoming students to more thoroughly engage them in the institution and enhance their likelihood of becoming successful learners in the higher education environment. SOTO offers thorough and diverse experiences for new students as they connect with faculty and staff during the first crucial weeks of class. These experiences broaden and clarify the context for the information they receive in the one-day orientation session prior to beginning classes.

Orientation programs include exposure to student services critical for success at Wayne State and introduction to institutional policies and procedures that students will need to navigate without encountering unnecessary obstacles. SOTO currently is in the planning stages of developing a new program that will give students more in-depth experiences than the one-day summer orientation. The program will focus on academic success and offer some fun community-building experiences, without losing the focus on the importance of preparing for learning in a new environment. The office is also working with the Associate Vice President for Undergraduate Programs on revamping learning communities that address student engagement. The office redesigned the first-year experience website as part of the newly launched SOTO website linking students with important information resources and opportunities to connect with campus life and culture. There is a separate section for transfer students, developed in response to the special needs of that population (**www.orientation.wayne.edu/index.php**).

Assessing Student Readiness to Learn

Wayne State has resolved to develop and pursue educational practices that will achieve its stated urban teaching mission. Engaging in educational practices that have been linked to high levels of learning and skill development is essential if Wayne State is to sustain its position as a major university focused on research, development and dissemination of new knowledge. Accepting urban students who matriculate with academic preparedness below that which is required for success at a graduate research institution poses a significant challenge in the context of national recognition for excellence. However, it is a challenge Wayne State has embraced, and the University is now focusing a considerable portion of its resources on teaching the students who are the direct beneficiaries of the "urban teaching mission." The first step in continuous improvement is the analysis of pertinent data. WSU's six-year graduation rate of African Americans primarily matriculating from Detroit Public Schools is extremely low. Adopting and including faculty expectations for curricular, co-curricular, and extra-curricular educational activities that are associated with high levels of learning, in concert with the developmental goal of meeting students where they are and moving forward, may be the best hope of improving high attrition and low graduation rates among this population. Under Criterion 3c, we enumerate some of the strategies being developed and employed at the University.

Testing at Wayne State is the first step in assessing the ability of our student population to succeed in higher education. Our testing procedures enable us to direct students, high and low achievers, to the level of study they are prepared to assume. Direct assessment of student learning at WSU is continuous and begins as soon as the student is admitted, via placement and qualifying examinations for course selection. It continues through proficiency examinations and general education competency requirement test-out examinations at various stages of the students' academic careers at both the lower and upper division levels. Students are informed through the University Bulletin and various advising venues of the tests they will encounter as they progress through their respective programs.

The University testing office (Testing, Evaluation and Research Services) administers and/or coordinates the administration of the institutional exams specified below that satisfy general education competency/proficiency, and course placement/qualifying requirements. Information on all of these examinations can be found at **www.testing.wayne.edu**.

Chemistry Placement Examination (CPE)

This is for any major that requires chemistry. CHM 1040 is the lowest possible course placement. Chemistry courses in the college catalog with lower numbers are for non-majors to meet General Education Requirements. Therefore, the only placements are Pass = CHM 1220 and Fail = CHM 1040. Students who did not take high school chemistry may request the Department of Chemistry's permission to enroll in CHM 1040 without the exam. Information about the test can be found at **www.testing.wayne.edu.**

English Qualifying Examination (EQE)

For calendar years 2002-2005, all students sat for the English Qualifying Examination (EQE) in order to determine placement in the appropriate freshman English course, unless they had met the Basic Composition requirement by receiving transfer credit or credit through the College Entrance Examination Board (CEEB), Advanced Placement (AP), or College-Level Examination Program (CLEP).

The EQE places students into one of the following courses:

ENG 1010	Basic Writing (NOTE: two of four credits are remedial)
ENG 1020	Introductory College Writing

The Educational Testing Service (ETS Criterion™ Online Writing Evaluation) is currently being piloted to replace the EQE. Beginning fall semester, 2006 ACT Assessment English and Reading scores will be used for placement into ENG 1010/1020. Placement into ENG 1020 will be based on the student having attained an ACT English Score of 21 or better. Students scoring 20 or below will be placed into ENG 1010. Students wishing to appeal their ACT placement must sit for the English Qualifying Examination (EQE), which for fall semester 2006 will be a continuation of the pilot testing of the ETS Criterion™ Online Writing Evaluation.

English Proficiency Examination (EPE)

All undergraduate students who register for the first time at Wayne State are required to demonstrate proficiency in English by the time they have earned 60 credits toward a bachelor's degree. The proficiency establishes a minimum standard throughout the University, and students who meet this standard have satisfied the University-wide requirement. Individual colleges or schools, as part of their own requirements, may set higher standards as a prerequisite for admission to a major or as a prerequisite for enrollment in certain classes. The exam is a constructive writing exercise in reading composition, critical thinking, and writing response. It is timed for two hours. Total test administration time is approximately two and a half hours.

Mathematics Placement Examination (MPE)

The Mathematics Placement Examination is required for placement into the mathematics courses listed below.

The mathematics courses students are required to take are determined by the major or pre-professional curriculum. Academic advisors assist students in choosing the correct courses. Based on MPE scores, students are placed into one or more of the following courses:

MAT 0993	N/A	Beginning Algebra
MAT 0995	Level 1	Intermediate Algebra
MAT 1000	Level 1	Math in Today's World
MAT 1050	Level 1	Algebra with Trigonometry
MAT 1110	Level 2	Mathematics for Elementary School Teachers I
MAT 1120	Level 2	Mathematics for Elementary School Teachers II
MAT 1500	Level 2	Finite Mathematics for the Social and Management Sciences
MAT 1800	Level 2	Elementary Functions
MAT 2010	Level 3	Calculus I

Additionally, if students have taken the American College Test (ACT) within 24 months of the date they take the WSU examination, it is possible that the ACT mathematics score, in combination with the MPE scores, may qualify the student for a mathematics course for which the placement examination scores alone are insufficient.

Test-out Options for General Education Competency Requirements

Computer Literacy Competency Examination (CLCE)

The Computer Literacy Competency Exam (CLCE) was revised significantly and implemented in the revised form for winter semester 2006. A description of the exam and the complete set of objectives may be found at **www.testing.wayne.edu**. Although the new CLCE is presently considered a General Education test-out option for students, in the future it is slated to become a Placement/Qualifying Examination so that students who do not satisfy the requirement via task performance on the exam are directed to developmental course work in which they will learn the information technology skills needed to be successful in their general course work.

Mathematics Competency Examination (MCE)

All undergraduate students who have registered for the first time at Wayne State since fall semester 1983 are required to demonstrate proficiency in mathematics by the time they have earned 60 semester credits toward the bachelor's degree. The rules for establishing proficiency have changed over the years. One method for satisfying Mathematics Competency (MC) is by achieving a satisfactory score on the Mathematics Proficiency Examination test-out option. The instrument approved for satisfying MC from 1983 through 1991 was a WSU institutional exam written by the Department of Mathematics in which students had to achieve a raw score of 20 out of 50 (40% correct) in a two-hour time limit.

Beginning in 1992, the College Entrance Examination Board (CEEB), College-Level Examination Program (CLEP), Education

Assessment Series (EAS), and Examination in Mathematics were adopted. In 2002, the Educational Testing Service, the psychometric agent for the CEEB, withdrew permission to use that instrument.

At that time, the General Education Implementation Committee gave responsibility for choosing a new instrument to the WSU Mathematics Department. A new Mathematics Placement Examination was designed and implemented for fall semester 2002. Placement out of MAT 0993 (Beginning Algebra) and into any higher level course was designated as having met the basic requirement. The requirement was changed beginning fall semester 2005 to placement out of MAT 1050 and into any mathematics course at or above MAT 1500.

Oral Communication Competency Examination (Level One)

All undergraduate students at WSU must establish oral competency prior to completing 60 credits. They can do so by completing specified course work or by passing the Oral Communication Competency Exam, which includes a written exam consisting of 100 multiple-choice questions and an oral performance. Additional information about the General Education OC Test-out instrument can be found at **www.testing.wayne.edu.**

Sharing Assessment Information

WSU gives feedback to feeder schools on the performance of students on qualifying/placement/proficiency/competency exams upon request made either to the Office of the Provost, or to the WSU department owning responsibility for the exam, which is administered by the University Testing Office.

Placement rates and General Education Competency pass/fail rates are routinely provided. A summary of associated pass rates for the most often selected test-out options from 1999 through 2005 is shown in **Figure 3.2**.

Changes in pass rates in the Mathematics Proficiency Examination occurred when a change was made from a standardized testing instrument to one that was developed by the Mathematics Department.

Academic Advising

Advising systems focus on student learning and the mastery of skills for academic success. The University Advising Center (UAC) seeks to create a vital link between the University community and its undergraduate students, articulate the institution's academic purposes, and help students understand and negotiate the institution's rules, regulations and requirements.

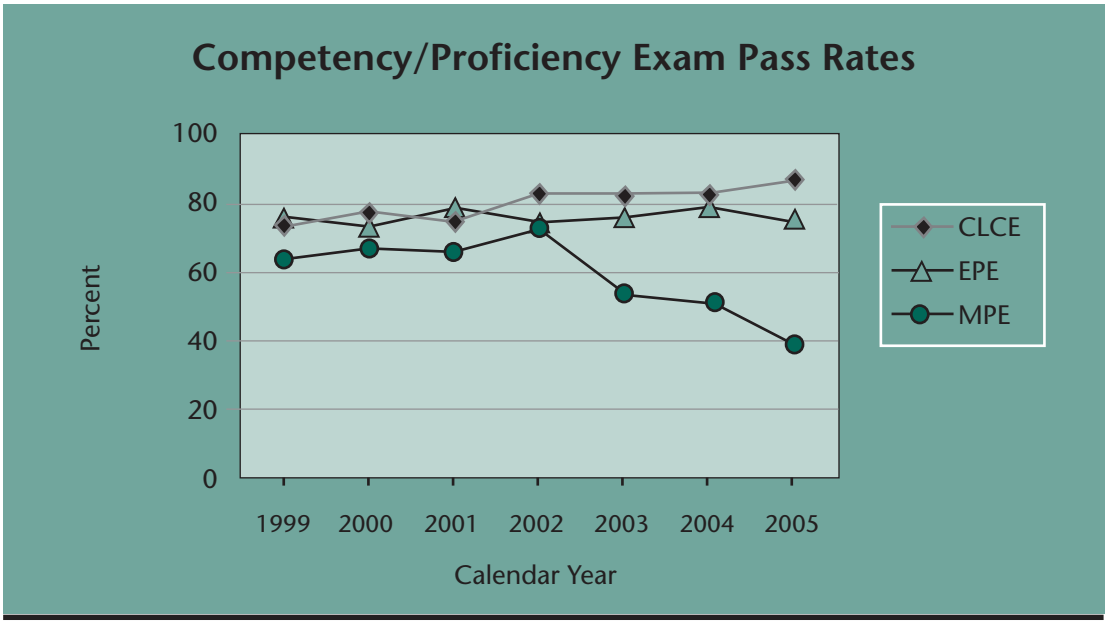


Figure 3.2

In 2001, UAC was moved from Student Affairs to Academic Affairs. The move better enabled this unit to interact with academic units and have input into policy decisions. The staff has welcomed the use of technology for better and faster communication with students. Electronic records provide easy access to grades and transcripts. The UAC continues to be an active partner in orientations. There are several initiatives for connecting with students earlier to identify academic difficulty and provide intervention sooner. At present, some colleges and schools that admit first-year students are responsible for all advising. Others utilize the University Advising Office, particularly for general advising.

Academic Probation (P1) Program

Many FTIAC (first time enrolled in any college) students experience academic difficulty in their first semester at WSU and are placed on academic probation (termed P1) with limited intervention in the following term to address their difficulties. After fall 2005, there were 392 FTIAC P1 students who needed intervention but did not receive it. The failure to adequately intervene with these FTIAC P1 students could lead to successive terms of academic probation and possible expulsion from the University if they do not reach a 2.0 GPA. To improve this situation, UAC is initiating the FTIAC P1 Intervention Program to reduce the number of FTIAC P1 students on probation for a second term (termed P2). It is hoped that intervening in identified problem areas in the semester following their initial probation will lower the likelihood that a student will become P2. As the program unfolds, advisors and students will be able to assess the effectiveness of the interventions to help them.

Advising in Schools and Colleges

Schools and colleges have their own advising staffs to orient students to the specifics of their programs and facilitate engagement in the activities of the unit as well as the University as a whole. The College of Engineering provides a good example of this level of advising. The College of Engineering has a core advising team to provide academic advising and to monitor student progress of all Engineering students. Each advisor is assigned one primary department whose students he/she works with on a regular basis. All advisors are also trained to provide cross-coverage in order to assist students from another department when a particular advisor is not available.

The primary role of these academic advisors is to assist students with developing their plans of work and progress toward completion of their degrees. Students are encouraged to meet at least once per semester with their advisor to review their progress and plan their next semester's courses. The academic advising staff also works closely with the undergraduate program directors to enforce college and departmental policies.

At the end of each semester, advisors review student records and contact those students who are on academic probation (GPA less than 2.0) or who have received substandard grades (D+ or below) in any of their courses. At this time, the student is reminded of the College policies regarding repeated courses, substandard grades, and multiple semesters on probation. Advisors also provide students with information on resources available to help them succeed academically, including tutoring and the Academic Success Center. Students on probation for a second semester or who are at risk of exclusion based on an excessive number of substandard grades are referred to the Associate Dean for Academic Affairs for a meeting.

There are a number of monitoring mechanisms in place to prevent students from straying too far from their intended academic path. The College checks prerequisites through Banner at the time of registration. Students are not allowed to register for the next course in a sequence until they have satisfactorily completed (C- or higher) the listed prerequisite courses. Any student who wishes to receive a waiver on a prerequisite must submit an Academic Petition to the department teaching the course, justifying why they feel an exception should be made.

The School of Business Administration has also recently started providing advising to all levels of students interested in a business degree. New freshmen admitted to the University who wish to pursue a major in any of the six Business fields are admitted directly to the School. The direct admission provides pre-Business students with seamless, direct, and focused advising about Business curriculum, and provides increased opportunity for mentorship by faculty and external Business stakeholders. This early

contact enables the School to create and manage an effective learning community to improve retention. The School has advisors who meet with new students and follow them through their academic program.

Other schools and colleges have advising programs that focus on their own specialties as well as complement the work of the University Advising Office.

University Advising Forums

In order to connect with faculty and establish better collaboration between departments and advisors, UAC initiated Advising Forums. Each Forum has a theme such as how advising can assist with student retention, working with international students, understanding University policies, changes in grading practices, and review of General Education Requirements. The forums are well-received and attended.

Academic Success Center (ASC)

The mission of Wayne State's Academic Success Center is to help students become independent and motivated learners. To support students' success in the University environment, the Academic Success Center (ASC) seeks to provide individualized services and tools to develop effective learning skills. The Academic Success Center works closely with Academic Advising as a partner in the P1 program and the reinstatement process. ASC provides workshops to assist at-risk students with learning strategies, time management, and other coping skills to successfully re-enter the University. ASC staff also works directly with colleges and departments to develop and provide workshops and services to support student success.

Research indicates that students benefit from attending the Academic Success Center. Archival data from 2001 to 2003 was examined. Ninety-seven students who attended the Center for more than one semester were tracked. These students demonstrated strong retention and grades. Ninety-six percent of the first-year students were still enrolled by their second year. Average retention of the total sample was 88%. The average GPA went from 2.89 to 3.05 from 2003 to 2004.

Supplemental Instruction (SI)

Supplemental Instruction (SI) has successfully brought together faculty and ASC staff dedicated to promoting academic success for all Wayne State students. In cooperation with faculty in traditionally challenging classes, Supplemental Instruction helps students learn how to solve problems, organize classroom materials, develop effective study strategies and achieve course expectations. SI sessions are informal group study sessions focused on helping students learn to be successful in challenging courses. National data suggest that students who attend SI sessions regularly earn one-half to a full-letter grade better than students who do not take advantage of such services. In all classes, grades were higher for those regularly attending SI than for those who did not. See **Table 3.4**.

Evaluations are conducted with students who have attended SI sessions to determine if the SI leader has met their needs, and with students who did not attend SI sessions to discover their reasons for not attending. Evaluations also revealed whether or not students were aware that SI was available for a particular class. The majority of evaluations praised the high quality of the services, the professionalism of the SI leaders and the comprehensive nature of the program. Students who identified themselves as not attending SI primarily reported that a) they prefer to study alone; b) they were doing well and didn't need to attend; or c) the times of the sessions did not fit into their busy schedules.

Tutor Institute

On April 15, 2005, the Academic Success Center and the Comerica Charitable Foundation hosted the first-ever Tutor Institute in the Undergraduate Library. This one-day conference offered student tutors, tutoring professionals and interested faculty and academic staff across campus a chance to meet, share ideas, and learn new skills for working with students. The Academic Success Center, Math Resource Center, Writing Center, Project 350, and the Division of Community Education (DCE) planned the conference. Though many departments offer tutoring on campus or at extension centers, few opportunities brought the departments together until this event. Through small breakout sessions and roundtable discussions, participants had the opportunity to learn new skills and discuss ways to collaborate.

Supplemental Instruction (SI)
Academic Year 2005 through 2006

Course Name	Total Number of Students	Students Not Attending SI	Students Attending SI	Percent of Students Attending SI	Percent of Students Who DID NOT ATTEND SI Who Received A to C-	Percent of Students Who DID ATTEND SI Who Received A to C-
ACC 3010	348	287	61	18	47	77
ACC 3020	265	236	29	11	17	66
BE 1010	130	117	13	10	42	62
BIO 1500	501	390	111	22	55	79
BIO 2870	185	121	64	35	52	95
CHM 1020	315	240	75	24	55	61
CHM 1030	76	53	23	30	83	83
CHM 1040	260	202	58	22	57	67
CHM 1220/1225	337	277	60	18	65	85
CHM 1240	281	215	66	23	43	56
CHM 2220	211	204	7	3	65	71
PSY 1010	1029	1003	26	3	63	73
PSY 3120	56	38	18	32	45	89

In all classes, grades were higher for those attending SI regularly than for those who did not.

Table 3.4

Session presenters included students, staff and faculty from main campus and the extension centers.

The second annual Tutor Institute was held on April 13, 2006, at McGregor Memorial Conference Center. One hundred thirteen participants attended the Institute. Twenty-four percent of those were from off-campus sites. Attendees reported learning useful information and strategies at the conference that they can use in their current positions. The majority of the students were first-time attendees, and they gained conference experience as participants and as presenters.

Educational Accessibility Services (EAS)

Educational Accessibility Services (EAS) is the unit that provides targeted services for students with disabilities. The number of students with disabilities is growing. In fall 2004, EAS administered alternative tests to 189 students, with staff proctoring exams for 350 hours. In fall 2005, 465 exams were administered, utilizing 715 hours of staff time. The staff worked with 217 students, making multiple visits equaling over 2,000 hours. From January to the end of February, 201 students saw counselors for multiple visits totaling over 960 hours. For exams administered and time spent for three semesters. See **Table 3.5**.

EAS Administered Exams			
	Fall 2004	**Fall 2005**	**Winter 2006**
Classroom Exams	176	446	326
University Exams (required for graduation and placement)	13	19	14
Total Number of Exams Administered	189	465	340
Total Minutes	**20,998**	**42,897**	**31,244**

Table 3.5

EAS has created The Faculty Forum, a Blackboard™ based training module to help faculty develop competency in accommodating students with disabilities. The Faculty Forum addresses several key areas such as universal design, specific academic educational accommodations, and key components of legislation pertaining to higher education. EAS also fosters empowerment groups designed to be supportive, promote independence, ensure compliance, and promote the development of student self-advocacy skills and self-determination while maintaining personal academic standards.

Project ABLE

Faculty plays a critical role in the success of students with disabilities by providing a supportive learning environment that welcomes students into their classes and programs and working with the EAS office to provide reasonable accommodations. EAS is initiating a new program, ABLE, to support faculty in creating a quality learning environment that encourages and facilitates academic success for students with disabilities. To meet student academic needs and faculty resource and training needs, ABLE offers training for an identified departmental liaison to help assure that accommodations are available. The departmental liaison is trained to understand the accommodation process and assist faculty when a student is certified by EAS to receive special accommodations. When the student presents the accommodation notice to the professor, and after the professor signs the form, the liaison works with both faculty and student to provide the designated accommodation. The liaison also receives a copy of the signed accommodation form and serves as a resource and first responder if the student feels that the instructor has not properly complied. The liaison will also assist the instructor in incorporating a disability statement into his/her syllabus.

Transition 101

Educational Accessibility Services has sponsored two Transition 101 events. The purpose of these events is to inform high school personnel and individuals with disabilities and their families about the differences in services offered in high school and in college. The events provide information on services available at Wayne State and the procedures for obtaining them. Transition 101 programs have included both campus and community representatives presenting on such topics as WSU Educational Accessibility Services, Office of Undergraduate Admissions, Academic Success Center, Project 350, University Advising Center, Community Commission for the Blind, and Michigan Rehabilitation Services.

Specialized Support Programs

Chicano-Boricua Studies Program

The Chicano-Boricua Studies Program is one example of support programs instituted at WSU to address the issue of underserved

populations in this and other urban centers. The mission of the Center for Chicano-Boricua Studies (CBS) (**www.clas.wayne.edu/cbs**) is to transform the University, and ultimately society, by providing equitable access to a quality university education to Latina/o students in the Detroit metropolitan area, and to enhance the environment of diversity on the campus. The Center accomplishes its mission through a four-part program in 1) student services; 2) research on Latina/o and Latin American issues; 3) internal University advocacy on Latina/o perspectives; and 4) outreach to the Latina/o and larger metropolitan communities. The research and teaching specializations of the faculty associated with the Center are Mexican history, Caribbean history, South American literature, United States Latina/o history and student learning strategies in higher education.

Interdisciplinary Studies

The Department of Interdisciplinary Studies (IS) provides a unique university education with a distinctive curriculum tailored to adult learners. A goal is to meet the needs of adult learners in a constantly changing workplace and community. Drawing upon current educational theory on adult learning, the curriculum emphasizes written and oral communication skills, familiarity with information technologies, problem-solving and critical thinking strategies, self-expression, sensitivity to multiculturalism, and interdisciplinary and collaborative learning.

Faculty and academic staff in Interdisciplinary Studies recognize the need for counseling adult learners. It is a truism within the field of adult education that adult students have a greater need for counseling, since they are less likely to have peers or family to provide support or information. Advising and counseling are conducted on an ongoing basis, although the middle of the semester best lends itself to the time needed for a thorough "academic check-up" as well as addressing questions that arise. The professional support that counselors provide for faculty regarding instructional accommodations is vital when learning problems arise in class. Also, the personal relationships with advisors are critical for adult students, along with the ongoing informal advising that faculty provide in conjunction with their teaching.

Strategies

Among the policies and procedures in place for increasing retention of at-risk students through the Interdisciplinary Studies program are:

- In-depth counseling by Student Services staff;
- Early intervention through ISP 2030/3080 and WSU's Early Academic Assessment Program in which the faculty member identifies students in below 3000-level classes who are seen as "at risk." These students are sent an e-mail from WSU encouraging them to improve in weak academic areas, and to visit the WSU Academic Success Center for help;
- Grant projects specifically dedicated to retention by the Black United Fund. This included a 2000-03 grant to offer tutorial courses for students;
- Tutorials in mathematics and English (including an online math tutorial);
- Developmental courses in mathematics and English; and
- Informal advising/mentoring by faculty.

Engineering Bridge Program

Students who are admissible to the University but who do not meet the minimum standards for the Engineering pre-professional program (either 3.0 math/science GPA, 21 or higher on the Math ACT, or placement into pre-calculus or above) are admitted to the Engineering Bridge Program. This program was developed based on the assessment that only about 25% of students who started an Engineering program by placing into basic or advanced algebra remained in the College after four years. Many of these students have the potential to succeed in engineering, but have not developed adequate foundational skills. The primary goal of the Bridge Program is to provide students with knowledge and skills necessary to succeed in an undergraduate engineering program.

Bridge students must complete a one-year program of math (algebra and pre-calculus), science (chemistry and physics), English, and pre-engineering courses with a minimum grade-point average of 3.0 in order to progress into the pre-professional program of their choice.

This minimum grade-point average has been set to be equal to the level expected from students entering directly from high school taking these same courses. Students receive intensive advising and monitoring, and participate in a mandatory mentorship program. Students who do not meet these requirements after the completion of the one-year program are counseled to select a program other than engineering. The secondary goal of the program is to retain students at the University by helping to determine what educational path meets their goals and skills before they become discouraged and drop out.

Implemented in fall 2004, the Engineering Bridge Program has included approximately 320 students in its first two years. A full assessment of the first two years is currently being conducted, with the preliminary report to be available for review in fall 2006 in the NCA Resource Library.

Comerica Scholars

Comerica Scholars are Detroit Public Schools (DPS) students who earned at least a 3.0 GPA in high school and a 21 ACT composite score. Many Comerica Scholars are the first generation in their families to attend college. Generally, this cohort of students is made up of predominantly African American and Latino students. Seventy-two percent of the families of DPS students are economically disadvantaged.

For various reasons, highly capable students may be underserved at many Detroit high schools, and this puts them at a disadvantage entering college. This year, thanks to the Comerica Charitable Fund endowment, the Academic Success Center is developing a leadership and retention program for students in the two primary scholarship programs targeting minority students: the Detroit Compact Scholars and the Wade McCree students. The vision of the Comerica Scholars Program is to become a national model for assisting and encouraging gifted and talented minority students to excel in academics, leadership, and service. The Comerica Scholars will be exposed to the best that Wayne State has to offer. The program goals are designed to enhance and build upon the students' demonstrated abilities and help them transition into successful students at the university level.

TRIO/Access Programs (Project 350)

Federal TRIO /ACCESS Programs provide academic assistance and support services to promising youths, adult learners, and WSU students who have been historically under-represented in higher education due to economic deprivation or poor academic preparation, or who are first-generation college students. Over the last 10 years, the TRIO Student Support Services Program (Project 350) Summer Component has changed from a commuter program to a residential one. Data on the academic success and retention of Project 350 students indicate that the commuter program was ineffective in specific areas. The Summer Component was redesigned to include a mandatory residential program that provides greater opportunities for student engagement and the development of community among participants. Student learning and academic persistence as measured in grades, math and English proficiency testing, and retention to the second year have all shown improvement.

TRIO/ACCESS Programs added the Ronald E. McNair Post-Baccalaureate Scholars Program to our program portfolio in 2003. The McNair Scholars Program is designed to provide TRIO-eligible undergraduates with opportunities to conduct undergraduate research, present at national conferences, and find support during the Graduate School admissions process. This program grant came about in response to the Council of Graduate Schools' observation that WSU enrollment data indicated low rates of graduate school participation and Ph.D. attainment by TRIO-eligible students.

The second change in departmental focus has been the addition of the Child Care Means Parents In School Program (CCAMPISP). In response to the paucity of affordable child-care options for WSU low-income student-parents, federal TRIO/ACCESS formed a partnership with the Merrill-Palmer Skillman Institute's Child Development Laboratory to obtain this grant. The Child Development Laboratory provides child-care at an 80% discounted rate. TRIO/ACCESS provides personal and academic counseling, and retention and graduation tracking for eligible student-parents. In 2004, in order to meet the motivational, recognition and support needs of high-achieving TRIO, DCE, and CBS

students, the TRIO/ACCESS office spearheaded the chartering of the Delta Omicron Chapter of Chi Alpha Epsilon National Honor Society. Chi Alpha Epsilon is an officially registered Honor Society. It was formed to recognize the academic achievements of students admitted to colleges and universities through non-traditional criteria.

King-Chavez-Parks Future Faculty Fellowship Program

The King-Chavez-Parks Future Faculty Fellowship Program was established in 1986 by the Michigan State Legislature. The purpose of the program is to increase the pool of Native American, Latino and African Americans pursuing faculty teaching careers in Michigan institutions of higher education. King-Chavez-Parks Future Faculty Fellowships (KCP) are funded from an annual State of Michigan appropriation to Wayne State University. The Graduate School holds a competition for KCP awards and provides recipients with financial assistance to pursue doctoral degrees. Each Fellow is awarded a stipend from one to four years, up to a maximum of $35,000. The KCP Fellowship may be used to supplement other awards.

KCP Fellows agree to complete a doctoral program within eight years of receiving the Fellowship and are obligated, by a signed agreement, to remain in faculty teaching positions in public or private post-secondary institutions for a minimum of three full-time-equivalent years. A KCP Fellow has one year following degree completion to obtain a faculty position. The King-Chavez-Parks Future Faculty Fellowship Program is administered by the Graduate School with the support of the Michigan Department of Career Development, Office of Postsecondary Services, King-Chavez-Parks Initiative.

Alliance of Graduate Education and the Professoriate (AGEP)

Wayne State University, University of Michigan, Michigan State University and Western Michigan University comprise the Michigan AGEP Alliance for Graduate Education and the Professoriate (AGEP) Program. The AGEP Program, funded by the National Science Foundation, recruits, supports and mentors under-represented minority students who earn doctoral degrees in science, technology, engineering, and mathematics (STEM) disciplines. A second grant supports students in the social, behavioral, and economic sciences (SBE).

The AGEP program is intended to increase the number of domestic students receiving doctoral degrees in the sciences, technology, engineering, and mathematics (STEM), with special emphasis on those population groups under-represented in these fields (i.e., African Americans, Hispanics, American Indians, Alaskan Natives, Native Hawaiians or other Pacific Islanders). In addition, AGEP is particularly interested in increasing diversity among those who will enter the professoriate in these disciplines. Specific objectives of the AGEP Program are (1) to develop and implement innovative models for recruiting, mentoring, and retaining minority students in STEM and SBE doctoral programs; and (2) to develop effective strategies for identifying and supporting under-represented minorities who want to pursue academic careers.

Honors Program

As a means of increasing the graduation rates and supporting highly motivated and accomplished students, the Honors Program offers undergraduates personal attention by creating an academic community, providing individual counseling and tutoring, and offering a number of unique educational opportunities, designated study areas, and computer labs. The Honors Program promotes four pillars: community, service, research and career. Each year, an individual theme is followed. The first-year students take courses that introduce them to the city. The second year promotes service and learning; the Detroit Fellows Tutoring Project provides one opportunity in this area. The students earn course credits while serving the community by tutoring elementary students. In the junior year, research is encouraged. Working with faculty mentors, students can apply for undergraduate research grants preparing them for graduate school. Students can also apply to attend two conferences — one regional and one national — to present their work. In the senior year, students concentrate on careers through the completion of a senior thesis and development of post-graduate plans. The Honors Program partners with the Graduate School to provide students with information assistance that supports admission into graduate programs.

The University, through the Provost's office and the Honors Program, continues to promote the "quality first-year experience" and enhancement of the quality of undergraduate studies through Scholars Day. This invitation-only event provides students and parents with exposure to University programs and facilities. All students who attend qualify for scholarships ranging from $1,500 per year to full tuition and fees. Another focus area within the Honors Program is the early admission programs. The School of Medicine has MedStart, the GradStart program in the College of Engineering, the School of Business has B Start, and HealthPro Start is the Eugene Applebaum College of Pharmacy and Health Sciences' program. These programs guarantee incoming freshmen admission to graduate programs and offer first-year graduate school financial support. Freshmen students admitted to these programs are exposed to many areas of research to assist them in choosing areas of concentration for their theses based on experience instead of guesswork. Students qualify for admission to these programs based on academic performance, community service, recommendations, and exemplary scholarship.

Residential Life/Learning Communities (LC)

One of the early initiatives promoted by President Reid and recommended in the 2001-2006 Strategic Plan was to build a campus community by constructing residence halls. This initiative was focused on growing enrollment and assisting in retention by building support for students outside of the classroom. In 2002, the first 370-bed residence hall that would come to be known as Ghafari Hall was opened, followed closely in 2003 with the opening of an additional 465 beds in South Hall. These residence halls provide traditional double and triple rooms with private baths and community dining halls. They helped fill a critical need on campus for room and board facilities. The amenities these facilities offer are high-speed Internet connections, cable television, laundry rooms, lounges, study rooms, and a community room.

> "We believe that the investment by Wayne State University [to build residence halls] is really a vital component to the vitality of Detroit," Tammy Carnrike, Detroit Regional Chamber of Commerce Chief Operating Officer, told the *Detroit Free Press* in August. "It only enhances the quality of life even more."

In 2005, the University opened The Towers Residential Suites. This facility has one 11-story and one nine-story tower with 970 beds. This facility offers suite-style living with double, triple, and quad units that share living space and bathroom facilities. Geared more toward upper classmen and graduate students, The Towers has lounges, laundry and fitness rooms, and a large dining hall.

Learning Communities for freshmen and sophomores were earlier instituted in Ghafari and South Halls, and The Towers provided an opportunity to create the same kind of environment for upperclassmen. The Learning Communities (**www.liveandlearn.wayne.edu**) promote collaborative learning and interaction between students and faculty, providing academic and social opportunities around themed subjects. Students can select from several themes ranging from academic majors to areas of interest such as leadership or healthy lifestyles.

The Learning Communities were piloted in 2004-05 and formative evaluation was conducted. The report for this evaluation included the following conclusion: "Involvement in an LC is viewed by Resident Advisors (RAs) as a great advantage, and a definite asset in providing connections between the social and academic worlds at WSU, between students, and between faculty and students. Faculty Associates (FAs) believe that the LC has considerable potential benefit for WSU students, and are mostly positive about the future of the program. Over one-third of the students surveyed said they will sign up for an LC next academic year, and over half of the students would recommend LCs to other students."

A new proposal process for continuing and new learning communities was instituted for fall 2006. Each learning community submitted learning objectives, program plans, an assessment matrix, a peer mentor plan, and a budget. Learning communities for 2006-07 include Men Learning Together, Veterans, Project 350-TRIO Mathematics, Comerica Scholars, Business Administration, Chicano-Boricua Studies, Deutches Haus, Division of Community Education, Education, Engineering Bridge, Emerging Scholars Program Math, Fine,

Performing and Communication Arts, Health Sciences, Honors, Instructional Technology, Louis Stokes Alliance for Minority Participation, and Nursing. Examples of learning objectives from two of the learning communities are provided below. Outcomes for all Learning Communities are available in the NCA Resource Library.

Veterans Learning Community (VLC)

Outcomes: Retain 75% of all VLC participants into the second semester (from fall 06-winter 07). Achieve 2.0 GPA among the VLC participants through first and second semesters. Demonstrate high satisfaction and motivation levels among at least 85% of the VLC participants by the second semester (winter 2007) as measured by established survey techniques.

ACCESS Project 350-TRIO Mathematics

Outcomes: Establish a learning environment for FTIACs (first time in any college) admitted through TRIO, to build upon existing math skills such that 70% of FTIACs pass the Math Proficiency Exam. Enhance the math learning experience by fostering a culture of success and excellence as measured by 95% attendance at tutorial sessions and 85% of students raising their pre-test scores on the post-test. Develop partnerships with University programs to strengthen networking opportunities for the enrichment of the FTIAC experience.

A Learning Community Assessment Committee is being established to (1) review the assessment matrices; (2) develop and implement programmatic assessments across all learning communities; and (3) assist individual learning communities in assessing their specific objectives. A comprehensive learning community assessment report will be issued at the end of winter semester 2007 at a Learning Community workshop. This process will continue on an annual basis.

International Programs

The Office of International Students and Scholars (OISS) supports and enhances the educational, cultural, and social experiences of international students and scholars at Wayne State. OISS serves as the primary link for international students and scholars to the University, the community, the federal government, and public and private agencies, and organizations. In 2005, The Office of International Programs (OIP) was created to prepare students for globalization. OIP promotes excellence in service to the WSU faculty, to students, staff and the Detroit community in all areas related to International Education. OIP is comprised of the OISS, Study Abroad, World Bridge, and the English Language Institute. OISS provides workshops, programming, orientation, and opportunities for cultural exchange between WSU non-immigrant students (F1, J1 visa holders) and U.S. students in grades K-12. This structured program will provide an education for U.S. students on global issues, while offering our non-immigrant students an opportunity to learn about American culture.

The Global Teaching Fellows Program (GTF) at Wayne State was established in January 2006 as a new global education initiative spearheaded by the Office of International Programs and the Department of English (College of Liberal Arts and Sciences). The GTF program was specifically designed to introduce issues in globalization to large numbers of students in the lower division of the undergraduate program at Wayne State. The objectives of the GTF program are:

- To develop specialized training related to globalization issues for graduate teaching assistants who will teach lower division courses with a global focus (for example, utilizing readings in various aspects of globalization as launch platforms for discussion and writing in English Composition courses that are required for all undergraduate students at Wayne State); and
- To expand to other WSU departments that have strong responsibilities related to course work in the lower division (for example, History and Political Science).

Career Services

Wayne State offers "World-Class Education in the Real World," which links students with the fields in which they will apply their education after graduation. Internships, co-operative education opportunities, full-time employment while in school, and ultimately professional employment are key ways in which students can link what is learned in the classroom to the "real world." Recognizing the importance of this area

in student learning and development, Career Services has changed from a consolidated group of services named University Counseling and Placement Services to a single unit called Career Services with a mission devoted exclusively to the delivery of career-related services. In the present configuration, Career Services is comprised primarily of four essential areas: Career Development, Co-operative Education/ Internships, Professional Employment, and Student Employment. Career Development focuses on student employment, providing information on internships, co-operative education and professional employment skills. The office facilitates exposure to potential job opportunities through in-house and online job posting, resume referral, on-campus interviewing, and workshops on career-related topics.

Parents' Association

The University offers a Parents' Association through the Dean of Students Office. Formed in 2004, the Parents' Association currently has 800 members. An extensive website for the WSU Parents' Association and parent resources is at **www.doso.wayne.edu/parents/index.htm.**

At the summer orientation sessions, parents complete an evaluation of the orientation program and describe their interests and expectations of services and resources. Association membership is free, helping family members connect to the University. The Association also offers a toll-free help line and e-mail updates. Parents have reported that they enjoy being informed and involved with the University in order to better assist their students in achieving success.

Mort Harris Recreation and Fitness Center (MHRFC)

One of the strategic directions outlined in the 2001 Strategic Plan was to enhance the quality of campus life by increasing opportunities for social and recreational activities. One of the first construction projects President Reid initiated after his appointment was the Mort Harris Recreation and Fitness Center. This modern glass façade structure is located in the heart of the campus, completing the triad of student support buildings (the MHRFC, the Student Center Building and the Undergraduate Library). This state-of-the-art facility offers a variety of programs for students and faculty. (**www.rfc.wayne.edu**)

Summary and Evaluation

The University has responded consistently and creatively in attempts to provide effective learning environments for a diverse student body facing the special challenges associated with our urban setting. We were challenged by recent NSSE findings that urged us to place more emphasis on undergraduate education and the freshman experience. In response, the Provost created a new position, Associate Vice President for Undergraduate Programs and General Education, with the first AVP taking office in August 2005. By consolidating various reports in that office, the University can more effectively manage its overall retention plan, especially as it addresses undergraduate education. Numerous units across campus assume overlapping responsibility for supporting our students. The work of these units is an ongoing priority with some initiatives being new, such as the Student Orientation and Transitions Office or the initiative for Learning Communities associated with our new residence halls. Other units have been in place for years, such as Admissions, but with renewed emphasis on quality performance reflected in the move of Admissions to Academic Affairs. The new retention plan delineated in 2c should help us increase student success in an organized manner.

The University is addressing the needs of a diverse range of students. Adult learners benefit from our Interdisciplinary Studies Program. Students with special needs benefit from specialized programs such as Project 350, DCE, and Chicano-Boricua Studies. Students performing at the highest level academically are the constituents of our newly-enhanced Honors Program. Other initiatives have proved particularly effective, such as the Academic Success Center, the Supplemental Instruction Program, special programs in the schools and colleges, and Educational Accessibility Services. The University supports a range of learning environments because our students bring a wide range of differences to the institution. Properly supported, those differences provide a richness to the University's urban setting.

3d. The organization's learning resources support student learning and effective teaching.

The Wayne State University Libraries

The Wayne State University Library System (**www.lib.wayne.edu/index.php**) is dedicated to providing the resources and services required by today's learners and researchers. The system is committed to offering excellent client services, to training librarians for the information age, to being a national leader in the transition of library collections from print to electronic formats, and to aiding students in the development of skills in gathering, evaluating, and using information that are essential for academic and professional success.

The University Library System is comprised of five major libraries that offer a strong traditional collection: 3.4 million print volumes, 22,600 journals, 46,200 audio recordings, and 28,000 films and videos. Because Wayne State is a commuter campus serving a wide area of southeast Michigan and southern Ontario, Canada, we have also been in the forefront of libraries developing electronic, web-accessible collections. Indeed, WSU has led the Association of Research Libraries in the percentage of budget dedicated to electronic resources. Today the digital collection contains 94,800 electronic books, 22,600 electronic journals (8,000 of which are full-text), and 170 databases. Electronic resources are particularly important in supporting our well-regarded graduate programs. The Libraries have also been engaged in the digitization of images and texts and currently boast 11 special collections of digital materials. For example, the Digital Dress Collection (**www.lib.wayne.edu/geninfo/units/lcms/dls/grants/ddgrant.php**) is, as its subtitle asserts, "a model web portal for museum/library collaboration." Its images of historic costumes present the garments in precisely the manner and detail necessary to allow serious research to be done.

The WSU Libraries view their collections as only part of their contribution to learning and research. The WSU Libraries are actively involved in classroom instruction at both the undergraduate and graduate levels. The first-year orientation class, UGE 1000, The University and Its Libraries, is taught in part by librarians who also provide discipline-specific instruction to classes across the curriculum. In the 2005 fiscal year, the University Libraries provided almost 700 such sessions to some 14,000 students. The University Libraries also provide web-facilitated instruction. Its Searchpath tutorial (**www.lib.wayne.edu/services/instruction_tutorials/searchpath**) provides a thorough grounding in library research skills, whether it is used as a module within a class or a resource by an individual. Through a well-established series of Drop-In Computer Workshops, the Libraries are responsible for providing students with training in a wide range of computer applications necessary to make use of their research and complete their assignments.

The University Libraries also contribute to student success through the service offered at Library Reference Desks. Such individualized attention is available where and when students need it. Librarians on Location has moved reference service beyond the library walls to stations in buildings where students congregate and study between classes. Internet chat, e-mail, and phone-based reference assistance are also available, making sure that distance and time are never barriers to students receiving the help they need.

In these areas, the University Libraries strive to act as a client-centered organization, accountable for its contributions to learning and research. In 2001-02, the University Libraries reviewed their organization and decided they could best serve students and faculty by transforming their building-based organization into one based upon services. At the same time, the Libraries committed to being an organization in which data is used in making decisions and in which the organization is accountable for its undertakings. The University Libraries were early participants in LibQUAL+, a specialized service tool developed from ServQUAL by the Association of Research Libraries.

The University Libraries have developed a Strategic Plan in concert with the University's Strategic Plan focusing on customer-centered services. Using data from the LIBQUAL+ survey in 2003, an analysis of service gaps indicated several areas in need of further work. To address these gaps, several areas in the plan focused

on enhancing service to our community. A new website has been developed in response to indications that it was difficult to locate resources, particularly electronic resources. The Libraries have installed article linker software in order to allow seamless access to any full-text journal article regardless of the database in which it resides, and implemented EZProxy software to enhance our clients' ability to access resources from home. Both of these software packages have had an important impact on the WSU community's ability to access electronic full-text materials.

The 2005 LibQUAL+ survey demonstrated our clients' continuing desire for expanded and improved electronic access to information, but also led the Libraries to develop strategies to improve the physical environment and service. In response to a gap analysis, the University Libraries have taken steps to manage noise and other distractions, improve lighting and decor, and expand study space to make their facilities inviting, comfortable, and conducive to study and learning. Two questions related to "dependability in handling users' service problems" and "employees with knowledge to answer users' questions" led us to expand our training of student assistants, to hold Customer Service Academies to promote process improvement for service units, and to develop an electronic comment box and other means by which our clients can give us immediate feedback on our service.

Because we believe that more could be done to adequately understand the Libraries' impact on WSU students, faculty and researchers, we participated in the Association of Research Libraries' (ARL) special program, "Making Assessment Work." An evaluation visit conducted by the two ARL program officers indicated that while assessment efforts are under way, there is more that can and should be done. We have formalized the Library Assessment Officer position, and moved to develop clear and cohesive policies and procedures while incorporating a range of assessment activities into the mainstream and into our goals and objectives. We also understand that the Libraries must be a part of the university-wide assessment efforts.

Several grants funded by the Institute of Museum and Library Services (IMLS) have provided impetus for partnerships with Detroit area cultural institutions. The 200 Years of Urban Dress digitization grant provided partnership opportunities with the Detroit Historical Museum, The Henry Ford, Meadow Brook Hall, and the University Library System. Using the historical costume collection in the WSU Fashion Merchandising Department as a basis and building on those costumes with historical fashion from the local museums, a digital dress collection was created that is used for study and research by students on our campus as well as around the nation. These costumes can be viewed and studied without actually touching them, thereby preserving them but allowing for their use in research and teaching. The 2004 "Recruiting and Educating Librarians for the 21st Century," an IMLS training grant, has allowed us to further develop our partnerships and to train a cohort of 20 students from under-represented populations in digital librarianship. The students rotate through internships at our partner institutions, including the Detroit Historical Museum and The Henry Ford. Projects such as the digitized historical toy collection from the Detroit Historical Museum not only help train librarians in the art of digitization, but also expose hidden treasures for all to see through their accessibility on the web, and through Google Images. (**www.lisp.wayne.edu/lisponline/imlsgrant.html**) In June 2006, we were notified of a second successful "Recruiting and Educating Librarians for the 21st Century" IMLS grant. This grant will train 12 students from under-represented groups as fine arts librarians. Our partners will be the Detroit Symphony Orchestra, the Michigan Opera Theatre, and The Detroit Institute of Arts. (**www.lib.wayne.edu/blog/index.php/?p=248**)

The University Libraries also contribute to educational projects in the wider community. Most recently, space and training has been made available using the Digital Commons to enable high school students to publish poetry chapbooks so that their work can be widely enjoyed and preserved. These chapbooks and the poetry slam at which they were read inspired the students with a real enthusiasm for writing. The process of composing pages, creating graphics, and preparing the chapbooks for the Digital Commons increased their skills with technology. The University Libraries are also developing the African American Literature Special Collection, dedicated to identifying and making available the

poems, plays, novels, and other contributions to African American literature made in Detroit and the southeast Michigan community. Through this collection and the Holtzman Special Collection of Contemporary American and English Authors, the University Libraries are gathering works that will inspire and inform generations of students to come.

Classroom and Computer Laboratory Support

Media equipment used to support teaching and learning has been improved in the last four years with funding from the Provost for new technology that allows faculty to enhance their teaching with technology and the Internet. The foundation of this improvement has been equipping general purpose classrooms and lecture halls with state-of-the-art-media, housed in secure carts with a user-friendly interface. Faculty members are trained to use this equipment through programs in the Technology Resource Center. Classrooms in Old Main, Manoogian, Prentis, Cohn, Science Hall, and the Oakland Center have all undergone dramatic improvements in technology capability. Faculty who design and teach using new media can now display their course websites and Blackboard™ (course management system) sites in the classrooms. Technicians are available to assist faculty and deliver any equipment not housed in the classroom. Media services information is available on the web at **www.lib.wayne.edu/services/labs/rooms.php**. In order to make the best use of media equipment, a website was created by Media Services staff that enables faculty to determine what equipment is available in general purpose classrooms. Working with the room/course scheduling staff, faculty can request a certain classroom so that the appropriate equipment will be available.

Students at Wayne State need access to computer labs in order to complete course work, check e-mail and contact their professors. To that end, a-140 station, 24-hour computer lab is available in the Undergraduate Library DeRoy Extended Study Center. There is a variety of equipment available, including high-end workstations, all with appropriate software that can be used to complete course work. All public computers contain a standard suite of software including the Microsoft Office Suite and access to the Internet.

There are over 800 desktop computers available in the five library buildings. These computers are available to students and faculty who are asked to authenticate their user information when logging on. Several computer workstations are available to community users in every library building, with guest sign-ons available upon request. A complete list of computer availability in the libraries can be found at **www.lib.wayne.edu/services/labs/index.php**. A series of drop-in workshops is scheduled by the Libraries and is available to anyone wishing to learn more about various software packages and other technologies. A complete listing of the drop-in workshops is available through the University Library System's website. (**www.lib.wayne.edu**)

Adaptive technology workstations are available in each of the five library buildings to provide students with disabilities access to computer equipment. Information about the adaptive technology stations is available at **www.lib.wayne.edu/services/computing_support/adaptivetech/index.php**.

Students pay a technology fee as part of an overall fee collected per credit, known as the Omnibus fee. Part of the funding for student technology is provided by Omnibus funds that are distributed to each school and college as well as the Libraries. Each school and college maintains labs that are appropriate for their particular needs. A listing of those labs can be found at **www.computing.wayne.edu/labs/index.php**. Wireless computing is also available at various locations throughout the campus. Each of the five library buildings is wireless (all or part of the building) and other schools and colleges also have that capability. For example, the entire College of Education building is wireless. A complete list of wireless locations is available at **www.computing.wayne.edu/network/wireless.php**.

Software for student, faculty and staff use is available through the software clearinghouse. Educationally priced (discounted) software is downloadable and easily accessible. This helps the University standardize software packages in order to provide help to those who need it. The Software Clearinghouse information is available at **www.computing.wayne.edu/software/aboutclearinghouse.php .**

The University Libraries maintain a student help desk for assistance in their computer labs, and Computing and Information Technology provides a help desk for all University members.

Laboratory and Performance Spaces

The University provides adequate performance and exhibit space for its Fine Arts programs. Two galleries provide over 6,000 square feet of exhibit space for our visual arts projects by students and faculty. The Bonstelle and Hilberry theaters provide excellent venues for student theater productions. The Hilberry is home to the Graduate Repertory Company where seven plays and more than 120 performances are mounted annually. Other space is provided for dance performances, concerts, and music recitals.

Adequate laboratory space is available throughout the University. WSU has a total of 671,229 square feet of laboratory space. This includes 51,635 square feet of classroom laboratory space in 21 different buildings and 76,594 square feet of open laboratory space in seven buildings. We also have 543,000 square feet of research laboratory space.

Summary and Evaluation

Another challenge confronting the University results from the advent of the information age. Through the leadership of the Wayne State Libraries, the University has become a leader in bringing necessary resources to bear on the emerging needs of student learning and effective teaching. WSU has led the Association of Research Libraries in the percentage of acquisitions budget dedicated to electronic materials; we have become a national leader in the transition of library resources from print to electronic. But it is not enough simply to convert materials from one medium to another. It is necessary as well to provide students with the skills they will require to successfully negotiate the new information age. And here, too, WSU has been a leader, thanks to the strong efforts of the University Libraries. Based on a 2001-02 self-study, the University Libraries began a transformation from a building-based organization into one based on services, as reflected in the Libraries' Strategic Plan. This effort is reflected not only in best-practices modeling of continuous improvement, such as the "Making Assessment Work," program; but it also extends across the University and into the wider community the University serves to include other Detroit area cultural institutions. The University Libraries not only provide facilities and support services to our students and staff and community generally — computer labs and software, media equipment, and training — University librarians have also become crucial collaborators in the pedagogical mission of the University, bringing their expertise directly into the classroom, at both the undergraduate and graduate level.

In addition to support provided by the University Libraries, student learning and teaching are also supported by laboratory and performance spaces. In each instance, from libraries to computer spaces, laboratories to theaters, the University has made good strategic use of its resources to insure high-quality support for learning and teaching. Likewise, the University has made assessment a part of its programs to insure that the emerging needs of the information age will be well served for our students and for the larger community to which WSU is strongly committed.

Iktomi, *a stainless steel and glass sculpture by alumna Alice Smith, MFA '05, honors Dr. William R. Keast, president of Wayne State University from 1965 to 1971. The sculpture's name comes from a West African folktale and means "teacher of wisdom."*

Criterion 4: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and promoting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Over the past 25 years, Wayne State University has become one of the leading research universities in the United States. The new Carnegie Classification for Wayne State is as follows:

- Undergraduate Instructional Program:
  Prof+A&S/HGC: Professions plus arts and sciences, high graduate coexistence
- Graduate Instructional Program:
  CompDoc/MedVet: Comprehensive doctoral with medical/veterinary
- Basic:
  RU/VH: Research Universities (very high research activity)

Other organizations such as the National Science Foundation have provided ranks for research universities. WSU ranked 64th among all universities in 2003 and 68th in 2004. Although 2005 NSF rankings are not yet publicly available, the total research expenditures submitted to NSF fell slightly from 2004 values, from $226.85 million to $226.33 million.

The importance of WSU's research mission can be viewed from several perspectives:

- Research creates new knowledge that solves critical real-world problems.
- Quality graduate programs are built on strong research and scholarship.
- Strong research programs provide state, national, and international recognition for the University and are key to recruiting faculty and students at the graduate and undergraduate levels who come for the academic reputation of the University.
- Research is the bridge between access and excellence. WSU provides access to a high-quality education for our local citizens. This education once could be provided without a strong research profile, but this is no longer possible given the demands of the new knowledge-based economy.
- The economic impact that the University has on the city, region, and state is heavily dependent on research conducted at the University.
- Research provides the new discoveries/patents that lead to start-up companies or licenses for the University.
- Research provides highly skilled and trained individuals for the workforce.
- Research provides opportunities for those in the workforce to renew or improve their skills and knowledge.

- Research provides consultants for industry.
- Research provides approximately $160 million in "external income," two-thirds of which provides salary for staff and students.

Most significantly, research is critical to attract and retain high-quality faculty who provide quality educational programs and promote student learning at all levels. Illinois State Representative Kevin Joyce, vice chairman of the Appropriations Higher Education Subcommittee for that state, argued in 2003 that research funds "help keep top-notch faculty members, who do a good job of educating undergraduates" (*Chronicle of Higher Education*; May 2, 2003). In fact, Paula Krebs, professor of English at Wheaton College, contends that "undergraduate, student-centered colleges and universities work best when they have a solid research culture that puts faculty publishing on the front burner" (*Chronicle of Higher Education*; September 23, 2005). Faculty who are not engaged in research are unlikely to see themselves as part of a larger disciplinary and scholarly community and unlikely to draw upon the resources that connection provides. For instance, faculty members who conduct research attend conferences and keep up to date in their fields. Stronger teaching occurs when the latest ideas, readings, and projects can be brought into the classroom and connected to real-world problems. In short, according to Krebs, "being better in the classroom is a welcome by-product of doing good research." The high-quality research faculty at WSU sets us apart from many schools in the local area such as Oakland University, Eastern Michigan University, University of Michigan at Dearborn, and community colleges more generally, which may appear to be alternatives to students seeking postsecondary education in the Detroit metropolitan area.

Our goal is to provide high-quality research-based programs that allow students to acquire cutting-edge knowledge that they can apply to solving real-world problems. The challenge faced is fundamental to Wayne State's position as a nationally recognized research institution. Our challenge is to secure adequate funding for these programs in the face of declines in both state appropriations to higher education and federal funding for research. In the next sections, we outline initiatives that support research (e.g., Wayne First capital campaign, Graduate Enhancement Programs, partnerships with industry, expansion of TechTown), along with programs designed to allow faculty to better compete for grant funding.

4a. The organization demonstrates through the actions of its board, administrators, students, faculty and staff that it values a life of learning.

In this section, major research accomplishments and challenges at WSU are delineated. We explore how commitment to a life of learning benefits undergraduate and graduate education. We identify strengths and needs for continued support for inquiry activities at WSU.

A History of Research and Application to Improve Quality of Life

Wayne State is a national research university with an urban teaching and service mission. As an urban university, it makes a special commitment to the Detroit metropolitan area to foster teaching and research programs that educate the future leaders — individuals who will live and work in this region and carry on the WSU tradition of discovering and applying new knowledge to improve the lives of all citizens. We strive to instill a commitment to a life of learning in our students, faculty and staff. This commitment must recognize the challenges of embracing technological innovation in an increasingly global and diverse society while at the same time embracing the social mandate to proceed in a responsible and humane manner. A key factor in our approach to engage students in this commitment is the expectation that faculty and staff will serve as positive role models for undergraduates as well as graduate students by demonstrating their own commitment to scholarship.

Historically, inquiry, creativity and practice at WSU were seen as a continuum long before the term "translational research" became fashionable. A sampling of discoveries and accomplishments since the 1950s illustrates this point:

- Since the 1950s, head injury research at WSU has influenced automobile design and standards for sports helmets and equipment.
- The first successful open heart operation was performed in 1952 at Harper Hospital in Detroit, using a mechanical pump developed by WSU researchers to support blood circulation while a mitral valve was repaired.
- In the mid-1960s, WSU researchers were involved in the initial discovery of AZT, the compound that later became an effective drug therapy for AIDS.
- In the 1970s and '80s, WSU researchers developed the standard therapies used today for head, neck, and rectal cancers.
- In 1973, WSU researchers developed MCF-7, the first human breast cancer cell line, leading to the recognition of the importance of the estrogen-receptor in breast cancer and the development of the drug Tamoxifen.
- WSU physicians developed the first effective treatment for preventing recurrent strokes in patients with sickle cell anemia in 1976.
- In 1978, WSU ophthalmologists at the Kresge Eye Institute were the first to perform radial keratotomy to correct nearsightedness.
- In 1988, WSU physicians were the first to repair a newborn's congenital abdominal wall defect immediately after delivery.
- In 1995, WSU physicians performed the world's first successful surgery and bone-marrow transplant on a fetus. In the same year, the first artificial pump lined with endothelial cells was created and functioned successfully as a blood pump in the arterial circulation.
- WSU's research in fetal biology and high-risk pregnancy was instrumental in bringing the NIH Perinatology Research Branch to our campus. In 2002, the School of Medicine was awarded a 10-year, multi-million dollar contract to support this branch of the National Institutes of Health to conduct research on maternal and infant health and diseases.

The tradition of cutting-edge research and technology development continues with increasing emphasis on technology transfer and economic development. Some current examples:

- Jerome Horwitz (School of Medicine), inventor of AZT, has licensed a new class of anti-cancer drugs.
- Sean Wu (College of Engineering) has developed, patented, and licensed a technology allowing users to actually see where unwanted sound originates and how it travels through space and time. The resulting start-up company is called SenSound, LLC.
- Phil Cunningham (College of Liberal Arts and Sciences) has developed several new bacterial genetic mutation technologies that allow rapid identification of any mutation in antibiotic drug targets that might produce an antibiotic-resistant bacterial strain. The start-up company that has developed is called RiboNovix, Inc.
- Greg Auner (College of Engineering) is developing novel materials, methods and prototype devices using smart sensors and integrated microsystems for a variety of applications, from automotive, environmental and biomedical to advances in energy, communications, and aerospace technology.
- King Hay Yang (College of Engineering) is developing computerized models of the effects of car crashes on the human body. This ultimately will save millions of dollars in crash testing, improve vehicle safety, and decrease injuries.
- Richard Spears (School of Medicine) has developed a system for super-oxygenating blood after a heart attack. This system is in clinical trials at WSU, and a start-up company, TherOx, has been initiated.
- Robert Thomas (College of Liberal Arts and Sciences) has developed a technology that can detect the tiniest of cracks in practically any material, even if the defects are buried beneath a surface that has been coated, patched or painted. It can check for cracked engine blocks, damaged turbine blades, defects in pipelines, flaws in wheels, and cracks in airplanes, to name a few. The Better

World Project of the Association of University Technology Managers chose this technology as one of "25 Innovations that Changed the World" in 2006.

Commitment to Free Inquiry

The mission statements of the University and its academic units demonstrate our commitment to:

- Lifelong utilization of knowledge and development of new knowledge;
- Integration of teaching, research and scholarship in order to instill commitment to lifelong learning in our students;
- Participation of students, faculty and staff in the learning community;
- Research and application of research in the urban setting;
- Preparation of students, faculty and staff to utilize technological innovation in a responsible manner; and
- Adherence to the highest standards of ethical behavior and academic freedom.

The University's 2006-2011 Strategic Plan, approved by the Board of Governors and widely disseminated through print and electronic media, makes it clear that the University supports and encourages free inquiry by faculty, staff, and students. The Strategic Plan is discussed in detail under Criterion 1. Likewise, the Strategic Plans of all the colleges and schools point to the importance of ongoing research and scholarship in meeting their respective missions.

Integration of Teaching, Research, and Application

WSU recognizes the need to engage students in research early in their college careers. Participation in laboratory-based courses, research labs, and projects provides students with an understanding of the skills, attitudes and intellectual discipline required to design, perform and analyze high-quality and ethical research studies. Research exposure also provides students with a better understanding of the challenges encountered in rapidly emerging areas, and how scientists must take into account the scientific, ethical and global concerns in dealing with these challenges.

Features of our educational programs that involve students in research activity include seminars emphasizing cutting-edge research, distinguished lectures, colloquia, seminar/discussion groups, advanced methodology workshops, and professional development. There is recognition at WSU that educational and research goals will increasingly rely on interdisciplinary inquiry to effectively address problems that transcend disciplines. Accelerating scientific and technological advances in such areas as nanotechnology has intensified the challenge to prepare students for living and working in the complex world they will inherit. One of our central educational objectives is to promote a multidisciplinary approach to science and technology with an emphasis on interdisciplinary learning.

Training and research programs such as the NSF Integrative Graduate Education and Research Traineeship (IGERT) programs increase synergies within and across projects and benefit researchers in training. These programs involve building on a firm base in one discipline, adding course work in complementary disciplines, and acquiring interdisciplinary training and research experiences in preparation for working across disciplinary lines. A scientist with a strong disciplinary base, but with understanding in multiple disciplines and how they interact, will be ideally suited to address research questions that overlap multiple disciplines.

Infrastructure Support for Faculty Scholarship and Research

Centers and Institutes

WSU has a strong tradition of research and scholarship rooted within academic disciplines. It is recognized, however, that many of the research issues of today transcend traditional academic areas and must be addressed by teams of faculty who bring their differing expertise together in a multi- or interdisciplinary program. Centers and institutes play an integral role in the University's plans to encourage innovative, interdisciplinary scholarship, provide service to society and strengthen our performance as a nationally recognized research university.

Our centers and institutes embrace the multidisciplinary nature of scholarship and research and expand university boundaries by fostering collaborations with government, industry and other organizations to enhance economic growth and the quality of life locally, nationally and globally. Centers and institutes also provide research opportunities for our students. Our centers and institutes vary in size, focus, and mission. Approximately half focus on single-discipline research questions. The remainder are evenly divided between multidisciplinary research, instruction and/or community service. Centers and institutes are regularly reviewed to insure that their activities are consistent with their stated missions and that they are operating within scholarly and ethical parameters mandated by the University.

Information regarding individual centers and institutes can be found on a website managed by the Office of the Vice President for Research (**www.research.wayne.edu/ci**). A sampling of WSU's centers and institutes is described below:

- The Center for Automotive Research conducts interdisciplinary research and coordinates instructional programs in the automotive areas including combustion, performance, fuel economy, emission controls, friction and wear, and simulation of automotive engines.
- The Bioengineering Center conducts research on side-impacts, rear-end collisions, head injury and lower-extremity injuries. All current road vehicles include passenger safety enhancements based on research from this group, which has been in existence for almost 70 years.
- The Center for Chicano–Boricua Studies provides equitable access to a quality university education and enhances the environment of diversity on the campus.
- The Center for Peace and Conflict Studies (CPCS) develops and implements projects, programs, curriculum, research and publications in areas related to international and domestic peace, war, social justice, arms control, globalization, multicultural awareness, and conflict resolution.
- Barbara Ann Karmanos Cancer Institute established the first immortal hormone dependent human breast cancer cell line, MCF-7, and premalignant cell line MCF10AT. The institute synthesized AZT, ddC and d4T, and developed the first FDA-approved treatments for AIDS. Research programs include Breast Cancer, Developmental Therapeutics, Molecular Biology and Human Genetics, Population Studies and Prevention, and Proteases and Cancer.
- The Center for Molecular Medicine and Genetics' active research includes transcriptional and translational control, cell cycle regulation, chromosome dynamics and transmission, development and differentiation, molecular genetics and cytogenetics, molecular mechanisms of mutagenesis, signal transduction, cancer and metastasis, viral disease, molecular mechanisms of diabetes, collagen diseases and arthritis, neurological and neuromuscular diseases, gene therapy, mitochondrial and cardiovascular diseases, and human reproductive biology. It offers a master's degree in genetic counseling as well as Ph.D. and M.D./Ph.D. graduate training.
- The Center for Health Research's (College of Nursing) research teams are currently studying diabetes management, smoking cessation programs for Arab-American youths, how to help mothers with HIV/AIDS, healthy lifestyles in African American and Hispanic populations, blood pressure telemonitoring in African Americans, exercise and sleep in menopausal women, how to improve cancer pain management in the home, the effects of homelessness, and patient literacy levels.
- The Fraser Center for Workplace Issues continues the legacy of Douglas A. Fraser, former president of the United Auto Workers, and has sought and achieved pragmatic, workable solutions to complex challenges for improving the workplace.
- The Humanities Center nurtures interdisciplinary, transdisciplinary, and disciplinary work in the humanities and arts through competitions, seminars, discussion groups, and other programs for WSU humanities and arts faculty, students, and visiting scholars and artists.

- The Center for Urban Studies improves understanding of and provides innovative responses to urban challenges and opportunities; conducts and disseminates research, develops policies and programs, and provides training, capacity building, and technical assistance; and participates in defining and influencing local, regional, state and national urban policy.

- The Institute of Environmental Health Sciences conducts research on the short- and long-term effects of environmental agents on human health, particularly on the characterization of the cellular, biochemical and molecular mechanisms by which environmental agents cause toxicity and initiate and/or promote disease, thereby adversely affecting human health; serves as headquarters for an interdisciplinary graduate program offering M.S. and Ph.D. degrees in molecular and cellular toxicology; and is home to the Environmental Health Science Center of Excellence in Molecular and Cellular Toxicology and Human Applications. This center provides support for research projects with a focus on stimulation of collaborative interdisciplinary, multidisciplinary translational research employing contemporary molecular, cellular, genomic and proteomic approaches to the study of environmental agent effects on gene expression, cell signaling and function, and human populations with an emphasis on organochlorines/polycyclic aromatic hydrocarbon/solvents and particulates, which constitute major urban/southeastern Michigan toxicants.

- The Institute of Gerontology engages in research, education, and service in the field of aging, including the areas of Advanced Cognitive Training for Independent and Vital Elders, Adult-Onset Mobility Loss, Cognitive Aging and Neuroimaging, Cognitive Assessment and Early Detection of Dementia, and Reducing Effects of Homelessness among older African American women. The institute also operates many community-based programs such as The Healthy Black Elders, and through a recently renewed NIH-funded grant, will train 20 pre-doctoral students as well as eight post-doctoral fellows in aging and urban health.

- The Merrill-Palmer Skillman Institute began with the merger of the Merrill-Palmer Institute and the Skillman Center for Children to continue WSU's long history of conducting research in early development, early learning, adolescent behavior, as well as in social-psychological issues facing urban children and their families and providing information that could be applied to program development and policy formulation. Ongoing efforts include creating knowledge and informing policy makers, community leaders, and University faculty and staff through the dissemination of data and information on policies impacting urban children.

Libraries and Special Collections

The Wayne State University Library System includes five libraries providing a broad range of resources and tools and is ranked 47th among the 108 research library systems in the United States. The recently constructed undergraduate library contains state-of-the-art technology and information resources. Detailed information on the Libraries is included in Criterion 3.

> The WSU Library System has made a major commitment to electronic tools and is ranked number one in the Association of Research Libraries Supplementary Statistics for percentage of acquisition dollars spent on electronic resources.

Sponsored Program Administration Online Services

The Sponsored Program Administration Office (SPA) Online Services are intended to help Wayne State researchers find the latest information on funding opportunities and policies. SPA's web pages contain electronic newsletters, links to funding, late-breaking grant opportunities and information on other SPA services. The SPA web page also provides links to a variety of research tools and information. This includes the Community of Science (COS) database, the largest repository of scientific information on the Internet, which provides easy-to-use information about scientists and the funding of science. At the heart of the COS system is the Faculty Expertise Database, in which faculty build and maintain verified, common-format profiles of their

interests and expertise, resulting in a resource that is institutional, national and international in scope. The COS Funding Opportunities Database contains worldwide funding information from federal and regional governments, foundations, professional societies, associations, corporations and other scientific organizations. This database can be accessed at **www.spa.wayne.edu**.

Sponsored Programs Information Network (SPIN)

SPIN is a computerized database, updated daily, of funding opportunities from federal, non-federal and corporate agencies. The database is designed to assist the Wayne State research community in identifying external support for research, education, and development projects. Using SPIN, investigators can quickly determine what funding is currently available and how it can be obtained. SPIN is available on the Internet through university networked computer workstations at **www.spa.wayne.edu/spin.html.**

Advanced Computing and Networking Services for Researchers

- WSU Grid and High-Performance Computing: Computing & Information Technology, in partnership with a number of Wayne State schools and colleges, maintains a campus-wide Grid and High-Performance Computing Facility for faculty, graduate students, post-doctoral students, and academic staff who have computationally intensive research needs.
- Advanced Networking on Internet2: Wayne State is a member of the Internet2 research and development consortium. Led by over 200 U.S. universities working in partnership with industry and government, the consortium seeks to develop and deploy advanced network applications and technologies, and thus accelerate the creation of tomorrow's Internet.
- The Abilene Network is an Internet2 high-performance backbone network enabling the development of advanced Internet applications and the deployment of leading-edge network services to Internet2 universities and research labs across the country. The Abilene Network supports the development of applications such as virtual laboratories, digital libraries, distance education, and tele-immersion, as well as the advanced networking capabilities that are the focus of Internet2.
- High-Performance Research Network: Wayne State, Michigan State University, and the University of Michigan are founding members of the Michigan LamdaRail (MiLR) — one of the most advanced, very-high-speed dedicated research networks in higher education. MiLR connects WSU, MSU, and UM to each other and to national and international networking hubs in Chicago using over 700 miles of fiber-optic cable and dense-wavelength division multiplexing (DWDM) hardware. The exceptional speed and tremendous capacity of this new network are essential for supporting much of the research here and at other universities in the physical, social and life sciences. The new network will also serve as a test-bed for experimental research on networking itself.

Internal Funding Programs for Faculty Research

WSU has a number of competitive grant programs to assist faculty and researchers across campus. Applications to these programs are judged through a peer-review process involving faculty/administration committees or external reviewers. Many of these programs have the explicit aim of promoting interdisciplinary and multidisciplinary research and scholarship.

President's Research Enhancement Program

Since the 2002 academic year, WSU President Irvin D. Reid has supported an interdisciplinary research initiative, the Research Enhancement Program (REP). Each year, $1.8 million has been set aside for competitive grants aimed at developing teams of investigators in designated areas. The program is designed to strengthen the University's performance as a nationally recognized research university by attracting additional external funding and advancing our graduate programs.

Assessment of the first REP, which focused on information science and technology, has shown some promising trends:

- WSU faculty displayed strong interest and research expertise in information science and technology. The announcement of the program drew over 60 inquiries and 33 initial proposals. The six projects funded involved 28 faculty members from 15 departments and six colleges, schools or divisions, illustrating the high level of multidisciplinary research and scholarship on campus.
- To date, the 2003 Research Enhancement Program has generated 11 external grant proposals that have been funded for $6.5 million, and nine proposals are currently pending.
- The initial Research Enhancement Program has involved 44 graduate and post-doctoral students with REP projects; 14 undergraduate students participated in significant research.
- The Information Science and Technology REP has produced 111 publications and conference proceedings, one book, and 83 conference or workshop presentations.

Year 2 of the Research Enhancement Program (REP 2), the Children's Bridge, was aimed at research on issues of concern to children and families, especially in urban environments. Nine projects were chosen to receive funding based on their potential to support Wayne State's goal of developing research themes that are consistent with an emphasis on the urban mission, global presence, and technology:

- *Multilingual Development: A Cross-Disciplinary Study of Sound & Structure*, PI Jean Andruski (Audiology/Speech Pathology) $199,997
- ***www.kids.wayne.edu**: An Information Resource of Children, Family, and Community Status for Metropolitan Detroit*, PI Paul Giblin (Pediatrics) $200,000
- *Neural Substrates of Information Processing in Fetal Alcohol Spectrum Disorders in the United States and South Africa*, PI Joseph Jacobson (Psychology) $200,783
- *Development & Application of Novel Dendritic Nanodevice Platforms for Targeted Drug Therapy in Children*, PI Rangaramanujam Kannan (Chemical Engineering and Materials Science) $244,700
- *The Differential Effects of Cumulative Violence and Trauma Exposures on Two Adolescent Populations*, PI Linda Lewandowski (Nursing) $226,893
- *Effect of Early Computer Access on School Readiness and Psychological Development among Urban Preschoolers*, PI Xiaoming Li (Pediatrics) $243,728
- *Technological Advances to Aid Children With Brain Injury*, PI Patrick McAllister (Neurosurgery) $243,856
- *Differences in Etiology of Acute Lymphoblastic Leukemia Between Caucasian & African American Children*, PI Jeffrey Taub (Pediatrics) $200,000
- *The Impact of Total Workload on Maternal and Infant Health: How Employment Before and After Childbirth Influences Maternal and Infant Health*, PI Eileen Trzcinski (Social Work) $202,006

Early outcomes of Year 2 REP projects reveal that:

- WSU faculty have strong interests and research expertise in urban children's health, education, and development. Announcement of the program drew over 58 inquiries and 48 initial proposals.
- Multidisciplinary research and scholarship are again evident on campus. Nine projects were funded involving 54 faculty members from 27 departments, centers or institutes, and eight colleges, schools or divisions.
- REP 2 research has generated eight external grant proposals that have been funded for $796,000.
- REP 2 has further enhanced graduate education; 18 graduate and post-doctoral students were involved with REP projects. Four undergraduate students had an opportunity to participate in significant research.
- Ten publications and 21 conference or workshop presentations have detailed the research results of these REP projects to date.

The third year of funding was designated for research aimed at understanding and overcoming the disparity in health outcomes, particularly those related to chronic diseases, among medically underserved and ethnic minority populations living in an urban environment. Part of the funds were used to build capacity in the NIH-funded WSU Center for Urban and African American Health (CUAAH), and the rest of the funds were committed to seed projects and pilot studies. The focused research area was the social and biological mechanisms and determinants underlying urban health disparities in outcomes related to chronic disease, broadly defined. Year 3 grants were funded in spring 2005, and it is too early to evaluate their outcomes; they are available in the NCA Resource Library.

The fourth year's funds are designated for research in two areas: continuation of support for CUAAH, and $1.2 million committed to seed projects in nanotechnology. Information on the five projects funded is available in the NCA Resource Library.

University Research Grant Program

This program provides funding for regular full-time faculty and academic staff (per WSU AAUP-AFT Agreement), with preference to faculty below the rank of full professor. The program's purpose is to 1) support research in the form of summer stipends for nine-month faculty for whom a period of extended and uninterrupted activity is essential; and 2) support purchases of supplies and equipment not otherwise obtainable. Support to attend a professional meeting may also be requested. In 2004, the maximum grant was raised from $7,000 to $10,000.

Faculty Competition for Graduate Research Assistants (GRA)

Internally funded GRA positions are awarded directly to faculty on a university-wide competitive basis for support of their research/scholarship and training endeavors. Funding for assistantships is awarded primarily on the merits of the proposed research/scholarship and/or training opportunities, past productivity of the investigator(s), the award's potential for increasing publication output and external funding, and alignment with the University/unit strategic goals and objectives, as well as the research/scholarship and training priorities identified by the schools/colleges. Priority is given to multidisciplinary projects.

Women of Wayne Alumni Association Annual Research Grants

This program annually makes funds available to female faculty and academic staff through an Annual Research Grant. Recipients are chosen by the Research Grant Committee of the Women of Wayne. All current, full-time Wayne State female faculty and academic staff may apply for these grant awards of up to $1,000 each.

Minority/Women Summer Grant Program

This funding program was established under contract with the AAUP in FY95. The program provides $50,000 annually for the purpose of allowing release time from teaching for faculty who self-identify themselves as being from a group that is under-represented within their discipline. A faculty committee reviews the applications each spring to select those individuals who will receive funding. Priority is given to individuals for whom this funding will provide a necessary boost to their application for tenure or promotion.

Grant Programs Offered by University Centers

Humanities Center Funding Opportunities

The Humanities Center supports a number of programs for faculty and students: Faculty Fellowships, Working Groups in the Humanities and Arts, Innovative Projects in the Humanities and Arts, Munusculum-Humanities Center Small Grants, and Visiting Scholars Program. A complete description of these is included in the NCA Resource Library. Since 1994, the Center has funded 132 Faculty Fellowships; since 1995, 55 faculty have been funded through the Innovative Projects Program; Resident Scholars account for 71 awards since 1997; and a total of 335 members have participated in Working Groups since 1999. Details of these awards are available at **www.research.wayne.edu/hum .**

Institute for Environmental Health Sciences Center in Molecular and Cellular Toxicology

Funds from this institute provide grants with the primary objective of supporting short-term projects aimed at exploring the feasibility of novel hypotheses in new areas of research that will enable investigators to obtain the requisite preliminary data to support a successful application for external grant support. The pilot projects are intended to a) provide support for new investigators interested in initiating new studies in areas relevant to environmental health sciences; b) stimulate new research initiatives and approaches that represent a departure from ongoing research by established investigators in environmental health science; and c) lead to the recruitment of investigators from other areas of biomedical research to apply their expertise to problems in environmental health research. Additional information is included in the NCA Resource Library.

Seed Programs in Public Health

The Institutes for Population Sciences, Health Assessment, Administration, Services, and Economics (INPHAASE) is a coordinated effort to integrate the faculty of Wayne State with the medical staff of Henry Ford Health System to pursue research on the biological and social bases for health disparities among populations of differing demographics, including ethnicity, economic status, and age; to test alternative strategies to overcome these disparities; and to develop health and information management systems that will provide outstanding health care in the most cost-effective ways. The core activities of INPHAASE involve chronic disease prevention and management in large urban areas epitomized by metropolitan Detroit. Activities include programs to change individual and population behavior related to health status, as well as the behavior of health care systems.

Barbara Ann Karmanos Cancer Institute

Funds from the Strategic Research Initiative Grants program annually offer support for outstanding developmental projects that strengthen the research base of the institute. Funding for these seed money grants comes partially from the National Cancer Institute's Cancer Center Support Grant (CCSG) and from the institute's own resources. Grants funded in 2006 are listed in the NCA Resource Library.

Faculty Research Support through the Office of the Vice President for Research

The Office of Vice President for Research (OVPR) provides matching funds for proposals when the funding agency requires them. Matching funds for external awards come through OVPR's Research Stimulation Fund, which is funded principally through indirect costs from external grants. Most often matches are made for equipment grants. In FY 2004-05, OVPR contributed $251,057 in matches for equipment grants from external agencies. Whenever possible, OVPR continues to fund faculty requests for bridge funding, new program initiatives and equipment (outside of requirements for grants as described above). In some years, OVPR has funds available from the Research Equipment Fund to invest in research programs.

In addition to responding to faculty requests for research funding, OVPR also stimulates research in specific areas by providing seed money grants. For example, OVPR provided the first year of funding for the INPHAASE initiative mentioned above. More recently it provided nearly $1 million for nanotechnology projects in an effort to jump-start the nanotechnology initiative funded by the 2005-06 President's Research Enhancement Program described on pages 111-112.

External Support for Faculty Scholarship and Research

The research reputation, research ranking, and economic and educational impact of the University are all dependent on expenditures for research. Total research expenditures for the University for 13 years. Since 1996, the date of our last accreditation review, total expenditures have doubled. See **Figure 4.1.**

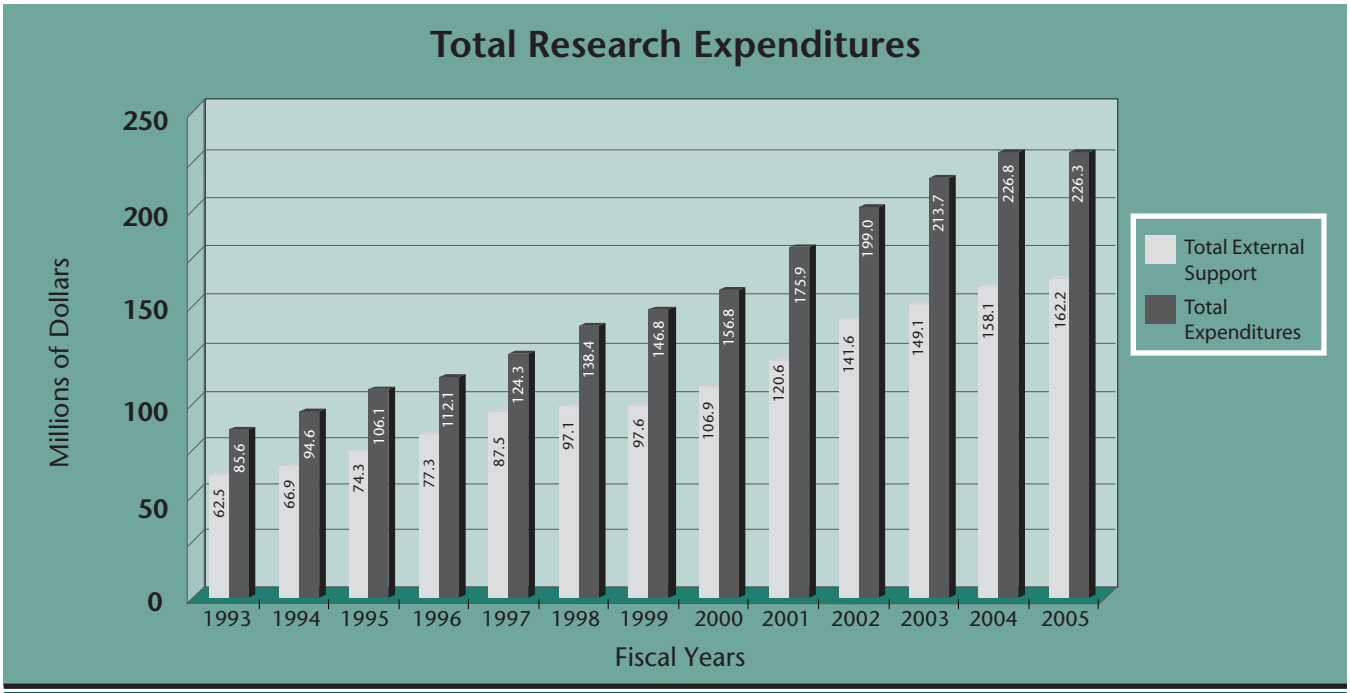


Figure 4.1

The recent history of the University's NSF ranking, which is based on total research expenditures and federal research expenditures for all universities is shown in **Figure 4.2.** Our recent trend has been relatively stable.

Figure 4.2

A second national ranking comes from the NIH. This ranking is based on NIH grants awarded, as opposed to expenditures. See **Figure 4.3**. The data indicate steady growth, again a doubling in NIH awards since 1996. Our rankings have remained relatively stable for the University and have changed from 47th to 54th for the Medical School over the nine-year span for which data are available.

In 2004, nearly 73% of our funding came from the federal government, slightly less than 10% from state and local government, less than 8% from industry, and 10% from all other sources. Our trend had been steadily upward; however, since 2003, we have leveled off, and we have initiated a number of research enhancement programs to reinvigorate our growth.

Challenges

It is well known that federal and state funding for research is not increasing significantly. Thus, all institutions are facing a major challenge. However, we need to understand why WSU is falling behind our competition and suffering a decline in research ranking. Factors known to influence such downward trends are:

- Increased competition for fewer state and federal dollars;
- Aging research facilities;
- Static faculty size in funded research areas; and
- Recruitment of our top scholars from other universities.

Continuing Our Research Growth

The Research Stimulation Fund was specifically established a number of years ago to address several of the issues listed above by providing support for new research initiatives, equipment matches, bridge funding and other activities to promote research at WSU. **Figure 4.4** shows research stimulation funds from all sources increased to a total of $4,130,168 in FY 2003. However, new federal requirements placed additional costs on federally funded projects, and research stimulation funds had to be tapped

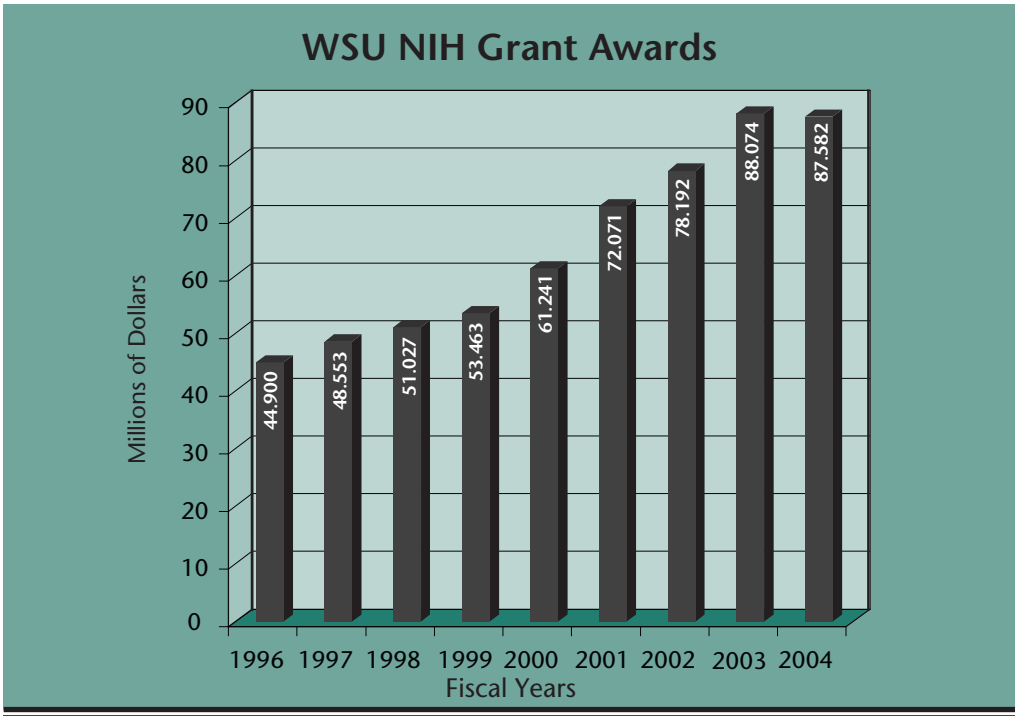


Figure 4.3

to cover these costs. Realizing just how critical research stimulation funds are to the University's mission, the President drew upon discretionary funds under his control to create a $1.8 million Research Enhancement Fund to encourage increased research activity (see pages 111-112). An additional $1 million was added in FY 2006–07 to the Division of Research general fund budget to offset increased expenditures for federally mandated compliance programs.

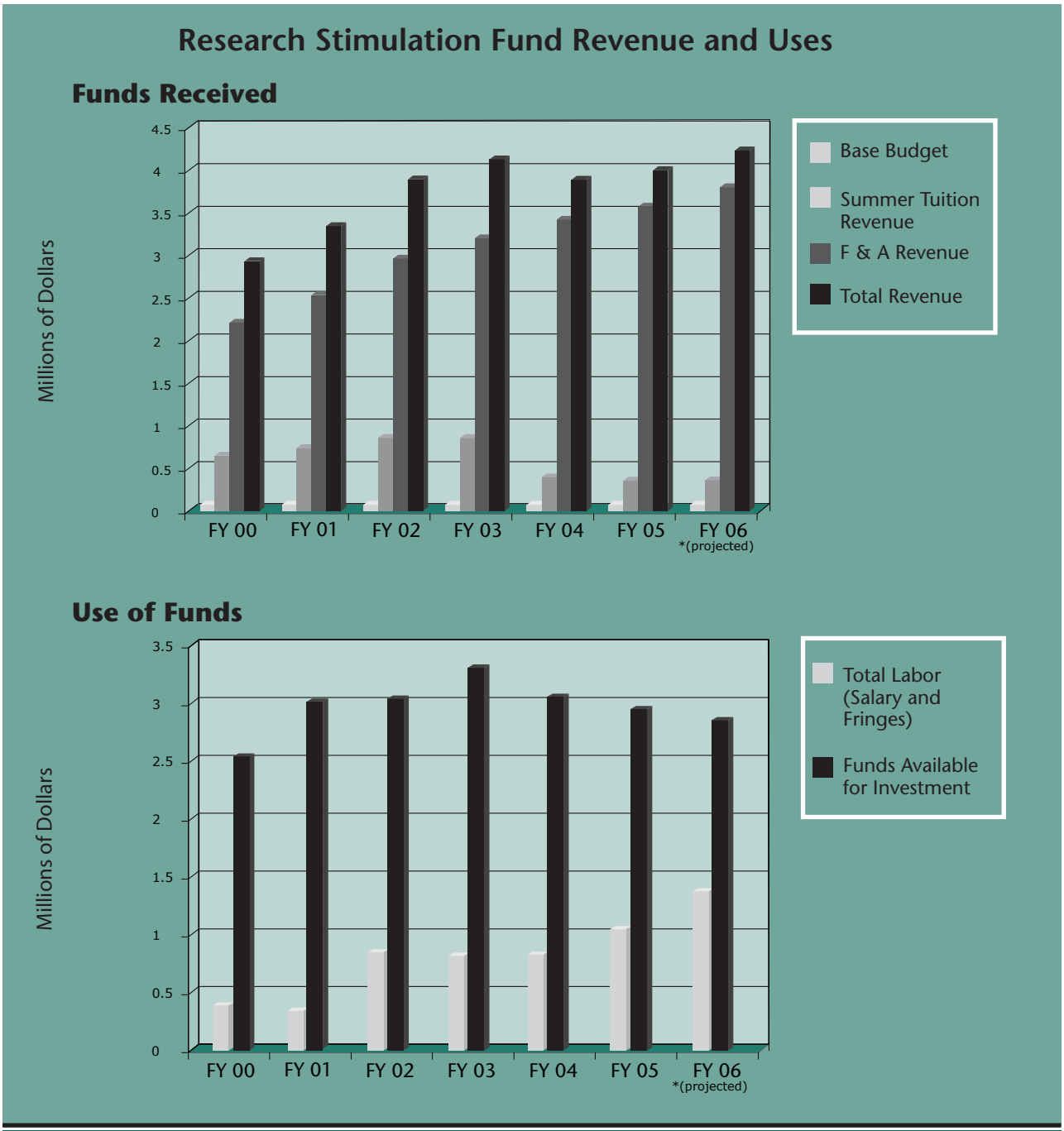


Figure 4.4

Additional steps have been or are being taken to stimulate continued growth:

- Two new staff positions have been created in the Office of the Vice President for Research (OVPR) to help develop major research grants with multiple investigators and to work with faculty in the humanities and the social sciences to improve our funded research record in these areas.
- An incentive plan is being developed and implemented that awards faculty for obtaining salary support from external grants.
- The University started its Nanoscience Initiative, in which the OVPR invested nearly $1 million in startup funding, to pull together research teams for major grant efforts and to position WSU for possible state support. A seminar series also has been established. Additional funding of $1.8 million has been provided through the President's Research Enhancement Program.
- Major efforts are under way to rebuild the Merrill-Palmer Skillman Institute as a premier center for child development and early education. These efforts will enhance the Children's Bridge initiative previously funded through the President's Research Enhancement Program (see pages 111-112), and will build our research programs associated with children and children's issues.
- The OVPR is spearheading an effort to build a strong public health research base. This is a cross-campus effort, with special involvement of the School of Medicine. Plans are under way to develop a new Institute for International Public Health, which would bring together WSU, the Henry Ford Health System, and the University of Windsor and draw upon the opportunities presented by diverse approaches to health care delivery, public health promotion and biosafety to develop a unique research program that would be attractive to funding sources on both sides of the Detroit-Canadian border.
- WSU applied for, and was recently awarded, a Clinical and Translational Science Award (CTSA) planning grant from the National Institutes of Health (NIH). This is a first step toward attracting a CTSA center. The CTSA is a major initiative aimed at facilitating interdisciplinary research in health-related sciences, providing focused training in clinical and translational research, and enhancing the efficiency with which new innovations in research are brought to bear on disease treatment and prevention. This "bench-to-bedside and bedside-to-bench" approach requires extensive re-engineering of the University's research enterprise, including removal of barriers to interdepartmental and intercollege research and establishment of university-wide commitment to and governance of health research programs. Under the aegis of the planning grant, a Steering Committee has been appointed, with direct reporting to President Reid. Over the next year, we will focus on enhancements to our research enterprise in support of the CTSA. For example, we have recently announced that the 2007-2008 President's Research Enhancement Program will provide $1 million in support of research in computational biology, including bioinformatics, which is an essential component of the CTSA. Additional financial and organizational commitments to the CTSA will be forthcoming.

Importantly, we have embarked upon a comprehensive facility plan that includes using all currently available research space more effectively. We have recently renovated space in Scott Hall (School of Medicine) and the Chemistry Building. Renovations have been planned and funds are in place for the Mott Center, housed within the Department of Obstetrics and Gynecology and devoted to research in women's health and child development. The Mott Center includes the Perinatology Research Branch of the National Institutes of Health. Ground-breaking is planned in spring 2007 for the new Engineering Development Center, which will add approximately 80,000 square feet of research and student project space to the College of Engineering. In addition, new buildings or major additions are on the horizon, including the Information Technology Building and the Multidisciplinary Medical Research Building.

In summary, WSU remains a leading research institution, and we are taking aggressive steps to continue our growth in research.

Internal Support for Student Research

Graduate Students

In addition to the Faculty Competitive GRA (Graduate Research Assistantships) Program, WSU has a number of other mechanisms to support graduate students, freeing them from the necessity of taking teaching assistantships and allowing them to conduct research full time. GRAs are also available through a variety of training grants, IGERTs and individual grants to faculty. Most importantly, the Provost's initiative to enhance graduate training through allocation of new funding ($250,000 per year) to graduate programs is having a major impact on graduate student support (see discussion under 4b on page 140).

Other funds for graduate students include the following:

- The Humanities Center Edward M. Wise Dissertation Fellowship Program annually offers one doctoral student in the humanities and arts $12,000 in support during the final stages of writing his or her dissertation. The Humanities Center also funds a travel award program for graduate students.
- The Graduate School sponsors an annual competition for Graduate-Professional Scholarships (GPS). The competition offers full academic year tuition scholarships to qualified applicants pursuing graduate or advanced degrees in all University programs. Awards are based on merit and are available to both full-time and part-time students.
- The Martin Luther King, Jr.–Cesar Chavez–Rosa Parks Future Faculty Fellowship Program is intended to increase the pool of minority students pursuing academic careers in post-secondary education in Michigan; the number of minority students pursuing doctoral degrees in Michigan; and the number of minority role models in disciplines in which minorities are underrepresented. The Fellowship Program provides an annual stipend from one to four years, up to a maximum of $35,000 for a four-year period.
- The McNair Graduate Scholarship Program provides financial assistance to low-income, first-generation and underrepresented undergraduate students newly admitted to graduate degree programs at Wayne State. It provides up to 12 graduate credits of tuition support.
- The Munich Exchange Fellowship provides one year of study at the University of Munich, with the remission of all tuition fees and a monthly stipend sufficient to meet a single student's normal living expenses for 10 months.
- An additional program, the Award for Graduate Students Who Obtain External Support, provides supplemental research funds for individual students who are successful in obtaining monetary support specifically related to a research project in excess of $6,000 per year from an external agency.

Undergraduate Students

WSU has a variety of mechanisms to stimulate undergraduate participation in research.

Undergraduate Research and Creative Projects Grants

These funds are intended to enhance opportunities for undergraduate students to participate in research and creative activities under the guidance of faculty members. Undergraduate Research Grants are funded at a maximum of $3,000 each. Applications are accepted bi-annually, with students required to write the research proposal with a simple endorsement from the faculty advisor. This program is administered through the University Honors Program, but all students are encouraged to apply.

In collaboration with the University's Honors Program, the Humanities Center provides Honors–Humanities Center Undergraduate Research Awards to support Honors theses and projects in the humanities and arts. The maximum award is $500.

The Initiative for Minority Student Development (IMSD) (formerly the Minority Biomedical Research Support Program), funded by NIH and instituted in the fall of 1978, has the distinction of being the only one in the state of Michigan. IMSD is designed to stimulate and facilitate the progress of minority students toward

careers in biomedical research. The program has both undergraduate and graduate students. Undergraduate students are assigned to a research laboratory and, under the guidance of their research mentor, participate in research projects. Faculty participants are experts in the following areas: Anatomy, Biochemistry, Biophysics, Endocrinology, Immunology, Internal Medicine, Microbiology, Molecular Biology, Molecular Genetics, Microbial Genetics, Neurophysiology, Physiology and Psychology.

Undergraduate Funds for Travel to Conferences support undergraduate student research and encourage creative presentations at conferences and similar events. Awards of up to $750 support the travel costs of undergraduate students who present papers or poster sessions or who perform or exhibit at refereed meetings and events.

Undergraduate students are encouraged to present their research at national conferences, including the annual National Conference on Undergraduate Research. The conference is nationally recognized as one of the best for undergraduate researchers and draws representatives from universities across the country. Thirty-one WSU students from nine departments made presentations in 2006 — double the number that participated in 2005. Travel funding is provided by the University.

University Support for Professional Development of Faculty, Administrators, and Staff

Professional Development for Faculty

A discussion of how WSU supports programs to enhance the teaching skills of faculty and graduate assistants appears under Criterion 3b. This section presents examples of how WSU supports faculty scholarship and research.

Research Grant Writing Seminars, Workshops, and Consultations

The Office of the Vice President for Research (OVPR) offers seminars addressing conceptual and practical aspects of grant writing, geared toward WSU's junior full-time faculty, senior graduate students, postdoctoral research fellows and residents. The OVPR has hosted five Research Grant Writing Seminars, targeted to full-time WSU faculty members.

Since 2002, the OVPR has hosted four intensive Grant-Writing Workshops. Over a period of five months, these workshops guide selected faculty through the writing of each section of his/her own NIH or NSF grant proposal from the idea stage to the fully written proposal. Ninety faculty have participated in this program. To date, 15 of the 30 faculty who participated in the 2002 to 2003 workshop, and seven of 20 from the 2004 contingent, have gone on to win either NIH or NSF funding. WSU faculty who have attended the Research Grant Writing Seminars are also eligible to participate in one-on-one interactions to refine proposal-writing skills.

In June 2006, the OVPR embarked on a new advanced grant writing seminar focused on submitting renewals, re-submitting previously rejected applications and preparing a multi-investigator application.

Research Mentors Program for New Faculty

OVPR supports a program to encourage a productive mentoring relationship between newly recruited junior faculty and tenured faculty with strong research records and success in obtaining external research funding. This year-long mentorship provides guidance to junior faculty in all aspects of research program development, focusing on external funding opportunities. Mentoring activities include career development, guidance in establishing an independent research program, critique of manuscripts and grant proposals/applications, development of collaborative research opportunities, and guidance in participation in national activities, such as peer reviews and professional meetings. All new tenure-track faculty who are in the first two years at WSU are eligible. A payment of $2,000 is made to the mentor's indirect cost accounts upon verification of application for external funding by the junior faculty member.

Another faculty mentoring program is sponsored by the Michigan Center for Urban African American Aging Research, one of six research centers on minority aging funded by the National Institute on Aging. This Center is jointly housed at Wayne State University (Institute of

Gerontology) and the University of Michigan (Program for Research on Black Americans). One of the Center's major goals is to identify and mentor investigators of multicultural backgrounds who are interested in conducting research on African American and/or Latino elders. Collaborative pilot projects that involve faculty from more than one department, school or institute are encouraged. Over the past nine years, 30 faculty members mentored in this program have received pilot funding ($20,000) and attended a series of mentoring workshops, individual mentoring sessions, methodology workshops and a summer training program on grant writing and research development. Sixteen of these scholars have been from Wayne State (15 African American, one Latino) and 14 from the University of Michigan. They have received a total of $320,000 in pilot funding through this program, resulting in grants from the NIH and other foundations in excess of $2 million.

Schools and colleges have also implemented mentoring programs. For instance, the School of Medicine has initiated a mini-course on journal reviewing staffed by faculty who hold editorial positions on academic journals.

Professional Development for Academic Staff

As defined by the WSU/AAUP-AFT Agreement, a fund of $30,000 is available for an Academic Staff Professional Development Program designed, conducted, and evaluated by the Academic Staff Professional Development Program Committee. The Academic Staff Professional Development Committee (ASPDC) is committed to providing opportunities for academic staff members to enhance their professional development through its support of both on-campus and off-campus workshops, seminars, and conferences (**www.aspdc.wayne.edu**). The travel fund program encourages staff to attend and present at national, regional, and local conferences.

Recent examples of workshops sponsored by ASPDC include "Updating your Library Skills: New Research Catalogues, Research Techniques, Databases and Legal Resources," "Tackling Critical Issues in Higher Education," "Grant Writing I and II" and "Preparing Presentations and Publications."

To supplement these formal programs, tuition assistance is available to full-time salaried employees (not faculty) under the guidelines and terms of the appropriate bargaining agreement or University policy. This provides an opportunity for academic staff to continue and enhance their formal education.

Institutional Acknowledgement of Scholarly Success

Wayne State is proud of the research and scholarly accomplishment of its faculty and has many outlets for celebrating it, both within and outside the institution. Public Relations personnel maintain an active program of news releases and media events to inform the outside world about the successes of our faculty and students (**www.media.wayne.edu**). OVPR also publicizes research advances and in particular highlights those that lead to tech transfer opportunities. OVPR also publishes an annual research magazine, *New Science*, which is widely distributed outside of, as well as within, the University.

Research accomplishments are also announced on University websites **www.life.wayne.edu** and **www.research.wayne.edu/rw**. Furthermore, each college uses its website to spotlight the achievements of its faculty and students, and each college and many centers and institutes also have print newsletters that are distributed to alumni, donors and friends.

Institutional Awards for Research and Scholarly Excellence

On an institutional level, WSU provides a number of awards for recognition of faculty and academic staff contributions to the University and the academic community and for the pursuit of professional interests (**www.wayne.edu/provost/programs/programs.html**). The following list gives a brief description of some of the major awards available to faculty and academic staff on a University-wide basis.

Distinguished Graduate Faculty Award

This award is presented each year to two members of the Graduate Faculty whose scholarly activities have contributed significantly to the University's graduate programs. The awards are made in the natural/health sciences and the humanities/social sciences.

Board of Governors Faculty Recognition

Five members of the regular full-time faculty are honored each year by the University's Board of Governors for a particular accomplishment or achievement during the previous academic year. According to the award guidelines, the "work of merit should be a single act or event which constituted an outstanding contribution to scholarship and learning. It could be a publication, a scientific discovery, an exhibition, a performance, national recognition by a learned society, the organization of a symposium or conference of national significance, or a major contribution to the community."

Distinguished Faculty Fellowships

The Distinguished Faculty Fellowships recognize and provide support for members of the faculty whose continuing achievements and current activities in scholarship, research, or fine and performing arts, are nationally distinguished. The Fellowships have a dual purpose of not only recognizing past and continuing distinguished achievements, but also of supporting current scholarly activity of an exceptional character.

Alumni Faculty Service Award

The Wayne State University Alumni Association each year presents this award to two University faculty members whose professional or civic efforts have brought about a greater appreciation of the University's place in the community. This effort may be carried out either within the faculty member's University duties or in the community, provided that the work shall in some way reflect honor upon the University.

Career Development Chairs

This program is intended for recently tenured faculty in the early stages of their careers. Each chair is supported by a grant that provides an honorarium, funds for unrestricted research support, and funds for use in engaging part-time faculty to cover all or a portion of the chair holder's teaching assignment. A candidate must be nominated by his/her chairperson (or dean, in non-departmentalized colleges). Nominations are reviewed by an ad hoc review committee.

Technology Commercialization Inventor Recognition Lunch

The Technology Commercialization office hosts an annual luncheon to recognize faculty whose inventions have resulted in issued patents and/or licensing agreements. In addition, an "Inventor of the Year" is named. Information regarding faculty honored for patents issued in 2004 and 2005 is available in the NCA Resource Library.

Academic Staff Professional Achievement Award

The Academic Staff Professional Development Committee presents an award each year to an academic staff member for accomplishments in professional organizations, presentations, and/or publications.

Wayne State University Academy of Scholars

The WSU Academy of Scholars was founded in 1979 to raise the scholastic prestige of the University by bringing the most prominent academic experts to campus under its aegis and creating a community of scholars from among the institution's most celebrated researchers (**www.academy.wayne.edu**). Equal recognition is given for distinguished scholarship and creative achievement. As the highest recognition the University bestows, the Academy chooses for membership "the most productive and widely recognized" members of the Wayne State faculty.

Summary and Evaluation

As demonstrated by the numerous and extensive funding and professional development programs described in this section, WSU seeks to promote lifelong learning "by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission." A major purpose of all these programs is to provide the best educational experiences possible for WSU students. Research and scholarship are clearly integral parts of the curriculum for undergraduate, graduate and professional students, who indeed are making a lifelong commitment to their chosen areas of expertise, as well as to the culture of lifelong learning on the WSU campus.

A significant number of WSU undergraduates participate in research, supported either through the University's undergraduate research grants or private grant funding. Given the need for many of our students to work outside of the university, in addition to their formal class work, not as many of our undergraduates as we would like can avail themselves of this opportunity. We have developed an aggressive program to increase endowments for scholarships and special educational enhancements to address some of the economic hardships faced by a segment of our student body. It is anticipated that these programs will allow a greater number of students to take advantage of learning activities outside of the traditional classroom, including research.

4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

The University aspires to implement its curriculum in ways that serve the needs of a non-traditional student population that is racially and ethnically diverse, commuting, working, and raising families. In addition to traditional academics, WSU provides curricular and co-curricular opportunities to engage students in developing understanding of the complex and diverse society in which they live. It seeks to prepare them for increased roles in the global society and to inspire them to look to new avenues for economic growth and development. WSU also draws upon the cultural wealth of the city of Detroit to instill in its students an appreciation of the arts, either as active participants or as current and future supporters of the world of fine arts and intellectual attainment. The importance of a broad education is institutionalized through the general education program required of all undergraduate students.

Review and Evaluation of Undergraduate General Education Requirements

In 2002, the Provost charged the Academic Senate's Curriculum and Instruction Committee and the Ad Hoc Committee on General Education to initiate a major review of WSU's General Education Program. The existing program, established in the 1980s, was designed to give students a broad view of the world in which they lived and equip them with an intelligent perspective on the social, political and technological challenges of the time. Reviewing the existing program was a major undertaking that challenged committee members to re-envision the program for the 21st century and redefine it for those who will graduate in the decade of 2010 to 2020. Our efforts engaged the university community in an in-depth and inclusive examination of General Education course work and experiences.

In defining the 2010 General Education program, the Curriculum and Instruction Committee and the Ad Hoc Committee followed the charge to:

- Define the preparation a liberally educated graduate will need and should experience in the decade of 2010-2020, based on data generated within and outside Wayne State.
- Respond to key factors in the environment (e.g., community colleges, other universities, high school curriculum) as well as in the University (e.g., staffing, curriculum, scheduling factors, graduate education, evaluation of faculty) that relate to General Education.
- Develop General Education objectives that are to be achieved by students.
- Develop an assessment plan that incorporates contemporary and emerging assessment practices for General Education to allow the University to acquire evidence about student achievement levels of General Education objectives and document whether the General Education Program is meeting its goals.
- Include elements in the program that may be a distinctive WSU hallmark, such as a capstone experience or skill set.

- Provide a proposed program that is consistent with the conditions of WSU and our students:
  - Provide flexibility for both transfer students and students who start at WSU in their first year.
  - Serve students who will complete liberal arts or professional degrees.
  - Propose a program that protects students if they change majors.
  - Propose a strategy that supports honors students as well as students who need additional preparation for success.
  - Incorporate creative ideas that support appropriate and effective student choice and decision-making.
- Develop a program consistent in size with national practice (i.e., roughly 35 credits that include all components' competencies and other requirements).
- Propose a process for joint University-unit responsibility that facilitates university-wide responsibility for requirements (i.e., since the University, not a unit, "owns" a requirement, a process needs to be in place to facilitate interaction between the unit and the University).
- Propose a process for ongoing review, assessment and change.

Planning and Implementing General Education for 2010 and Beyond

The strategy to develop the 2010 General Education Program proposal involved creating two groups to work cooperatively to evaluate proposals and finalize formal recommendations. The two teams included a small Working Committee and a larger Advisory Resource Committee. The Working Committee consisted of a student, four professors, an academic advisor, the president of the Academic Senate, the Associate Provost, and a dean who chaired the group. This group brought a diversity of perspectives and experience, combined with a serious commitment to the endeavor.

The Advisory Resource Committee was comprised of representatives from community colleges, area employers, students, faculty and staff from WSU schools and colleges not represented in the Working Committee, and an outside consultant. The Associate Provost also sat on this committee. A summary of the developed changes in the General Education program follows.

- Enhancement of the mathematics literacy requirement
- Enhancement of the computer literacy requirement
- Requirement that students have an "exposure" in three areas: cultural diversity; ethical issues in society; and science, technology and society
- Provision for up to two courses in any subject area to count toward fulfilling either group requirements or exposure areas (the previous plan allowed only one course)
- Acceptance of studio and applied courses that demonstrate to the General Education Oversight Committee fulfillment of the criteria for the Visual and Performing Arts component of the Humanities group requirement
- Discontinuance of UGE 1000 as a group requirement
- Replacement of the General Education Implementation Committee with the General Education Oversight Committee

While several changes were made to General Education requirements by the 2010 Committee and a major re-writing of requirements has taken place, it was understood by all that the new program would require continuous monitoring and assessment. Toward this end, the position of Associate Vice President for Undergraduate Programs and General Education was created. The 2010 Program proposal also established a General Education Oversight Committee that would assume the important task of monitoring and adjusting requirements. Placement, qualifying and proficiency exams are available for General Education courses and the University office of Testing, Evaluation and Research Services administers institutional exams that satisfy General Education competency/proficiency

and course placement/qualifying requirements. (**www.bulletins.wayne.edu/GenEd/gened-index.html**)

Learning outcomes have been developed for all General Education courses. They can found in the NCA Resource Library in the document titled *General Education Implementation Committee: Compiled Requirements, Guidelines, and Criteria Governing Courses That Satisfy.*

Integration of Curricular and Co-Curricular Activities and Programs

WSU's Strategic Plan includes providing a "superlative learning experience that builds on the unique values and attributes of WSU," and developing "mutually beneficial partnerships with our community as catalysts for the social, economic and educational enrichment of the region." The integration of classroom and extra-curricular activities to broaden the education of Wayne State students is one mechanism through which this social mission can be achieved. Examples of how these goals are being addressed at the undergraduate level include:

- Students in the Honors Program participate in several core experiences over their four years at WSU. In year one, Honors students enroll in a year-long course on the city of Detroit, which examines American urbanism as a source of great ideas and challenges. In year two, Honors students pursue group projects in service learning. In year three, students undertake individual research projects. In year four, Honors students write a senior thesis integrating four years of core experiences. The Honors Program actively promotes the notion of informed citizenship as the foundation for academic achievement in a diverse, global setting. This underlying principle is evident in the core experiences and mission statement. (**www.honors.wayne.edu**)

- The Dean of Students Office, Detroit Orientation Institute and the Project Volunteer student organization have presented Alternative Spring Break Detroit for the past three years, giving students the chance to learn about, live in and volunteer in the city of Detroit during spring break. This program focuses on reinforcing the urban mission of Wayne State with students and immerses them in the lives and needs of the city.

- The Dean of Students Office, through the student volunteering and community service coordinator, offers students the opportunity to participate in both long-term and short-term volunteer projects. The goal of these projects is to link the urban mission of WSU to the needs of the surrounding community. These volunteer programs promote social responsibility and are great opportunities for students to begin a connection with the city.

- Learning Communities (LCs) offer residential students the opportunity to participate in campus activities related to academic interests. Centered in Yousif B. Ghafari Residence Hall, South Residence Hall, and The Towers Residential Suites, LCs promote collaborative learning and interaction between students and faculty (one-on-one and in small groups) with similar interests and goals. Designed for the social and academic needs of first- and second-year students, LCs designate specific building floors to focus on careers in particular areas such as those in health sciences or the arts. Students who participate in the LCs benefit from making friends in the same major, building a support base and creating study groups, all of which result in a more rewarding academic experience. During the 2004-05 academic year, students could choose from LCs that focused on healthy lifestyles, education, the city of Detroit, leadership, health sciences, and business. Participants attended cultural and civic events, visited local engineering companies, met professors over dinner, and learned to balance success in school, fitness, recreation, and life.

- The Campus Life Leadership Awards were created to recognize the achievements of students, student organizations, and student organization advisors who positively impact student life and growth at Wayne State and the greater Detroit community.

    - Students being nominated for the Emerging Leader Award have to provide evidence that they have developed their leadership skills and have taken on roles in co-curricular activities. The Campus Life Legacy Award is for seniors who have made significant contributions to campus life.

- The Outstanding Graduate/Professional Student Award recognizes graduate and professional students in leadership and service outside their academic programs.
- The Excellence in Programming Awards and Outstanding Student Organization Award recognizes a student organization that embraces diversity and academic success.
- The city of Detroit Service Award celebrates collaboration between WSU and the greater Detroit community.
- The Outstanding Student Organization Advisor Award recognizes a faculty or staff member who has gone beyond their normal day-to-day job responsibilities to support the growth and development of a student organization and its members.

- National Design Competitions, such as the Formula SAE competition and the Concrete Canoe competition sponsored by the American Society of Civil Engineers, provide students with the opportunity to apply their classroom knowledge to solve a design challenge and compete against other students from around the world to test their developments. These projects are generally housed within the College of Engineering, but undergraduate and graduate students from all University programs are encouraged to participate. The student teams must design, test, and validate systems to meet specific performance goals — activities that prepare them very well for employment or continued education following graduation. Formula SAE, as an example, involves students annually from over 300 institutions around the world and receives substantial support from the automotive industry, which views the experience as a tremendous asset for future employees.

Community Outreach and Involvement of WSU Students and Faculty

TechTown Student Programs

WSU is a partner in the development of a research and technology park called TechTown. Unlike many research and technology parks that operate in greenfields — open spaces without neighbors, without communities — TechTown is strengthening the urban community that surrounds it by preparing Detroit students for technology jobs and entrepreneurship through math and science tutoring, mentoring, and internship programs.

TechTown has developed a number of programs for primary and secondary students through a community-based organization called the Parent Child Computer Learning Foundation. College student members of the National Society of Black Engineers use the TechOne facility several evenings a week to mentor National Honor Society high school students who live throughout Detroit. A founder of Academic Computing Environments, one of TechTown's tenants, created a computer lab for student use.

Math Corps

Another program that links WSU students with middle and high school students across the city is Math Corps. The WSU Math Corps is a combined academic enrichment and mentoring program that brings middle and high school students from Detroit public schools together with college students to learn mathematics from each other as well as to interact with professional mathematicians in a university setting. It is based on the dream of creating a self-perpetuating "corps" of students from middle school through college who excel academically, hold values that breed success in general, and who, through strong mentoring relationships, pass their knowledge and their values on to younger students.

The Detroit Fellows Tutoring Project

The Wayne State University Honors Program initiated The Detroit Fellows Tutoring Project in the winter semester of 2004. It was designed as a service-learning program that would have a strong community impact — an Honors-directed study that required tutoring of Detroit Public Schools K-4 children in basic reading skills. Dr. Guy Blackburn took charge as the project coordinator and has successfully shepherded the program from an initial class of 51 in five schools — with several more schools on the waiting list. While initially an Honors-only elective, the project is now available to all undergraduates. Feedback from our fellows has been extremely positive, with many calling their tutoring experience a new and powerful education — something the classroom alone never offered them.

K-12 Summer Programs

Wayne State offers a variety of programs during the summer months for K-12 students. The goals of these programs are to enhance Detroit-area children's educational opportunities, improve their physical skills, and involve them in a number of programs in the arts. Programs such as E-Commerce Summer Camp, Football Skills Camp, GK-12 Science Camp, Hilberry Children's Summer Theatre Camp, the High School Engineering Training Institute, the Women in Engineering Training program, and many other camps provide children with additional knowledge and skills to enhance what they have learned in the classroom and their personal experiences. Many of these programs employ Wayne State students as instructors and mentors, allowing them to relate their knowledge and excitement of learning to the next generation of students. Further information about K-12 summer programs at Wayne State can be found at **www.k-12.wayne.edu**.

Community-Based Research and Mentoring Grants

The Honors Program offers a community-based research and mentoring grants program to build stronger relationships among faculty, graduate students and the Honors Program. Proposals are requested that initiate community-based research that addresses an issue, problem or need in metropolitan Detroit. The research should have immediate relevance to an identified community, organization or group within the metropolitan area and should involve both a graduate student and an undergraduate Honors student in designing, conducting and presenting the research. (The Honors Program will help identify an undergraduate student to participate in the project, if needed.) Special consideration is given to research projects that respond to a direct need or request from a community partner and that may lead to further collaborations with this partner, including a future service-learning course.

Any full-time faculty member with graduate-teaching status may apply for a Community-Based Research and Mentoring Grant. Up to two research awards are given each year, providing $3,000 for the faculty member in summer salary, $2,000 for the graduate student, and a $1,000 stipend for the Honors student.

Community-Based Teaching Grants

The Honors Program also offers community-based teaching grants to build stronger relationships among the various university departments and the Honors Program. The Honors Program requests proposals from faculty to develop sophomore-level courses that will address community issues and be offered for Honors credit. (Any WSU student who meets course prerequisites may enroll, but Honors students must complete a service-learning option). The courses must be designed to meet both a general-education requirement in the discipline and the sophomore-level service-learning requirement in the Honors Program.

Honors students must complete a service-learning requirement that entails at least 20 hours of community service over the course of one semester; regular reflection in a journal or notebook; and a final report that uses academic research to analyze and explain one or more aspects of the service experience. "Service-learning" for the purposes of this grant is defined as an opportunity for students to learn course material through organized projects that help meet the needs of an identified community organization or group. Service projects must be designed and overseen by the instructor and one or more members of the community organization. Ideally, Honors service-learning projects meet an immediate need and produce outcomes that are of direct use within the community.

Arts, Cultural, and Intellectual Events

WSU's location in metropolitan Detroit offers students many opportunities to broaden their horizons beyond their academic studies. Within the University itself, there is an ongoing series of concerts, dance recitals, art exhibitions and other cultural activities. WSU's renowned graduate theater, the Hilberry, has a full season of classic and modern offerings. Outside of the University, there are a number of world-class cultural institutions.

The Detroit Symphony Orchestra (DSO) performs within easy walking distance of campus. An impressive number of DSO musicians are on the adjunct staff of WSU's Music Department and give lessons and teach master's classes on a regular basis. Furthermore, headliners such as Chick Corea give classes at WSU when they are in town. The College of Fine, Performing and Communication Arts has

also recently entered into an agreement with the DSO to provide full scholarships to selected high school students who have been trained in the DSO's pre-professional orchestra.

Other performance organizations are available to students and offer opportunities for mentoring and cultural growth. These include the Detroit Opera House, home of the Michigan Opera Theatre; the Fox Theatre, with a variety of headliner shows; the Fisher Theatre, which is Detroit's "Broadway" venue; the Gem Theatre, which features a more intimate theatre setting; and various venues within the Max M. Fisher Music Center, which is home to the DSO and sponsors jazz and world music concerts, dance performances, and poetry performances on a regular basis. All of these venues have student rates as well as "rush" tickets that are obtainable before each performance.

WSU is also surrounded by museums, most notably The Detroit Institute of Arts (DIA), home to an impressive collection of American and African American art as well as host to international traveling exhibits. The DIA is a great resource for WSU Art and Art History students and offers pre-professional internships in a variety of areas. Other nearby museums include the Charles H. Wright Museum of African American History, the Detroit Historical Museum, and The New Detroit Science Center. The Detroit Public Library is also a major research resource to WSU faculty and students and hosts exhibits and lectures on a wide variety of topics.

The Honors Program includes "The Cultural Passport," a special offering for Honors freshmen that introduces students to cultural, artistic and industrial aspects of Detroit as they relate to the Honors signature courses, City One and City Two (HON 1000/2000). Passport events cover a broad range and include activities such as visiting special exhibitions at The Detroit Institute of Arts, attending events at the Hilberry Theatre or The Detroit Opera House, or even touring the Detroit Water and Sewerage Department's Water Works Park. More information about this program can be found at **www.honors.wayne.edu/culturalpassport.php.**

Integration of Undergraduate and Graduate Training and Technology Transfer

Research at WSU is often focused on real-world issues and, increasingly, on research outcomes that will improve the economic status of the state of Michigan and the entire nation. The Technology Commercialization office involves undergraduate and graduate students in the tech transfer process, not only to foster recognition and protection of intellectual property rights of students involved in translational research, but to help educate entrepreneurial students about possible roles in the development of new technological industries in the coming decades. The WSU technology transfer process and the University's patent and copyright policy are described in detail at **www.techtransfer.wayne.edu**.

In September, 2006, the *Detroit Free Press* lauded WSU in a report on a visit from Michigan Governor Jennifer Granholm:

> Granholm met with students and faculty and congratulated WSU for having been awarded five grants totaling $7.2 million from the state's 21st Century Jobs Fund initiative. She also took a tour of the University's College of Engineering and saw some of the alternative energy projects being developed.
>
> More than $2 million of the money granted to WSU was awarded to professor K.Y. Simon Ng, director of alternative energy technology, for a project to develop synthetic fuel to power mobile generators for the military. The collaboration is a public-private partnership between WSU, Detroit-based Titan Energy Development Inc. and the National Automotive Center.
>
> The 10-year, $2-billion program was established in January to help create as many as 70,000 jobs in the areas of alternative energy, life sciences, advanced automotive research and homeland security. The initiative also will encourage the commercialization of technologies and products from Michigan-based companies.

Technology Commercialization staff work with research faculty and graduate students to identify innovations with commercial applications and

develop protection for them through patents or other means. Each inventor team, which often includes graduate students, has an opportunity to present its discovery to a WSU patent committee. When the invention is accepted for investment, outside patent counsel works with the inventors to draft and submit a patent application. After the application is filed, Technology Commercialization contacts potential licensees and, if successful, negotiates an appropriate license agreement. After the license agreement is signed, the inventors are sometimes involved with further development of the technology. In some cases, the University takes the initiative to start a new company to license and develop the invention.

Graduate students and, occasionally, undergraduate students are involved in the conception, or reduction to practice, of WSU inventions. As inventors, the students are exposed to concepts of intellectual property protection and management, patent prosecution, and various business arrangements, including licensing and product development. Some of the benefits to students and the University include:

- Partnerships with industry: Student inventors may become active participants in additional basic or applied research on the invention, in addition to further commercial development of products or processes.
- Future employment: Student inventors, in particular graduate students, are often considered for employment at the company that has licensed the technology. Recruitment of the university inventor is highly advantageous because of the knowledge transfer inherent in employing such student inventors.
- Endowments for Student Support: Technology Commercialization matched a $1 million donation from a licensee to create the Schaap Graduate Stipend Endowment to support exceptionally well-qualified Ph.D. students in chemistry by providing them with competitive stipends for study at WSU. To date, $700,000 has been paid by Technology Commercialization with an additional $300,000 paid in fall 2006.
- Inventor compensation: As inventors or contributors, even if they are not named on a patent application, students may be entitled under WSU policies to share a portion of the revenue received from licensing.
- Start-up companies: Students, whether inventors or not, may have an opportunity to join a WSU spin-off company. They may also assist in assessing technology to determine if it is suitable for a start-up and developing a business plan for the new company. Such experience is invaluable for students because it is "hands-on" and may position them for future entrepreneurial careers.

Statistics on the number of students who have been involved in the technology transfer process during the past five years are as follows:

- Number of invention disclosures involving students — 43
- Number of patents and patent applications involving students — 44
- Number of license agreements involving students — 13
- Number of students who took jobs with licensee — 8
- Amount of royalties paid to students — $133,600

Venture Development

In 2005, the Venture Development Office (within the Technology Commercialization Office) initiated an annual conference, E2detroit, (Entrepreneurship and Economic Development). This conference features parallel activities: a business plan and marketing competition and an entrepreneurship symposium. In the first activity, graduate students from the WSU School of Business Administration form teams, which include a WSU professor and a venture capitalist. Over a one-week period, the teams choose a product or service and compete to sell that product or service to the entire campus community. This challenge offers each team a unique and relevant learning experience. The second activity features nationally known speakers discussing a range of topics relating to entrepreneurship such as raising venture capital, business plans, recruiting qualified management and growing a high-technology business from the ground up.

For the past four years, the director of the Venture Development Office has developed curriculum and taught entrepreneurship courses in the WSU business school. Teams of M.B.A. students select a specific, actual WSU invention to evaluate. Working with the faculty member who invented the technology, they assess the commercial prospects of the invention and recommend a course of action, e.g., patenting and traditional licensing, start-up company formation, or abandonment. Each team does a final presentation before a panel of local venture capitalists that provides invaluable feedback. In the event a company is formed based on a WSU discovery, the M.B.A. students may have an opportunity to join the start-up or even to become founders themselves and negotiate a license for the intellectual property. Finally, various professional staff in Technology Commercialization serve as mentors for the teams or speakers for the classes.

In addition, the following activities have been developed to allow students across the university to participate in venture activities that will provide them with invaluable skills for the current economy.

School of Medicine Entrepreneurship Course

Professional staff in Technology Commercialization organized and taught a course titled "The Business of Biotech" for WSU graduate students in the life sciences considering a career in the life science industry. This course was part of a statewide initiative, the Michigan Entrepreneurial Education Network, developed to encourage biomedical entrepreneurship and economic development.

WSU Entrepreneurs Network

The Venture Development Office sponsors 10 breakfast meetings per year at which experts talk about an issue relating to starting a high-technology enterprise. Attendees are typically faculty and student entrepreneurs, and this provides them an opportunity to network with others who have gone through or are considering going through the process. All attendees receive reference books on a topic related to the theme of the meeting.

WSU New Ventures Investment Circle

Wayne State is in the process of creating a pre-seed venture capital fund to provide another source of investment for the University's start-up companies. As envisioned, one aspect of the fund would involve the use of WSU graduate business students to perform a key role in the due diligence process. The students would help evaluate platform technologies and investment opportunities and recommend projects for pre-seed funding. It is conceivable the students would be the final decision makers on such investments.

College of Engineering Ventures Program

Sparked by a $2 million pledge from Civil Engineering alumnus James Anderson, the Engineering Ventures Program is being developed to provide undergraduate and graduate students with the skills necessary to move into entrepreneurial endeavors during school or after graduation. Speakers are brought into a freshmen-level course (BE 1050) to discuss goal-setting and entrepreneurship. Through the student chapter of the Collegiate Entrepreneur Organization (CEO), seminars that focus on the key skills required to be a successful entrepreneur are held on a regular basis. Students are also encouraged to bring a spirit of entrepreneurship to their roles in larger companies.

Statistics on the number of students involved in the venture development process during the past five years show the following:

- Number of students who have been founders of start-ups — 1
- Number of students who obtained jobs with start-ups — 28
- Number of students taking WSU entrepreneurship courses led by venture development staff — 250+

Additional technology services available through the Technology Commercialization Office include:

- Grants and awards to support selected projects;
- Financial support for projects that benefit graduate or undergraduate students;

- Support for Michigan biosciences events that benefit students;
- Assistance for faculty seeking federal, state or foundation funding; and
- Protection of students from inappropriate actions or demands.

Additional information on technology resources available to students can be found in the NCA Resource Library.

Summary and Evaluation

Our General Education program's requirements have undergone extensive review and analysis in recent years. The newest requirements comprise the 2010 General Education Program. Enhancement of the mathematics and computer literacy requirements and the development of the General Education Oversight Committee were major changes. Most importantly, a more sophisticated evaluation and analysis of General Education should result from creation of the Associate Vice President for Undergraduate Studies and General Education and the subsequent retention plan that has been developed and is being implemented. This will have a positive impact on General Education classes.

As for Criterion 4a, some of the NSSE questions address the effectiveness of the General Education and co-curricular programs described in Criterion 4b, as judged by our undergraduates. Those questions relating to General Education reveal that WSU students feel they are prepared as well, or better, than students in the comparison schools. Thus, WSU students report favorably in regard to:

- Being able to integrate ideas from various sources;
- Being able to synthesize and organize ideas;
- Being able to judge the value of information from various sources;
- Applying knowledge to practical problems;
- Writing clearly and effectively; and
- Speaking clearly and effectively.

Also, our students report rates similar to other urban universities for success in learning to think clearly and in analyzing quantitative problems, although they lag behind students from graduate extensive schools in these regards. They are similar to all students in studying a foreign language (~50%).

However, in regard to participation in co-curricular or global activities, our students again demonstrate lesser rates of participation than other institutions. For example, although a third of our freshmen plan to study abroad, only 6% of seniors have done so, compared to 17% of seniors overall. Several of these issues may be related to the economic realities faced by our students, as discussed previously, and efforts are under way to raise funds for Study Abroad programs.

In addition, this section describes new initiatives to better incorporate co-curricular activities into the lives of undergraduates, such as the Honors course on the city of Detroit, Alternative Spring Break, promotion of urban-based volunteerism and establishment of the Learning Communities in our new residence halls. Further, integration of undergraduates into technology transfer projects, the Math Corps, and opportunities provided by nearby cultural institutions open doors to these students that do not depend on going abroad or giving up one's job. Still, the NSSE survey points out that WSU needs to enhance and develop more alternate approaches to providing broad and global educational opportunities to our undergraduates.

4c. The organization assesses the usefulness of its curriculum to students who will live and work in a global, diverse, and technological society.

WSU assesses its curriculum to assure that students gain knowledge to live and work in a global, diverse and technological society. This assessment involves identification of learning outcomes, evaluation of teaching and learning, review of academic programs, and resulting development of curricular and technological enhancements to address deficiencies. Criterion 3 documents the policy, procedures and resources utilized by Wayne State to ensure effective teaching and optimum learning. In this section,

emphasis is placed on how educational programs are assessed in regard to preparation of students to thrive in our increasingly complex society and succeed in our increasingly global and technology-driven work environments.

The Office of International Programs (OIP)

The importance of global programs in WSU curriculum led in 2005 to the establishment of a new administrative unit, the Office of International Programs (OIP). OIP is comprised of the Office of International Students and Scholars, Study Abroad and Global Programs, World Bridge, the English Language Institute, and the Office of the OIP Executive Director. OIP not only assists with faculty and student initiatives, but also initiates programs and projects.

OIP is a strong and aggressive advocate for foreign students, scholars, and visitors; it strives to increase the number of domestic students involved in Study Abroad programs; seeks to promote goodwill between foreign and domestic populations at all times and throughout the University, especially as this relates to International Education; and strongly supports the recruitment and retention of growing numbers of international students and scholars at Wayne State.

Study Abroad and Global Programs

WSU has long had an active Study Abroad and Global Program. Specifically, the Study Abroad Office has provided critical support to colleges, schools, departments, faculty, staff and students in areas where individual units needed levels of expertise in the area of global education. For example, assistance was provided to faculty in the development of international programs for exchange of teaching and research personnel, exchange of students, international transfer of courses, and collaboration on distance learning programs. The outcome of those efforts has resulted in:

- An Agreement for Academic Cooperation between WSU's Law School and Kwansei Gakuin Law School, located in Nishinomiya, Japan, that lays the foundation for future collaborations in the areas of student and faculty exchanges in law education.
- A student exchange program between Lebanese American University and Wayne State University's Eugene Applebaum College of Pharmacy and Health Sciences. This program allows WSU pharmacy students the opportunity to complete up to three rotations abroad.
- Student and faculty exchange programs between the College of Fine, Performing and Communication Arts and the State University of Utrecht, Netherlands; the Free University of Bozen-Bolzano, Italy; and Mälardalen University, Sweden. This program, led by Dr. Judith Moldenhauer, is funded by the U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) grant. The program allows student and faculty exchanges in informational design.
- An Agreement for Academic Cooperation between Bavarian International School and the WSU Library System that provides students in the Library and Information Science Program with an opportunity to participate in library internships in Munich, Germany.
- An Agreement for Academic Cooperation between Instituto Motori, located in Napoli, Italy, and the College of Engineering. This agreement lays the foundation for future collaborations in the areas of student and faculty exchanges in mechanical engineering.
- In 2006, the College of Engineering signed agreements with six schools at Tongji University in Shanghai to offer collaborative master's degrees. These programs are expected to bring 200 students per year to WSU.

WSU also maintains a Global Grant Competition for full-time faculty and academic staff, designed to encourage and support international activity at Wayne State. Winning proposals reflect the diverse interests and creativity of WSU faculty and academic staff, and build on prior efforts of internationalizing the campus and curriculum. Just a few recently awarded projects are:

- *The Urban Development of Rome*
  Sarah Bassett, Art and Art History
  Brian Madigan, Art and Art History

- *14th Annual Wayne-Windsor Canadian Studies Symposium: Security, the Border and the Canada-U.S. Relationship*
  John J. Bukowczyk, Canadian Studies Program

- *Asian American International Med Conference: Medical Care and Education for the Global Village, Colombo, Sri Lanka*
  P.H. Chandrasekar, Internal Medicine
  R. Munasinghe, Internal Medicine

- *International Cultural Competency for Health Care Delivery*
  Randall Commissaris, Pharmaceutical Sciences and Kim Dunleauy, Clinical Health Care Sciences

Course Offerings in Study Abroad Programs

Examples of Study Abroad opportunities for students include the following; additional information about each of these can be found in the NCA Resource Library.

- Brazil — Student Exchange Program in Literature, Cultural Studies and Cinema
- Canada — University of Windsor Exchange
- China — Innovation in America and China; Summer Homestay Program
- Croatia — Dubrovnik Seminar on Divided Societies
- England — University of Salford Exchange; Children's Literature and Its Beginnings: A Travel Study Course in England
- Europe (various countries) — Undergraduate and Graduate International Business Seminars
- France — Humanities Spring Break in Paris; Semester at the EurAm Abbey
- Germany — Junior Year in Munich; Graphic Design
- Ghana — Dimensions of the African Experience
- Greece — Ancient and Modern Greek Culture and Language in Greece
- Italy — Summer Educational Program in Gagliano Aterno; The History and Urban Development of Rome; International Exchange Program in Information Design
- Japan — Japan Center for Michigan Universities (JCMU); Summer Homestay Program
- Mexico — Spanish Language, Literature, and Culture in Xalapa
- Netherlands — International Exchange Program in Information Design
- Peru — Pharmacy Program in the Amazon
- Poland — Seeing to Remember: An Interdisciplinary Holocaust Program; Survey of Polish Culture
- Puerto Rico — Engineering Exchange at the Polytechnic University of Puerto Rico
- Romania — Study Computer Science at Babes-Bolyai University in Cluj-Napoca
- Russia — A Month in Moscow at the Moscow Art Theatre School
- Spain — International Perspectives on Education, Disability and Multiculturalism
- South Africa — Graduate Planning Study Program

In addition to the established Study Abroad course offerings, OIP is in the process of developing a global leadership program. This program will include formal course work and relevant apprenticeship experiences including:

- Active leadership experiences at Wayne State;
- Global Leadership Internship with Detroit-based multinationals, law firms, and non-governmental organizations;
- Overseas experience in a developing nation (Tanzania, Belize, Brazil); (variable duration and credit, and paid/unpaid); and
- Upon completion of the program, participants will become Global Leadership Fellows of Wayne State.

Assessment of Learning Outcomes

Each of the 11 schools and colleges of WSU have identified specific program objectives and use these objectives to assess student learning outcomes as appropriate for individual disciplines.

The complete statements of objectives and projected outcomes parallel the core missions of the schools and departments at WSU and constitute the working guidelines on which these divisions base their academic, scholarly and social activities (**www.wayne.edu/academic_programs.html**). Two examples of this are:

- The College of Fine, Performing and Communication Arts builds into its curriculum over 300 live student performances and exhibitions during the academic year. These opportunities, which are reviewed and juried by the faculty and presented to the general public, give our students real-life practical experiences that prepare them for continued learning and allow and encourage them to demonstrate the breadth of their individual skills and intellect.
- The objectives of the undergraduate program in the Department of Mechanical Engineering in the College of Engineering are to provide the education and training that will enable its graduates to: 1) successfully pursue entry-level engineering positions or additional degrees; and 2) apply broad, fundamentals-based knowledge and up-to-date skills to professional or academic situations. Some clearly defined expectations include the ability to understand scientific principles and apply them to the practice of engineering, as well as being able to communicate effectively.

Assessment, Currency, and Involvement of Constituents

Engineering

Curricular evaluation often involves alumni, employers and other external constituents who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained. In the development of educational objectives and outcomes for programs in Engineering, the inclusion of input from involved constituencies is very important. The processes in place in the College of Engineering are prime examples of this. The College's Board of Visitors consists of representatives from the automotive, energy, supplier, construction, medical, and information technology industries, as well as government and public utilities. The majority of board members are in executive positions: directors, vice presidents and CEOs. In tri-annual meetings, these representatives, including both alumni and others not previously affiliated with the University, provide input on the future educational and research directions of the college. In the past few years, this has included assisting the college in determining which proposals to submit to the University-wide competition for Graduate Program Enhancement (funded in 2004 and 2005) and which features to include in the new Engineering Development Center.

To reflect the advisory structure at the college level, each department in the College of Engineering has formed an external advisory committee consisting of representatives from industry and educational programs. These committees meet once or twice a year to discuss developments in the academic programs, assess the programs and identify possible program enhancements. At the undergraduate level, these external advisory committees participate fully in the development and review of educational objectives and program outcomes, which are required by Accreditation Board for Engineering and Technology for engineering program accreditation. The information gained from these regular interactions with external constituencies is included in the ongoing assessment and evaluation of the educational programs in the College of Engineering.

The opinions of experts in the industries served by the College of Engineering are supplemented by those of our most important constituents: our alumni. Every five years, alumni are surveyed to determine their opinions on the performance of our educational programs and to identify program areas that should possibly be included or improved upon in the future. By focusing on alumni, engineering programs are able to tap into the hindsight of our former students who may have discovered through their professional activities the benefit of certain program

components that may not have been evident during their student days.

Other WSU units likewise depend upon students, alumni, and appropriate industry experts to assess the relevance of their curriculum to real-world circumstances.

Nursing

The College of Nursing conducts clinical site evaluations by faculty and students each semester to assess the strengths and limitations of the health care agencies in which students have clinical experiences. These experiences constitute a significant portion of the undergraduate nursing curriculum. This information assists faculty in identifying those settings that hold high professional standards of care, that are highly supportive of student learning and who allow flexibility for faculty to select clients who meet course objectives. Some clinical agencies formally and informally seek input from the College of Nursing to assist them in improving care. The College of Nursing students benefit from the interactions.

In addition, agencies where College of Nursing graduates are employed are periodically surveyed about their satisfaction with the performance of these nurses. Agencies have responded positively, validating the curriculum. These data are used by the Curriculum Committee in its ongoing review of the curriculum. Recommendations for change are given to faculty.

Surveys of master's students and nurse practitioners conducted in 2003-04 to gauge satisfaction with their preparation for a professional role indicated a high degree of satisfaction, with some suggestions for changes. This information was included in the ongoing review and revision of the master's program. Revisions were implemented in fall 2006. Examples of changes include increased hands-on practice to improve students' clinical expertise and changes in some course content to assure that students are eligible to sit for national certification exams essential to advanced practice.

Student Evaluation of Teaching (SET) information also assists the College in matching faculty expertise with the objectives of each course. The complex clinical curriculum for nursing is led by academic nurse practitioners who keep the curriculum current with the rapid changes in science and nursing practice.

School of Social Work

The School of Social Work has several strategies for feedback to keep the bachelor of social work (B.S.W.), master of social work (M.S.W.), and Ph.D. curriculum current and relevant. These strategies include:

Field Education Advisory Group (FEAC)

Selected experienced and advanced M.S.W. practitioners, who serve as field instructors for B.S.W. and M.S.W. students in their field placements (internships), serve on the School's Field Education Advisory Committee. The FEAC is chaired by the School's Director of Field Education. Coordinators of the B.S.W. and M.S.W. programs also serve on this committee. Recently, the FEAC revised the fieldwork syllabi (for B.S.W. and M.S.W. programs) and the instruments to evaluate undergraduate and graduate student performance in the field. These revised syllabi and instruments were submitted to the B.S.W. and M.S.W. program committees and, subsequently, the faculty for approval.

Curriculum and Instruction (C & I) Days

Meetings of the full-time and part-time faculty are held four times annually to address issues of curriculum and instruction in the school. In addition to presentations on curricular and instructional strategies, a time is set aside at each C & I Day for full-time and part-time faculty to review the curriculum and identify areas for change or enhancement. Experienced part-time faculty are drawn from the social work, social welfare and broad human services communities to teach, primarily, advanced social work practice and social welfare policy courses.

B.S.W., M.S.W., and Ph.D. Program Advisory Committee

In 2005, two advisory committees were reactivated, one for the B.S.W. program and the other for the M.S.W. and Ph.D. programs. Supervisors and some agency directors serve on advisory committees for the B.S.W. and M.S.W. programs. The Ph.D. Advisory Committee is composed of two CEOs (one from a major social welfare organization and one from a major planning and funding organization) and senior

faculty in the University. These committees make recommendations for the School's programs based on their reviews of curriculum and responses of students to exit survey questions. They also draw upon the views of alumni and field instructors, and examine curriculum in light of newly required licensure exams for social workers.

Alumni and Field Instructor Surveys

Every two years, the school conducts an alumni survey and a survey of field instructors. Alumni are surveyed to answer a number of questions that relate to curriculum, among other things. We ask them to indicate the field in which they practice (i.e., health, mental health, child welfare, family treatment), the types of positions they hold, and their perception of the strengths and weaknesses of their preparation for those fields and positions. Field instructors are surveyed to help us understand if our course work prepares students for their practical experiences in the field. The focus is on what curricular areas should be added, strengthened or changed.

Research and Evaluation with Practitioners and Community-Based Research

A significant number of faculty conduct their research and evaluation projects in partnership with agency personnel and personnel in community-based organizations. Intervention research, capacity-building and evaluation research inform both the curriculums and instruction.

Academic Program Review

Planning for Academic Program Review (APR) began in 1982 when a University-wide committee looked at ways to implement a quality review process. At the time, only the graduate programs were reviewed. The committee recommended a system for the cyclical review of all programs, which was then institutionalized in the Wayne State University Code Annotated (WSUCA) 2.43.02 — Academic Program Review. The purpose as stated in the statute was:

> to assure regular review of all academic programs and units within Wayne State University to assess the quality of their undergraduate and graduate programs and their contributions to the teaching, research and service missions of the University. These assessments of program quality should be used to assure recognition and continued support for programs which have achieved excellence, to provide leadership and assistance to those programs with high potential, and to identify and, where possible, to strengthen programs which do not meet the university's standards of excellence, and to identify programs which no longer fall within the university's missions.

APR began in earnest in 1987 and has been part of University procedures since that time.

Overview of the Process

The statute was operationalized with a set of procedures and guidelines and an Office of Academic Program Review was established in 1987. A standard procedure was established for all programs.

Self-Study

The self-study is written using a set of standardized guidelines (**www.gradschool.wayne.edu/apr/index_files/Departmental_Guidelines_2006.doc.**). These guidelines are designed to produce quantitative data that can be analyzed quickly and consistently across programs. Departments are given six to nine months to prepare the self-study. The timeline depends on the date set for the site visit. The guidelines may be adjusted to meet the particular needs of the unit under review. These adjustments are made with the acknowledgment and approval of the Provost and administrative Dean.

Site Visit

The site visit lasts three days. The evaluators arrive on the first evening and meet to discuss their plan for the site visit. The second day they meet with the Associate Vice President for Undergraduate Programs and General Education and the Associate Provost and Dean of the Graduate School and International Programs, the Dean, Chair, faculty and students. They tour the facilities and end the day with a working dinner with the Review Advisory Panel (RAP). This part of the review process has been changed recently so that the RAP conducts their site visit on the same day as the external evaluators. In the past, they conducted a review on a separate day prior to the external evaluators' site visit.

Post-Review
When the external evaluators have completed the site visit, they are asked to write a report on what they perceive to be the strengths and weaknesses of the unit. Importantly, they are asked to identify strategies for building on strengths and for devising solutions for weaknesses. This report is then given to the RAP, which prepares its own report (**www.gradschool.wayne.edu/apr/index_files/RAPreportelectronic.doc.**). The RAP has the opportunity to comment on the report of the external evaluators, because the external evaluators represent a disciplinary perspective and may recommend improvements in programs that may be inconsistent with the resources, mission, and goals of the University and the department.

When the reports are submitted, the Dean and Chair (with the input of the unit faculty) are asked to prepare a report outlining the issues raised and describing the plans for addressing them. The report, called *The Dean's Strategy Report* (**www.gradschool.wayne.edu/apr/index_files/page0007.htm**), requests information on what resources will be redirected to address the issues and what the benchmarks and timelines for completion will be. This document becomes the working document for a meeting with the Provost, Dean, Chair, appropriate Associate Provosts and the APR coordinator. The issues are discussed and plans confirmed. New items not covered in the reports may also be discussed at this time. The final plans are drafted into an *Action Plan* by the APR coordinator, which is circulated for responses. Once everyone has agreed to the terms of the *Action Plan*, it is signed by the Provost, Dean, and Chair.

Update
Periodic requests are made by the Provost to provide a written summary of the progress a unit is making toward fulfilling the *Action Plan* strategies.

Program review continues to be a powerful tool that helps the University achieve its goal of ensuring quality educational programs that promote excellence in teaching, scholarship and service within the context of our urban environment. Program review has evolved since 1987, with a greater emphasis being placed on outcomes as a measure of a program's success.

Review and Evaluation of Graduate Academic Programs

The Ph.D. Study Commission

The Ph.D. Study Commission was established in 1998 by the Vice President for Research and Dean of the Graduate School to evaluate all aspects of Ph.D. programs at Wayne State. The Commission was charged to make a series of recommendations designed to strengthen Ph.D. education at Wayne State. The impetus for forming the Ph.D. Study Commission originated out of national, state, and local issues. On the national level, there were, and still are, debates and discussions concerning:

- The length of time to complete the degree
- Perceived over-production of Ph.D.s in many disciplines;
- Promotion of nontraditional career paths for Ph.D.s;
- International graduate students;
- Training GTAs and preparation of future faculty;
- Diversity in the Ph.D. student population;
- Reduction of graduate student stress; and
- Graduate student mentoring.

Local issues were also significant to the formation of the Commission. The history of the Ph.D. degree at Wayne State has been relatively short in comparison to most American research universities. WSU's first Ph.D. degrees were awarded 58 years ago in Chemistry, Biochemistry and Physiological Chemistry. Since 1948, the University has evolved from a city university to a large, state university with a strong urban mission and has achieved the status of RU/VH: Research University (very high research activity) under the most recent Carnegie classification system. Although great strides have been made, WSU is still an emerging research university and must regularly undergo self-evaluation and improvement if it is to continue to fulfill its goal of becoming a premier urban research university.

The core aim of the Ph.D. Commission was to identify ways to increase the competitiveness of the University's Ph.D. programs. The desired outcomes of the implemented recommendations were:

- Higher national rankings based on graduate and research programs;
- Enhanced and more broadly based extramural funding; and
- Excellent placement of WSU Ph.D. graduates.

Recommendations of the Commission

The Commission completed its report and made 29 recommendations for changes that were aimed at increasing the competitiveness of WSU Ph.D. programs. The Commission also concluded that a number of more specific goals could be achieved with implementation of the recommendations. These goals included:

- Encourage and emphasize excellent mentoring;
- Promote shortening time to complete degree;
- Facilitate making critical academic decisions in a timely manner;
- Remove barriers to interdisciplinary Ph.D. research;
- Achieve maximum program flexibility consistent with high academic standards;
- Increase the proportion of full-time, supported Ph.D. students;
- Ensure that Ph.D. programs and resources are properly aligned with the University's goals and missions;
- Improve services to Ph.D. students;
- Promote a more cohesive graduate student community and culture; and
- The recommendations fell into four broad categories: Recommendations for Changes in the Ph.D. Requirements/Practices, Recommendations Associated with Mentoring, Recommendations of a Strategic Nature, and Recommendations Dealing with Student Life and Services.

Response to the Commission's Recommendations

In 2005, six years after the Commission's report (located in the NCA Resource Library), the Credentials Committee of the Graduate Council reviewed the outcomes of the Commission's recommendations. This review is also located in the NCA Resource Library. In Table 1 of the review, the implementation status of each recommendation appears. Of the recommendations made, only three received no action (i.e., eliminate from grants and contracts the indirect cost charge for GRA fringe benefits, make available an appropriate degree option for all-but-dissertation students, and credit faculty for doctoral dissertation direction). Of the 26 that were implemented, the most significant include the Graduate Program Enhancements, the Research Enhancement Program, the Candidate Status registration system (requiring continuous enrollment during the dissertation phase), annual reviews for doctoral students, revamping the Office of Graduate Admissions, identifying more funding for graduate recruitment, improving services for doctoral students and increasing the profile of graduate education at the University.

In addition, average and median time to complete degree and time to other Ph.D. milestones were examined. These data appear in Table 2 of the review. Based on this information, the Credentials Committee concluded that significant progress had been made toward achieving the goals the Commission identified.

Evaluation of Ph.D. Dissertation and Defense

In fall 2004, two changes in the dissertation defense occurred. These changes were designed to improve the quality and evaluation of the dissertation defense. First, no longer did the Graduate School assign a faculty member who was not a member of the student's dissertation committee to serve as Graduate Examiner. The Graduate Examiner was intended to serve as an advocate for the student during the defense; however, he or she had typically never met the student until the day of the defense and had not read the dissertation. Moreover, faculty were reluctant to serve in this role, which often delayed the scheduling of the defense until

Average Ratings by Dissertation Committee Members Fall 2004 and September 2005

School or College	Overall Quality of Dissetration Defense	Overall Quality of Dissertation	Opportunity to Meet with Students Prior to Defense	Opportunity to Meet with Committee Prior to Defense
Education	1.40	1.51	1.30	1.43
Engineering	1.69	1.65	1.73	1.69
Fine Arts	1.83	1.67	1.83	1.79
Graduate School	1.13	1.25	1.00	1.38
Liberal Arts and Sciences	1.38	1.53	1.42	1.58
Medicine	1.11	1.35	1.21	1.21
Nursing	1.00	1.33	1.00	1.00
Pharmacy and Health Sciences	1.39	1.50	1.61	1.72
Total	**1.39**	**1.52**	**1.42**	**1.53**

Scale: 1 = Excellent, 5 = Poor

Table 4.1

an examiner could be identified. Finally, in at least six years, only one graduate examiner had reported a problem with the defense. Beginning fall 2004, either the student's dissertation advisor or the outside member of the committee served as Graduate Examiner. Second, evaluation of the defense and dissertation was changed to include all the members of the student's committee rather than just the Graduate Examiner. Survey questions were also changed to gather more helpful information.

A new survey containing four items was developed. Committee members were asked to rate on a scale of one to five (with one being high) the following: (1) the overall quality of the student's dissertation lecture; (2) the overall quality of the student's dissertation; (3) the opportunity to meet with the student prior to the defense; and (4) the opportunity to meet with the other members of the committee prior to the defense. The survey is e-mailed to the committee members after the defense. Responses have been compiled for the period between fall 2004 and September 2005. The data appears by school or college in **Table 4.1**.

Generally, the quality of the dissertation defense and the dissertation were rated highly. In addition, the average rating of the quality of the defense was quite comparable to that of only Graduate Examiners under the previous system (Oppotunity to Meet with Students Prior to Defense — **Table 4.1**). Interestingly, the quality of the dissertation defense itself was rated higher than the dissertation. There had been anecdotal concerns expressed prior to the gathering of this information that the quality of the defenses themselves was mediocre to poor, especially in comparison to the dissertations. The data do not support this concern. In only one college, Fine, Performing and Communication Arts, was the defense rated lower than the dissertation.

There are also indications that the students may not be meeting enough with committee members or that the committee members are not meeting enough with one another prior to the defense. This is a student mentoring issue and has been presented to graduate directors, especially in disciplines outside of the sciences (except Pharmacy and Health Sciences).

Evaluation of Ph.D. Completion Rate

Program completion is also an important indicator of quality Ph.D. programs. Ph.D. Program completion data were compiled for the University as a whole, by school or college, and by program for two cohorts of students. One cohort entered their programs between 1990 and 1993; the other cohort, between 1993 and 1996. Graduation rates were examined 10 years later for each group. In the first cohort, overall completion rate was slightly more than 45%. For the second group, completion rate had increased to slightly more than 47%. Program completion at Wayne State is comparable to rates found in other studies of doctoral completion: about half the doctoral students who enter Ph.D. programs graduate.

In a 2001 study, Lovitts (*Leaving the Ivory Tower: The Causes and Consequences of Departure from Doctoral Study*, Barbara E. Lovitts. Lanham, M.D.: Rowman and Littlefield) examined attrition in two universities, which she identified only as Rural and Urban University. For Urban University, the overall attrition rate was 68% (i.e., the completion rate 32%). Wayne State's completion rate is considerably higher.

Graduate Program Enhancement Awards

In order to improve national rankings, Provost Nancy Barrett began a strategy of doctoral program enhancements two years ago. The ultimate goal of this program is to improve the quality and public image of WSU's doctoral programs as measured in the National Research Council Survey and other rankings. We aspire to be above the median for all our doctoral programs (Chemistry, Psychology, and Biochemistry were above the median in the last ranking study.) The National Research Council (NRC) survey uses a variety of metrics to rank programs, and the Graduate School will keep a database (updated annually) to measure progress.

Each enhanced program receives $250,000 in new, permanent annual funding. In addition to strengthening our best doctoral programs in preparation for the 2006 NRC doctoral program rankings, these enhancements are intended to expand research, retain top faculty, and attract and retain high quality doctoral students. This program also demonstrates that our resources are in alignment with the University's mission, Strategic Plan and goals. Each college is permitted one nomination for enhancement, with the exception the College of Liberal Arts and Sciences, which is allowed two. Many of the schools and colleges with multiple doctoral programs hold internal competitions for the dean's nomination. In the first year, four programs were chosen from the 10 top-ranked entries. These were Anatomy and Cell Biology, Chemistry, Electrical and Computer Engineering, and Political Science. In the second year, six programs out of nine programs nominated by their deans were selected for funding for the competition. These programs were Audiology and Speech-Language Pathology, Biomedical Engineering, Communication, Instructional Technology, Physiology (Reproductive Sciences), and Psychology. Other benefits of the program include enrollment growth, strengthening faculty and curriculum and support of infrastructure.

Top students are being recruited to these programs, and students are enthusiastic about their training. Most of the funded programs have allocated all or part of the enhancement funds to support graduate assistants. Science departments in particular had an urgent need to increase the amount of their stipends in order to be competitive. As one student in Chemistry noted, "We may not be a Big 10 school, but in terms of quality programs, we are a Big 10 program."

The enhancements have also been instrumental in improving faculty morale and promoting strategic planning within our academic departments. Successful departments show significant research potential and high enrollment relative to faculty, so value added is high.

All of the programs have earmarked some of the enhancement funds to support new faculty, and all report that the enhancement funding has strengthened their ability to compete for top faculty. Two of the enhancements have led to interdisciplinary Ph.D. programs or concentrations (Vision Sciences and Reproductive

Sciences). These new training efforts have combined basic science and clinical programs and improve our competitiveness in the new Clinical and Translational Science Awards Program, an important initiative developed from the NIH "Roadmap" to increase "bench to bedside" research and training.

Summary and Evaluation

Wayne State offers myriad opportunities for students to become prepared for full participation in a global, technological society, as described in Criterion 4b and 4c. We have outlined a sampling of the numerous study abroad programs available to students and faculty and have highlighted the establishment of an Office of International Programs as a means to promote and coordinate these programs. We have also described programs in which students can become familiar with diverse cultures closer to home through work in the Detroit community. Indeed, our Detroit location is one of our major strengths, providing familiarity with both the problems and challenges of urban America in the 21st century, as well as the cultural and artistic richness of a major metropolitan area. We also have presented examples of how we use our technology transfer and commercialization initiatives as a vehicle for student learning and participation.

The results from the NSSE survey demonstrate that our efforts and environment help to prepare students for the broader world. Compared to other urban universities as well as graduate extensive (GE) universities, WSU students attend cultural events and campus events as often or, in some cases, more often than undergraduates elsewhere. They also report similar or greater participation in voting, in coming into contact with people of different origins and in learning to appreciate the ethics of others. All of these questions relate to lifelong learning objectives and to preparation for living in a diverse and global society.

An excellent example of our in-depth concern with the quality of knowledge and skills in our programs is the work of the Ph.D. Commission. Of 29 recommendations, 26 have been implemented, indicating the willingness of the faculty to make changes as necessary. The separation of the Graduate School from the Office of the Vice President for Research in 2001 has led to greater focus on graduate education, as reflected in the outcomes of the Ph.D. Commission. Other indicators of our desire for high-quality intellectual inquiry are the Graduate Program Enhancement awards the Provost made in the last three academic years. Even though a reduction in state funding has increased our financial challenges, the President and Provost have ensured academic excellence through $250,000 recurring awards to the departments of Anatomy and Cell Biology, Chemistry, Electrical and Computer Engineering, Political Science, Audiology and Speech-Language Pathology, Biomedical Engineering, Communication, Instructional Technology, Physiology and Psychology. These enhancements have strengthened faculty, curriculums and infrastructure, and generated an increase in enrollment.

4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Wayne State has highly refined policies and procedures in place to ensure that students and faculty adhere to ethical and professional standards in their study, teaching, and research. Administration of these policies and procedures is spread across various levels of the University, and the entire University community has clearly defined responsibilities in upholding ethical standards.

Academic Dishonesty

WSU students are made aware of the University's policies, procedures and expectations in regard to academic integrity. The Student Code of Conduct is distributed throughout the campus in print form and on the web. Student Judicial Services, which is linked to the web page of the Dean of Students (**www.doso.wayne.edu**) drives home the point quite clearly for students and faculty:

- Academic dishonesty means any activity that tends to compromise the academic integrity of the institution or subvert the education

process. All forms of academic dishonesty are prohibited at WSU, as outlined in the Student Code of Conduct.

- Students are expected to be honest and forthright in their academic studies. Students who commit or assist in committing dishonest acts are subject to downgrading and/or additional sanctions as described in the Student Code of Conduct. Faculty and students are responsible for knowing the different forms of academic dishonesty as well as for being aware of the Student Code of Conduct.
- It is important that each of us share the responsibility for maintaining a reputable University committed to academic honesty among students by including a statement in the course syllabus and by discussing issues such as cheating and plagiarism.
- Similarly, students should protect themselves by thoroughly studying and preparing for tests and assignments and by discouraging dishonesty among other students.

The document spells out various forms of academic dishonesty to clarify any misunderstanding students may have:

- Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise.
- Fabrication: Intentional and unauthorized falsification of any information or citation.
- Plagiarism: To take and use another's words or ideas as one's own.
- Other: Other forms of academic dishonesty include, but are not limited to, the following:
  - Unauthorized use of resources, or any attempt to limit another student's access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users. Enlisting the assistance of a substitute in the taking of examinations.
  - Violating course rules as defined in the course syllabus or other written information provided to the student.
  - Selling, buying or stealing all or part of the unadministered test or answers to the test. Changing or altering a grade on a test or other academic grade records.

Maintaining Academic Integrity

The Office of the Provost, in conjunction with the Office for Teaching and Learning (OTL), has published a pamphlet on Academic Integrity that spells out the process for dealing with situations involving dishonesty. A copy of this pamphlet can be found at **www.otl.wayne.edu/cheating.html.**

Other resources for students to support academic integrity include:

- WSU Writing Center (**www.english.wayne.edu/writing)**
- The Academic Success Center (**www.success.wayne.edu**)
- Ask a Librarian (**www.lib.wayne.edu**)

A Cooperative Approach to Academic Integrity

WSU provides faculty with guidance and resources to deal with ethical issues, principally plagiarism, in the classroom. The Office for Teaching and Learning (OTL) has convened a working group to help create resources to prevent or detect cheating. The objective of the group is to determine the issues of most importance to both faculty and students, ways to systematically approach them so that students and faculty work together to avoid problems, and to develop an outreach program so that all information is disseminated appropriately. To meet objectives, the committee has proposed different strategies for faculty, student, and parent outreach.

Faculty Outreach: OTL in conjunction with Computing and Information Technology (C&IT), developed a Blackboard™ site containing research and informational articles, methods for detecting and preventing cheating and plagiarism, and procedures for handling situations where students have cheated or plagiarized. This site is also designed so that faculty can share experiences and resources via the discussion board. In addition to the Blackboard™ site, OTL is planning to develop a website for all faculty to access

information on appropriate handling of cheating and plagiarism.

Some faculty have piloted a plagiarism detection software program called SafeAssignment. Faculty involved in the pilot completed training for effective use of the software. They also completed an evaluation of their experience and gave their opinions regarding cheating and plagiarism. Training consisted of lists of strategies, resources and methods of developing assignments to prevent cheating in the first place. Faculty who participated in this pilot gave a follow-up evaluation that was compared to evaluations of a different program tried by other faculty. Results are currently being analyzed.

Student Outreach: The WSU Library System, in conjunction with OTL, has been working to create training modules to help students better understand citing, referencing and resources. In addition, the new Academic Integrity brochure referenced above was created to be given to student leaders and new students at New Student Orientation. The brochure lists strategies to prevent cheating and plagiarism, consequences if a student is caught, and resources to help students avoid using inappropriate strategies.

A representative from OTL also met with student leaders to talk about how to help students avoid inappropriate choices when they find themselves in difficult situations. Student leaders were encouraged to share information on good learning strategies and available resources. They were also given information on student rights when accused of cheating or plagiarizing. Feedback on student perspectives regarding this issue will help OTL staff in preparing future presentations.

Parent Outreach: OTL staff present information to parents on how to help their children avoid inappropriate choices and how consequences of cheating can affect a student's academic career. OTL staff meet with parents during orientation, and parents are given the brochure on academic integrity. Parents are also given strategies they can use to help their children make the transition to college.

In addition to these informational activities, many classes discuss professional ethics in their curriculum. Examples include:

- Library and Information Science
  LIS 6010 — Introduction to the Information Profession
- Pharmacy Practice
  PPR 5280 — Ethics/Professional Responsibility
  PPR 6180 — Advanced Ethics and Responsibility
- Communication
  COM 5030 — Communication Ethics
- School of Medicine
  BMS 6010 — Integrity in Research: This is a cross-college course with faculty drawn from the departments of Philosophy, Biological Sciences and English.

In addition, the departments of Philosophy and Political Science offer courses dealing entirely with ethical issues.

WSU's Office of Technology Commercialization involves students as well as faculty in issues of intellectual property rights and has instituted policies and procedures that address this area of academic integrity.

Research and Academic Integrity

WSU is committed to providing students a user-friendly, informed research environment based on the highest professional and ethical standards. Federal, state, and local agencies regulate research here, as elsewhere. Federal regulations require that before beginning any human participant or animal research, one must obtain approval from the appropriate University review committee. Research data cannot be used if permission is not obtained from the Human Investigation Committee (HIC) or Animal Investigation Committee (AIC) before beginning the project. Other disciplinary actions may also apply to cases of noncompliance with this requirement.

Research on human subjects is defined as a systematic investigation, including research development, testing, and evaluation designed to develop or contribute to generalized knowledge. Research using animals is defined as a systematic investigation, including research development, testing, and evaluation designed to develop or contribute to generalized knowledge, research

training, experimentation or biologic testing for related purposes.

For more information, please visit these websites:

Office for Research Compliance (**www.research.wayne.edu/compliance**)

Graduate School (**www.gradschool.wayne.edu**)

Animal Investigation Committee (**www.aic.wayne.edu**)

The HIC and the Graduate School publish very specific ethical standards for the benefit of all faculty and students involved in research at Wayne State.

Ethics in research is a fundamental element of the student experience at Wayne State. The Office of the Vice President for Research (OVPR) is dedicated to fostering a University-wide environment of research integrity through its research compliance office, administered by the Assistant Vice President for Research. The Office of Research Compliance (ORC) oversees all areas of research compliance, including research that utilizes humans, animals, DNA, radiation safety, and chemical safety. It coordinates conflict of interest and export controls and handles inquiries and investigations regarding allegations of scientific misconduct. The ORC provides leadership and management to select units within the OVPR, including the Human Investigation Committee, the Animal Investigation Committee and the Office of Environmental Health and Safety.

In keeping with its dedication to the highest levels of education and research integrity, all research at Wayne State is conducted in accordance with the principles of the *Belmont Report* and other ethical codes of conduct for research, such as the *Declaration of Helsinki* and the *Nuremberg Code* and within the framework of the *Code of Federal Regulations* (45 CFR 46; 21 CFR 50; 21 CFR 56; 38 CFR 16; 7 USC, 2131-2156; 9 CFR 1-A). Wayne State has made a commitment to conduct all research, regardless of sponsorship, under these regulations in order to provide the highest level of protection for all human and animal subjects.

The Office of Research Compliance promotes responsible conduct that will provide benefits to students in all aspects of their lives. In a more direct way, the oversight, education and training of faculty and students in the conduct of ethical research is a major function of the ORC. The training emphasizes that ethical conduct is fundamental to conducting good research and prepares researchers to meet federal, state and local compliance regulations through its training modules and University-wide workshops. Central to the dissemination of information concerning research compliance is the comprehensive ORC website. Directly linked by a tab at the top of the Research website, the Compliance web page contains links to all units under the authority of ORC and the Responsible Conduct of Research Training Modules (**www.research.wayne.edu/compliance**). Those links provide necessary policies and procedures, forms, regulations, regulation updates, current information, and contact numbers.

WSU is currently seeking accreditation with the Association for the Accreditation of Human Research Protection Programs (AAHRPP) and has been accredited by the Association for the Assessment of Laboratory Animal Care (AALAC) since 1977. Accreditation by these respected national organizations demonstrates that WSU conducts its research at levels that surpass minimum regulatory requirements. This commitment to excellence and integrity in research, and the prestige that it brings, results in WSU's ability to attract excellent faculty, students and sponsors, all of which enrich students' educational experience and results in better opportunities upon graduation

Human Participant Research

Wayne State operates its human participant research programs under a Federal Wide Assurance (FWA) with the Department of Health and Human Services. In accordance with this FWA, the Human Investigation Committee (HIC) is the primary Institutional Review Board (IRB) for WSU and its affiliated health care institutions.

The Human Investigation Committee (**www.hic.wayne.edu**) is given the responsibility to oversee the approximately 2,500 active research protocols from WSU and their health care affiliates. The HIC is comprised of four IRBs and a steering committee, which consists of the chairs and vice chairs of the four IRBs, one elected member from each IRB, several appointed

members and the Assistant Vice President for Research at WSU.

Since implementation of the Human Subjects Training Module (**www.rcr.wayne.edu**) in September 2000, over 7,360 student and faculty researchers have completed the required training modules on responsible conduct of investigations involving human subjects. Research protocols will not be approved until the principal investigator and all key personnel have successfully completed the six mandatory modules and the three supplementary modules if required.

Essential to this process is the overview and mentorship by department chairs, student advisors, and faculty who supervise and mentor students. The faculty supervisor and department chair/dean, who verify that the scientific merit of the research and all space and funding requirements will be met, must approve research protocols.

Education Coordinator: Key to the success of Research Compliance is the educational component. The Educational Coordinator keeps faculty and student researchers apprised of policy and regulations via group or individual training, keeps the website and training modules updated, holds seminars and classroom lectures when invited and provides personal assistance in response to human participants' questions.

Pre-reviewer: The Pre-Reviewer is available to human participant researchers to assist them with protocols. This provides individual training and streamlines the process of approval.

Community Liaison: WSU's Research Compliance Office also includes a community liaison that organizes and initiates community outreach, makes presentations explaining research compliance to the community and undergraduate students and provides formal instruction sessions for investigators and their research staff regarding the public's concerns and questions.

Conflict of Interest: WSU has also been one of the leading innovators in institutionalizing a Conflict of Interest program and committee to aid in resolving issues of potential bias in research. The WSU Conflict of Interest policy establishes standards and provides oversight to insure that there is no reasonable expectation that the design, conduct or reporting of funded research or cooperative agreements with companies will be biased by any conflicting financial interest of WSU employees, students or immediate family members.

Coeus IRB: On June 15, 2005, the Human Investigation Committee implemented a new database, Coeus IRB, to manage all IRB administrative activities. The innovative web-based system was developed by MIT with input from a steering committee of users that includes WSU. The system streamlines and makes more efficient the internal processes of HIC. With future updates, it will allow the submission of protocols and authorize users to submit and track conflict of interest, proposal, and protocol information.

Animal Research

The Animal Investigation Committee (**www.aic.wayne.edu**) is the Institutional Animal Care and Use Committee for WSU. In cooperation with research scientists and veterinarians, the AIC ensures that all research and teaching protocols using live vertebrate animals are designed and carried out in a humane manner that complies with all applicable laws, policies and guidelines.

The AIC operates under an Animal Welfare Assurance and has been accredited by the Association for the Assessment of Laboratory Animal Care (AALAC) since 1977. No animals can be purchased or used in experimental procedures without written AIC protocol approval and successful completion of the Animal Subject Training.

Animal Subject Training (**www.rcr.wayne.edu/**) WSU is one of the few institutions with web-based training modules in this area. Over 2,971 faculty and students performing research on animals have successfully completed these training modules. The AIC interacts with the Division of Laboratory Animal Resources (DLAR) to ensure that each research/teaching protocol is in compliance with all applicable laws, policies, and guidelines. Informational, species-specific and procedure-specific training sessions for principal investigators and research personnel are presented by the AIC and DLAR at various times throughout the year. Training is also available on an individual basis.

Division of Laboratory Animal Research (DLAR): The DLAR operates all animal housing sites on campus and at the John D. Dingell Veterans Administration Medical Center. This unit is committed to providing an environment that promotes quality biomedical research and is entrusted with humane and responsible veterinary, technical and husbandry support of all animals utilized in research and teaching. This is accomplished through professional consultation and assistance and primarily through education and training (**www.dlar.wayne.edu/training**). DLAR also requires a class in species-specific research and Rodent Survival Surgery is required for principal investigators and staff according to the nature of the project(s) involved.

Data Ownership

In May 2006, the Office of the Vice President for Research established guidelines regarding Research Data Ownership. The purpose of these guidelines is to clearly state that the University has the rights to, and responsibility for, research data generated by its employees, students, staff or affiliates. The University is accountable for the preservation and integrity of research data even if its creator(s) has/have left the institution. All research data generated with University support are owned by the University. It is essential to retain data ownership in order to fulfill the institution's legal and institutional responsibilities, to protect intellectual property rights, to manage research programs, to meet regulatory requirements, and to prevent or investigate allegations of scientific misconduct. Further information about these guidelines can be found at **www.research.wayne.edu/compliance/data_ownership_5_2_062.pdf.**

Environmental Health and Safety (OEHS)

The Office of Environmental Health and Safety (OEHS) (**www.oehs.wayne.edu**) is a department within Research Compliance and provides students with an enriched learning experience by maintaining a safe and healthy work and learning environment throughout the University. OEHS provides oversight of the emergency and safety procedures and the education of the University community about occupational and environmental health and safety issues. This office provides professional services in the areas of hazardous waste minimization and disposal, biosafety, food safety, pest control, indoor air quality, health and safety training, and consultations.

The Vice President for Research, the Assistant Vice President for Research and the Director of Environmental Health and Safety/Health Physics have permanent seats on the Institutional Biosafety Committee (**www.oehs.wayne.edu/committees.html**) and the Radiation Safety Committee (**www.oehs.wayne.edu/committees.html**) that have oversight and review authority over the safety of biological and radiation research. These collaborative efforts ensure that there is shared knowledge and oversight between the divisions of Research Compliance HIC, AIC and OEHS and that all areas are in compliance with local, state and federal public health regulations. OEHS also provides training for faculty and students that includes, but is not limited to, the following:

- Radiation Safety (**www.oehs.wayne.edu/OEH&S/radtraining.html**)
- Blood-Borne Pathogens (**www.oehs.wayne.edu/bbplabs/training.htm**)
- Laboratory Safety (**www.oehs.wayne.edu/OEH&S/training.html#OSHA%20Laboratory**)
- Bio-Safety Program (**www.oehs.wayne.edu/oeh&s/biosafet.htm**)
- Right to Know (**www.oehs.wayne.edu/oeh&s/rtkprog.html**)

Scientific Misconduct

WSU supports the responsible conduct of research by maintaining the integrity of the research record, thereby protecting students and faculty from scientific misconduct and reinforcing the University environment of academic integrity. The Research Compliance Office reviews and has oversight of policies and procedures that govern incidents of fabrication, falsification, plagiarism or other practices not commonly accepted within the scientific community and handles inquiries and investigations regarding allegations of scientific misconduct (**www.research.wayne.edu/compliance/misconduct.html**). Pamphlets are available that describe the policy and list contacts to ask questions of or report

suspected misconduct. The policy and contact numbers are readily available on the Research Compliance website (**www.research.wayne.edu/internaldocs/WSU_Scientific_Misconduct.pdf**).

Research Safety

Along with the ethical conduct of research, WSU has an obligation to its faculty, students and staff to ensure that the laboratory environment is safe and hazard-free. WSU has a School of Medicine and a graduate medical education program with varied research activities that involve many locations. While WSU has substantial affiliations with health care institutions within the Detroit Medical Center (DMC), the affiliation agreements are negotiated in such a way that all research activities are conducted under the responsibility of WSU. Individuals within the DMC who are participating in research do so as part of their WSU faculty responsibilities. WSU maintains a separate affiliation with the John D. Dingell Veterans Administration Medical Center (VAMC); however, at the VAMC, animal maintenance and veterinarian care is provided by WSU's DLAR. VAMC principal investigators must have WSU appointments.

Within the University, all service units that provide research-related activities ultimately report to the Vice President for Research. These units include Sponsored Program Administration, Animal Investigation Committee, Division of Laboratory Animal Resources, and Environmental Health and Safety. Radiation safety is a component of the Office of Environmental Health and Safety. The WSU Office of Risk Management and the Division of Human Resources report to the Vice President, Treasurer and Chief Financial Officer for Finance and Facilities Management.

Safety for employees is a shared responsibility among the following entities:

- Principal and co-investigators — Investigators are responsible for identifying occupational hazards, minimizing risk in their work environment, ensuring compliance with program requirements and ensuring that all their employees have been properly trained and equipped to perform their job duties safely.
- Animal Contact Personnel — Individuals involved with WSU animal research and teaching programs are responsible for identifying and reporting unsafe working conditions to their supervisor or principal investigator, complying with occupational health requirements (e.g., health and risk assessments) and complying with all other institutional health and safety policies and procedures.
- The Office of Environmental Health and Safety (OEHS) — This office is responsible for training related to general laboratory safety, certain equipment inspections and training on the appropriate method to use, store and dispose of hazardous chemical and biological agents. It is responsible for compliance with federal and state policies, procedures and regulations. Within OEHS, Health, Physics and Radiation Control is responsible for training and certifying that individuals can handle radioactive materials safely and that the products are stored properly and disposed of in accordance with federal and state requirements.
- The Division of Laboratory Animal Research — This unit operates the animal housing sites on campus and procures all research animals. DLAR is responsible for maintaining a safe working environment for employees and students within the division. DLAR is also responsible for providing education and training to personnel on the care and use of animals in research and teaching, including safe animal-handling techniques.
- The Animal Investigation Committee — This unit reviews and approves all activities involving vertebrate animals, inspects all facilities in which animals are held, and oversees the entire program for the use of animals in research and education at WSU and its affiliated health-care institutions. As part of the semi-annual inspection, AIC observes safety issues within all laboratories that use animals.

Of particular concern are safety issues related to exposure to animals. To address this concern, and as a result of a task force authorized by WSU's Vice President for Research in 1999, the Animal

Contact Occupational Health Program (AniCon) protects the health and safety of all individuals who come in contact with research animals at WSU. This program addresses the occupational medicine health needs of individuals who come in contact with animals.

A full-time WSU Occupational Health Nurse Specialist performs periodic health screenings, provides training, education, and counseling and reviews questionnaires for medical relevance. The medical surveillance program includes an initial risk assessment questionnaire. Depending upon the occupational risks and baseline health status, some individuals are referred for an examination, additional medical screening or testing (e.g., audiogram, pulmonary function testing, blood tests), vaccinations, titres and/or tuberculosis screening. Periodic risk assessment questionnaires and/or medical evaluations may be indicated to detect interval changes in health status. Additional episodic evaluations might result from special concerns (e.g., pregnancy, immunocompromised states), symptoms or health problems thought to be related to the work environment.

A database maintains risk assessment questionnaire data and generates reports that result in appropriate referral for medical services, as well as summary statistics. Medical records are kept confidential in compliance with OSHA and ADA requirements. The database is also password and firewall protected.

The Animal Contact Occupational Health Program (AniCon) is reviewed annually.

Summary and Evaluation

The University has a long history of ensuring the application of ethical and professional standards in studying, teaching, and research. Policies combating academic dishonesty are well developed and scrupulously applied. Students are given guidance in how to proceed with their work in a way that will maintain academic integrity. Many units offer course work in ethics and professional responsibilities. The U.S. Department of Health and Human Services approved the human and animal investigation committees. All faculty and students must adhere to the practices mandated by these committees and are provided with online training to help them do so. Lastly, research safety is an important element of faculty, student, and staff behavior.

The University is cognizant of the need to ensure that research involving animal and human subjects is done under the most favorable conditions possible. The Association for the Assessment of Laboratory Animal Care (AALAC) recently recertified the Division of Laboratory Animals (DLAR). DLAR has been accredited since 1977. We are also in the final stages of applications for accreditation by the recently established Association for the Accreditation of Human Research Protection Programs (AAHRPP), and expect to be site-visited by that organization in early 2007. Accreditation by external boards is seen as major validation of the quality of our compliance programs and research facilities. It also assures that our students begin their research careers with the principles of humane respect for research subjects as a guiding ethic.

The campus sculpture Dancing Figures *was created by Oscar Stonoroff, an architect and sculptor who was a close friend of the late Walter P. Reuther. This sculpture was cast in Italy and originally graced the banks of a stream on the Reuther estate. It was donated to Wayne State University by the family following Reuther's death in 1970.*

Criterion 5: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Engagement for Wayne State consists of collaborative partnerships reflecting the interdependence of the University and its constituents in achieving results of mutual benefit. Wayne State's collaborative partnerships with business, public schools, hospitals, manufacturers, and government agencies (local, national and international) are extensive, existing at all levels, from those involving individual faculty and staff to the University at large.

As WSU approached the task of updating the University's Strategic Plan for the next five years, however, it became evident that where engagement was concerned, individuals and units knew about their own involvements, but were not necessarily aware of the wide range of interactions occurring throughout the University. Discovering and documenting all of the different programming and partnerships has been a challenge. Our ability to get a full snapshot of what we are doing in terms of engagement enables us to determine what and how needs are or are not being met. The lack of a centralized database limited our ability to effectively communicate with the community about all we have to offer. Clearly, a comprehensive compilation of our engagement activities was needed. Thus we launched a major initiative to gather information about our programs and activities in order to create a centralized database that could be updated on an annual basis and would serve as a resource for members of the campus and the community at large.

To be as comprehensive as possible, we drew upon a number of data sources. In addition to a review of planning and evaluation documents, we conducted surveys of programs as well as individual faculty and staff to gather as much specific information as possible. In addition to this effort, the Office of the Provost unveiled the Urban Impact website in June 2006 (**www.urbanimpact.wayne.edu**). It provides descriptions of many of our urban outreach and research programs in a publicly searchable database. These data sources now provide an enhanced perspective on the nature and the extent of the University's engagement with its diverse constituencies. As the work of compiling information for the new comprehensive database progresses, additional programs and activities are being identified and new ones are being developed. Thus, what is captured here is illustrative rather than exhaustive of all engagement and service activities of the University.

Pursuing the Mission at All Levels

> "We are not simply located in the city; we are inextricably bound to Detroit and share in its destiny."
>
> Irvin D. Reid, President,
> Wayne State University, June 2006
> (**www.urbanimpact.wayne.edu**)

The notion of engagement is woven throughout WSU's mission statement and Strategic Plan and is emphasized in the University statements to the public. Wayne State defines engagement as the core of its urban mission by explicitly identifying it as one of the strategic directions of the University's Strategic Plan:

> To develop mutually beneficial partnerships with our community as catalysts for the social, cultural, economic, and educational enrichment of the region.

Within this framework, the University identifies core goals, which include the development of new partnerships similar to the Research and Technology Park (TechTown), and the continuation and enhancement of key partnerships such as those with the City of Detroit, the Michigan Economic Development Corporation, various medical centers and institutes such as the Detroit Medical Center, and pre-K through 12 school systems and community colleges in the Detroit metropolitan area. Wayne State has also set as a core goal the expansion of the University's capacity as a prime venue for "diverse cultures to interact in an urban environment." As a member of the Urban 13 (now 23), Wayne State embraces its obligation to improve the vitality and well-being of urban communities through engaged research, discovery, and application while at the same time growing through these experiences.

Engagement is not isolated within a single direction. It appears as a subtext throughout the Strategic Plan in the form of goals tied to the other strategic directions. Engagement with the community directly connects to quality of learning and academic experience in the form of experiential and service learning opportunities. Wayne State's leadership role in the Michigan Campus Compact, its new Office for Community-Based Research, Teaching and Learning, and Project Volunteer exemplify this commitment to promoting student civic engagement and service initiatives. Further, pre-eminence in research and scholarship is directly linked to enhancement of economic growth and quality of life, and such achievement is viewed as possible only in collaboration with government, industry and other institutions. The Research and Technology Park (TechTown) as well as research that focuses on pressing social issues such as poverty, homelessness, urban health care, and pre-K through 12 education initiatives are some examples of WSU's commitment to promoting the public good. There is recognition that facilitating the quality of campus life involves partnering with retail and other community partners and collaboration on physical structures and renovations in the surrounding community, as evidenced in the 20-year Campus Master Plan. Finally, the provision of quality educational opportunities for renewal and advancement speaks directly to WSU's role in the continued growth and development of members of various communities. This effort is illustrated by continuing education programs for health care, social welfare, and other professions as well as professional degrees constructed in collaboration with partners such as Ford Motor Company and Focus: HOPE. Thus, in its mission and Strategic Plan, WSU recognizes that its existence, activities, and achievements are a direct result of its relationship with other community members and of being a fully participating citizen.

The themes of "partnership," "participation," and "diversity of constituency" also run through the mission statements and plans of the colleges and schools of the University. The mission of the School of Medicine pledges to "provide the Michigan community with medical and biotechnical resources … so as to improve the overall health of the community" (**www.med.wayne.edu/about_the_school/mission_statement.asp**). The School of Business Administration speaks of "contributing our expertise to professional organizations, the community, and the University." The College of Engineering "seeks balance among the three missions (outreach, research, and teaching) through a partnership built among students, faculty, staff, alumni, government, and private industry." And the College of Fine, Performing, and Communication Arts fully embraces engagement. For example, the Department

of Music collaborates with Michigan's finest professional musical institutions, including the Detroit Symphony Orchestra, Michigan Opera Theatre and the Chamber Music Society of Detroit. As a result of these partnerships, students perform with professionals, take workshops from internationally acclaimed musicians and enjoy programs of the highest quality. Clearly, the units of the University embrace the commitment to engagement as mutually beneficial partnerships.

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

Our Constituencies and Activities

Our constituents include prospective students and their families, alumni, professional colleagues, community practitioners, companies, community organizations, and people living in the surrounding communities. Service and engagement activities are diverse and numerous, ranging from professional development and technical assistance (e.g., Education, Business Administration, Social Work, and Engineering), to providing services to underserved populations (e.g., Wayne State University Physician Group, Pharmacy clinic, and Law clinics), to utilizing partnerships for identifying research problems (e.g., Nursing and Social Work), to providing a forum for community discussion on important political and social issues (e.g., Fine, Performing, and Communication Arts, which sponsored Debate Watch for the 2004 presidential election and hosted the Detroit Mayoral Debate in 2005). The University is also engaged through cultural, athletic, and artistic events (Warrior sports teams, WSU theatres, Music and Dance departments, film festivals, poetry and book readings, and art exhibits).

The diversity of programs, activities, and respective constituents is testament to the extent to which WSU's vision of itself as an engaged and socially conscious institution is fully justified. Activities occur across all levels of the institution, from the President (e.g., TechTown), to the Provost (e.g., Children's Bridge), to academic and administrative units, to the efforts of individual students, faculty, and staff. Indeed, responsibility and authority for engagement is often delegated to the more local level of individual departments, centers, institutes and schools who are believed to be in the best position to know their constituents and how best to serve and engage them.

Learning about Needs

Just as the approaches of working with fellow community members are numerous and diverse, so are the methods of learning what the needs are within the community. At various institutional levels, important external constituencies influence the agenda of the University and its constituent units. Through coordinating offices (discussed below), institutional mechanisms have been developed to nurture long-standing relationships with constituents around particular issues. Members of the Board of Governors bring a wealth of experience and knowledge from business, nonprofit organizations, education, and social welfare institutions. Each school, college, center, and institute has a Board of Visitors or Advisory Board comprised of key figures within their own constituencies who advise them on strategic directions and activities and bring to their attention unmet needs in the community.

In addition to these regularized formal mechanisms, the University also invites fellow community leaders into discussions on key issues of mutual interest. A recent example involved the revision of the University's Strategic Plan. An urban retreat involving community leaders was held in September 2005 for the purpose of gaining input from the community regarding the nature of University-community relationships. They also identified roles that the University could undertake in the next 10 years to facilitate the growth and development of the region. The success of this effort fed into the decision to develop a permanent WSU Community Advisory Board. Another example involves master site planning for TechTown, in which a number of community and corporate partners, as well as planning experts from across the country, are participating in the overall long-term planning for the research park.

A survey of current programs and activities (N=92) revealed active dialogue between University members and the community in terms of initiating a discussion of needs, with 81% of

programs indicating some form of active contact. In 29% of the cases, the University initiated the discussion, 12% were initiated by the community, and 40% were jointly initiated by the University and the community. Once the idea that there were unaddressed needs was identified, 89% of programs reported engaging in some form of needs assessment and goal development. The most frequently utilized methods were discussions with key stakeholders (64%) and consultation with external advisory groups (30%). Very few programs appeared to utilize more formal needs assessment protocols including surveys (9%) and focus groups of constituents (13%). The notion of partnership was also present in the design of programs to address community needs. Fifty percent of the programs indicated that their community partners were involved in designing and monitoring programs to address specific needs.

Coordination

WSU recognizes that coordination of efforts is crucial to making efficient use of its resources in serving and engaging its constituents. Hence, we have a number of units specifically created to interface with outside constituencies in mutually beneficial ways. These units have long-standing relationships with a variety of different constituencies, providing a mechanism for connecting University needs and interests with those of our community. Further, they represent a variety of conduits through which WSU learns of community needs and interests on an ongoing, proactive basis. Some examples of these units are provided below:

Office of Community Affairs

> "As a conscientious partner in the Detroit metropolitan area, we encourage community engagement and volunteerism to develop a socially conscious campus. We are committed to the pursuit and expansion of outreach endeavors enacted by our schools, colleges, and divisions." **www.govaffairs.wayne.edu/community/urban.php**

The recent revival of the Office of Community Affairs (OCA) (**www.govaffairs.wayne.edu/index.php?page=community**) within the Office of Government Affairs signaled explicit recognition by the University of the need for an office at a high level to develop and nurture relationships with our constituents in surrounding communities. This office "promotes the urban mission of the University through building, developing, and sustaining partnerships by extending University resources to the community so that Wayne State will have a significant impact on the economic, social, and cultural life of southeastern Michigan."

OCA has worked with various constituencies to develop avenues for needs assessment and project development. In June 2006, discussions with community members began on the structure and functions of the WSU Community Advisory Board in recognition of the fact that University representatives who engage the community were spread across the campus at various levels. It became clear that an overarching representative advisory board of community partners and WSU people would be necessary to advise the University regarding its various engagements and outreach activities.

Professional Development Division

The School of Business Administration offers this program that "is committed to providing fully customized, fully integrated, in-depth programs to address specific organizational needs and improve individual and organizational capabilities and performance." The Professional Development Division provides a vital connection for WSU with various professional communities. Such links help identify the educational needs of these professions and facilitate the design and delivery of relevant training and education by WSU units. (**www.pdd.wayne.edu**)

Career Services

This unit offers career awareness and education to WSU students and alumni through a variety of resources, programs, and services geared toward successful short and long-term career planning, preparation, and development. This office assists employers in identifying talented potential employees through internships, cooperative education, and student professional employment. Resume referral and on-campus interviewing are important avenues for employer-employee contact. Career Services also coordinates its services with offices in other institutions to create

a more powerful resource for students, alumni and potential employers. Maintaining close and mutually beneficial ties with employers allows WSU to stay up to date on trends and careers and to feed this information into curriculum planning and development across the campus. (**www.stuaffrs.wayne.edu**)

Dean of Students Office (DOSO)

The Dean of Students Office coordinates service and engagement activities for student organizations and involves both residential and commuter students. The DOSO provides a bridge between student groups and external communities, as illustrated by Urban Volunteers, a coalition of student organizations whose focus is community service. The DOSO also works with fraternities and sororities to assist them in fulfilling their missions of community service. These programs promote volunteering and service throughout the entire WSU community and create opportunities for joint efforts such as Alternative Spring Break, developed in collaboration with the Detroit Orientation Institute. The DOSO, like Career Services, is another WSU mechanism for linking community engagement with the training and interests of students. (**www.doso.wayne.edu**)

Office of Corporate/Foundation Relations

Located in the Office of University Development, the mandate of corporate/foundation relations is to build and strengthen partnerships with corporations and foundations in order to maximize charitable contributions to the University. The office also works with faculty and staff to coordinate and submit requests for private funding of key research, teaching and service initiatives. In this office, the University recognizes that the institutional mission to enhance the economic, social, and political life of the community is shared and best accomplished by working with corporations and foundations. Thus, this office acts as a bridge connecting the life enhancement missions of various corporations and foundations with the skills, talents, and commitment of university faculty, staff, and students who can help make these shared visions a reality. The relationships developed in this context of charitable giving are another mechanism through which the University learns about critical needs and issues that should be addressed. (**www.giving.wayne.edu/corpfound.php**)

This relationship is dynamic in terms of who identifies the need or issue to be addressed. For example, the Hudson-Webber Foundation approached the School of Social Work for information on the state of prisoner re-entry support systems in Detroit. The Foundation conducts this type of assessment before offering grants in any new area. Drawing on their extensive research and experience, the Social Work faculty developed a thorough report for the Foundation trustees. As a result, the Foundation's future grants in this area will address the specific needs identified in this report.

WSU's Developmental Disabilities Institute (DDI) provides an example of WSU faculty seeking out a foundation partner. The DDI Director approached The Ethel and James Flinn Foundation for support of a project eventually titled "Implementation of Diagnostic Method for Persons with Co-occurring Mental Retardation and Mental Illness." The project provides an evidence-based, cost-effective method for identifying mental illness in persons with mental retardation, and will evaluate the impact of mental illness on self-advocacy skills.

Children's Bridge

This is an excellent example of coordination and cross-disciplinary sharing of ideas and resources in order to address the many interrelated challenges facing today's children. This initiative builds on President Reid's strategic vision to establish WSU as a leader in the area of children's health, education, and development (**www.president.wayne.edu/universityaddress.pdf**). The goal of Children's Bridge is to bring together many disciplines and fields from across the University to establish research priorities and develop outreach programs for improving children's development and well-being. The research-to-practice link is fundamental to this initiative and was highlighted in the WSU Children's Bridge and Children's Hospital of Michigan's Children's Conference in September 2006. This interactive conference focused on evidence-based interventions for improving the health, education, and development of urban children and their families. (**www.childrensbridge.wayne.edu/**)

Center for Community-Based Education (CCBE)

Created in 2005, CCBE coordinates and facilitates university service/learning opportunities. Located in the University Honors Program, CCBE provides an interesting example of effective interfacing between unit activities and upper administration. In this situation, community-based research and teaching activities of a few faculty in different departments were so successful in addressing the University's mission of enhancing the quality of student learning that a campus-wide initiative was put in place to develop capacity in other units for these activities. The center fosters student learning through experiential opportunities in community settings. Through long-term relationships with community partners, the center contributes to jointly developed service/learning and research projects. The center draws on University resources to bring expertise and research into communities and in turn brings knowledge and experience from the community back to the University.

The effectiveness of coordinating these activities relies on a delicate balance between unit/faculty/staff autonomy and consistency with University vision and resources. WSU's approach to coordinating the work of units is to focus on providing support and building capacity for activities rather than controlling them.

Summary and Evaluation

WSU's mission to be an engaged university is not only an institutional statement but a way of life for its faculty, staff, and students. WSU is a socially conscious institution that connects with its diverse and numerous constituents in a variety of ways and on a number of different levels. Through a combination of individual contacts, local unit interfaces, unit and university-level advisory boards and institutional offices, the University develops and strengthens its relationships with its constituents.

One of the challenges of this distributed approach to engagement is the difficulty of developing a comprehensive view of the extent of our activities. A comprehensive and dynamic picture of the University's engagement activities is important for ensuring the identification of important constituencies and shared needs that will, in turn, influence successful development of relevant programs.

While many programs and units engage in some form of needs assessment, the predominant approach appears to be informal. Increased development and sharing of evidence-based needs assessment tools and procedures are needed. Units such as the Center for Urban Studies, Skillman Center for Children, and the School of Social Work have demonstrated expertise in these areas and could take leadership in developing toolkits that would be easily accessible to units and individual faculty and staff. The Division of Research posts additional information on its website. (**www.research.wayne.edu/idre/tools_evaluation.htm**)

5b. The organization has the capacity and commitment to engage with its identified constituencies and communities.

Wayne State's engagement with its stakeholders and communities is demonstrated through a comprehensive set of activities and initiatives that span the University's schools, colleges, and divisions. The following section highlights how the University's units address the needs of their stakeholders and support its mission of engagement and connection to the community.

Connecting with the City

- A history major spends her spring break volunteering in the city of Detroit, and talking with community leaders about urban renewal.
- An interdisciplinary team of Peace and Conflict, Theatre, and Education faculty and staff teach violence prevention and conflict resolution in schools.
- An Urban Planning professor consults with the City of Detroit's Department of Planning regarding neighborhood revitalization.
- An Interdisciplinary Studies faculty member co-produces a documentary on a Detroit political activist.

- A medical student volunteers at a homeless shelter offering medical exams.
- A law student provides local residents with free tax advice.
- A Social Work student offers counseling support or children's services.
- Medical faculty and students provide care to uninsured people in Detroit.
- A Political Science professor goes to El Salvador as an elections monitor.
- An English faculty member offers creative writing workshops to urban youths.
- Urban Families program staff provides parenting training and support to the community.

These are the lives of Wayne State students, faculty and staff, and they exemplify the mission of service and engagement in the community. As an urban institution, Wayne State is embedded in the fabric of the metropolitan Detroit community and the state of Michigan while at the same time extending its reach and impact far beyond.

WSU's engagement is multi-faceted and extensive. WSU is a socially conscious campus. WSU faculty and staff show strong personal and professional commitment to engaging with and serving the community. WSU is a children's campus. We are extensively involved in grades pre-K through 12 across academic and administrative units. Through a number of units, we support parents and families through training and education. WSU is a health-care campus. There is heavy involvement in health-care delivery to underserved populations, and we are actively engaged in providing cutting-edge treatment and health-related research. WSU provides a rich arts and culture environment, as evidenced by extensive offerings from the College of Fine, Performing and Communication Arts. In addition, WSU has partnerships with the University Cultural Association and various cultural institutions, such as The Detroit Institute of Arts and the Charles H. Wright Museum of African American History. WSU is an experiential learning campus. Students have an incredible range of opportunities both within and alongside the academic curriculum to actively engage with external constituents while learning their disciplines or professions.

Educational Opportunities

Wayne State's commitment to education goes beyond graduate and undergraduate degree programs. Through several of its units, WSU offers a variety of programs to support the development and continuing education needs of the community. These programs range from pre-K through 12 students and go all the way to post-degree opportunities for continuing education and professional development. Examples of some of these programs are provided below.

Continuing Education/Professional Development Activities

Professional Development Division (PDD)

Within the School of Business Administration, the PDD provides proven, practical solutions to business challenges through executive education, business training and consulting. This group is committed to providing fully customized, fully integrated, in-depth programs to address specific organizational needs and improve individual and organizational capabilities and performance. Every year more than 1,000 professionals, executives, and entrepreneurs participate in PDD programs. From quality certification, to customer service training, to small business programs, the PDD has served organizations as diverse as the City of Detroit, Ford Motor Company, Detroit Medical Center, and the Detroit Lions/Ford Field organization. (**www.pdd.wayne.edu**)

Continuing Medical Education Program (CME)

The Wayne State University School of Medicine plans and delivers high-quality education activities for practicing physicians in order to reinforce their past learning and to disseminate new concepts and practices in medicine that may improve patient care for all medical specialties. The School is the accredited sponsor for all CME activities of the Detroit Medical Center and its constituent institutions. Since September 2004, the School of Medicine has offered more than 200 CME activities and approximately 6,000 continuing medical education credits to more than 6,500 doctors and other health-care professionals. Programs have included almost

every specialty and subspecialty of medicine, and have featured regularly scheduled conferences, journal clubs, and journal-based CME. (**www.med.wayne.edu/cme/newCMEwebpages/Medical_License_new.htm**)

Library and Information Science (LIS) Continuing Education

The LIS Program offers an ongoing Continuing Education (CE) series to further educate librarians, archivists, alumni, students, and others who may be interested in specific professional topics. The CE programs have covered such topics as Archivists and Technology, Book Repair, Storytelling, and Cataloging for School Librarians. (**www.lisp.wayne.edu/ce.html**)

The School of Social Work

This academic unit also offers continuing education workshops for its constituents. Offerings in 2005 included two workshops: Social Work Services in the Schools, and Psychosocial Assessment of Children and Youth. Both workshops provide basic content needed for an initial recommendation for school social work approval in Michigan and are noncredit versions of curriculum content taught in required advanced courses. The workshops are intended for persons who have already earned the M.S.W. degree as well as M.S.W. students at Wayne State.

Other colleges offering continuing education and development opportunities include the College of Education with its K-12 Educators programs, the College of Nursing, Eugene Applebaum College of Pharmacy and Health Sciences, and the Law School.

K-12 Educational Programs

In addition to continuing education and professional development programs, WSU offers many other educational opportunities for its stakeholders. Notable are K-12 School/University partnership programs. Every WSU School and College participates in at least one of the almost 200 K-12 School/University partnership programs. Funding for these programs originates from internal Wayne State budgets (approximately 35% of total program costs). The remainder is paid by local school districts, state and federal agencies, and private/corporate entities. A catalogue describing these programs is available in the NCA Resource Library.

WSU partnership programs involve students of all ages from elementary school through high school graduates, including those with special needs, others from low-income families, and also gifted students. Partnership programs also involve K-12 school personnel, parents and families of K-12 students. Functioning as partnerships between WSU faculty, K-12 teachers, local and national corporations, and consortiums, these programs offer a wide variety of experiences to which these students might never be exposed otherwise. Partnership programs include but are not limited to the fine arts, health and fitness, job preparedness, drug and alcohol abuse prevention, and other vital community services that affect not only the participants, but the community at large.

A number of programs stand out in terms of their community-wide involvement and their potential impact on metropolitan Detroit.

Math Corps Super Saturdays

An extension of the Math Corps Summer Camp and funded by the Detroit Public Schools for 6-12th graders, this program is a combination of four modules which aim to advance the math skills of students who have previously participated in the Summer Camp. These four modules are 1) preparation for the Michigan Math Prize Competition, which awards scholarships; 2) a school-year continuation of algebra taught in the WSU Math Corps High School Bridge Program; 3) a sponsored workshop designed to refresh and advance the math skills of parents and guardians of participating students; and 4) a program that develops ninth graders to be mentors and teachers-in-training for middle school students, which enhances the skills of all students involved. In 2005, a creative writing workshop was added to Super Saturdays with resounding success.

Gaining Options: Girls Investigate Real Life (GO-GIRL)

This mathematics enrichment program (**www.gogirls.wayne.edu**) is coordinated through the College of Education. Its objective is to build girls' mathematical confidence and competence through a project-based curriculum that integrates mathematics and social science research in a technologically rich environment supported by University student mentors. Originally funded by a National Science

Foundation grant, and collaboratively developed by faculty and staff from the University of Michigan Institute for Research on Women and Gender and Wayne State's College of Education, GO-GIRL was developed in response to research findings suggesting a decline in interest in mathematics among middle school girls and minority youths. More than 200 seventh-grade girls from public and private schools in the metro Detroit area have participated since its inception in fall 2002. Funding for the continuation of the WSU program was recently received from the Michigan Department of Education. National Science Foundation dissemination grants supported the implementation of sister programs at four other universities across the nation during the 2005-2006 school year.

The Ralph Bunche Summer Institute

This program is offered annually by the Center for Peace and Conflict Studies in the College of Liberal Arts and Sciences. It began in June 2004 to educate diverse high school students ages 15-17 from the Detroit metropolitan area about the life and legacy of Detroit native, Dr. Ralph J. Bunche, and about means of handling conflicts today, both locally and globally. Summer Institutes focus on topics that exemplify Dr. Bunche's character and career: conflict resolution and negotiation, diversity, and international affairs. Training units included video presentations, diversity dialogue and activities, negotiation and bargaining skills training, an introduction to the African Union, Peace Through the Arts activities, museum tours, and formulating U.N. resolutions. In these institutes, each student represents an African country and debates political, economic, environmental, and health issues relating to the African continent. They then formulate resolutions to address these problems. In addition, students spend the night in the Wayne State residence halls, thus fostering their intercultural skills and familiarity with campus life. Approximately 80-100 students have attended each of these institutes.

FIRST Robotics Competition

This annual, regional competition for high school teams in southeastern Michigan is sponsored by Wayne State through the College of Engineering. Engineering faculty mentor and judge the competition, and scholarships are made available to participating students who are interested in furthering their engineering education at Wayne State. FIRST Robotics is a national organization designed to challenge students in the fields of engineering and science. Each year, more than 30 Metro Detroit high schools participate in the event, with some moving on to the national competition in Atlanta, Georgia.

Sexual Assault/Dating Violence Prevention Program

Organized through the School of Social Work, this program for Detroit Public Schools seventh and eighth graders assists in the prevention of sexual assault and dating violence among urban students by focusing on their knowledge, attitudes and behaviors. Funded by the Michigan Department of Community Health, the 10-12 week program, which began in winter 1998, includes a parent seminar, teacher training, and peer counseling sessions for a holistic approach to this problem. More than 500 students from Detroit middle schools have participated in the program.

Non-Degree Training

Word Processing Training Center

The Computer Science Department in the College of Liberal Arts and Sciences offers the Word Processing Training Center for unemployed, low-income Detroit residents 19-21 years of age who have graduated from Detroit Public Schools. This is a 13-week training course on the use of computers for clerical related jobs. Approximately 150 residents are trained each year. Over the 24-year life of the program, more than 3,600 young people have been trained in critical job skills. This program is a result of a long-standing partnership between WSU and the Department of Labor through the City of Detroit Employment and Training Department and has an outstanding placement record of approximately 85%.

Metropolitan Programs Visitor Program

Through the Visitor Program of the University's Metropolitan Programs and Summer Sessions, individuals can attend a wide range of selected University courses, both on and off campus (**www.mpss.wayne.edu/visitor.php**). Students taking courses through this program earn neither a grade nor academic credit, but can use the coursework to build their own skills and knowledge base.

Outreach to Prospective College Students

The offices of Undergraduate Admissions and Student Financial Aid at Wayne State are not just about enrolling new students. As part of their urban mission, the offices develop and implement numerous programs for the community. From partnerships with Detroit Public Schools and Wayne County Community College District to college planning workshops and financial aid outreach, the offices work diligently to serve the city of Detroit and the metropolitan area. Because of Wayne State's location in the state's largest city, the offices are frequently called upon to provide information and services to businesses, schools, media, social service agencies, and other entities.

Admissions Outreach to the Community

Latino Community Outreach

College planning workshops are held in southwest Detroit's social service agency, LaSed. Parents and high school students from the area meet and learn how to approach college selection and financial aid. Sessions are held in Spanish and English. The Center for Chicano-Boricua Studies in the College of Liberal Arts and Sciences is a partner in this effort. The program has been held for three years with a steady increase from eight students to 35 students, plus family, attending. Both the audience and the staff at LaSed give positive evaluations of the workshops. Bringing the program to the community removes many barriers, especially for the non-English-speaking parents and grandparents who attend. (**www.clas.wayne.edu/cbs**)

Advocates for Latino Student Advancement in Michigan Education (ALSAME)

Wayne State is a member of this advocacy organization for education of Latino students in Michigan. Conferences are held each year at various universities throughout Michigan. In 2005, the Office of Undergraduate Admissions sponsored the state conference on campus, bringing 200 Latino students and advocates together from throughout Michigan for a day to engage in dialogue and create plans for the future as well as to enhance the importance of higher education for this growing segment of Michigan's population. There is also a strong concern in the Detroit community regarding the education of undocumented students, and Wayne State continues to pursue avenues of support for this group.

College Planning Workshops in the Community

Similar to those mentioned above in southwest Detroit, these community receptions/workshops are held annually in various parts of Detroit and the tri-county metro area. Examples during 2005-2006 include Breithaupt Education Center in Detroit, Warren Community Center in Warren, and Southfield Library in Oakland County. These programs were initially offered in 2006 to meet the needs of the community. Approximately 35 parents and students typically attend each session. Ninety percent of the students from this group are admitted to WSU, which is a positive assessment of this initiative. These workshops will become a regular part of the annual recruitment calendar.

College Board Collaborative

In an effort to increase the college-readiness of students in Detroit Public Schools, the Office of Admissions has been the leader in developing an urban partnership with the College Board. Efforts include bringing Detroit Public Schools counselors and faculty together, along with staff from the College Board, to promote Advanced Placement course training for teachers, test preparation for students, and other much needed academic collaboration.

College Goal Sunday

Wayne State hosts this financial aid information program annually as part of a state-wide effort to inform college-bound student communities around the state about the financial aid process. One Sunday during February is designated by the State of Michigan for this purpose. Financial aid staff from Wayne State and other local colleges and universities gather to engage several hundred students and parents in the financial aid application process. This event helps make the transition to college easier. Successful enrollment and retention at a Michigan university or college is the goal statewide.

Alternative Admission Programs

Division of Community Education (DCE)

A long-standing program at Wayne State, DCE serves students who are not eligible for regular admission. As a service to the community, the DCE staff works with several hundred new students each year (approximately 600 in 2005-2006) through two years of college, using supplemental instruction, individual tutoring, and mentoring. The Office of Undergraduate

Admissions helps recruit and support the new DCE students. Students who demonstrate success are allowed to continue their education in one of the traditional undergraduate programs. (**www.dce.wayne.edu**)

Project 350
Another alternative education program that supports first generation college-bound students with financial need is Project 350 (**http://es.wayne.edu/access/p350.htm**). A summer residential program is the first step in providing supplemental instruction, tutoring, and advising for approximately 100 new freshmen each year. The program length is two years, through the students' sophomore year at Wayne State.

Migrant Farm Worker Program
Every year, Undergraduate Admissions and the College of Education collaborate to bring to campus migrant farm workers who have children in Detroit Public Schools. Again, the focus is higher education and the opportunities for migrant farm workers and their children in Michigan. Approximately 55 parents and students attend each year. The program is well known in the Hispanic community and Detroit Public Schools, especially because of the growing number of Hispanic families, many of them migrant farm workers, throughout the metropolitan Detroit area.

Scholarship Services

Wayne State University makes numerous scholarships available to qualified students in order to bring a college education within reach. These programs are administered through the Office of Student Financial Aid (**www.scholarships.wayne.edu**) as well as individual schools and colleges. The following are just a sampling of the scholarship programs, focusing on those that reach out to the community and involve them with the campus.

Scholars Day on Campus

Yearly since 2004, the Honors Program and Undergraduate Admissions have collaborated in hosting Scholars Day. This invitational forum brings together 700 to 1,000 students and parents for a scholarship competition. The awards range from $1,500/year to full tuition for four years, with a guaranteed Wayne State scholarship for everyone attending. Invitations to join the Honors Program are extended to those who enroll at Wayne State. Not only is the Honors Program a place for academically talented students, it also provides a forum for undergraduate research and service to the community of Detroit. This program has opened up the University and its programs to a greater part of the metropolitan Detroit community, bringing families to campus who may not have been aware of the programs that the University has to offer.

Other Scholarships for the Community

Detroit Compact and Wade McCree Scholars are chosen from Detroit Public Schools each year as part of a state program. Participating universities identify and support these students from middle school through high school graduation. Approximately 50 new students who meet the program criteria are funded each year by Wayne State with full tuition and mentoring for four years.

Scholarships are also available through the Math Corps. Several years ago, the Office of Undergraduate Admissions set aside eight Math Corps scholarships to be used to fund under-represented students through their years of education at Wayne State. The Math Corps is an outreach component of the College of Liberal Arts and Sciences, involving high school youths in Detroit through weekly workshops and summer camps. This college readiness program produces strong candidates for admission to higher education, with a 98% graduation rate. (**www.mathcorps.org/Default.asp?bhcp=1**)

Admissions Outreach in Partnership with the Alumni Association

The Alumni Association and the Office of Undergraduate Admissions have developed partnerships during the past years to inform and engage prospective students and the community regarding Wayne State University. Examples include:

- The Grand Traverse alumni group hosted a reception in 2005 for students interested in Wayne State and for those interested in higher education in general. Alumni in this Northern Michigan community volunteer for college fairs and phone calling to encourage local students to enroll.

- The Kalamazoo alumni group has helped by calling and working with students who are eligible for the Kalamazoo Promise, a privately funded program to help every graduating senior from Kalamazoo public high schools receive financial aid while enrolled in a Michigan public college or university.

Alumni from around the state have also served as volunteers for Scholars Day on campus by working as interviewers and essay-readers for the 1,000-student competition for Presidential and Wayne State Scholarships. The Alumni Association also hosted, in conjunction with Admissions and the Honors Program, several scholar receptions in the Dearborn and Birmingham communities.

Programming for Incoming Students

Dual Enrollments

Wayne State has a very liberal dual enrollment policy. In order for high school students to experience the rigor of college work, junior and senior high school students are encouraged to enroll in courses at the main campus or at off-site locations that may be close to their homes and schools. Each fall, the dual enrollment numbers are approximately 25 to 30. Wayne State also accepts college courses in transfer from high school students enrolled at community colleges. (**www.admissions.wayne.edu/grade_911/grades9_11.php**)

Transfer Students: 2+2 Agreements

Wayne State enrolls approximately 2,000 transfer students each year; over half are from community colleges. In the last year, Wayne State has realized a 28% increase in community college transfers, bringing the fall 2005 enrollment numbers to 1,080. In response to the needs of transfer students for accurate information and faster service, transfer credit equivalency tables and plans of work are articulated for many of the major feeder schools including Macomb Community College, Wayne County Community College, Henry Ford Community College, and Oakland Community College. These transfer tables include 65 majors at each college and are developed by the articulation coordinator in the Office of Undergraduate Admissions. Each major plan is approved by the department at Wayne State and by the community college department for which it is written.

Outreach to Alumni

Alumni are one of our links to the real world and provide the University with important feedback regarding how we are preparing students for the world beyond the university. The Wayne State University Alumni Association (**www.alumni.wayne.edu/index.php**) helps alumni advance personally and professionally through many special events, publications, and benefits. Alumni can maintain membership in their school, college, or program association when they join the national alumni association.

Alumni influence the life and direction of the University through involvement in fundraising and recruitment, as advisory board members for schools, colleges, centers, and academic programs, and as evaluators of academic programs and student achievements. For example, the College of Education involves alumni in evaluating portfolios of graduating seniors. This arrangement gives students relevant feedback on their qualifications for the workplace, and it provides alumni with an opportunity to observe the skills of students who will soon begin teaching.

Sharing Expertise

Examples of Wayne State's capacity and commitment to engage the community can be observed by examining some of our Centers and Institutes that are most strongly linked to the community. WSU adheres to the belief and practice that the knowledge and skills that exist within the campus community should be shared with our fellow community members. Following are some examples of mutually beneficial shared expertise.

The Center for Arts and Public Policy (CAPP)

This group (**www.capp-wsu.org**) was conceived in 1994 as a non-partisan center designed to conduct research, aid in investigating arts issues, study the effects of policies, and consult on strengthening arts and cultural organizations. CAPP is a partner with the Michigan Council of

Arts and Cultural Associations (MCACA). The Center provides economic impact studies, focus groups, strategic planning, audience analysis, creative consulting, intercultural analysis, project assessment evaluation, conference planning, political campaign design, and new product and service design. The Center produces newsletters and reports on specific topics ranging from the arts and culture industry to the economic impact of non-profit arts and culture organizations in Michigan. (**www.capp-wsu.org/Media/EDocs/Rebirth14pdf.pdf**)

Barbara Ann Karmanos Cancer Institute (KCI)

The Karmanos Cancer Institute includes the programs of the former Michigan Cancer Foundation, the Meyer L. Prentis Comprehensive Cancer Center of Metropolitan Detroit, and the cancer programs of the Detroit Medical Center and Wayne State University. The Institute operates one of the premier, nationally recognized cancer research, treatment, education, and outreach centers in the United States. It is also home to one of the 11 national registries of SEER (Surveillance, Epidemiology, End Result) programs.

> KCI manages 96,000 outpatient visits and 5,700 patient discharges annually; conducts more than 350 clinical research studies; and answers 154,000 calls to its cancer information phone lines.

Physicians and researchers, community education staff members, and trained volunteers present education and awareness programs to the community. The programs are offered to businesses, religious congregations and social/community groups in southeastern Michigan. (**www.karmanos.org**)

The Skillman Center for Children (SCC)

Created in 1991 by a Skillman Foundation Endowment of $2.5 million and chartered in May 1994, the SCC supports the work of existing agencies, citizen/parent groups, organizations, and governmental units concerned with issues facing urban children and their families. The SCC acts as a catalyst for change on behalf of urban children, youths and families while contributing significantly to the preparation of professionals, the capacity of community organizations, and the generation and dissemination of research-based information and analyses that inform both practice and public policy. The Center focuses primarily on three areas: 1) violence against, by, and between children and youths; 2) welfare reform/poverty; and 3) education. The target audience includes policy makers and administrators, service providers, faith-based organizations, individuals, corporations, foundations, and the general public, as well as students, faculty and researchers at the University. (**www.skillmancenter.wayne.edu**) and (**www.detroitkids.org**)

The primary ways SCC disseminates such information is through conferences, forums (consisting of a series of eight workshops), trainings, video previews (featuring new materials from the Center Resource Center), and other interactions such as hosting University classes. A review of attendance data for these events show a 29% increase in participation from 2004 (1,055) to 2005 (1,361). In the first six months of 2006, participation was already at the same level as for the entire year of 2004. In 2006, agency visits became a new outreach program. Staff members take the Skillman Center "on the road" and meet with representatives of agencies/organizations to discuss the resources available from the Center. This has extended SCC's impact by 15 agencies and over 450 individual participants, bringing their six-month participation rate beyond the participation rate in calendar year 2005. Conferences, forums, and video previews are generally offered for no fee. Workshop fees range from $10 to $15. Training sessions will cost between $30 and $150 (although the majority are offered for the lower fees).

Merrill-Palmer Institute for Child and Family Development

A pioneer in the field of child development and early education, the Merrill-Palmer Institute partnered with Wayne State in 1982. The mission of the Institute is to promote the optimal development of children and families in urban and large metropolitan areas by stimulating and facilitating interdisciplinary research, education, and engagement with communities. The Institute has encouraged collaborations among faculty from many University departments,

with more than three dozen Wayne State faculty members affiliated with the Institute. The service programs of the Institute are an outgrowth of its research mission. An example of the connection between service provision and research and professional development is the Child Development Laboratory (CDL), which offers developmental education for children from 2 1/2 up to kindergarten age and provides a setting for Wayne State students and faculty to study human development. Other aspects of evidence-based programming and service involve the training of mental health workers who serve very young children in the care of public and non-profit agencies, a field-based teacher development program for preschool teachers, consultations for education and child care organizations, workshops for teachers, parents, and the public, and the annual Metropolitan Detroit Teen Conference (MDTC). In its 23rd year, the MDTC represents a partnership of over 50 different local and state, public and private organizations bringing together 9th and 10th graders from around metropolitan Detroit to discuss current issues of pressing importance to area young people. In November 2005, the 22nd annual conference was titled "Take a Giant Step." It helped teens discover their commonalities and focus on positive goals. It helped reinforce awareness that they are empowered to make personal choices in their everyday lives that will steer them in a positive direction. As of summer 2006, the Skillman Center and Merrill-Palmer Institute were combined into one unit. (**www.mpi.wayne.edu**)

Developmental Disabilities Institute (DDI)

The DDI provides state-wide programs designed to enhance the lives of persons with disabilities. Services are provided in both English and Spanish. One DDI project is the Detroit Family Support 360 Degrees designed as a one-stop support center to assist underserved families who have a member with a disability. Detroit 360 assists families in obtaining the support and services they need to preserve, strengthen, and maintain their well-being. (**www.wayne.edu/DDI**)

School of Social Work

The School of Social Work is heavily engaged in research and service initiatives that focus on addressing issues related to the social welfare of the community (**www.socialwork.wayne.edu/research.php**). The School's faculty continue to build a very impressive record of successful implementation of research studies with direct impact on the community. The Sexual Assault/Dating Violence Prevention program was mentioned earlier in this document; other examples include:

- Detroit Public Schools (DPS) Homeless Project has the overall purpose of assessing the educational functioning level of homeless students in the Detroit Public Schools system and to assist in building the district's capacity to identify and meet the needs of homeless students and families.
- Strengthening Community Organizations to Promote Effectiveness (SCOPE) offers a planned approach to strengthen the human and organizational capacities of grassroots organizations in the city of Detroit. This interdisciplinary, interagency initiative provides evaluation, training, and consultation to help assess the effectiveness of the project as well as determine strategies to improve the quality of services.

The Labor Studies Center

This Center provides planning and consulting services that speak to the many issues confronting union leadership. Assistance can range from technical consulting on a single issue to the development of a contract campaign or a comprehensive Strategic Plan for a local union chapter. The Center serves over 4,000 students/participants a year in a variety of formats, ranging from half-day workshops to two-week long programs union chapter. Examples of activities include: 1) working with the UAW-GM Center for Human Resources in delivering the UAW-GM local and national paid educational leave programs; and 2) assisting the American Postal Workers Union in the development of an executive leadership program to strengthen the capacity of APWU local and state presidents to lead their unions in an era of accelerating change. (**www.laborstudies.wayne.edu/consult/ConsultUnion.html**)

Center for Urban Studies

For more than 30 years, the Center for Urban Studies has been engaged in cutting-edge social science research and service. Often, the Center collaborates with WSU faculty to combine their expertise with the methodological skills of Center staff. The faculty also works closely with community organizations and local governments to answer key questions about the metropolitan area and policy or organizational issues. The Center's staff is skilled in techniques of demographic analysis, mapping, evaluation, sample surveys, qualitative data collection, and policy analysis. An example of their work is the Lead Elimination Action Program (LEAP) (**www.leapdetroit.org**). The mission of LEAP Detroit is to enhance efforts to create a lead-safe Detroit by mobilizing the community, leveraging resources to create lead-safe homes, conducting education and outreach programs, and by creating a web-based, user-friendly database on lead issues. (**www.cus.wayne.edu/capabilities/intro.asp**)

Center for Peace and Conflict Studies

The Center was established in 1965 to provide programs devoted to the resolution of conflict in all contexts, from local to international. In addition to research and educational programming, the Center engages in community outreach in two ways. First, the Center houses the Detroit Council for World Affairs, which is concerned with education in U.S. foreign policy and international politics. Second, it provides services for educators relative to conflict resolution and violence prevention. The Center also provides diversity education for school administrators, teachers, related school staff, students, and parents across the Midwest and Canada. In addition, the Center provides intervention services to assist in diffusing potentially disruptive situations, and often through mediation, to work toward better problem solving skills. (**www.pcs.wayne.edu/about/educator_services.htm**)

The Healthier Black Elders Center (HBEC)

This diverse group consists of educators, community members, national advisors, and researchers whose purpose is to improve the health of older adults living in the metropolitan Detroit area. The Center is funded by the Michigan Center for Urban African American Aging Research (MCUAAAR), which is funded by the National Institute on Aging. The Center's primary goal is to reduce differences in the health status of elderly minorities by focusing research on health promotion as well as disease and disability prevention activities. Its mission is to contribute to the creation of a healthier Detroit and connect with older adults throughout the city to create a participant resource pool of 1,000 adults ages 55 and older. (**www.mcuaaar.iog.wayne.edu**) and (**www.iog.wayne.edu**)

FAStar (Fetal Alcohol Syndrome Treatment and Assessment)

This program of the Department of Obstetrics and Gynecology, in collaboration with the C.S. Mott Center for Human Growth and Development, the departments of Psychology and Pediatrics, and other WSU institutes, conducts research on Fetal Alcohol Spectrum Disorders (FASD). FAStar was developed to formalize ongoing activities of several faculty members into a systematic way of meeting two goals: to help families with FASD deal effectively with the unique cognitive, emotional, physical, medical, and social challenges through education, community outreach, and access to available professional expertise and services; and to increase awareness and expertise of medical, psychological, social, and educational agencies in Greater Detroit regarding FASD by giving in-service and continuing education training.

Constituent Involvement in Learning Activities

External constituents are invited into the classroom to participate in a number of ways. Outstanding professionals in a variety of fields are brought in as experts for varying periods of time. Their presence on campus and in classes permits students to learn from and work with highly talented artists and professionals. In addition, the community is often treated to performances and presentations by these exceptional people. These individuals in turn are exposed to the energies and creativity of developing young artists and professionals-in-training and can be involved in the future development of the field at the ground floor.

The College of Fine, Performing and Communication Arts has very active guest artist and artist-in-residence programs. For example:

- The Maggie Allesee Department of Dance, through the Allesee Artists-in-Residence Program, provides dance students with intense periods of study with nationally and internationally renowned choreographers and master teachers. Each March, the Dance Department's Annual Spring Gala Concert showcases a WSU premiere by the Allesee Artist-in-Residence. The artists in residence for 2005-2006 were the world-renowned tap dancer Joshua Hilberman and choreographer Jan Van Dyke.
- The Department of Art and Art History has a Visiting Artists program that brings visual artists from the metropolitan area to campus. These artists provide graduate students with objective evaluations of their creative work, and introduce students, colleagues, and the public to innovative ideas and artistic concepts.

The College of Liberal Arts and Sciences offers active Writers-in-Residence programs. The Detroit Urban Women Writer-in-Residence program in the Department of Interdisciplinary Studies, in collaboration with the Detroit Chapter of the International Women's Writing Guild, is designed to promote critical and reflective writing by Detroit's urban residents about their lives and the development of the social fabric of the city of Detroit. Grace Lee Boggs, a well-known Detroit writer and activist, was the writer-in-residence for 2005.

The School of Business Administration has an Executive-in-Residence program that brings business leaders into the school to work with faculty and staff on specific initiatives and to lecture in undergraduate and graduate classes. Terry Cross is the current Executive-in-Residence for Entrepreneurial Studies.

The College of Engineering seeks out exceptional doctoral-level engineers from local industry to serve as instructors in undergraduate and graduate-level courses. These individuals bring an industrial perspective to the classroom, allowing students to directly connect the theory that they are learning to engineering practice. Many of these individuals have been teaching courses consistently over 10 years or more, due to their dedication to education and the students' response to these courses.

> In addition to these more structured programs, 42% of respondents to the faculty-staff survey indicated that they invited community members to their courses and course-related activities as guest speakers, panelists, and judges. Thus, through formal and informal arrangements, our external constituents are an active part of the learning experiences of our students.

Direct Services to Individuals and Groups

Wayne State University School of Medicine

Faculty from the School of Medicine formed the Wayne State University Physician Group, a non-profit organization that includes the area's top doctors in 19 specialties. The WSU Physician Group is one of the largest practice plans in the metropolitan Detroit area. It represents more than 750 doctors and enhances faculty efforts to provide patients with easy access to advanced, comprehensive care.

> WSU physicians see about 1 million patients a year. In 2005, the School of Medicine provided over $150 million in non-compensated health care.

WSU faculty members at the Detroit Medical Center hospitals provide 59% of the care for newborns with the most complicated health conditions. At Children's Hospital of Michigan, the WSU pediatric faculty cares for 62% of the pediatric patients in the Detroit area.

Eugene Applebaum College of Pharmacy and Health Sciences

Faculty and staff provide a variety of services, including the Highland Park pharmacy clinic and the Cabrini Clinic. The goals of the Highland Park clinic are to identify people at risk of hypertension, diabetes, and high cholesterol and refer them to medical care. For those

diagnosed with these conditions, the focus is on improving their health status through education and monitoring. The clinic also seeks to decrease smoking rates through the use of brief motivational interventions. Over 400 people have received care in the past 12 months.

Law School

Faculty and student expertise is provided to no-cost or low-cost legal clinics, including the Free Legal Aid Clinic, the Disabilities Law Clinic, the Civil Rights Litigation Clinic, the Nonprofit Corporations and Urban Development Law Clinic, and the Criminal Appellate Practice Clinic. Evaluations of clinic services from students, clients, and external partners indicate that these clinics are addressing important educational and service needs. For example, the Free Legal Aid Clinic has operated since 1965 with students supervised by the Legal Aid and Defender Association of Detroit.

> The Law School clinics are the primary source of free legal assistance in family law cases for indigent Wayne County residents (i.e., 125% of federal poverty level or below) and assist several thousand people each year.

Entertainment, Cultural, and Sports Activities and Programs

Wayne State provides and participates in cultural and entertainment activities organized by WSU's Department of Athletics, the College of Fine, Performing and Communication Arts, and other units on campus. Ranging from lectures to art exhibits, concerts to sporting events, these activities provide a venue that highlight not only the University and the diversity of its people and programs, but also the rich cultural diversity of its setting, thus making the University a natural extension of the community. Examples of these activities include:

- The University Cultural Center Association, of which WSU is a member, produces two annual cultural fairs on and around the main campus. Each of the events is free of charge to the community. The Detroit Festival of the Arts, the second weekend in June, is three days of five musical stages, a professional artists market, street performers, a reading garden, and a children's fair. WSU sponsors one of the international music stages and the children's fair with the Youth Artist Market. The 60 to 70 youth artists, three youth performance stages, and 40 to 50 regional cultural institutions utilize the Gullen Mall area of the main campus. WSU also participates in Noel Night, the first Saturday in December, with international holiday performances, astronomy shows at WSU's Old Main planetarium, and student art exhibitions.
- The College of Fine, Performing and Communication Arts celebrated its 20th anniversary in 2005-2006 with 25 different cultural/artistic events. A sampling of the range of programs and events created by this talented group of faculty and staff can be seen at **www.events.wayne.edu/cfpca/?view=all**.
- WSU's Department of Athletics sponsors activities and events that promote health and fitness, such as the annual Fun Run/Walk for Women's Athletics and Health Expo. This event is organized jointly with the Henry Ford Health System.
- WSU also has a number of cultural facilities on campus that are open to the public, including the Community Arts Gallery, the Elaine L. Jacob Gallery, the planetarium, the Museum of Anthropology, and the Museum of Natural History.

Technology Development and Transfer

TechTown (**www.techtownwsu.org**) is an example of the University's engagement in the economic development of the community. TechTown, Detroit's only research and technology park, is a community of entrepreneurs, investors, mentors, service providers, and corporate partners creating an internationally recognized entrepreneurial village in the city of Detroit, adjacent to the WSU campus.

> A neighborhood encompassing 12 city blocks in the heart of the city, TechTown is fast becoming an exciting place to live, work, and play.

TechTown is a 501(c)(3) nonprofit organization founded by Wayne State and two strong strategic partners, General Motors Corporation and Henry Ford Health System. TechTown provides support and access to capital needed to build high-tech companies and empowers entrepreneurs, through its business incubator, to build successful technology businesses that improve the quality of life for people across the country and around the world. The TechTown organization also serves as a developer, facilitating commercial and residential projects.

> WSU President Irvin D. Reid was recently named Entrepreneur of the Year by Ernst & Young as reported in *Crain's Detroit Business* (Detroit's major business publication) for his accomplishments related to TechTown.

Inviting the Public to the Campus

Every public facility at WSU is involved at some level in community programs. The facilities are provided free of charge to University-sponsored programs, with events that require technical services incurring nominal operational charges. Parking is available throughout campus, and valet parking is available for an additional fee. Catering is available for all events through our on-campus catering service. Some of the more frequently used facilities are identified below:

- The Welcome Center has a bright, spacious lobby with plasma screen capabilities and reception space that holds up to 600 people. The center also has a multimedia auditorium with permanent seating for 200.
- Community Arts Auditorium has theater-style seating for 560 along with multiple dressing rooms in the backstage area, a projection booth, and updated audio, lighting and acoustical systems. Adjacent to the Auditorium is the 3,400-square-foot Community Arts Gallery used for receptions, seminars and other events. In partnership with WDIV Local Channel 4 and Clear Channel Communication's radio station WMXD-FM 92.3, WSU hosted a live Mayoral Debate on campus in the Community Arts Auditorium in fall 2005. The one-hour debate aired live during prime time on WDIV/TV 4 and was broadcasted simultaneously on WMXD-FM 92.3 and streamed to a WSU website. The debate allowed students, faculty, staff, and the citizens of Detroit to hear Mayor Kwame Kilpatrick and Mr. Freman Hendrix speak of their visions for the future of the city. The event filled Community Arts Auditorium to capacity with more than 560 citizens from the University, the community, and supporters from each candidate's party. TV ratings indicated that 21 percent of the households in the viewing area watched the debate. In addition, a panel of Wayne State experts participated in a post-debate discussion in the Gallery of the Community Arts Building located across the hall from the auditorium. Panelists included Ronald Brown, Associate Professor of Political Science; Ben Burns, Professor of Journalism; and George Ziegelmueller, Distinguished Professor of Communication.
- McGregor Memorial Conference Center is a two-story, multifaceted facility with 12 conference rooms and full catering service to accommodate groups from 10 to 600. Rooms range from 550 square feet to 3,100 square feet with Internet, videoconferencing and web casting capabilities. The Center is a favorite venue for many formal banquets and ceremonies for schools and organizations throughout Detroit. State of Michigan and federal government agencies conduct community seminars and training conferences on a regular basis at McGregor Center.
- The Student Center has numerous rooms including a 350-seat banquet room, which accommodates 150 in workshop-style setup, and an additional 4,700 square feet of meeting rooms throughout the building. The Student Center hosts community functions such as the Detroit Public Schools Business Development Division's DECA Competition, the YMCA Teen Success Fest, the Metro Teen Conference, and the Regional Community Health Seminar. Debate Watch 2005 was hosted in the Student Center Building (SCB) following the mayoral debate in Community Arts. More than 200 WSU students participated. The event was such a success that both candidates walked over from Community Arts to SCB to engage in

conversation with students and to answer questions. Participants were encouraged to engage in the political discussions and express their own opinions and views about the debate.

- General Lectures has two lecture halls and an ethnic-themed room called the Italian Heritage Room. One lecture hall holds up to 250 people and the other holds up to 750. Each hall has a stage and is designed for lecture-style seating. The Italian Heritage Room has a reception area for 60 and an attached kitchenette. The Student Council Program Board holds its Special Guest Lecture Series one to two times a year in this facility with approximately 750 people in attendance. These no-charge public lectures have brought speakers such as Maya Angelou, Robert Kennedy, Jr., Cornel West, Shimon Peres, and Spike Lee to the campus.
- DeRoy Auditorium also has two separate meeting rooms: one with a lecture-style capacity of 300 and the other with similar seating for 400.
- St. Andrew's Hall, a former church with beautiful stone structure and attractive stained glass windows, is used for receptions, weddings, banquets, and other formal occasions. This facility can hold up to 160 people.
- Science Hall has five fixed lecture-style rooms with seating capacities ranging from 50 to 75 people.
- The Undergraduate Library Community Room and Bernath Seminar rooms are used extensively for community group meetings.

Individuals and Community Outreach Activities

Results of the faculty-staff survey confirmed our belief that the University community extends itself in a very personal way throughout Southeastern Michigan. WSU volunteer efforts extend throughout the region and include participation in Alternative Spring Break projects, animal shelters, Big Brothers Big Sisters and other children's organizations, the Detroit Race for the Cure for breast cancer, environmental organizations, faith-based centers and functions, Habitat for Humanity, homeless shelters, health care initiatives, the Motor City Makeover in Midtown, ministries for the needy, technology support for social service organizations, victim services/police responders, women's health and heart disease awareness, and Detroit Zoo activities. The faculty and staff of Wayne State give of their time and their talent to a multitude of external constituents.

Summary and Evaluation

As illustrated in the examples above, WSU's decentralized approach has allowed us to develop an extensive array of programs, activities, and facilities designed to address the needs of a wide range of constituents. It is clear that many of the programs are targeted directly toward members of the Detroit community, particularly children and families and those who are under-represented or underserved. This is consistent with the University's mission to be a catalyst for social, economic, and cultural enhancement. Whether through direct connection to academic programs with field education programming or through work opportunities, the programs and services offered involve students in the development and delivery of services, enhancing the quality of their learning experiences and contributing to their development as socially conscious and engaged citizens.

The engagement and service mission of the University is also evident at the individual level in the work of WSU's faculty and staff. A survey of all employees in winter 2006 (N=1,028 completed responses) revealed that WSU faculty and staff are actively engaged in a range of activities beyond teaching, research and service to the University. At least half the respondents were involved in some form of service to the broader community within the previous three years, including:

- Community presentations or performances (57%);
- Workshop design and delivery (49%);
- Board memberships (42%);
- Consultations (40%);
- Service to national, state or local task forces (34%);

- Media resource (25%); and
- Expert witness testimony (10%).

In addition, 69% indicated they had volunteered in the community within the previous 12 months with over half of those volunteering 10 hours or more a month. The most common reasons stated for volunteering their time and expertise were a sense of responsibility to the community (73%) and helping people (74%). Through this kind of survey, we are gaining a greater appreciation for the extent of our engagement as an institution, and developing a valuable resource for informing the public.

5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Providing Critical Community Services

Wayne State's commitment to involvement with the community is evident in all of the University's schools and colleges and their constituent departments. Classroom learning is designed with the community in mind. Highlights of this community engagement include:

- The University Library System is clearly a cornerstone of the academic experience at Wayne State. The libraries are also a vital source of information and programming for the community through a number of different modalities. To promote artistic appreciation of the written word, the Chapbook Information Literacy initiative was launched in fall 2005 with Murray Wright High School and Howe Elementary School in Detroit, with plans to add additional schools. The program, partially funded by the UPS Community Foundation, involves three sessions located at the schools and two sessions at the University. The goal of the program is to use Chapbook development as a means of bridging the digital divide and to foster an appreciation of the creative arts in K-12 students.
- Extension centers are located in northwest Detroit, Oakland County, and Macomb County. Residents can enroll in courses and work on their degrees at a self-planned pace, without having to travel to the main campus on a regular basis. Recognizing the needs of the community in which they reside, these centers open their facilities for community use. A large number of civic and business activities take place at the extension centers, allowing Wayne State to enhance its presence in the metropolitan area and respond to community needs for higher education in specific areas.
- The College of Engineering joined The Greenfield Coalition, a National Science Foundation-supported partnership of universities, manufacturing companies, the Society of Manufacturing Engineers, and the non-profit organization Focus: HOPE. The coalition is establishing a new paradigm for manufacturing engineering education that centers on daily, real-world manufacturing experience. This program grew out of local industry's identification of a gap in the education and training of engineers and engineering technologists who were entering the manufacturing arena. In the course of its ongoing research and development work, Greenfield has also become the nation's largest producer of minority graduates in the manufacturing engineering field. (**www.iitc.wayne.edu/research_projects/index.asp?ID=2&itemID=3**)
- In 1998, the College of Engineering began the Women in Engineering Training Program, designed to provide a stimulating science and mathematical experience to increase the number of females who pursue academic careers after high school. This program takes place each summer for a four-week period, allowing girls in the sixth through ninth grades the opportunity to consistently advance their interest in these subjects. Programs such as this are needed to counter the trend of girls dropping out of math and science classes during their middle school years.
- The Law School's Disability Clinic is a free service in which students assist community members in need of legal assistance. This learning experience is conducted under the

leadership of a Law School professor. As one student commented about his experience, "I believe I am still learning about functioning/communicating like a lawyer and realizing how resourceful you have to be to help your client."

- The Physician Assistant, Occupational Therapy, and Physical Therapy programs offer pre-sport health appraisals for the Special Olympics in Detroit.
- The Detroit Public Schools Violence Prevention Program, coordinated by the College of Education and delivered in concert with the Center for Peace and Conflict Studies and the M.A. in Dispute Resolution Program, has provided violence prevention training and education to youth in grades K-8 in 15 elementary and middle schools since September 2000. In addition, the program provides professional development opportunities for teachers, and outreach education to parents and guardians. In 2005-2006, 2,200 K-12 students participated in the program.
- Detroit Community AIDS Library (DCAL), in operation since 1994, provides a gateway to HIV/AIDS information for members of the Southeast Michigan community. Services include a website (**www.lib.wayne.edu/dcal**) as well as instructional programming for community-based organizations and individuals. Library services such as document delivery reference and support for community grant proposals related to HIV/AIDS is also provided. In 2005-2006, over 2,000 inquiries were received.
- Shiffman Community Health Information Services (CHIS) **(www.lib.wayne.edu/shiffman/chis/chis.php**) provides health information, education, and resource awareness. Operated through the Vera P. Shiffman Medical Library, CHIS provides a number of health information services, including personalized health information packets, reference/research services, and access to the library's community-designated computers. The Quality of Health Care website (**www.lib.wayne.edu/shiffman/chis/qualityhealthcare/index.php**) under the auspices of CHIS is a special collaborative project with the College of Nursing to provide useful information on understanding quality health care, evaluating health care services, and making informed health decisions.

Administrative Engagements with the Community

While the faculty engage their students in community needs-based academic programs, the administrative offices of Wayne State are also committed to working in partnership with community members to address the needs of and provide services for the greater Detroit community. WSU maintains a website with up-to-date information and links regarding various events and activities that may be of interest to the community. (**www.wayne.edu/arts.html**) and (**www.events.wayne.edu/cfpca/index.php?view=all**)

Testing, Evaluation, and Research Services (TE&RS)

TE&RS, currently assigned within the Division of Academic Affairs, Office of Institutional Research, Assessment and Data Resources, has a long history of providing measurement services to external constituents. This may take the form of general community-based research and/or revenue-generating initiatives. As an open testing center, external constituents may choose Wayne State as their testing center of choice for many national exams used for admission to undergraduate and graduate programs, as well as national examination programs required for professional licensing, certification, and registration purposes.

The testing office website (**www.testing.wayne.edu**) is open to the public and is the central location for information related to the University's official testing programs on both the undergraduate and graduate levels for internal and external constituents. Listed below are some examples of measurement services provided to external constituents.

Skilled Trades Testing for Selection to Apprenticeship Training Programs

This program, originally researched and designed to contribute to selection of apprenticeship trainees for the Detroit Plumber Industry Training Center, was undertaken in 1988 and was expanded in the late 1990s to include the Heat

and Frost Insulators, (formerly Asbestos Workers); Pipe Fitters Training Center; and Sprinkler Fitters. TE&RS services include test administration, score report coordination, reporting, data manipulation, and archiving. At the request of the skilled trades, TE&RS developed a practice test to help candidates prepare. This practice test is available to all skilled trades involved in the testing for $5, which basically covers royalty fees per the agreement and TE&R's overhead costs. Existing materials for test preparation can cost as much as $30 or more and often provide practice in areas not assessed. This practice test was constructed in 1999 and is still in use as of 2006.

International Conference of Symphony and Opera Musicians (ICSOM) Conductor Evaluation

This project, which began in the early 1980s and continues through 2006, provides measurement and information technology (IT) database services to this professional organization on national and international (Canadian) levels. The Conductor Evaluation presents a comprehensive set of questions designed by musicians to evaluate conductors on their abilities to help them achieve excellent performances. The results of this research, including peer review of the ICSOM Conductor Evaluation instrument, will be found at **www.soi.org/index.shtml** and in the Symphony Orchestra Institute journal *Harmony* under the title of the Conductor Evaluation Data Analysis Project (CEDAP).

The Detroit Orientation Institute

The Detroit Orientation Institute (DOI) is designed to provide media, business, non-profit and other professionals who are new to metropolitan Detroit, and others who want to know more about the area, with an understanding of the issues, personalities and events affecting the region. The DOI was created as a result of a recommendation from the 1987 Detroit Strategic Plan, a major project of Detroit Renaissance. The Institute provides both a historical and regional perspective on the subjects that make up its curriculum. The primary purpose of the DOI is to offer a realistic view of the area's issues and to introduce newcomers to a diverse group of area decision-makers. The ultimate goal is to provide accurate information on both the promising aspects and the serious challenges in the region. The DOI conducts customized programs for a particular organization, company or industry. In addition, there are two annual programs: a one-day faculty DOI in August for new Wayne State faculty, and a special weeklong WSU student program in March called Leadership, Learning and Service — Alternative Spring Break Detroit. The Institute's programs help community leaders identify pressing needs and organize collaborative efforts to respond to critical social service issues. (**www.doi.wayne.edu**)

University Campus Development Efforts

Together with Barnes & Noble College Bookstores, Wayne State opened the first-ever Barnes & Noble in the city of Detroit. This two-story facility includes popular reading, music, a convenience store, and a coffee shop, and offers community programming including author signings and story time for children. This business partnership has brought a much-needed resource to the local community.

Contributions of University-Affiliated Units

WDET-FM 101.9

Located on the University's main campus, WDET-FM 101.9 is one of the country's largest public radio stations with an audience of over 161,000 weekly listeners (**www.wdetfm.org**). The station was honored in 2003 with three Michigan Association of Broadcasters Awards, seven Michigan AP Broadcast Awards, five awards from the Society of Professional Journalists (Detroit Chapter), *The Detroit News* "Best of Detroit" (Best Radio Station) and *The Detroit Free Press* "Best of Detroit" (Best Addition Tavis Smiley). In 2004, the station was honored by *Hour Detroit Magazine* with three awards in "The Best of Detroit" category. Programming changes in 2005 resulted in an 8% increase in listening audience, according to Arbitron, which measures radio audiences.

Wayne State University Press

A distinctive urban publisher, Wayne State University Press is committed to supporting the University's core research, teaching, and service mission by generating high-quality scholarly and general interest works of global importance (**www.wsupress.wayne.edu/index.html**). Celebrating its 65th anniversary in 2006, the Press, through

its publishing program, disseminates research, advances education, and serves the local community while expanding the international reputation of the Press and the University.

> The Press' website is one of the most accessed of all the University's sites, with over 30,000 visits logged each month, and with several books purchased through the site daily. (**http://wsupress.wayne.edu/information/aboutwsup2.html/**)

The Detroit Area Library Network (DALNET)

Housed at Wayne State, DALNET is a multi-library consortium located in Southeast Michigan (**www.dalnet.lib.mi.us/about.php**). The consortium, incorporated in 1985, is open to academic, public, school and special libraries as well as information organizations in the seven-county metropolitan Detroit region (Wayne, Oakland, Macomb, St. Clair, Monroe, Livingston and Washtenaw counties). As a result of this network, DALNET librarians play a leadership role in the delivery of information that serves the research, professional, cultural, and recreational needs of their users. The DALNET Information Gateway (**www.dalnet.lib.mi.us/gateways**) includes public online access to DALNET Digital Projects such as WSU's Community Health Information Services (CHIS) and Virtual Motor City Project, The Detroit Institute of Arts Exhibition Catalogues, databases and guides, research and staff links, and other member Library Catalogs.

The Commitment of Students

From first-year orientation to the point of graduation, students are reminded of and participate in the commitment WSU has made to be a strong community partner with the city of Detroit and the surrounding metropolitan area. Wayne State students are our greatest ambassadors to the city, region, and state.

Wayne State is deeply committed to promoting student civic engagement and service initiatives. To this end, through the Dean of Students Office, WSU is integrally involved in the Michigan Campus Compact (MCC), a statewide organization whose mission is to foster civic engagement and service activities on its member campuses across the state.

Student-focused programs at Wayne State include MCC's Service Leadership Camp, Student Community Action Network, Day at the State Capitol, and Outstanding Student Service Awards. Other programs at WSU include monthly Community Service Director (CSD) meetings, the Institute on Service Learning, and the Faculty/Staff Community Service-Learning Awards. WSU has been integrally involved in MCC since its inception.

Recognizing the need to engage in our city, Wayne State students began participating in Alternative Spring Break Detroit in 2004. Through this program, a collaboration of the Dean of Students Office and the Detroit Orientation Institute, Wayne State students embrace the value of being part of an urban university, which gives back to its city. They participate in programs where they live, learn and volunteer in Detroit to develop themselves as the city's future change agents and leaders. They spend mornings learning about the issues and challenges in the city. In the afternoons they volunteer and learn more about the people of the city and their needs. During the evenings, they discover the rich cultural life of the city. Our motto: Why go out of state to do service when we can make such a big impact in our own community?

The Urban Volunteers Program engages all community-service-based student organizations in a coalition in which organizations involve each other in their events. This has resulted in activities such as the American Cancer Society's Relay for Life by the Colleges Against Cancer student organization, an expanded blood drive program by the Red Cross Club, and a 24-hour student-led Dr. Martin Luther King, Jr. civil rights vigil and read-a-thon.

The Project Volunteer-Students of Service (PVSOS) is a student community service organization. Its primary focus is to identify and encourage students to participate in volunteer projects to help improve the Detroit area. Working with local organizations such as Habitat for Humanity, Gleaners Food Bank, Greening of Detroit, St. Pat's

Senior Center, Detroit Rescue Mission, Southwest Detroit Environmental Vision, Motor City Blight Busters, and Volunteer Impact, PVSOS helps make a positive difference in the community at large. In addition, PVSOS helps educate students about the issues affecting the community and encourages them to take further steps toward helping to address these issues.

The 22 social fraternities and sororities provide thousands of hours in community service, and thousands of dollars in philanthropic endeavors, all in the city of Detroit. Whether it is Delta Zeta sorority hosting a holiday party at Detroit Receiving Hospital, Children's Hospital of Michigan, or Ronald McDonald House, or Phi Beta Sigma fraternity taking part in a Thanksgiving Day dinner for the homeless, the WSU fraternities and sororities are a positive presence in the Detroit community.

Other programs include The Detroit Fellows Tutoring Project, which provides opportunities for WSU honors students to teach reading skills to kindergarten through fourth-grade children in the Detroit Public Schools. Through this program, students receive academic credit for community volunteering. The University's campus ministries engage students in the local community. Through community service projects, students can connect their religious beliefs with helping others. The student athletes of Wayne State's 17 intercollegiate sports teams volunteer thousands of hours of their time. Student athletes have participated in the Motor City Makeover clean-up project and volunteered at Super Bowl XL, Habitat for Humanity, and St. Leo's Soup Kitchen. The message to and from students is clear — embrace the urban mission, engage in the urban mission, and learn and grow from the urban mission of Wayne State.

St. Dominic's Outreach Center Association is a vibrant organization that serves families and the working poor, as well as students who live in the area, by providing emergency food supplies, clothing, hygiene kits, and counseling and referral to social service agencies, meeting many needs of the entire community bordering the University. Students, faculty, staff, and the administration are all involved in a variety of ways to support the work of the center. Student volunteering involves "work details" of cleaning, painting and doing minor maintenance, as well as sorting donated clothes and stocking shelves with food. Faculty serve on the Advisory Board that oversees the operations of the Center since the closing of the parish. WSU staff are involved in providing materials for food storage, designing accessibility ramps, and identifying sources of funding needed to support the center's programs. The Office of Community Affairs is now working with the Advisory Board to develop new ways for WSU and the Center to cooperate in meeting the needs of the community in the neighborhood they share.

ARISE! Detroit Coalition (**www.arisedetroit.org**) is the acronym for Activating Resources Inspiring Service and Empowerment and is an effort inspired in part by Bill Cosby's nationwide appeal for residents in urban communities to make a greater personal commitment to address issues of family dysfunction, high school dropout rates, neighborhood blight, and other ills. WSU is an active member in this coalition of more than 25 community groups, as well as representatives from the religious, business, and media communities. In the inaugural events in the last week of June 2006, WSU sponsored a Peace Day that provided conflict resolution workshops for teenagers and parents and also featured a Peace Caravan through Detroit neighborhoods.

Campus-Wide Initiatives

One example of collaboration among numerous WSU units to meet a community need is WSU's involvement when the city of Detroit hosted Super Bowl XL in January 2006. This effort involved more than 11 University offices with the Office of Government and Community Affairs serving as the University's central coordinating point. More than 200 WSU student athletes served as volunteer ambassadors for events throughout the city. In addition, over 150 students from the Honors Program and local student organizations volunteered during the pre-game and halftime shows as ticket-takers and security personnel on Super Bowl Sunday.

Response to Crisis: Hurricane Katrina

Hurricane Katrina presented an unexpected and unusual opportunity for Wayne State to exemplify the true meaning of engagement and service. WSU was one of the first universities in the nation to extend the hand of friendship and support to more than 70 undergraduates, graduate and law students as well as a few faculty

members displaced in the wake of Katrina. Not only did WSU provide tuition waivers and housing, the University community came forward with clothing, school supplies, personal care items, a book loan program, and most importantly, emotional support.

The Warrior Friends, comprised of faculty and staff from throughout the campus, stepped forward to "adopt" students displaced by Katrina. This one-to-one contact and genuine care and concern played a major role in the students' quick inclusion and adjustment to the WSU environment, and resulted in a notable reduction in stress for these young people so traumatically displaced by nature. In providing assistance, from help with registration, admissions, housing, and academic scheduling, to gifts of clothing, meals, and understanding and sympathy, many of the Warrior Friends became surrogate families for these displaced students. The contacts were meaningful and many remain long after our adoptees returned to their campuses. The Warrior Friends are an example of the strong sense of commitment to the community by faculty and staff.

Summary and Evaluation

The programs, services, and student activities presented here are a sample of the commitment to the mission that the university community embraces. These exemplify the service we provide to the constituencies that depend on us, and upon whom we depend as well. Clearly, WSU has demonstrated that it is responsive to its constituents.

5d. Internal and external constituencies value the services the organization provides.

Wayne State is helping to shape the landscape as well as the future of the Detroit metropolitan area in numerous ways. WSU has undertaken a major renewal of University-owned properties. We have also strengthened the city's economic base through workforce and labor relations initiatives and through partnerships with business, industry, government, and other institutions.

Wayne State University — The Billion-Dollar Advantage

In 2004, the University commissioned The Anderson Consulting Group to prepare a comprehensive analysis of the net economic and fiscal benefits that Wayne State provides the regional economy. The region consists of seven counties in the surrounding area and the three categories of benefits from the University are defined as expenditure and income, cultural and knowledge endowments, and human capital. The analysis cites both direct and indirect economic impacts on the region that together indicate that Wayne State is a $1 billion advantage to our region. The detailed report estimating the net additional income and tax revenue the University brings to Southeastern Michigan can be found in the study by Anderson, Geckil and Watkins. (**www.wayne.edu/docs/eirwsu.pdf**)

A powerful example of constituents valuing the University is the naming of WSU President Irvin D. Reid as Entrepreneur of the Year by Ernst & Young. This honor is a reflection of the University's vision and utilization of resources to create and incubate spin-off industry from research and for nurturing businesses existing in the community. The University's physical growth over the past 10 years is significant, with more than $650 million in completed and planned improvements to the campus infrastructure.

Wayne First: The Capital Campaign

Wayne State's vitality as an educational and research institution is inextricably linked to mutually beneficial partnerships with its various constituencies. The University and its constituent partners recognize in their missions, plans and activities that each partner benefits from the participation of its constituents in defining and working on areas of mutual interest. With the first anniversary of the Capital Campaign being celebrated May 25, 2006, the University announced the realization of $320 million in cash, pledges and planned gifts of the $500 million total it is seeking to raise over five years. This willingness to support the University financially is a significant indication that the community values the services Wayne State provides.

Program-Specific Evidence of Value

In addition to charitable giving, our external constituents also show their support for WSU's efforts and mission by joining as partners with faculty and staff in the development and delivery of key programs. The value of these programs to participants and our program partners is illustrated in a number of ways.

Based on the survey of current engagement and service programs, 77% of programs had evidence of participation numbers remaining stable or growing, 71% report positive comments by participants, and 40% indicate receiving unsolicited letters of thanks. In terms of our community partners, 63% of program directors indicated that their community partners requested new or continued collaborations, 47% indicated increased referrals to the program, and 31% indicated that their partners increased their resource contributions.

TechTown Tenants

The TechTown Research and Technology Park is a major community engagement initiative of Wayne State's. There has been substantive feedback from a variety of sources that the community values this resource. As of April 2006, there were 22 tenants in TechTown. They were unanimous in their level of satisfaction with the incubator environment and support extended to them. A complete list of these tenants can be found at **www.techtownwsu.org/cm/attach/5EBB681F-E2D6-45BE-BC22-58366DC58ACE/TechTown-Fact%20SheetTenants.pdf**.

TechTown has developed a track record of propelling entrepreneurs to greater success. Comments from TechTown tenants and clients are provided below.

"I had the authority to choose anywhere in the world for our headquarters and I chose TechTown. When European companies come here, they're in the heart of America; rent is about one-fourth of what it is on the East and West coasts; employees can be well compensated and they cost the companies at least 25% less because of the lower cost of living."

— Randal Charlton, Founder and Chief Executive Officer, Asterand, a human tissue bank serving medical researchers, and TechTown's first tenant in August 2004. Since that time, the company has experienced ongoing staff expansion and continual growth in revenue.

"TechTown is a really innovative incubator for IT start-ups. There are some unique services here that are not available anywhere in the country. We know because we looked. Incubator space with IT support from the Wayne State University computer science department, access to the GRID Computing Lab and Internet 2 — these are things you can't duplicate in a commercial space anywhere in the country."

— James Hare, President, Academic Computing Environments. Hare intends to bridge the digital divide with Academic Computing Environments, an information technology company that has developed tools and services that dramatically reduce the cost schools pay to acquire and maintain computers for students.

"TechTown helped me formalize my vision into a business plan. The second thing it provided is an environment where I could network with other people who were of a similar mind. The third thing was that it provided mentoring from other tenants and also from the staff. It epitomizes everything that a business incubator is supposed to be."

— Mark Lemko, Senior Vice President, Neocutis. In January 2005, TechTown client DaVinci Pharmaceuticals merged with a Swiss firm to form Neocutis, a biotech company specializing in cellular technology. Lemko, founder of DaVinci, credits the mentoring and other services he received at TechTown with accelerating his company's development.

Use of University Facilities — Community Outreach Events

One indication that a university's services and facilities are valued is the degree to which the community uses them. As noted in 5b, every

public facility at WSU is involved at some level with community programs. The Student Center, Gullen Mall, the General Lectures Building, the McGregor Memorial Conference Center, and the Community Arts Auditorium are the primary facilities used by outside sponsors.

The Student Center hosts the Detroit Public School Business Development Division's DECA Competition and the YMCA Teen Success Fest. These programs begin in February or March and run throughout the summer, with the heaviest volume in May and June. The University Activities Committee promotes Red Cross Blood Drives throughout the academic year. The Department of Public Safety performs alcohol awareness activities such as the Drunken Goggle Tricycle Race, as well as displaying vehicles on Gullen Mall that were involved in fatal drunken-driving accidents.

The Mort Harris Recreation and Fitness Center (**www.rfc.wayne.edu/camps.php**) provides a variety of summer camp options for community children ages 5-12.

Community Arts Auditorium hosts between five and 10 high school and eighth-grade graduations and convocations each year in June. Smaller Detroit Public Schools academies, such as Davis Aerospace Academy and the High School for Fine and Performing Arts; private charter schools such as the Aisha Shule-W.E.B. DuBois Preparatory Academy, and the Michigan University President's Council Wade McCree Convocation, use the facility on an annual basis. The second debate of the 2005 City of Detroit Mayoral Election was also held at Community Arts.

The Matthaei Physical Education Center hosts the regional National Youth Sports program and the regional FIRST Robotics high school competition (**www.eng.wayne.edu/page.php?id=2201**).

Diversity in Community Outreach

Supplier Diversity

The University Supplier Diversity Policy issued in April 2004 codified the practices in place to support minority, women, and physically challenged business owners. To this end, the University monitors and records all expenditures with these companies as well as provides referral, mentoring and business opportunities by and between these business enterprises. With more than 1,600 minority, women and physically challenged vendors listed in our approved database, we succeeded in spending more than $34 million during fiscal year 2005 with members of these groups. This is indeed a testimony to the sincere efforts of Wayne State to develop, support and enhance these valued external constituents. External awards and formal recognition of the University's efforts in this area include but are not limited to the:

- National Excellence in Procurement Award for 2004 and 2006;
- Michigan Minority Business Development Council (MMBDC) Corporation of the Year Award — Education Sector for 1999, 2001, 2003, 2005, and 2006; and
- Michigan Minority Business Development Council Corporate ONE Award for 2000, 2001, 2002, 2003, 2004, 2005 and 2006.

Project ONE (Operation Network Enhancement)

This statewide effort connects corporate members with minority business partners to produce viable and sustainable business opportunities. The Wayne State University team is the largest (14 minority partners and seven corporate members) and most active among the 19 teams and is widely recognized for outstanding effort/results. Each team is ranked based on attendance/participation in scheduled networking meetings and events; referrals within the team and with other Project ONE teams; and the resulting business contracts as a result of this effort.

> The Wayne State University Project ONE Team exceeds the monthly goals in all categories with an 87% participation rate, more than 21 referrals and business contracts in excess of $500,000 each month.

Summary and Evaluation

The evidence is strong that Wayne State University's programs, activities, and facilities are utilized and valued by our fellow community members.

The Welcome Center, located at 42. W. Warren, on the corner of Woodward and Warren avenues, opened in fall 2002. The four-story building houses student services.

Concluding Statement

Wayne State University has made great strides during the last decade. The undergraduate experience has been fundamentally changed by increased emphasis on and support of an Honors Program, construction of residence halls and other facilities that have created a more residential campus community, and recruitment of students with unprecedented credential levels. Wayne State's professional schools and graduate programs are strong, and the University is firmly established as one of the Carnegie-rated academic institutions with "very high research activity." Wayne State has also been an integral part of the reinvigoration of Detroit — culturally, intellectually, and commercially. At the same time, the University has been building bridges across the globe.

The University currently faces several challenges: to ensure that the whole range of admitted students enjoy academic success; to sustain forward momentum in our scholarly and research accomplishments; to solidify and enhance our role outside Wayne County, while maintaining our commitment to the city of Detroit; and, most fundamentally, to acquire sufficient resources to fund the thriving urban university that Michigan has enjoyed and deserves. In this self-study, we have described our achievements and strategies to surmount challenges to help Wayne State fulfill its great mission. Our Strategic Plan for 2001 to 2006 has provided the foundation for our current achievements, and the Strategic Plan from 2006 to 2011 will guide us in our further development.

It is the calling of all great universities to provide high-quality academic programs. Wayne State's special challenge is to promote research at the highest national and international levels while simultaneously excelling at meeting the challenge of teaching a diverse undergraduate student body. Both parts of this one scholarly calling require relentless effort. Wayne State will continue its efforts to draw upon its special urban setting to benefit all of the greater metropolitan area, and, indeed, the state and the nation. It also will continue to assist its diverse constituencies understanding the important roles WSU plays. This is essential to the recruiting of students, the obtaining of resources, and the fulfillment of the school's mission.

Although Wayne State has made great strides in recruiting and addressing the needs of a strong top tier of students — and it must continue doing so — it must enhance efforts to position every admitted student to achieve success. Retention of a greater share of students talented enough to be admitted is important not only as a way to attract resources, but as a matter of fundamental fairness.

None of these challenges can be surmounted without sufficient resources. The issue of resources has become one of heightened urgency with each year that state funding has declined in real and even nominal terms. Wayne State, as an urban research university with nursing and medical schools but with a still largely commuter, part-time student body, is inherently more costly to operate per FTE than other public universities. At the same time, Wayne State makes special contributions to the state of Michigan — by attracting federal research dollars, by spinning off commercial ventures, and by educating engineers, scientists, and professionals who disproportionately remain in Michigan to stimulate the economy and meet the needs of Michiganians. Wayne State needs to accelerate efforts to help all of Michigan better appreciate its singular role and work creatively to increase revenues from sources other than state appropriations, while keeping education affordable and accessible. To meet these great challenges, we will need to come together around our new Strategic Plan to identify priorities, align resources with these priorities, and monitor progress and challenges in order to provide the high-quality education our students deserve.

The Prentis Building, home of the Wayne State University School of Business Administration, is named after the late philanthropist Meyer Prentis, and Anna, his wife. Meyer, former treasurer of General Motors Corporation, also founded the organization that became the United Way for Southeastern Michigan.

Change Request: Online M.B.A.

7.2 Seeking Approval of Proposed Changes

Background on the Development of the Online M.B.A. Program

The online M.B.A. program evolved in stages over time and was initiated, supported, and monitored by faculty and faculty committees of the School of Business Administration.

The origin for the design of the online M.B.A. program began with the School's Graduate Educational Policy Committee (a standing committee of the Faculty Senate). The M.B.A. program was designed with the following principle as its basis:

> There is only one M.B.A. degree. While the M.B.A. program would be offered online, it would remain the same degree with the same mission and focus of the long-established M.B.A. program and would change "in step" with the on-site M.B.A. program. The online and on-site program and courses would be delivered by the same faculty members. Students could move between on-site and online courses and complete their degrees by satisfying requirements from both delivery modes. The WSU M.B.A. program has long been among the largest accredited part-time M.B.A. programs in the country (AACSB International, the accreditation association, has verified this). As a consequence, there are multiple sections of most courses and sections of courses are often offered at different locations during the same semester. The School was a leader at Wayne State University in developing and delivering interactive TV courses between the campus and extension sites. The core idea for the online M.B.A. was that most courses would be delivered in twin sections. These sections would be taught by the same instructor, use the same materials and assessments, and follow the same schedule. However, one section would be on-site and the other would be online. Students would be allowed to take either section to satisfy degree requirements and students would be allowed to switch between the twin sections at any time during the semester. Instructors could use technology facilities to tape lectures, discussions, or presentations during the on-site class and include these in the online class. However, each section of the twin sections would have a design, schedule, and expectations that kept the twin sections together and equivalent.

In addition, it was decided that the online M.B.A. program would be offered in stages. There are three levels for M.B.A. courses.

1. The foundation courses are for students admitted to the M.B.A. program without an undergraduate degree in business. A student may need to take from one to eight of these two-credit courses prior to entering the M.B.A. core and elective courses.

2. The core M.B.A. courses are required of all M.B.A. students. There are six core M.B.A. courses (18 semester credits).

3. Completion of the M.B.A. degree requires completion of 18 semester credits of M.B.A. elective courses.

The first courses to be brought into the twin model were the foundation courses. There was extensive training and support for faculty followed by comprehensive evaluations from faculty and students. The next level to be implemented involved bringing the core courses into the online M.B.A. model. Finally, sufficient elective courses would be introduced into the online M.B.A. model. It was anticipated that some elective courses may be single sections. All M.B.A. courses for the online program would be initially developed and taught only by full-time faculty members.

In 2004, the professional business education association (AACSB International) awarded the online M.B.A. program design an award for leadership and innovation in business education.

Answers to Section 7.2 for the WSU Online M.B.A. program:

1. What change is being proposed?
   a. Specific change being proposed: The traditional on-site M.B.A. program will be delivered online. The curriculum requirements, student admission requirements, faculty, and content will remain the same for the online M.B.A. and the established on-site M.B.A. Students may complete the M.B.A. degree through on-site or online courses or a combination of both.
   b. Expected outcomes of proposed change: The online M.B.A. will further support the University strategy for new online programs and increased enrollment, support the School's strategic plans, and continue to support the core student audience for the WSU M.B.A. program (working professional who seeks a flexible schedule and high-quality M.B.A. program).
   c. Project the impact of this proposed change on the organization's current mission, the numbers and types of students to be served and the breadth of educational offerings: This change is consistent with the mission, strategy, and focus of the established M.B.A. program. This program will provide opportunities to recruit students from a wider geographic area and continue to provide support for the local students who have increased travel and work commitments that make finishing a traditional on-site program difficult.
   d. Identify policies relevant to this change.
      i. Change in mission or structure: No change — the online M.B.A. retains the same content, faculty, and curriculums as the on-site M.B.A. Over 50% of the full-time faculty members participate in the online M.B.A. Last year, experienced part-time faculty members were able to participate. The technology support from the University and School for all courses has continued to increase over the past decade.
      ii. Change in educational offering: No change — the degree is the same whether the courses are taken on-site or online. This is a new delivery process that is designed to offer the same high-quality degree program but also offer increased flexibility in scheduling for students.
      iii. Change in educational sites: The courses are now delivered through technology. On-site courses also have increased technology support and components. Innovations from the online courses have influenced on-site courses. Many on-site courses now have hybrid designs which call for the classes to meet online rather than on-site for certain weeks of the semester. Innovations such as streaming video presentations for reviews and course welcome/expectations are now used for many on-site courses.

iv. Change in relationship with the Commission: No change.

2. What factors led the organization to undertake the proposed change?

   a. Relationship between the proposed change and ongoing planning: The online M.B.A. program has evolved from the School's experience with interactive TV delivery between sites. The online M.B.A. is consistent with the mission and strategy of the University and the School. The online M.B.A. was planned within the strategic plan framework and faculty governance framework for the School.

   b. Needs analysis related to this proposed change: Regularly conducted student surveys indicated the increased need for technology support in order to accommodate working professional students who have increased job duties involving travel and flexible work assignments. Traditionally, the WSU on-site M.B.A. program was offered only in the evenings and on Saturdays. However, increased business pressures for our working students have increased the need for more flexibility and technology support in a program that does not reduce the quality of the degree or curriculums.

   c. Involvement of various constituencies in developing this proposed change: All planning was done in the established elected faculty governance committees (Graduate Educational Policy Committee) and the Faculty Senate of the School. Survey data from alumni and students were used by the committees.

3. What necessary approvals have been obtained to implement the proposed change?

   a. Internal approvals: Approved by the faculty and Dean of the School.

   b. External approvals: None required. However, the design of the online M.B.A. received an award for educational innovation and leadership from the professional business education association, AACSB International.

4. What impact might the proposed change have on challenges identified by the Commission as part of or subsequent to the last comprehensive visit?

   a. Challenges directly related to the proposed change: The business school has found that it must continuously update technology and provide relevant education for the working professional student. The online M.B.A. program directly addresses this issue and helps the School meet the continuing challenge.

   b. How the organization has addressed the challenge(s): Development of the online M.B.A. actually helps the School meet the challenge imposed by the increasingly competitive and global business environment.

5. What are the organization's plans to implement and sustain the proposed change?

   a. Involvement of faculty and staff to accomplish the proposed change: Over 50% of the full-time faculty members have taught in the online M.B.A. program. The technology staff of the School is committed to support all online courses and continues support for the interactive TV sections.

   b. Administrative structure necessary to support the change: The same administrative structure manages all business education programs for the School.

   c. How the organization will make learning resources and support services available to students: The University provides many support services for technology and online courses through its Technology Resource Center (TRC). The TRC provides workshops and individual counseling for faculty developing innovations in technology and pedagogy. The School's Computer and Information Systems (C&IS) division has grown to support technology enhancements for all business courses.

   d. Financial data that document the organization's ability to implement and sustain the proposed change:

The School's budget each year has been revised and planned to include technology enhancements and support for all business courses. The School now receives the omnibus fee collected by the University from students. These monies have supported development of the interactive TV courses, computer labs in the School, online course development, and executive technology classrooms.

e. Timeline to implement the change: The online M.B.A. program was implemented in phases. First the foundation courses (required of students admitted to the M.B.A. program who do not have an undergraduate business degree) were developed and implemented. The next stage was to introduce the required M.B.A. courses (18 semester credits, six courses), and the final stage was to provide a sufficient number of elective courses (18 semester credits). There is a matrix schedule for the online M.B.A. courses — all courses (foundation, core and elective) needed to finish the M.B.A. degree will be offered in the fall and winter semesters of every academic year. The School's website provides extensive information for prospective and current students. Students may preview the online courses and have opportunities for counseling through e-mail, phone, fax, or one-on-one appointments. The School's website summarizes technology requirements as well as legal issues.

6. What are the organization's strategies to evaluate the proposed change?

a. Measures to document the achievement of expected outcomes: The M.B.A. program with twin sections (online and on-site) provide a unique opportunity for assessment and comparisons. In addition to traditional assessments (Student Evaluation of Teaching every semester, student surveys, University reviews, and AACSB International reviews), the School has conducted special assessments of the twin M.B.A. courses. The assessments include student evaluations and comparisons of student learning and achievement.

b. How assessment of student learning is integrated into the assessment program: Assessment is done for all M.B.A. courses (online and on-site) and all results are reviewed by faculty committees and used for strategic planning and accreditation reviews.

Responses for the WSU Online M.B.A. for the Best Practices and Protocols Questions

1. Institutional Context and Commitment

1a. The online M.B.A. program was designed and is delivered to be equivalent to the on-site M.B.A. program. The content, purpose, role, mission, standards for admission, assigned faculty, assessment, and expectations remain the same for both the online M.B.A. and the on-site M.B.A. There is only one degree, although students may choose to take the courses on-site, online, or through a combination of the two.

1b. Originally, only foundation courses were offered as online and on-site twins. Over time, the core M.B.A. courses and M.B.A. elective courses have been developed and implemented. When the design was finalized, a student could complete the M.B.A. degree through online or on-site courses, or a combination. The program represents an evolution rather than revolution. The online M.B.A. courses benefited from the School's pioneering development of interactive TV courses between the campus and extension sites. Lessons learned with implementation of the foundation courses were carried forward later as core and elective courses were introduced. Climbing enrollments in the online courses propelled the development of subsequent stages of the online M.B.A. program. Eventually, the online sections influenced on-site courses. Many instructors adopted ideas developed for the online courses and made them available for on-site courses (including streaming videos for reviews and streaming videos for introduction and explanation of course expectations). Some on-site courses began as a hybrid model, which called for the option of on-site courses to have online class meetings scheduled during multiple weeks of the semester. Over time, the online M.B.A. program has allowed for recruitment of students at greater

distances from the main campus and recruitment of regional students who are required by their jobs to travel extensively. The change with the online M.B.A. has been evolutionary and fits with the history of the M.B.A. program changes, but the change that the online M.B.A. program brought to faculty curriculum developments has been significant. Part of the significance has been the change in faculty attitudes, with over 50% of full-time faculty participating in the online M.B.A.

1c. The online M.B.A. is sustainable for two reasons. There is one M.B.A. degree and the online sections have grown and become more popular than the on-site sections. The students have assurance they can complete the degree online, on-site, or through a combination that best suits their needs and learning capabilities.

The electronic programs, including the online M.B.A., online classes, and interactive IT classes between the main campus and the extension sites are part of the School's budget. The facilities are shared and the equipment is used for regular on-site classes (hybrid models). Any instructor can request use of technology in support of his or her classes.

The University strategy and mission encourages electronically offered programs. The strategic plan to increase University enrollment to 40,000 (from 33,000) includes development and support for innovation and technologically delivered programs.

1d. The online M.B.A. program (and other online classes) was developed and supported through the School's technology division, Computing and Information Systems (C&IS). As enrollment in online courses grew, additional technology support was obtained. Originally, courses were supported in the two ITV rooms; two technology carts were added later; and two more carts were acquired to accommodate the full programs. Descriptions of the technology support for business school classes can be accessed on the School's website. The website includes extensive information (for present students, prospective students, and faculty) about the online M.B.A. program. The School's website for the online M.B.A. provides an overview of the program, a matrix schedule of courses, support programs for faculty, opportunities for students to preview the online courses, and information about security, technology requirements, support contacts for students and faculty, copyright information, articles about online learning, and opportunities for help desk assistance (online, by phone and through one-on-one consultation). Technology maintenance, updates, and innovations are addressed in the annual School budget reviews. Technology investments have increased for the School of Business Administration. This trend is true for all business schools — the trend is propelled by accreditation requirements, increasing enrollment, increasing expectations of business firms, and competitive pressures among M.B.A. programs.

1e. The online M.B.A. was developed by a standing committee (Graduate Educational Policy Committee) of the School's elected faculty governance body (Faculty Senate). The program is reviewed by both these bodies. The bylaws of the Faculty Senate address the process for development and review of academic programs. There are also University reviews and external accreditation reviews (AACSB International). The development and support of the online M.B.A. has been addressed in the School's strategic plans. The online M.B.A. is reviewed with the on-site M.B.A. degree for all aspects.

1f. The policies for articulation and transfer are the same for both the online M.B.A. and the traditional (on-site) M.B.A.. The admission requirements for students are the same and students may transfer between online and on-site courses. Transfers and equivalent courses from other universities are under the same policies for both online and on-site M.B.A. courses.

1g. The School maintains consistent support for the online courses while allowing faculty members to customize their courses as has been done traditionally. The University and the School both provide support for design of courses and support of courses. Faculty are involved in the process for review and acquisition of new hardware or software. The process used by the School to develop the interactive ITV courses evolved to include faculty in the design, implementation, and review of all technology support for instruction.

1h. Information about the help desk is available on the School's website. Help can be obtained online, through the telephone, or through one-

on-one consultation. All hardware and software for online courses are supported through both the School and the University. There is an FAQ service that can be accessed through the School's online M.B.A. web page.

1i. The online courses have been developed, implemented and reviewed by the School's faculty and faculty committees. Faculty are invited to vendor presentations and information is made available to faculty prior to decisions. Students pay the same tuition and fees for online or on-site M.B.A. courses. Technology requirements for students to participate in the program are clearly outlined on the online M.B.A. website. The technology requirements are fairly modest and many students use the technology available in WSU's libraries. The Extended Study Center in the Undergraduate Library is open on certain days for 24 hours. Technology requirements are reviewed annually in the School's budget process.

1j. The University maintains extensive programs for students with disabilities, and the School participates fully in these programs. The University legal and computing divisions provide legal, regulatory, and technology information and support for all schools and colleges.

2. Curriculum and Instruction

2a. The program was developed by the School's standing committee (Graduate Educational Policy Committee) and the School's elected faculty governance body (Faculty Senate). The development of the online M.B.A. followed the same process as is used for development and review of all academic programs. AACSB International is the accreditation association for business learning. The School is accredited by AACSB International and all programs of the School are under AACSB review. The learning objectives, reviews, policies, processes, and guidelines for the M.B.A. program are coincident for both online and on-site M.B.A. programs. Full-time faculty of the School teach both on-site and online. All online courses and many on-site courses use the University Blackboard system. Syllabi, handouts, schedules, and other features are available to students through Blackboard.

2b. The same faculty who teach in the online M.B.A. teach in the on-site M.B.A., and the faculty governance committees of the School review and evaluate all courses of these programs as well as the School's other programs (including the undergraduate programs). The administrators for the M.B.A. program and courses are the same for both online and on-site courses. The same Associate Deans and Department Chairs schedule and manage course aspects for all School courses.

2c. The online M.B.A. program (as well as the on-site M.B.A. program) requirements are on the School's website. The website lists requirements for entry into the M.B.A. program, technology requirements, degree requirements, course schedules, etc. Students may choose to complete the M.B.A. degree online, on-site, or by switching between online and on-site courses.

2d. There are no outside contractors or consortia who supply courses or curriculum for the M.B.A. program. Evaluation and support for technology, hardware, and software rest with staff of the School and University. The School uses University-provided services for Blackboard and electronic library support. All administrative services (student services, registrar) are the same for students in the M.B.A. program.

2e. Interaction between instructor and students and among students is provided in all M.B.A. courses. Online M.B.A. courses support interaction with chat rooms and threaded conversations. Instructors hold office hours and communicate one-on-one with students and by e-mail. The syllabi reflect office hour arrangements for both online and on-site course sections. Group projects are required in online M.B.A. classes just as they are for on-site M.B.A. classes. Instructors indicate how to communicate through phone, fax, Internet, Blackboard, and other sources. Student Evaluation of Teaching (SET) is accommodated online or on-site. The student evaluation of online M.B.A. courses and enrollment trends indicate that the online courses have been judged to be as good or better than the on-site courses. The School's M.B.A. program is a part-time program designed to accommodate the working professional. With increased demands for travel from business firms, the students of the M.B.A. program appreciate the flexibility of the online M.B.A. program and the equivalence of the online courses and the on-site courses.

3. Faculty Support

3a. Decisions concerning workload, compensation, intellectual property and program participation are included in the School and University general policies. The policies and processes for the School have evolved since the School began interactive ITV courses and continue to be reviewed and updated.

3b. The support services for online School and University courses have grown as demand for online courses has developed. The University maintains an extensive support service with the Technology Resource Center (including the Office for Teaching and Learning). The School's Computing and Information Systems division provides School-specific support for the online business courses and the online M.B.A.

3c. The University and School both maintain support services for online course development and review. The University offers general workshops and custom workshops for School- or College-specific needs. The School also provides workshops and support. The School's support services and workshops were initiated with the interactive ITV courses and have been evolved over time to support the online courses. Faculty who are new to teaching in the online M.B.A. program have opportunities to preview existing courses and interact with faculty who have been teaching in the program over time. The School's faculty is not large — it has numbered between 50 to 60 faculty over the past decade — and it is not difficult for faculty members to interact in person or electronically.

3d. Workshops are provided for faculty by both the University and the School. The School's technology support staff (C&IS) participate in regular workshops, retreats, and reviews of technology opportunities.

4. Student Support

4a. The University and School have aligned strategic plans that place high priority on innovation and delivery of online programs. Annual budget reviews of the School also support the need for updated technology.

4b. The admissions requirements for the online or on-site M.B.A. are identical. The online M.B.A. program has extensive information on the School's website. Student tuition and fees are identical for online and on-site M.B.A. courses. Because of the twin section concept for the online M.B.A., all M.B.A. students have access to the same information and support.

4c. Students may register for any M.B.A. course on the web. Information about the M.B.A. program options is available on the School's website. Information about scholarships etc. is available to all M.B.A. students. All M.B.A. students are advised by the School's Student Services Office. Advising is available on-site, by phone and fax, or online. Students in online M.B.A. courses or on-site M.B.A. courses are advised by the same advisors in the Student Services Office. All business students have access to the same grievance process, support, advising, degree audits, and other services.

4d. The twin sections of the M.B.A. courses provide community for all M.B.A. students. Students may switch between the online and on-site programs. M.B.A. on-site courses are offered in the evenings and on Saturdays. This is done to accommodate the part-time student who is a working professional. Since on-site M.B.A. students generally work in the day and attend in the evening or Saturday, there is more limited participation in activities associated with traditional daytime programs. The evaluations of the online M.B.A. courses by students and the Student Evaluation of Teaching results indicate that students are pleased with the online courses.

5. Evaluation and Assessment

5a. All courses are evaluated using the University's Student Evaluation of Teaching (SET). SET is available both on-site and online. All courses of the School are reviewed by University review and professional accreditation (AACSB International). The online M.B.A. courses were reviewed extensively through the launch phases. The twin section format made evaluations and comparisons very direct. The evaluations revealed high student satisfaction with the online M.B.A. courses. The reviews of the assessments and grades reveal that the average assessments were statistically the same for both online and on-site courses. However, the online M.B.A. course grade assessments had higher standard deviations. The faculty referred to this as more As and more Cs — the online M.B.A. courses attracted both the more capable and the more challenged. All evaluations

of the M.B.A. courses were done for both on-site and online course sections.

5b. and 5c. Exams and tests in the online M.B.A. have the same options as all online courses in the School and the University. The School has hardware, software and personnel support for testing and assessments. The University also supports online testing options. If instructors wish to require an on-site final exam, students have to be told at the start of the course so that they have the option to switch sections.

5d. All assessments conducted for traditional and on-site M.B.A. courses are also done for the online M.B.A. All M.B.A. students are offered the opportunity to participate in the student surveys done for AACSB International review and School evaluations. Faculty bodies review all programs, degrees, and courses including those for the online M.B.A.

5e. The online M.B.A. program and courses are subject to the same reviews and assessments as the traditional M.B.A. program and other programs of the School and University. The online M.B.A. and other potential programs for the School are addressed in the School's strategic plans.

5f. The evaluation of the online M.B.A. takes place during the regular evaluation of all other academic programs. The online M.B.A. courses are compared directly with their twin sections. The same support is provided to all online courses in the School.

Wayne State University's campus is comprised of more than 100 buildings on 203 acres of landscaped green spaces in Midtown Detroit.

Institutional Snapshot

Higher Learning Commission Annual Institutional Data Update

2005 Annual Institutional Data Update

CONTACT INFORMATION

General Institutional Address

Note: Please contact our office if the name of your institution has changed.

Wayne State University
656 W Kirby St
Detroit MI 48202-3622

(313) 577-2230 (Phone)
(313) 577-3200 (Fax)

http://www.wayne.edu

Chief Executive Officer

Note: Include designations such as S.J., B.V.M., etc. in the Suffix field. DO NOT INCLUDE ACADEMIC CREDENTIALS such as M.B.A., M.S.N., D.B.A, J.D., etc. If permanent position is vacant, enter the interim or acting officer.

Salutation	Dr.
First name	Irvin
Middle name	D.
Last name	Reid
Suffix	
Title	President

Address1	656 W Kirby St
Address2	4200 Faculty/Administration Bldg
City	Detroit
State	MI
Zip	48202-3622
Phone number	(313) 577-2230
Fax number	(313) 577-3200
E-mail address	president@wayne.edu

Chief Academic Officer

Note: Include designations such as S.J., B.V.M., etc. in the Suffix field. DO NOT INCLUDE ACADEMIC CREDENTIALS such as M.B.A., M.S.N., D.B.A, J.D., etc. If permanent position is vacant, enter the interim or acting officer.

Salutation	Dr.
First name	Nancy
Middle name	S.
Last name	Barrett
Suffix	
Title	Provost & Senior VP for Academic Affairs
Address1	656 W Kirby St
Address2	4092 Faculty/Administration Bldg
City	Detroit
State	MI
Zip	48202-3622
Phone number	(313) 577-2200
Fax number	(313) 577-5666
E-mail address	nancy.barrett@wayne.edu

Data Update Coordinator

Note: Include designations such as S.J., B.V.M., etc. in the Suffix field. DO NOT INCLUDE ACADEMIC CREDENTIALS such as M.B.A., M.S.N., D.B.A, J.D., etc. If permanent position is vacant, enter the interim or acting officer.

Reported as "Your Data Update Coordinator" last year, this position:

- was/is appointed by your CEO
- is responsible for the accuracy and completeness of this Data Update
- serves as the contact between your institution and the Commission regarding this Data Update
- is responsible for the timely submission of this Data Update

Salutation	
First name	Paul
Middle name	N.
Last name	Moniodis
Suffix	
Title	Executive Director, Institutional Research
Address1	656 W Kirby St
Address2	1309 Faculty/Administration Bldg
City	Detroit
State	MI

Zip	48202-3622
Phone number	(313) 577-5743
Fax number	(313) 577-2198
E-mail address	Paul.Moniodis@wayne.edu

Direct questions regarding definitions or instructions for this section to Lil Nakutis at (800) 621-7440 x.113 or lnakutis@hlcommission.org

FEDERAL COMPLIANCE

Academic Calendar

Select all that apply:

- ☑ **Semester** — An academic year that consists of two semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer semester.
- ❑ **Trimester** — An academic year that consists of three terms of about 10 weeks each.
- ❑ **Quarter** — An academic year that consists of three sessions of about 12 weeks each. The range is typically from 10 to 15 weeks. There may be an additional quarter in the summer.
- ❑ **Four-One-Four Plan** — The 4-1-4 calendar consists of four courses taken for four months, one course taken for one month, and four courses taken for four months. There may be an additional summer session.
- ❑ **Modular** — Courses are typically in 4- to 6-week blocks with specific start and end times (frequently cohort).
- ❑ **Continuous** — Courses are not defined by specific start dates (usually applies to distance delivery).

Sanctions by Other Accrediting Agencies

Has any accrediting agency (specialized, professional, or institutional) applied sanctions or withdrawn accreditation within the last year?

- ❑ *Yes*
- ☑ *No*

If yes, list the agency *(exclude actions by The Higher Learning Commission).*

Refund Policy

Does the institution have a formal student refund policy?

- ☑ *Yes*
- ❑ *No*

Direct questions regarding definitions or instructions for this section to Lil Nakutis at (800) 621-7440 x.113 or lnakutis@hlcommission.org

STUDENT HEADCOUNT BY LEVEL (Previous Year's Data in Parenthesis)

Instructions:

- *Report your numbers as of your institution's IPEDS official Fall 2005 Reporting Date*
- *Headcount is unduplicated*
- *Definitions appear below …*
- *Direct questions regarding definitions or instructions for this section to Lil Nakutis at (800) 621-7440 x.113 or lnakutis@hlcommission.org*

	(Previous)	*New*
1. full-time undergraduate	(11,608)	11,924
2. part-time undergraduate	(9,104)	8,813
3. full-time graduate	(4,107)	4,044
4. part-time graduate	(5,522)	5,304
5. full-time post-baccalaureate first professional	(1,836)	1,872
6. part-time post-baccalaureate first professional	(209)	203
7. non-credit student (all levels)	(256)	250

Headcount/Level Definitions:

- Undergraduate are those students enrolled in:
  - 4 or 5 year bachelor's programs
  - associate's degree programs
  - vocational/technical degree or certificate granting programs below the baccalaureate level
  - courses creditable toward an associate's or bachelor's degree or toward a certificate below baccalaureate level

- Graduate are those students enrolled in:
  - any graduate programs
  - any graduate courses creditable toward a graduate degree or post-baccalaureate certificate
  - thesis or dissertation credits

- First Professional are those students enrolled in any of the following programs or in courses creditable toward those programs:
  - Chiropractic: D.C. or D.C.M.
  - Dentistry: D.D.S. or D.M.D.
  - Medicine: M.D.
  - Optometry: O.D.
  - Osteopathic Medicine: D.O.
  - Pharmacy: Pharm. D. or Bachelor of Pharmacy
  - Podiatry: D.P.M. or D.P. or Pod. D.
  - Veterinary Medicine: D.V.M.
  - Law: L.L.B or J.D.
  - Theology: M. Div. or M.H.L. or B.D. or Ordination

- Non-credit students are those students enrolled:
  - exclusively in non-credit courses
  - exclusively as an auditor of credit courses
  - exclusively for CEU's

STUDENT HEADCOUNT BY CATEGORY (Previous Year's Data in Parenthesis)

Instructions:

- *Report your numbers as of your institution's IPEDS official Fall 2005 Reporting Date*
- *Headcount may be duplicated*
- *Degree-seeking are those students enrolled for credit in a degree program*
- *Certificate-seeking are those students enrolled in a credit OR non-credit certificate program*
- *Direct questions regarding definitions or instructions for this section to Lil Nakutis at (800) 621-7440 x.113 or lnakutis@hlcommission.org*

		(Previous)	New
1.	degree-seeking undergraduate	(19,113)	19,505
2.	certificate-seeking undergraduate	(1,599)	1,232
3.	post-baccalaureate certificate seeking	(0)	
4.	post-baccalaureate degree seeking	(11,674)	11,423

TOTAL ENTERING UNDERGRADUATE HEADCOUNT (Previous Year's Data in Parenthesis)

Instructions:

- *Report your numbers as of your institution's IPEDS official Fall 2005 Reporting Date*
- *Include freshmen and new transfer students enrolled for credit or non-credit*
- *Direct questions regarding definitions or instructions for this section to Lil Nakutis at (800) 621-7440 x.113 or lnakutis@hlcommission.org*

		(Previous)	New
1.	full-time	(3840)	3810
2.	part-time	(1848)	1821

INSTITUTIONAL HEADCOUNT (Previous Year's Data in Parenthesis)

Instructions:

- *Report your numbers as of your institution's IPEDS official Fall 2005 Reporting Date*
- *Report unduplicated numbers*
- *If an employee serves in more than one category, report that person in the category used by your institution to classify that person. Report that person only once*
- *Definitions appear below ...*
- *Direct questions regarding definitions or instructions for this section to Lil Nakutis at (800) 621-7440 x.113 or lnakutis@hlcommission.org*

	(Previous)	New
1. full-time faculty	(1,764)	1759
2. part-time faculty	(1,984)	1997
3. full-time administration	(2,179)	2181
4. part-time administration	(172)	169
5. full-time staff	(1,156)	1133
6. part-time staff	(1,213)	1163

Institution Headcount Definitions:

- Faculty are employees whose primary responsibilities are instruction, research, and/or service.
  - Include both tenure and non-tenure track.
  - Adjunct faculty should be counted as part-time faculty.
  - Graduate assistants should be counted as part-time faculty.
  - Full-time faculty on sabbatical should be counted as full-time faculty.
- Administration includes the following IPEDS categories:
  - executive
  - administration
  - managerial
  - other professionals
- Staff includes the following IPEDS categories:
  - technical and paraprofessional
  - clerical and secretarial
  - skilled crafts
  - service/maintenance

EDUCATIONAL PROGRAMS (Previous Year's Data in Parenthesis)

Instructions:

- *Report your numbers as of the date of submission of this Data Update*
- *Report certificate, diploma, or degree programs that are offered in CIP-defined fields of study*
  - *Typically these correspond to majors*
  - *Do not count sub-fields or concentrations within a major as separate programs*
  - *CIP Codes can be found at* ***http://nces.ed.gov/pubs2002/cip2000/***
- *Definitions appear below ...*
- *Direct questions regarding definitions or instructions for this section to Lil Nakutis at (800) 621-7440 x.113 or lakutis@hlcommission.org*

	(Previous)	New
1. Pre-associate certificate/diploma programs:	(0)	
2. Other undergraduate certificates/diploma programs:	(0)	
3. Associate's degree programs:	(0)	
4. Bachelor's degree programs:	(129)	114
5. Master's degree programs:	(134)	126

6. Specialist's degree programs:	(8)	8
7. Doctor's degree programs:	(56)	61
8. Post-baccalaureate first professional degree programs:	(3)	3
9. Post-baccalaureate certificate programs:	(34)	32

Programs & Awards Definitions:

- Pre-associate certificate/diploma programs:
  - credit-bearing
  - culminate in the awarding of a certificate or diploma, but not a degree
  - usually require no previous college credit for admission
  - course work is lower-division undergraduate

- Other undergraduate certificate/diploma programs:
  - credit OR non-credit bearing
  - culminate in the awarding of a certificate or diploma, but not a degree
  - frequently require previous college credit for admission
  - course work is upper-division undergraduate

- Associate's degree programs:
  - requires the completion of at least 2 years of full-time equivalent college-level work in a specified field of study
  - meets institutional requirements for completion of a degree
  - culminates in the awarding of a degree
- Bachelor's degree programs:
  - requires the completion of at least 4 years of full-time equivalent college-level work in a specified field of study
  - meets institutional requirements for completion of a degree
  - culminates in the awarding of a degree

- Post-baccalaureate certificate programs:
  - beyond bachelor's degree
  - requires the completion of an organized field of study
  - culminates in the awarding of a certificate, but not a degree
  - course work is graduate level

- Master's degree programs:
  - beyond bachelor's degree
  - requires the completion of at least 1 year of full-time equivalent graduate-level
  - meets institutional requirements for completion of the degree
  - culminates in awarding of the degree

- Specialist's degree programs:
  - beyond bachelor's degree
  - requires the completion of college work beyond the bachelor's degree in a specific field of study
  - frequently found in Education and related academic disciplines

- First professional degree programs:
  - provides the requisites for licensure in a recognized profession
  - requires at least 2 years of college-level work for admission
  - requires the completion of at least 6 years of full-time equivalent college work
  - must be within one of the following fields:
    - Chiropractic: D.C. or D.C.M.
    - Dentistry: D.D.S. or D.M.D.
    - Medicine: M.D.

- Optometry: O.D.
- Osteopathic Medicine: D.O.
- Pharmacy: Pharm. D. or Bachelor of Pharmacy
- Podiatry: Pod. D. or D.P. or D.P.M.
- Veterinary Medicine: D.V.M.
- Law: L.L.B. or J.D.
- Theology: M. Div. or M.H.L or B.D. or Ordination

■ Doctor's degree programs:
- beyond the master's degree
- includes a dissertation or other original project
- meets institutional requirements for completion of the degree
- culminates in the awarding of the degree

Direct questions regarding definitions or instructions for this section to Lady Branham at (800) 621-7440 x.137 or lbranham@hlcommission.org

CERTIFICATES & DEGREES AWARDED (Previous Year's Data in Parenthesis)

Instructions:

- *Report the numbers from July 1, 2004, through June 30, 2005.*
- *Definitions appear below ...*
- *Direct questions regarding definitions or instructions for this section to Lil Nakutis at (800) 621-7440 x.113 or lnakutis@hlcommission.org*

		(Previous)	New
1.	Pre-associate certificates awarded:	(0)	
2.	Other undergraduate certificates/diplomas awarded:	(0)	
3.	Associate's degrees awarded:	(0)	
4.	Bachelor's degrees awarded:	(2,380)	2,294
5.	Master's degrees awarded:	(2,468)	2,347
6.	Specialist's degrees awarded:	(0)	17
7.	Doctor's degrees awarded:	(194)	173
8.	Post-baccalaureate first professional degrees awarded:	(507)	509
9.	Post-baccalaureate certificates awarded:	(197)	127

Programs & Awards Definitions:

■ Pre-associate certificate/diploma programs:
- credit-bearing
- culminate in the awarding of a certificate or diploma, but not a degree
- usually require no previous college credit for admission
- course work is lower division undergraduate

■ Other undergraduate certificate/diploma programs:
- credit OR non-credit bearing
- culminate in the awarding of a certificate or diploma, but not a degree
- frequently require previous college credit for admission
- course work is upper-division undergraduate

- Associate's degree programs:
  - requires the completion of at least 2 years of full-time equivalent college-level work in a specified field of study
  - meets institutional requirements for completion of a degree
  - culminates in the awarding of a degree

- Bachelor's degree programs:
  - requires the completion of at least 4 years of full-time equivalent college-level work in a specified field of study
  - meets institutional requirements for completion of a degree
  - culminates in the awarding of a degree

- Post-baccalaureate certificate programs:
  - beyond bachelor's degree
  - requires the completion of an organized field of study
  - culminates in the awarding of a certificate, but not a degree
  - course work is graduate level

- Master's degree programs:
  - beyond bachelor's degree
  - requires the completion of at least 1 year of full-time equivalent graduate-level
  - meets institutional requirements for completion of the degree
  - culminates in awarding of the degree

- Specialist's degree programs:
  - beyond bachelor's degree
  - requires the completion of college work beyond the bachelor's degree in a specific field of study
  - frequently found in Education and related academic disciplines

- First professional degree programs:
  - provides the requisites for licensure in a recognized profession
  - requires at least 2 years of college-level work for admission
  - requires the completion of at least 6 years of full-time equivalent college work
  - must be within one of the following fields:
    - Chiropractic: D.C. or D.C.M.
    - Dentistry: D.D.S. or D.M.D.
    - Medicine: M.D.
    - Optometry: O.D.
    - Osteopathic Medicine: D.O.
    - Pharmacy: Pharm. D. or Bachelor of Pharmacy
    - Podiatry: Pod. D. or D.P. or D.P.M.
    - Veterinary Medicine: D.V.M.
    - Law: L.L.B. or J.D.
    - Theology: M. Div. or M.H.L or B.D. or Ordination

- Doctor's degree programs:
  - beyond the master's degree
  - includes a dissertation or other original project
  - meets institutional requirements for completion of the degree
  - culminates in the awarding of the degree

Direct questions regarding definitions or instructions for this section to Lady Branham at (800) 621-7440 x.137 or lbranham@hlcommission.org

FINANCIAL STRENGTH (Previous Year's Data in Parenthesis)

Refer to your last complete audit information.

Definitions to be used by Public Institutions:

- Fiscal Year of Last Complete Audit — Provide the entire period: for example, 2003-2004
- FY 2005 Instructional Spending per Student FTE — Instructional Spending:
  Refer to IPEDS - Finance - Part C - Expenses and other Deductions. Use the line item titled "Instructional Spending"
  - Student FTE = (# of full-time students) + 1/3 (# of part-time students). FTE is for FY 2005
- FY 2005 Percentage of Operating Revenues Used for Instructional Purposes
  - Operating Revenues = Total operating revenues + Total non-operating revenues.
    Refer to IPEDS - Finance - Part B - Revenues and Other Additions
  - Instructional Purposes = Instruction + Research + Academic support.
    Refer to IPEDS - Finance - Part C - Expenses and other Deductions
- Changes in Net Assets
  - Change in Net Assets = Total revenues & other additions - Total expenses & deductions
  - Change in Net Assets = increase (decrease) in net assets during year
  - Refer to IPEDS - Finance - Part D - Summary of Changes in Net Assets
- Ratio Analysis
  - Report all four ratios in decimals. Report negative ratios in the following format: -0.4
  - For a detailed description, download/view Ratio Analysis in Higher Education, 5th edition — Public Institutions (227k PDF) [**http://www.prager.com/ibanking/raihe5.pdf**], published by Prager, McCarthy & Sealy, LLC. Refer especially to the Appendix and to Sections IV and V. The Appendix provides the components of each of the numerators and denominators of the four ratios
  - Viability Ratio = (Expendable Net Assets) / (Total Long-term Debt)
  - Primary Reserve Ratio = (Expendable Net Assets) / (Total Expenses)
  - Net Operating Revenues Ratio = (Adjusted Net Operating Revenues) / (Adjusted Total Income)
  - Debt Burden Ratio = (Debt Service) / (Total Expenditures)

Direct questions regarding definitions or instructions for this section to Lady Branham at (800) 621-7440 x.137 or lbranham@hlcommission.org

	(Previous)	**New**
1. Instructional Spending per Student FTE:	(19,759)	17,743
2. % of Revenues Used for Instructional Purposes:	(64)	60.42
3. Last Audited Fiscal Year (enter as "2003-2004"):	(2003)	2004-2005
4. Change in Net Assets:	(-3227186)	37640100
5. Viability Ratio:	(82.29)	92.68
6. Primary Reserve Ratio:	(36.83)	40.14
7. Net Operating Revenues Ratio:	(-1.28)	3.47
8. Debt Burden Ratio:	(2.23)	2.77
9. Moody's Bond Rating (if applicable):	(AA- Standard & Poors, Fitch)	AA-
10. Standard and Poor's Bond Rating (if applicable):	(AA- Standard & Poors, Fitch)	AA-

Notes regarding the financial information reported above: You have not submitted any notes regarding the above data.

OFF CAMPUS ACTIVITIES — OTHER CAMPUSES (do NOT include main/home campus)

Report information current as of the date of submission of this Data Update.

Definitions:

- Other Campus (do NOT include main/home campus)
  - students can complete at least one degree program
  - campus personnel provide a full range of administrative and student services
  - has an administrative head (e.g. a campus dean or provost)
- In State — Other Campus is in addition to the main campus and is in the institution's home state
- Out of State — Other Campus is outside of the institution's home state
- Out of USA — Other Campus is outside of the 50 United States
  - include Other Campuses located in US territories in this category
  - DO NOT include study abroad in this category
- Direct questions regarding definitions or instructions for this section to Lil Nakutis at (800) 621-7440 x.113 or lnakutis@hlcommission.org

Previously Reported Other Campuses

Location	Name of Other Campus	City	State	Country	Student Headcount Grad	Student Headcount Undergrad

Report New "Other Campuses"

Location	Name of Other Campus	City	State	Country	Student Headcount Grad	Student Headcount Undergrad

OFF CAMPUS ACTIVITIES — SITES

Report information current as of the date of submission of this Data Update.

Definitions:

- Site
  - students can complete 50% or more of a degree program
  - include degree completion programs
  - DOES NOT have a full range of administrative and student services staffed by institution's personnel
  - administrative and student services may be provided from the home campus
- In State — Site is in the institution's home state
- Out of State — Site is outside of the institution's home state
- Out of USA — Site is outside of the 50 United States
  - include states located in US territories in this category
  - do not include study abroad in this category

Direct questions regarding definitions or instructions for this section to Lil Nakutis at (800) 621-7440 x.113 or lnakutis@hlcommission.org

Previously Reported Sites

Location	Name of Other Campus	City	State	Country	Program Type Restrictions	Student Headcount Grad	Undergrad
In State	Dearborn School District	Dearborn	MI	United States	Total Degree &	<100	0
In State	Detroit Public Schools	Detroit	MI	United States	50% - 99% & None	<100	0
In State	Focus Hope	Detroit	MI	United States	50% - 99% &	0	<100
In State	Mott Community College	Flint	MI	United States	50% - 99% &	<100	0
In State	Michigan Library Consortium	Lansing	MI	United States	50% - 99% &	<100	0
In State	Pontiac School District	Pontiac	MI	United States	50% - 99% &	<100	0
In State	Warren Consolidated School District	Warren	MI	United States	50% - 99% &	<100	0
In State	Wayne RESA	Wayne	MI	United States	Total Degree &	<100	0
In State	Wyandotte Public Schools	Wyandotte	MI	United States	Total Degree &	<100	0
Out of State	Bureau of Land Management	Phoenix	AZ	United States Other	50% - 99% &	<100	0

Report New Sites

Location	Name of Other Campus	City	State	Country	Program Type Restrictions	Student Headcount Grad	Undergrad
In State	University Center at Macomb	Clinton Township	MI	United States	Total Degree & None	72	330
In State	Ford Motor Company	Dearborn	MI	United States	Total Degree & None	<100	0
In State	Wayne County Center	Detroit	MI	United States	Total Degree & None	121	1145
In State	Oakland Center	Farmington Hills	MI	United States	Total Degree & None	1396	2391
In State	St Clair Community College (SC4)	Port Huron	MI	United States	50% - 99% & None	0	16

OFF CAMPUS ACTIVITIES — IN STATE COURSE LOCATIONS (Previous Year's Data in Parenthesis)

Report information current as of the date of submission of this Data Update.

Definitions:

- Course Location
  - students can complete up to, but not including, 50% of a degree program

- include locations for dual enrollment, if applicable
- do not include non-credit courses

- In State — Course location is in institution's home state

- Headcount
  - may be duplicated
  - is the sum of all headcount at all in-state course locations

Direct questions regarding definitions or instructions for this section to Lil Nakutis at (800) 621-7440 x.113 or lnakutis@hlcommission.org

	(Previous)	New
1. Number of locations:	(2)	2
2. Total headcount of these locations:	(2449)	602

OFF CAMPUS ACTIVITIES — OUT OF STATE COURSE LOCATIONS

Report information current as of the date of submission of this Data Update.

Definitions:

- Course Location
  - students can complete up to, but not including, 50% of a degree program
  - include locations for dual enrollment, if applicable
  - do not include non-credit courses

- Out of State — course location is outside of institution's home state

- Out of USA — course locations in US territories in this category
  - DO NOT include study abroad in this category

- Headcount may be duplicated

Direct questions regarding definitions or instructions for this section to Lil Nakutis at (800) 621-7440 x.113 or lnakutis@hlcommission.org

Previously Reported Course Locations

Location	Name of Location	City	State	Country	Restrictions	# Course	Student Headcount Grad	Undergrad

Report New Course Locations

Location	Name of Location	City	State	Country	Restrictions	# Course	Student Headcount Grad	Undergrad
Out of State	Bureau of Land Management	Phoenix	AZ	United States	Other	2	<100	0

DUAL ENROLLMENT (Previous Year's Data in Parenthesis)

Definitions:

Report dual enrollment headcount from Fall 2005.

- Dual Enrollment — Students are enrolled in high school simultaneous to earning college credit at your institution
- Headcount is unduplicated
- Direct questions regarding definitions or instructions for this section to Lil Nakutis at (800) 621-7440 x.113 or lnakutis@hlcommission.org

	(Previous)	New
Total dual enrollment student headcount:	(0)	14

DISTANCE EDUCATION PROGRAMS

Report information current as of the date of submission of this Data Update.

Definitions:

- Distance Education Program
  - include degree, degree completion and certificate programs
  - students can complete the entire degree, degree completion or certificate at a distance, except for the possibility of an orientation or proctored exams at a specific site
  - the program is asynchronous
  - the program is specifically and intentionally designed to be a distance program
- Program Name — includes both the degree level or certificate and the CIP code program name
  - Example 1: a BA in English and a BA in Philosophy would be reported as two separate programs
  - Example 2: an AAS in Accounting and a certificate in Accounting would be reported as two separate programs
  - Sample program name entries:
    - "Certificate in Accounting"
    - "AAS in Accounting"
    - "BA in English"
  - List all programs separately following the preceding example
- Primary Modality — select the dominant delivery method for the named program
- Headcount is optional and unduplicated

Direct questions regarding definitions or instructions for this section to Lil Nakutis at (800) 621-7440 x.113 or lnakutis@hlcommission.org

Instructions:

- *Previously Reported Distance Education Programs appear in a list below*
  - *Update headcount for each entry:*
    - *click "Update Headcount"*
    - *enter new headcount numbers in the fields provided*
    - *click "Save"*
  - *To reformat an existing Program Name to comply with the examples above:*

  - *Delete the existing record*
  - *Re-enter as a new record (see instruction below: "To add a Distance Education Program to this list")*
- *For any Previously Reported Distance Education Programs which are now inactive:*
  - *click "Delete"*
  - *verify that you have selected the correct record for deletion*
  - *click "Delete Record"*
- *To add a Distance Education Program to this list:*
  - *scroll to the bottom of this page*
  - *complete the fields under Report New Distance Education Programs*
  - *click "Save New Record"*
  - *newly reported records will appear in the list at the bottom of the page*

Previously Reported Distance Education Programs

Program Name	Primary Modality	Headcount Grad	Headcount Undergrad

Report New Distance Education Programs

Program Name	Primary Modality	Headcount Grad	Headcount Undergrad
Master of Business Administration	Internet	0	0

COLLABORATIVE EDUCATION

Report information from Fall 2005.

Definitions:

- Collaborative Education
  - refers to programs offered by your institution
  - requires the student to be involved with another institution for completion of a degree or certificate program
  - your institution has a formal consortia or collaborative arrangement with the other institution
  - your institution issues the degree or certificate
  - do not include "2+2" programs
  - do not include clinicals or internships

- Program Name - includes both the degree level or certificate and the CIP code program name
  - Example 1: a BA in English and a BA in Philosophy would be reported as two separate programs
  - Example 2: an AAS in Accounting and a certificate in Accounting would be reported as two separate programs
  - Sample program name entries:
    - "Certificate in Accounting"
    - "AAS in Accounting"
    - "BA in English"
  - List all programs separately following the preceding example

- Consortium/Institution name
  - if the collaborative agreement carries a formal title, use that title
  - if the collaborative agreement does not carry a formal title, list the partner institution
  - if you have collaborative agreements for the same program but with more than one institution, each is a separate entry

- Headcount
  - report Fall 2005 unduplicated numbers

Direct questions regarding definitions or instructions for this section to Lil Nakutis at (800) 621-7440 x.113 or lnakutis@hlcommission.org

Instructions:

- *Previously Reported Collaborative Education appear in a list below*
  - *Update headcount for each entry:*
    - *click "Update Headcount"*
    - *enter new headcount numbers in the fields provided*
    - *click "Save"*
  - *To reformat an existing Program Name to comply with the examples above:*
    - *Delete the existing record*
    - *Re-enter as a new record (see instruction below: "To add a Collaborative Education entry to this list")*
  - *For any Previously Reported Collaborative Education which are now inactive:*
    - *click "Delete"*
    - *verify that you have selected the correct record for deletion*
    - *click "Delete Record"*
  - *To add a Collaborative Education entry to this list:*
    - *scroll to the bottom of this page*
    - *complete the fields under Report New Collaborative Education*
    - *click "Save New Record"*
    - *newly reported records will appear in the list at the bottom of the page*

Previously Reported Collaborative Education

Program Name	Consortium/Institution Name	Total Headcount
BS in Manufacturing Engineering Technology	Greenfield Coalition Focus Hope	34

Newly Reported Collaborative Education

Program Name	Consortium/Institution Name	Total Headcount

Helios Trail, *made of welded aluminum, is on the southwest side of the College of Engineering. The 30-foot-high statue was a gift from the alumni and friends of the College of Engineering in 1990.*

Compliance

8.2 Federal Compliance

Integral to the work of approved accrediting agencies are policies that address specific federal compliance issues. The Higher Learning Commission of the North Central Association of Colleges and Schools maintains a federal compliance program. This section of Wayne State University's Self-Study Report addresses the Commission's policies pertinent to federal compliance.

Credits, Program Length, and Tuition

The Commission expects an affiliated institution to be able to 1) equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education; 2) justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education; and 3) justify any program-specific tuition in terms of program costs, program length, and program objectives (Handbook of Accreditation, page 8.2-1).

Credits

The academic calendar, approved by the University's Board of Governors, includes a fall term, a winter term, and a spring/summer term (see the Undergraduate Bulletin 2005-2007, p. 4; and the Graduate Bulletin 2004-2006, p. 4). All academic courses are offered on a semester credit-hour basis.

Program Length

Completion of a minimum of 120 semester credit hours with a cumulative grade-point average of 2.0 (4.0=A) is required to earn a bachelor's degree at Wayne State University (Undergraduate Bulletin, p. 16). University requirements for a bachelor's degree affecting program length include completion of the General Education requirements; completion of all school/college, department, and program requirements; and completion of a minimum of 30 semester credit hours at WSU. Specific graduate degree and certificate requirements governing program length are outlined in the Graduate Bulletin (pps. 29-34). The length of all academic programs is approved by the University's Board of Governors.

Tuition

Proposed increases in tuition are studied by the University Budget and Finance Committee and recommended to the Provost and President. Tuition rates are approved by the WSU Board of Governors. In conformity with the tuition and fee schedule adopted by the Board of Governors, the President authorizes a written Statement of

Tuition and Fee Schedule

Fall Term 2006

	Resident Undergraduate		Non-Resident Undergraduate		Graduate School *Excludes Business, Engineering, Nursing, Library Sciences, Medical Physics		Law School	
	Lower Division	*Upper Division*	*Lower Division*	*Upper Division*	*Lower Division*	*Upper Division*	*Lower Division*	*Upper Division*
Credit Hour Rate	**$200.40**	**$236.30**	**$459.00**	**$543.30**	**$357.20**	**$788.80**	**$584.10**	**$1,115.30**
Registration Fee	**$123.50**	**$123.50**	**$123.50**	**$123.50**	**$123.50**	**$123.50**	**$123.50**	**$123.50**
Omnibus Cr. Hr. Fee	**$16.75**	**$16.75**	**$16.75**	**$16.75**	**$25.20**	**$25.20**	**$25.20**	**$25.20**
Scheduled Hours								
1	340.65	376.55	599.25	683.55	505.90	937.50	732.80	1,264.00
3	774.95	882.65	1,550.75	1,803.65	1,270.70	2,565.50	1,951.40	3,545.00
6	1,426.40	1641.80	2,978.00	3,483.80	2,417.90	5,007.50	3,779.30	6,966.50
10	2,295.00	2,654.00	4,881.00	5,724.00	3,947.50	8,263.50	6,216.50	11,528.50
12	2,729.30	3,160.10	5,832.50	6,844.10	4,712.30	9,891.50	7,435.10	13,809.50
15	3,380.75	3,919.25	7,259.75	8,524.25	5,859.50	12,333.50	9,263.00	17,231.00
18	4,032.20	4,678.40	8,687.00	10,204.40	7,006.70	14,775.50	11,090.90	20,652.50

Medical School
Annual Rate

Resident Tuition	$22,953.00
Non-resident Tuition	$47,765.00
Omnibus Fee	$601.60
Student Support Fee	$1,050.00

***Graduate Business, Engineering, Nursing, Library Sciences**

Resident Tuition	$414.50
Non-resident Tuition	$846.10
Omnibus Fee	$25.20

Eligible Staff Dependents

50% of applicable tuition rates plus Registration & Omnibus Fees (excludes Law/Med)

Junior Yr. in Munich
Annual Rate

WSU students $9,000.00
Non-WSU * $18,300.00
** includes $300.00 Administrative Fee*

Ph.D. Candidate Maintenance Fee

Registration Plus One Credit Omnibus fee	$148.70

Doctor of Physical Therapy

Resident Tuition	$410.80
Non-res. Tuition	$842.40
Omnibus Fee	$25.20

Doctor of Pharmacy

Resident Tuition	$403.20
Non-res. Tuition	$834.80
Omnibus Fee	$25.20

Medical Physics

Resident Tuition	$482.20
Non-res. Tuition	$913.80
Omnibus Fee	$25.20

Senior Citizens, 60 years +: 25% of applicable tuition rates plus the Registration and Omnibus Credit Hour Fees (excludes Law/Med)
Fitness Center Fee: A $25.00 Fee is assessed to all newly admitted students as of fall 2003

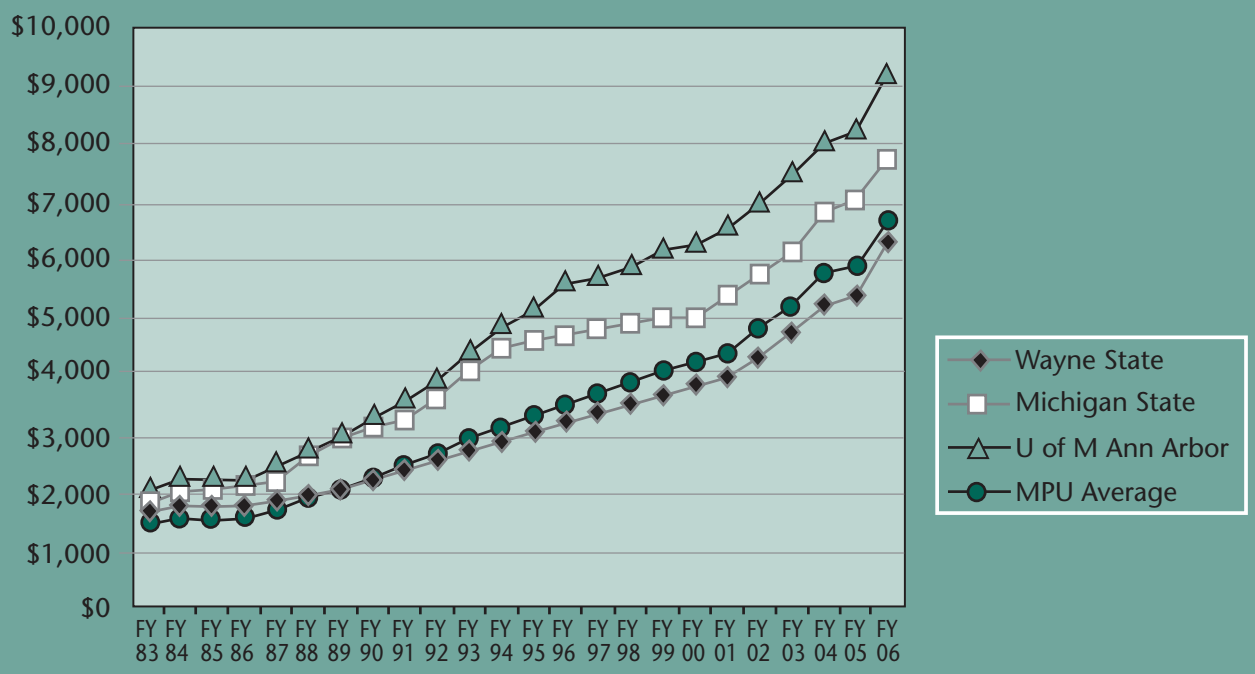
Tuition and Fee Regulations Effective with the fall term (see document). This Statement supersedes all previous regulations concerning tuition and fees, fall term 2006, tuition and fees see the following table.

Students, parents, and other stakeholders may access the Schedule of Tuition and Fees through the Undergraduate Bulletin, pps. 38-41; the Graduate Bulletin, pps. 20-22; and the Schedule of Classes available at **www.classschedule.wayne.edu**. General information on tuition and fees is also available at **http://sdcl.wayne.edu/RegistrarWeb/Tuition/geninfo.**

For freshman and transfer students, the Tuition and Fee Schedule is included in a packet of student information distributed each academic term by the Student Orientation and Transitions Office, **www.wayne.edu**, **(877) WSU-INFO**. Questions concerning Tuition and Fee Regulations should be referred to the Office of the University Registrar at **577-3550**.

For comparative purposes with other Michigan public universities, tuition at WSU is among the very lowest in the state see the following figure.

Annual Tuition and Fees, Selected Michigan Universities



The Administration carefully considers the financial impact for students resulting from tuition increases. For example, concurrently increasing the tuition-based portion of student financial aid that is funded from the University's General Fund by the same percentage that tuition is increased has been a long-standing practice at WSU. Below is a table showing the most recent tuition increases from FY 2006 to FY 2007 differentiated by student level.

Tuition Cost Increases from FY 2006 to FY 2007

Student Level	FY 2006	FY 2007	
	Annual Tuition Cost	Annual Tuition Cost	Increase over FY 2006
Undergraduate			
Lower Division	6,389.40	6,761.50	372.10
Upper Division	7,406.40	7,838.50	432.10
Graduate	8,907.00	9,424.60	517.60
Law	14,052.60	14,870.20	817.60
Medicine	22,263.50	23,556.60	1,293.00

Differential Tuition per Credit Hour

Program	FY 2007
Graduate	
Business	414.50
Engineering	414.50
Nursing	414.50
Library and Information Science	414.50
Medical Physics Program	482.20
Doctor of Pharmacy	403.20
Doctor of Physical Therapy	410.80

Differential tuition

Differential tuition rates are approved by the University's Board of Governors in recognition of two primary factors: higher costs inherent in operating a program and sustained market demand. Increased revenue raised from differential tuition is directly reinvested in the respective programs to help meet the additional costs of operating these programs and to ensure a high level of program quality.

Beginning in FY 2007, two programs — Library and Information Science and the Medical Physics Program — will be added to programs charging differential tuition see table above.

Organizational Compliance with the Higher Education Reauthorization Act

The Commission requires 1) all organizations receiving Title IV funds to provide copies of documents relevant to Title IV compliance; 2) the self-study report to evaluate the organization's default rate, if any, and its plans for reducing default; and 3) organizations' brief comments on their compliance with other Title IV-mandated student notification requirements such as campus crime reporting and release of completion/ graduation rates (Handbook of Accreditation, page 8.2-2).

Student Loan Default rates

Data on student loan default rates over a five year period are presented in the following table. Overall default rates for this period range from 3% to 6%.

The national default rate is 4.5% and the average student loan default rate for all Michigan universities is 3.6% (Interim Director, Office of Student Financial Aid).

Default rate reduction efforts

Wayne State University is working in partnership with the Michigan Guaranty Agency and the Great Lakes Higher Education Agency to evaluate our default rates. The State of Michigan was selected by the U.S. Department of Education to participate in a task force to identify students in default and address improved means to communicate with borrowers concerning default prevention. WSU is one of the universities participating on this task force.

WSU is establishing a default prevention unit in the Office of Student Financial Aid. A Financial Aid Officer has been hired whose primary responsibility is to monitor loan defaults and work with students on default prevention. This office receives regular notification from external agencies concerning students who are at risk for

Cohort Default Rate History List
Wayne State University

Fiscal Year	Rate Type	Program Type	Numerator	Denominator	Rate	Process Date
2004	Draft	Dual	113	3750	3	01/07/2006
2003	Official Draft	Dual Dual	127 133	3647 3648	3.4 3.6	07/30/2005 01/08/2005
2002	Official Draft	Dual Dual	149 157	3134 3130	4.7 5	07/31/2004 01/10/2004
2001	Official Draft	Dual Dual	175 175	3804 3813	4.6 4.5	08/02/2003 01/12/2003
2000	Official Draft	Dual Dual	205 208	3454 3441	5.9 6	08/03/2002 01/13/2002

going into default and notification letters are sent to these students from the Office of Student Financial Aid (document from the Interim Director, Office of Student Financial Aid).

Campus crime reporting

An Annual Campus Security Report is published by the WSU Office of Public Safety and distributed throughout the University community. In addition to providing statistics for all criminal incidents, the annual report provides important information for the University community concerning crime prevention and University policies on drugs, alcohol, and sexual assault. In addition, monthly statistics on criminal incidents are distributed via e-mail to all users of the University e-mail system.

Program Participation Agreement (PPA)/ Eligibility and Certification Renewal (ECAR)

WSU's PPA/ECAR application for reapproval was submitted June 23, 2006, to the School Eligibility Channel, Integrated Partner Management, U.S. Department of Education (document available from the Interim Director, Office of Student Financial Aid).

Limitation, Suspension and Expulsion Rates

The Dean of Students Office (DOSO) is responsible for instituting due process procedures and maintaining data related to the University's Student Code of Conduct. Below are frequency data for cases referred to the DOSO for 2005 and 2006 and the frequency of suspensions and expulsions that resulted from code of conduct violations (document/data available from the University's Judicial Officer), (below).

Student Code of Conduct Cases

	2006	2005
Number of Cases	114	80
Expulsions	2	0
Suspensions	5	9

Audits

University financial statements are regularly audited in compliance with government auditing standards issued by the Comptroller General

of the United States. Copies of independent financial audits conducted by Plante & Moran, PLLC, are available from the University (document received from the Interim Director, Office of Student Financial Aid).

Completion/Graduation Rates

Data on completion/graduation rates, provided by the WSU Office of Institutional Research, follow below. Across separate sections, these completion/graduation data are differentiated by students' race, gender, and athletic sport/program area of participation. A 150% completion rate represents completion of a bachelor's degree within six (N=6) years (proportional to a 100% completion rate for the completion of a bachelor's degree within four years). The 150% benchmark was established by the U.S. Department of Education.

Wayne State Graduation Rates 2005-2006

Section V — Graduation Rate Completers within 150% — Football
Cohort year 1999
Sport: Football
Subcohort students who completed their program within 150% of normal time to completion

	Athletic Subcohort	Completers of programs of <2 yrs	Completers of programs of 2<4 yrs	Completers of Bachelor's or Equivalent Degrees	Total Completers within+A51 150%
	(60)	(61)	(62)	(68)	(79)
Men					
Nonresident alien	3	0	0	2	2
Black, non-Hispanic	4	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	10	0	0	5	5
Race/ethnicity unknown	0	0	0	0	0
Total men	17	0	0	7	7
Women					
Nonresident alien	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0
Total women	0	0	0	0	0

Section VI — Graduation Rate — Transfers/Exclusions — Football

Cohort year 1999
Sport: Football

	Athletic Subcohort	Total Completers within 150%	Total Transfer-out Students	Total Exclusions	Non-Completers (Still Enrolled + not Enrolled) and Completers 150%
	(60)	(79)	(80)	(95)	(99)
Men					
Nonresident alien	3	2	0	0	1
Black, non-Hispanic	4	0	0	0	4
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	10	5	0	0	5
Race/ethnicity unknown	0	0	0	0	0
Total men	17	7	0	0	10
Women					
Nonresident alien	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0
Total women	0	0	0	0	0

Section VI — Graduation Rate — Completers within 150% — Basketball

Cohort year 1999
Sport: Basketball
Subcohort students who completed their program within 150% of normal time of completion

	Athletic Subcohort	Total Completers within 150%	Total Transfer-out Students	Total Exclusions	Non-Completers (Still Enrolled + Not Enrolled) and Completers 150%
	(60)	(61)	(62)	(68)	(79)
Men					
Nonresident alien	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	2	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0
Total men	2	0	0	0	0
Women					
Nonresident alien	0	0	0	0	0
Black, non-Hispanic	1	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0
Total women	1	0	0	0	0

Section VI — Graduation Rate — Completers within 150% — Basketball

Cohort year 1999
Sport: Basketball

	Athletic Subcohort	Total Completers within 150%	Total Transfer-out Students	Total Exclusions	Non-Completers (Still Enrolled + Not Enrolled) and Completers 150%
	(60)	(79)	(80)	(95)	(99)
Men					
Nonresident alien	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	2	0	0	0	2
Race/ethnicity unknown	0	0	0	0	0
Total men	2	0	0	0	2
Women					
Nonresident alien	0	0	0	0	0
Black, non-Hispanic	1	0	0	0	1
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0
Total women	1	0	0	0	1

Section VI — Graduation Rate — Completers within 150% — Baseball

Cohort year 1999
Sport: Baseball
Subcohort students who completed their program within 150% of normal time to completion

	Athletic Subcohort	Completers of Programs of <2 yrs	Completers of Programs of 2<4 yrs	Completers of Bachelor's or Equivalent Degrees	Total Completers within 150%
	(60)	(61)	(62)	(68)	(79)
Men					
Nonresident alien	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	12	0	0	7	7
Race/ethnicity unknown	0	0	0	0	0
Total men	12	0	0	7	7
Women					
Nonresident alien	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0
Total women	0	0	0	0	0

Section VI — Graduation Rate — Transfers/exclusions — Baseball

Cohort year 1999
Sport: Baseball

	Athletic Subcohort	Total Completers within 150%	Total Transfer-out Students	Total Exclusions	Non-Completers (Still Enrolled + Not enrolled) and Completers > 150%
	(60)	(79)	(80)	(95)	(99)
Men					
Nonresident alien	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	12	7	0	0	5
Race/ethnicity unknown	0	0	0	0	0
Total men	12	7	0	0	5
Women					
Nonresident alien	0	0	0	0	0
Black, non-Hispanic	1	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0
Total women	1	0	0	0	0

Section VI — Graduation Rate — Completers within 150% — Cross Country/Track

Cohort year 1999
Sport: Cross-country/track
Subcohort students who completed their program within 150% of normal time to completion

	Athletic Subcohort	Completers of Programs of <2 yrs	Completers of Programs of 2<4 yrs	Completers of Bachelor's or Equivalent Degrees	Total Completers within 150%
	(60)	(61)	(62)	(68)	(79)
Men					
Nonresident alien	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	6	0	0	6	6
Race/ethnicity unknown	0	0	0	0	0
Total men	6	0	0	6	6
Women					
Nonresident alien	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	0	0	0	2	2
Race/ethnicity unknown	0	0	0	0	0
Total women	0	0	0	2	2

Section VI — Graduation Rate — Transfers/Exclusions — Cross Country/Track

Cohort year 1999
Sport: Cross-country/track

	Athletic Subcohort	Total Completers within 150%	Total Transfer-out Students	Total Exclusions	Non-Completers (Still Enrolled + Not Enrolled) and Completers > 150%
	(60)	(79)	(80)	(95)	(99)
Men					
Nonresident alien	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	6	6	0	0	0
Race/ethnicity unknown	0	0	0	0	0
Total men	6	6	0	0	0
Women					
Nonresident alien	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	3	2	0	0	1
Race/ethnicity unknown	0	0	0	0	0
Total women	3	2	0	0	1

Section VI — Graduation Rate — Completers within 150% — all other sports

Cohort year 1999
Sport: All other sports combined
Subcohort students who completed their program within 150% of normal time to completion

	Athletic Subcohort	Completers of Programs of <2 yrs	Completers of Programs of 2<4 yrs	Completers of Bachelor's or Equivalent Degrees	Total Completers within 150%
	(60)	(61)	(62)	(68)	(79)
Men					
Nonresident alien	5	0	0	3	3
Black, non-Hispanic	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	1	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	14	0	0	3	3
Race/ethnicity unknown	0	0	0	0	0
Total men	20	0	0	6	6
Women					
Nonresident alien	6	0	0	2	2
Black, non-Hispanic	1	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	20	0	0	10	10
Race/ethnicity unknown	1	0	0	0	0
Total women	28	0	0	12	12

Section VI — Graduation Rate — Transfers/Exclusions — All Other Sports
Cohort year 1999
Sport: All other sports combined

	Athletic Subcohort	Total Completers within 150%	Total Transfer-out Students	Total Exclusions	Non-Completers (Still Enrolled + Not Enrolled) and completers > 150%
	(60)	(79)	(80)	(95)	(99)
Men					
Nonresident alien	5	3	0	0	2
Black, non-Hispanic	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	1	0	0	0	1
Hispanic	0	0	0	0	0
White, non-Hispanic	14	3	0	0	11
Race/ethnicity unknown	0	0	0	0	0
Total men	20	6	0	0	14
Women					
Nonresident alien	6	2	0	0	4
Black, non-Hispanic	1	0	0	0	1
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
White, non-Hispanic	20	10	0	0	1
Race/ethnicity unknown	1	0	0	0	10
Total women	28	12	0	0	16

Federal Compliance Visits to Off-Campus Locations

Federal regulations for recognition of accrediting agencies require the Commission to conduct a variety of evaluation activities to review and monitor the development of off-campus sites and campuses … The Commission has determined that an off-campus site is a location at which a student can complete 50% or more of a degree program. A degree-completion site qualifies as an off-campus site when students in the program can complete all required courses there. Any site at which less than 50% of a degree program can be completed is considered a course location (Handbook of Accreditation, page 8.2-3). See table on following page.

Wayne State University maintains degree-completion sites, off-campus sites, and course location sites for offering academic programs and courses. University course evaluations are completed by students for all off-campus programs. Following, for each of the three categories of off-campus programs, is a list of the individual sites, their location, and the percentage of program completion for the off-campus sites.

Degree Completion Site

is one where students can complete all required courses (for at least one degree program)

Name of Other Degree Completion Site	City and State
Wayne County Center	Detroit, MI
Oakland Center	Farmington Hills, MI

Off-Campus Site

is one where students can complete 50% or more of a program

Name of Site	City and State	Percentage of Program Completion
University Center — Macomb	Clinton Township, MI	50-99
Wayne County Center	Detroit, MI	50-99
Oakland Center	Farmington Hills, MI	50-99
University Center at St. Clair County Community College	Port Huron, MI	50-99
Dearborn School District	Dearborn, MI	50-99
Ford Motor Company	Dearborn, MI	Total Degree Program
Michigan Library Consortium	Lansing, MI	50-99
Warren Consolidated School District	Warren, MI	50-99
Wyandotte Public Schools	Wyandotte, MI	Total Degree Program

Course Location Site is one where less than 50% of a degree program is offered	
Name of Site	**City and State**
Harper Woods Center	Harper Woods, MI
Lamphere Center	Madison Heights, MI

Institutional Advertising and Recruitment Materials

Whenever an organization makes reference to its affiliation with the Commission, it will include the Commission's address and phone number … [When] including the Commission's contact information, the organization should use the URL of the Commission's Web site, rather than its street address, and its local, rather than toll free, phone number. To avoid confusion, particularly among prospective students, organizations should clearly and prominently provide their own contact information so students know how to reach them (Handbook of Accreditation, page 8.2-3).

In the Undergraduate Bulletin 2005-2007, a statement under Accreditation appears on page 8 as follows:

> *Wayne State University as a whole is accredited as a doctoral degree-granting institution by the regional accrediting agency, The North Central Association of Colleges and Schools, The Higher Learning Commission, 30 N. LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504; telephone: 800/621-7440.*

WSU does not reference NCA or The Higher Learning Commission in its admissions or related materials.

Professional Accreditation

The Commission grants general institutional accreditation. Because the Commission accredits an organization as a whole, it cannot omit from its evaluation any area or program of an organization. However, the organization's affiliation with the Commission — accredited or candidate status — is not equivalent to specialized accreditation of individual programs.

Institutional Accreditation is not automatically affected by the accreditation given or withheld by any particular association, although the Commission does take cognizance of the standards set by professional societies. An organization identifies in its annual report to the Commission any adverse actions taken by professional accreditation agencies (Handbook of Accreditation page 8.1-3).

In the Undergraduate Bulletin 2005-2007, the following information is provided on page 8:

> *… more than forty specific programs and curricula are accredited individually by specialized or professional accrediting agencies. A report is produced annually for the Board of Governors which designates the accrediting agencies of the University's programs; the report is available from the Board of Governors' Office, 4231 Faculty Administration Building.*

The major specialized or professional accrediting agencies are listed below by school/college.

BUSINESS ADMINISTRATION

Association to Advance Collegiate Schools of Business International

EDUCATION

Art Therapy Program: American Art Therapy Association

Counseling (graduate only): Council for Accreditation of Counseling and Related Educational Programs

Rehabilitation Counseling and Community Inclusion (graduate only): Council on Rehabilitation Education, Inc.

ENGINEERING

Division of Engineering (undergraduate): Accreditation Board for Engineering and Technology, Inc. — Engineering Accreditation Commission

Division of Engineering Technology: Accreditation Board for Engineering and Technology, Inc. — Technology Accreditation Commission

FINE, PERFORMING and COMMUNICATION ARTS

Dance: National Association of Schools of Dance

Music: National Association of Schools of Music

Theatre: National Association of Schools of Theatre

LAW

American Bar Association and American Association of Law Schools (Joint Committee)

LIBERAL ARTS and SCIENCES

Audiology and Speech-Language Pathology: Council on Academic Accreditation of the American Speech-Language Hearing Association

Chemistry: American Chemical Society

Nutrition and Food Science (dietetics): American Dietetics Association

Political Science (Master of Public Administration): National Association of Schools of Public Affairs and Administration

Psychology (Clinical): American Psychological Association

Urban Planning: Planning Accreditation Board

LIBRARY and INFORMATION SCIENCE

American Library Association

MEDICINE

Continuing Medical Education: Accreditation Council for Continuing Medical Education

Doctor of Medicine Degree Program (M.D.): Liaison Committee on Medical Education, representing the American Medical Association and the Association of American Medical Colleges

Radiation Therapy Technology: Joint Review Committee on Education in Radiation Technology and Committee on Allied Health and Accreditation of the American Medical Association

Radiological/Medical Physics: Commission on Accreditation of Medical Physics Educational Programs

Residency Programs: Liaison Committee on Graduate Medical Education of the American Medical Association and various Residency Review Committees

NURSING

Commission on Collegiate Nursing Education

EUGENE APPLEBAUM COLLEGE of PHARMACY and HEALTH SCIENCES

Clinical Laboratory Science: National Accrediting Agency for Clinical Laboratory Sciences

Cytotechnology: National Accrediting Agency for Clinical Laboratory Sciences

Industrial Hygiene Program: Accreditation Board of Engineering and Technology, Inc. (ABET) — Applied Science Accreditation Commission

Mortuary Science: American Board of Funeral Service Education, Inc. (ABFSE)

Nurse Anesthesia: American Association of Nurse Anesthetists (Council on Accreditation of Nurse Anesthesia Educational Programs)

Occupational Therapy: Accreditation Council for Occupational Therapy Education (ACOTE)

Pathologist's Assistant Program: National Accrediting Agency for Clinical Laboratory Sciences

Pharmacy: American Council on Pharmaceutical Education

Physical Therapy: American Physical Therapy Association

Physician Assistant Program: Accreditation Review Committee on Education for the Physician Assistant

SOCIAL WORK

Council on Social Work Education

Requirements of Institutions Holding Dual Institutional Accreditation

The Commission accredits a small number of organizations that also are affiliated with one or more Council for Higher Education Accreditation (CHEA) recognized or federally recognized institutional accrediting agencies (Handbook of Accreditation page 8.1-2).

Wayne State University does not hold institutional affiliation with any CHEA recognized or federally recognized institutional accrediting bodies other than the North Central Association of Colleges and Schools.

Institutional Records of Student Complaints

The Commission expects an affiliated organization to provide a comprehensive evaluation team with an organizational account of the student complaints that it has received and their disposition. This account should cover the two years of operation preceding the comprehensive evaluation. ... One manner of accounting is a log that tracks complaints from inception to disposition. ... The Commission believes that the reporting obligation should focus principally on nontrivial complaints, either academic or non-academic, made formally in writing, signed by a student, and addressed to and submitted to an organizational officer with the responsibility to handle the complaint (Handbook of Accreditation page 8.2-4).

The Ombudsperson's Office was established to provide students with a neutral and confidential place to address problems regarding both academic and non-academic concerns. Services provided by this office are made known to students through the Undergraduate Bulletin, p. 58; the Graduate Bulletin, p. 53; the Undergraduate Student Handbook, Freshman and Transfer Student Orientation meetings, and the Ombudsperson's presentations to student organizations and University programs/forums.

Student complaints or appeals are categorized by the Ombudsperson's Office into academic appeals and non-academic appeals. Below is a chart that provides data concerning the number of academic and non-academic cases, itemized by type of case, as reported to the Provost by the Ombudsperson's Office.

Ombudsperson's Report to the Provost

February 25, 2005

Academic Cases	Calendar Year 2003	Calendar Year 2004	Calendar Year 2005*
Admissions	83	43	8
Advising	63	43	10
Due Process	48	48	4
Registration/Records	108	70	10
Requirements	100	151	15
Teaching	208	316	47
Miscellaneous	3	5	1
Subtotal:	**613**	**676**	**95**
Non-Academic Cases			
Employment/Payroll	22	11	3
Facilities/Service	56	70	14
Financial Aid	281	198	34
Tuition and Fees	1,674	1,343	191
Tuition and Fees Appeals	289	259	22
Miscellaneous	31	27	6
Subtotal:	**2,353**	**1,908**	**270**
Total:	**2,966**	**2,584**	**365**

* Data incomplete based on Jan. and Feb. 2006

For the most recent period of September 2005 through August 2006, the Provost's Office reported the following data concerning formal student appeals filed by category as noted below.

Student Appeals
Sept. 2005 – Aug. 2006

Appeal Category	Student Appeals Filed
Grades	5
Tuition	1
General Education	91
Transfer Issues	7
Conduct	2

The data reported above are typical of the volume and nature of the appeals received in the Provost's Office.

As reported above, the General Education category received the highest number of appeals. In this regard, the University follows a detailed process to address student appeals/petitions concerning problems with General Education requirements as described below.

General Education Requirements Petition Process

University-wide General Education Requirements apply to all undergraduate students seeking baccalaureate degrees from Wayne State University — irrespective of the college or school in which they are enrolled. It is the responsibility of the student to satisfy all University, college and program requirements.

Since the various colleges and schools may impose additional college or school requirements and/or specify particular courses which their students must elect in fulfilling the University-wide Requirements, it is essential that all students seek advice from the *Wayne State University Bulletin*, the University Advising Center and their respective college/school advising office before electing courses to satisfy General Education Requirements.

The General Education Petition process is available for students who wish to have a requirement or deadline waived or altered or who wish to appeal a decision regarding a General Education Requirement.

Students should first check with their advisor if there is a question about a requirement. There are two kinds of General Education appeal petitions:

A. College/school Petitions deal with college/school level requirements and should be addressed to the specific college/school. Each college/school has academic appeal procedures in place for such petitions. Please check with your advisor regarding how to proceed in your program.

B. University General Education Petitions deal with University regulations and the University-wide General Education Requirements.

If you need to submit an appeal on behalf of University-wide regulations or General Education Requirements, follow these steps:

A. Meet with your advisor to discuss the problem.

B. Submit in writing a brief narrative explaining the problem and the remedy you see. Include your student identification number, college (major), and attach any supporting documentation. Make sure that you sign the request and include your current address.

C. Submit your request to the Associate Provost for Academic Programs, 4116 Faculty/Administration Building. Petitions normally take two or more weeks for processing.

D. You will receive a letter informing you of the disposition of your appeal by mail.

NOTE: *Petition requests must be in writing with your signature. Oral and e-mail requests are not accepted. All information regarding your petition, including the decision regarding your appeal, is private information. Therefore, information about the appeal will not be given out over the phone.*

Student appeal procedures regarding course grades begin within each college/school and are available from the respective Deans' Offices. In most cases, grade appeals must be filed within 30 days of the time in which a student received or should have received her/his final course grade.

In circumstances wherein the appeal is not resolved at the college/school level, the University follows the appeals procedure stated below (see Undergraduate Bulletin 2005-2007, p. 46; and the Graduate Bulletin 2004-2006, p. 28).

Appeals Procedures, Academic

In matters where a college's final decision is based upon the evaluation of a student's academic performance, and when review procedures available to him/her within the college have been exhausted, the student may request the Provost to review that decision on the record. A written Request for a Provost Review must be made by the student himself/herself, with a copy to the Dean of the college, postmarked within 30 calendar days of the postmark of the college's final decision, which is to be sent to the address provided by the student in the college's review procedures. The Provost's review of the college's decision will proceed as soon as practicable after notification by the student of his/her wish to seek review.

The student may also file with the Provost a Request for a Postponement of the effect of the college's final decision. Such a request must be postmarked within seven calendar days of the postmark of the college's final decision, and a copy must be sent to the Dean of the college. Upon receiving a Request for Postponement, the Provost will immediately contact the Dean. Unless the college demonstrates clearly and convincingly that the injury to the college or to third persons that would result from such a postponement would outweigh the injury to the student from denying the postponement, the effect of the decision rendered by the college must be postponed until the date that the Provost issues a decision regarding the underlying Request for Provost Review. The Provost will inform the student and the Dean of her/his decision regarding the Request for Postponement within three school days after receiving the request.

Exceptions to this procedure may be granted by the Provost upon a showing of good and sufficient cause.

Figures

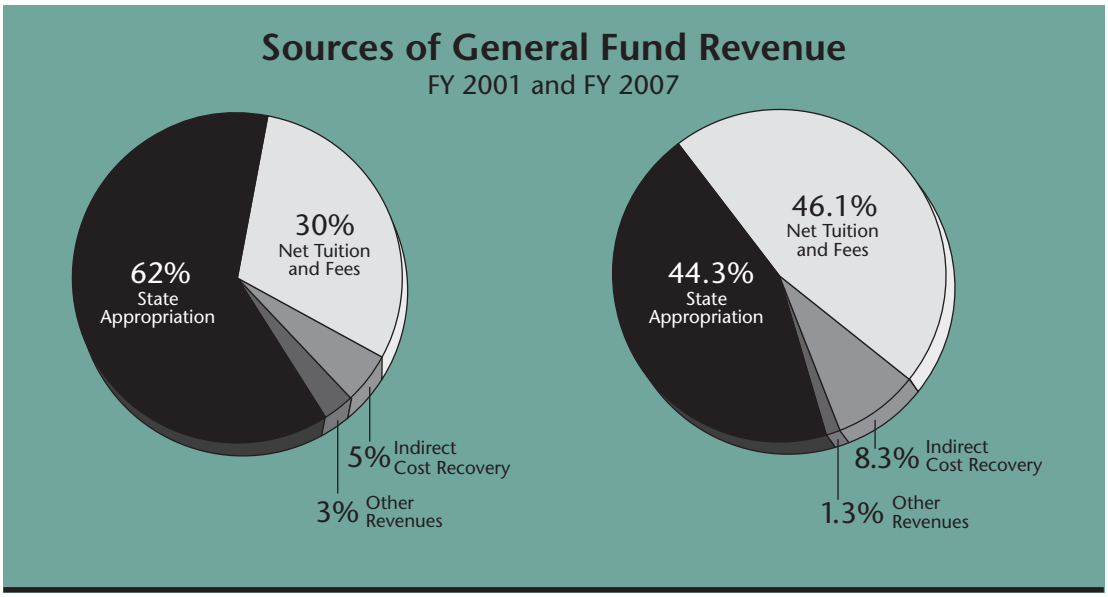


Figure 2.1

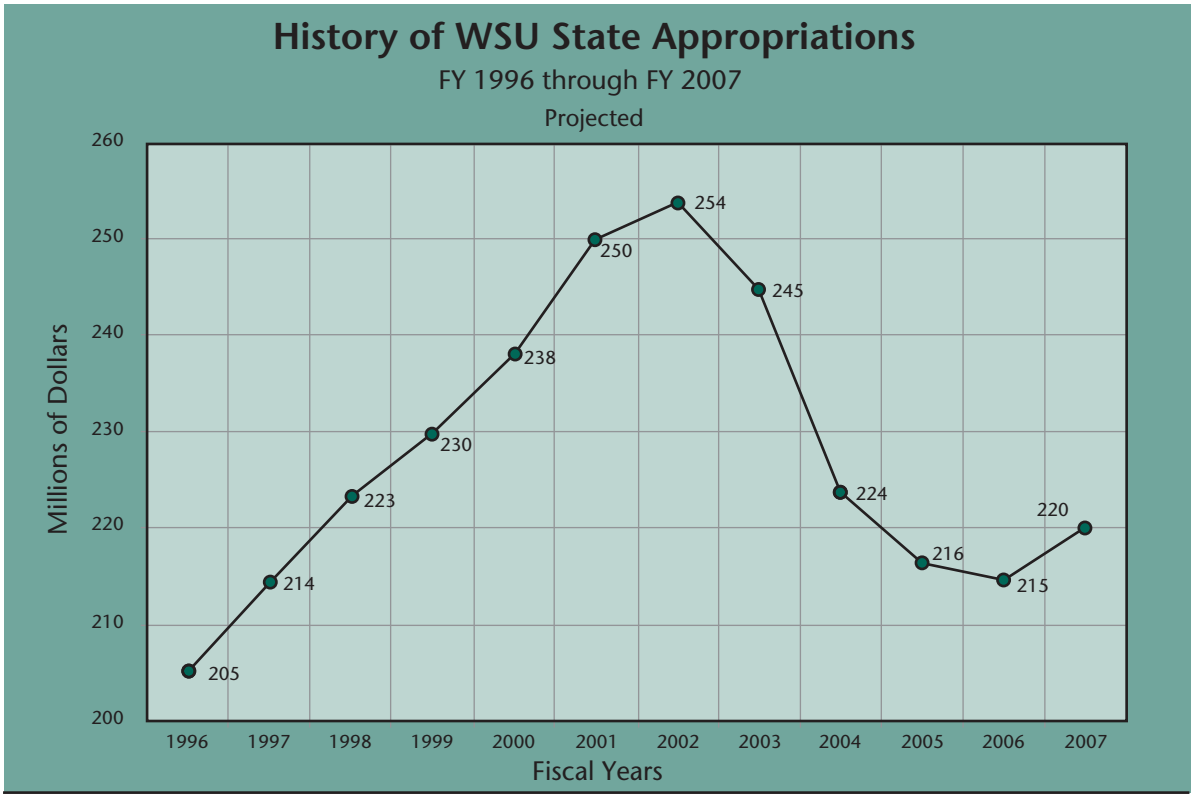
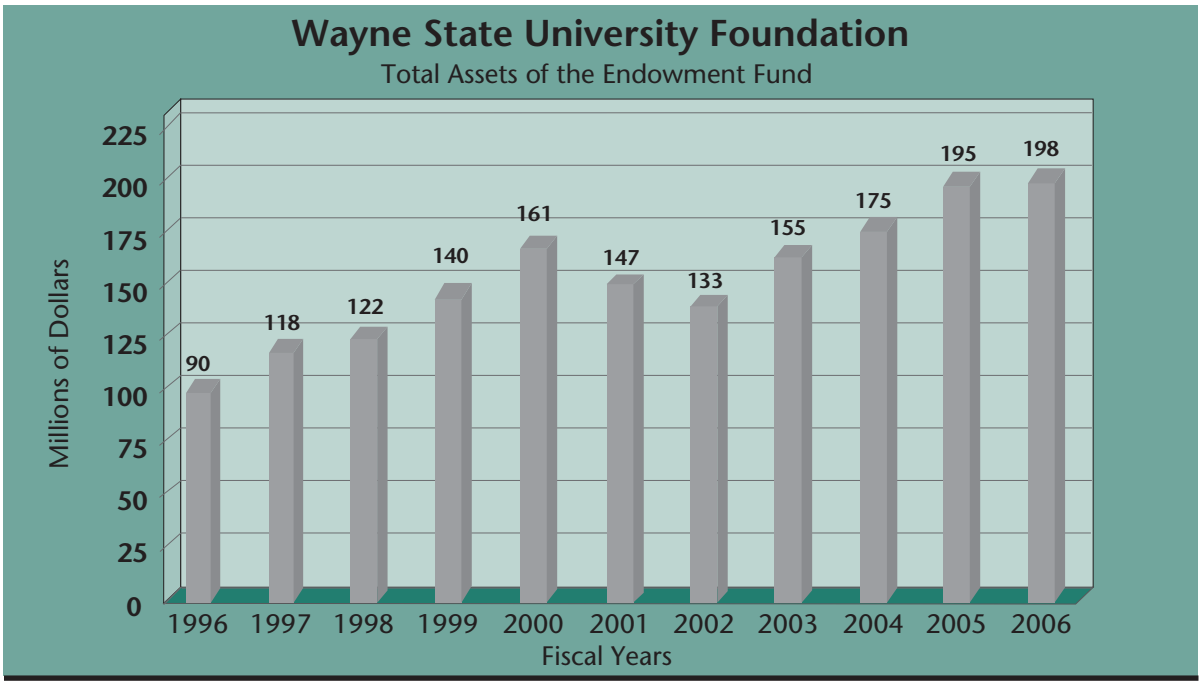


Figure 2.2

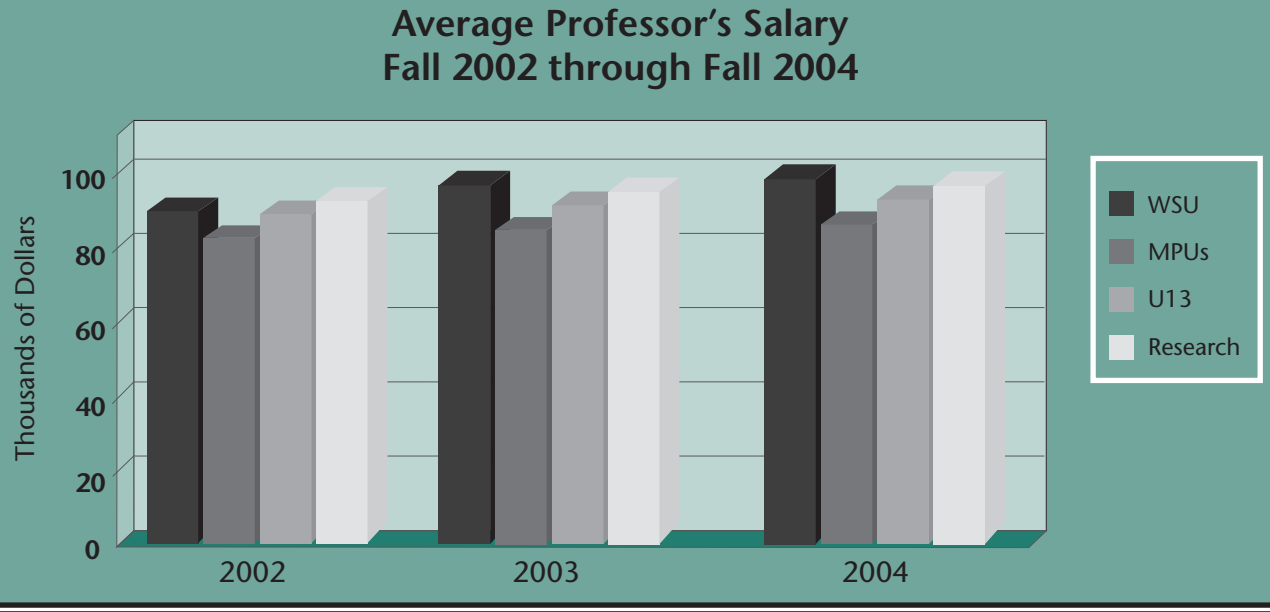


Total assets include charitable gift annuities.

Figure 2.3

Most seniors (77%) would attend WSU if they could start over again, and even more (80%) say they had a good or excellent educational experience.

Figure 2.4

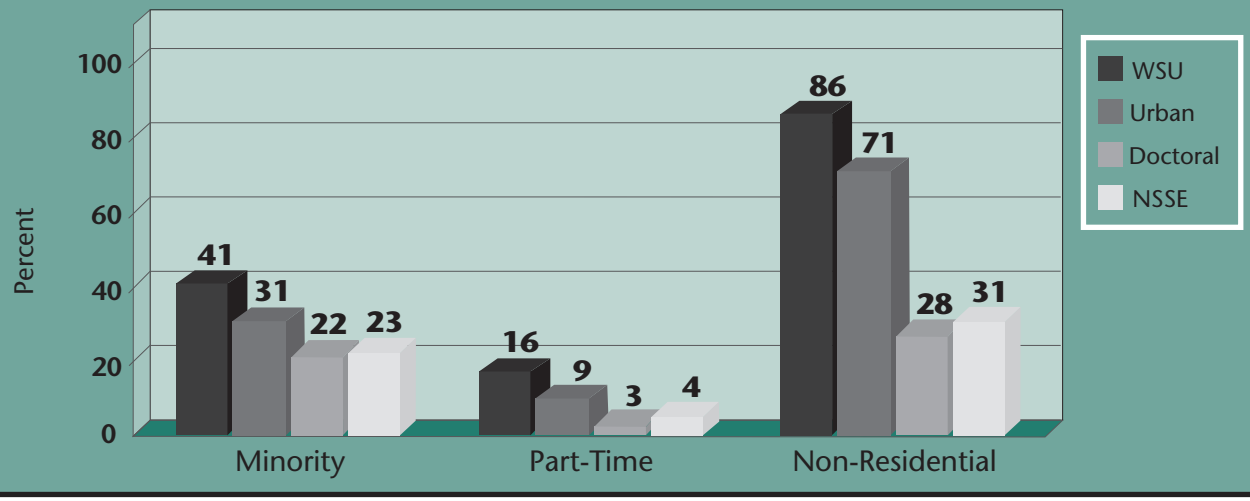


WSU professor salaries compare favorably with other Michigan public universities (MPUs), urban universities (U13) and research-extensive universities

Figure 2.5

NSSE Freshmen Characteristics Associated with Lower Retention by Institition Type

National Survey of Student Engagement, 2005



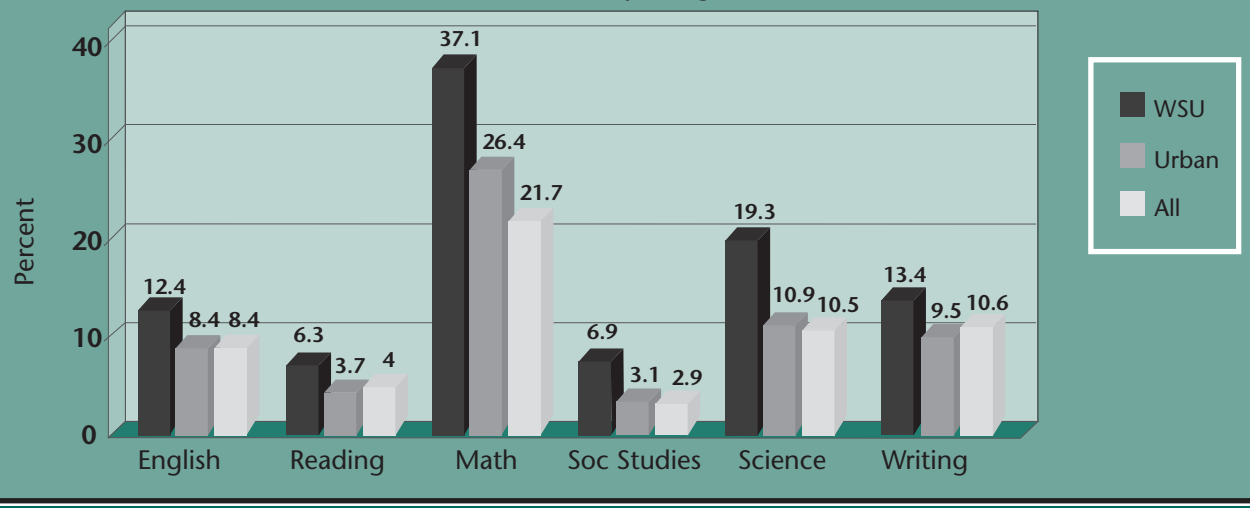
National study of approximately 200,000 freshmen at 473 colleges and universities.
"Doctoral" refers to doctoral research-extensive universities. "NSSE" refers to all participating institutions.

Figure 2.6

Freshmen Profile: Need for Remedial Work by Subject

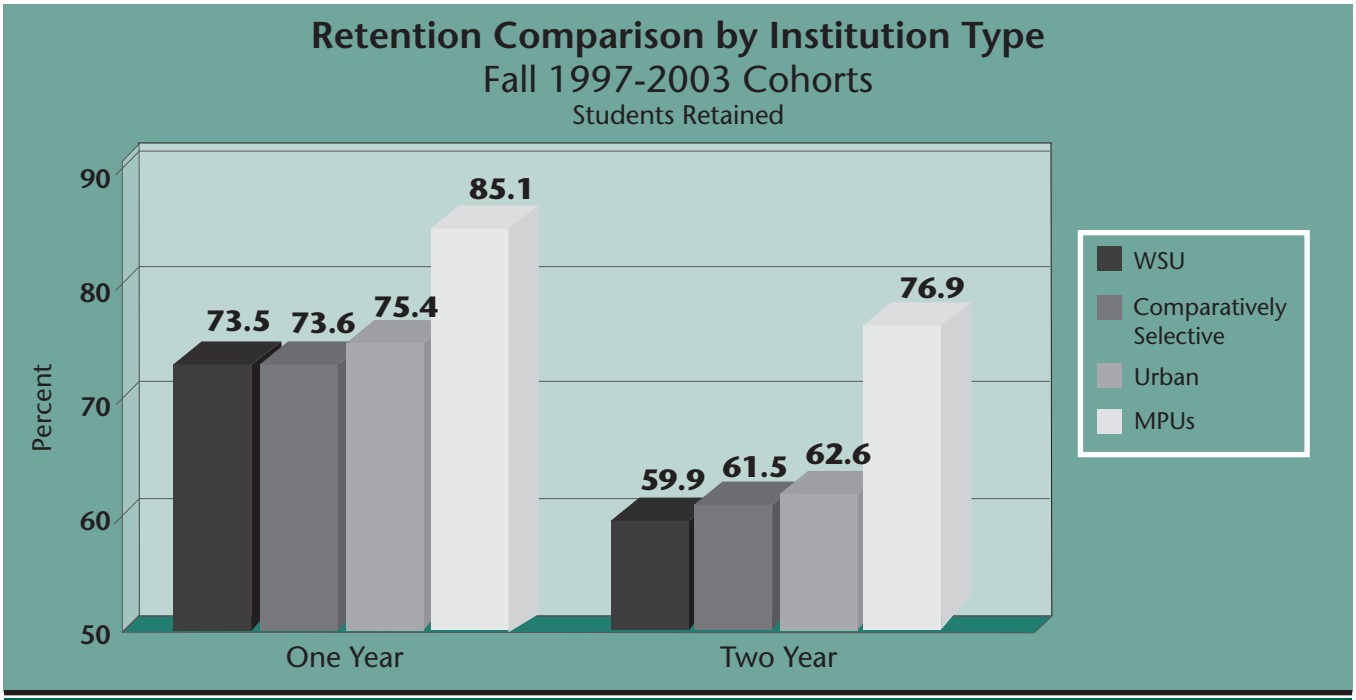
Cooperative Institutional Research Program (CIRP), 2005

Students Reporting Need



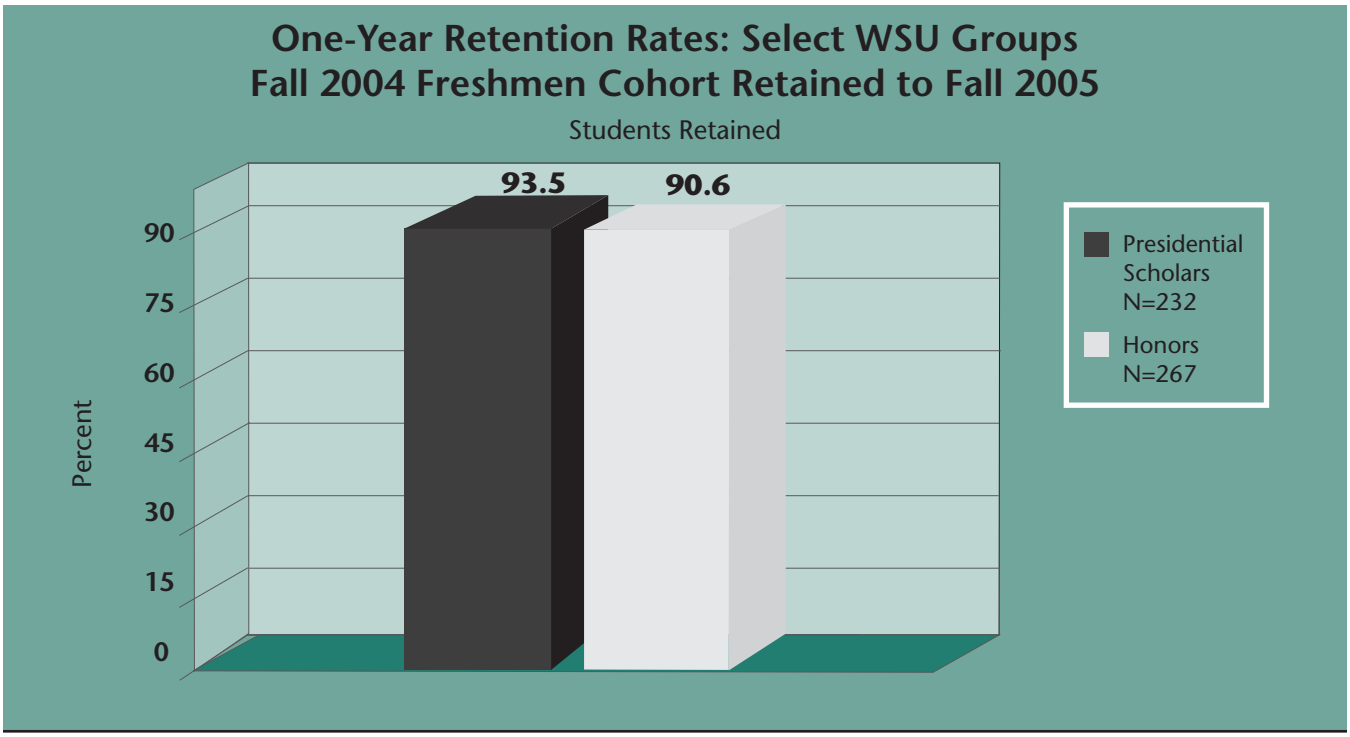
National study of first-time, full-time freshmen entering public unversities in fall 2005.
There were 1,648 respondents to this item for Wayne State.

Figure 2.7



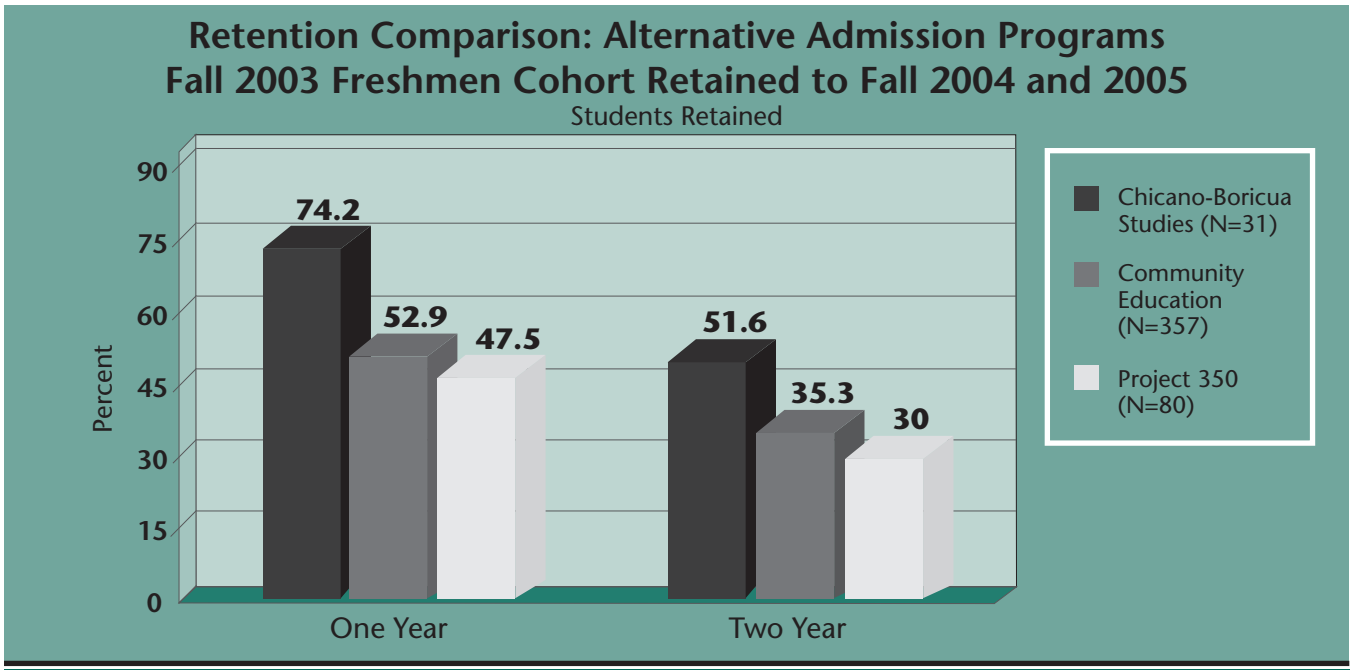
Consortium for Student Retention Data Exchange, national study of first-time, full-time freshmen entering college in fall of 1997-2003 cohorts.
Note: CSRDE data for MPUs are restricted to doctoral-intensive and extensive institutions only.

Figure 2.8



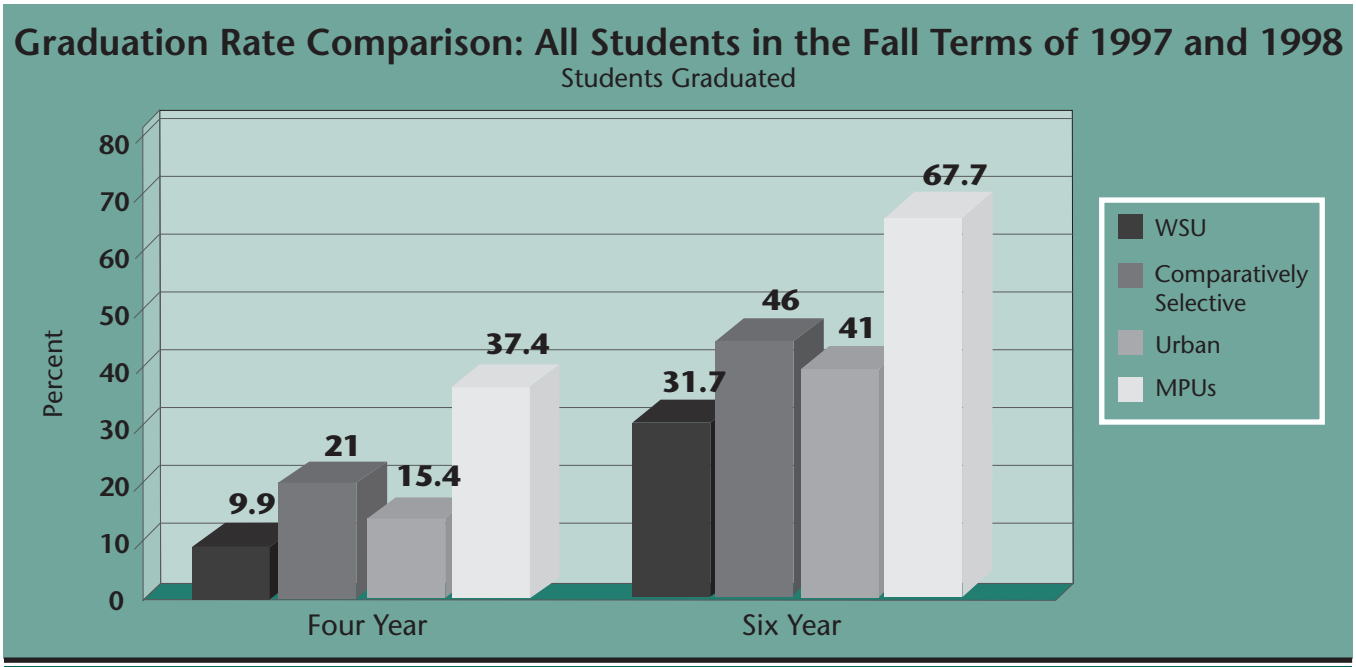
Office of Institutional Research

Figure 2.9



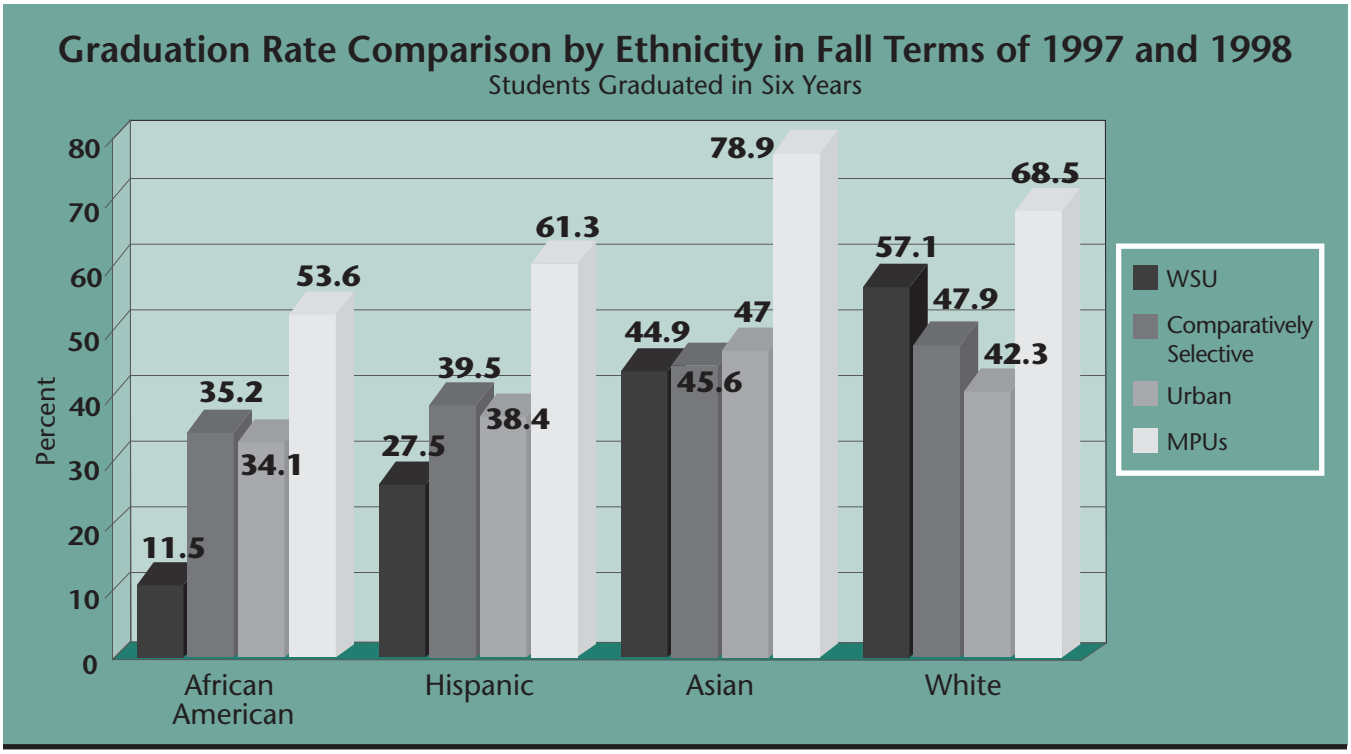
Fall 2003 freshmen cohort retained to fall 2004 and 2005, respectively.
Office of Institutional Research

Figure 2.10



Consortium for Student Retention Data Exchange, national study of first-time, full-time freshmen entering college in terms 1997 through 2000 for four-year graduation rate, terms of 1997 and 1998 for the six-year graduation rate.

Figure 2.11



Consortium for Student Retention Data Exchange, national study of first-time, full-time freshmen entering public universities in fall terms of 1997 and 1998.

Figure 2.12

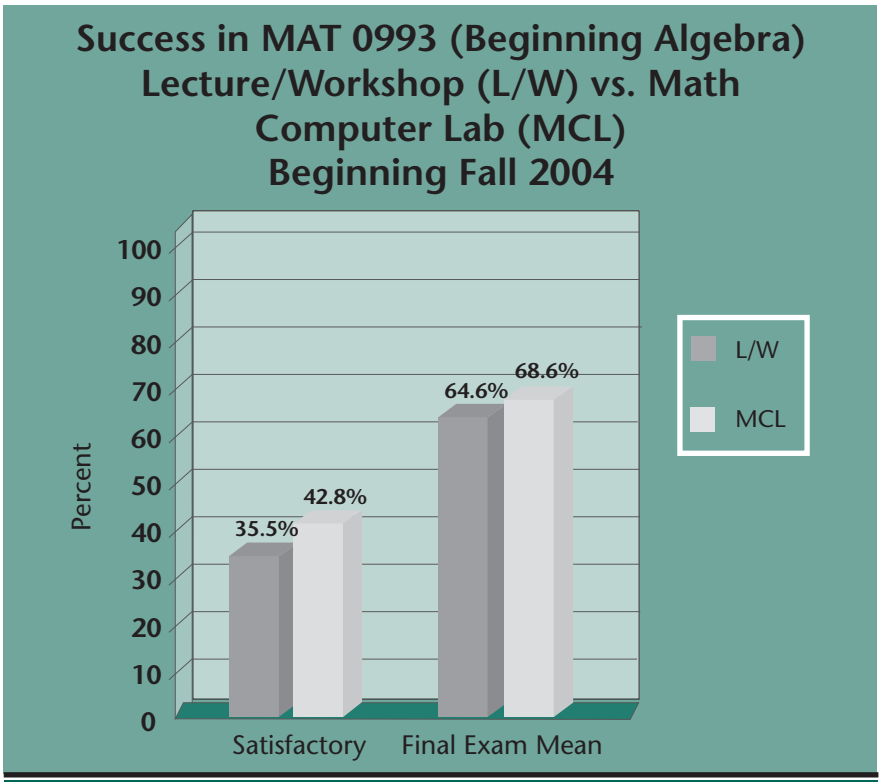


Figure 2.13

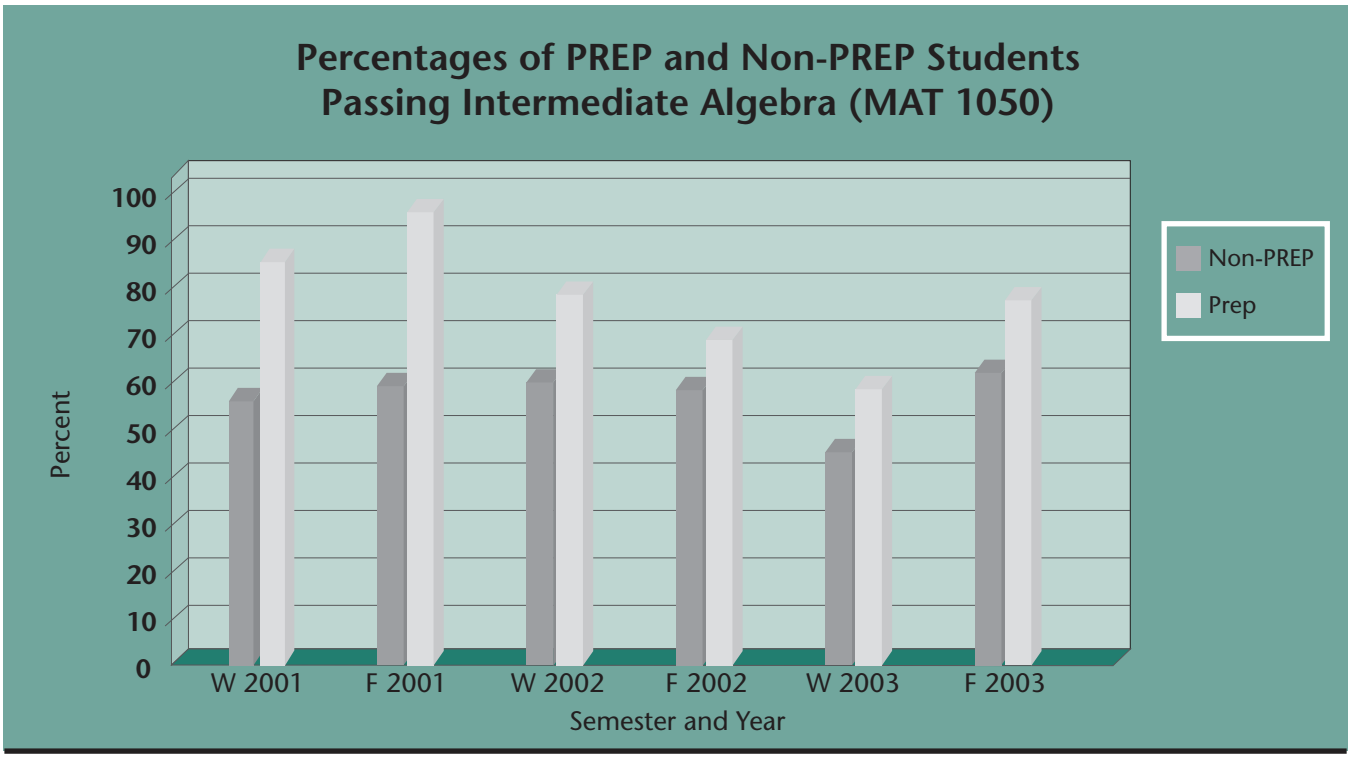


Figure 2.14

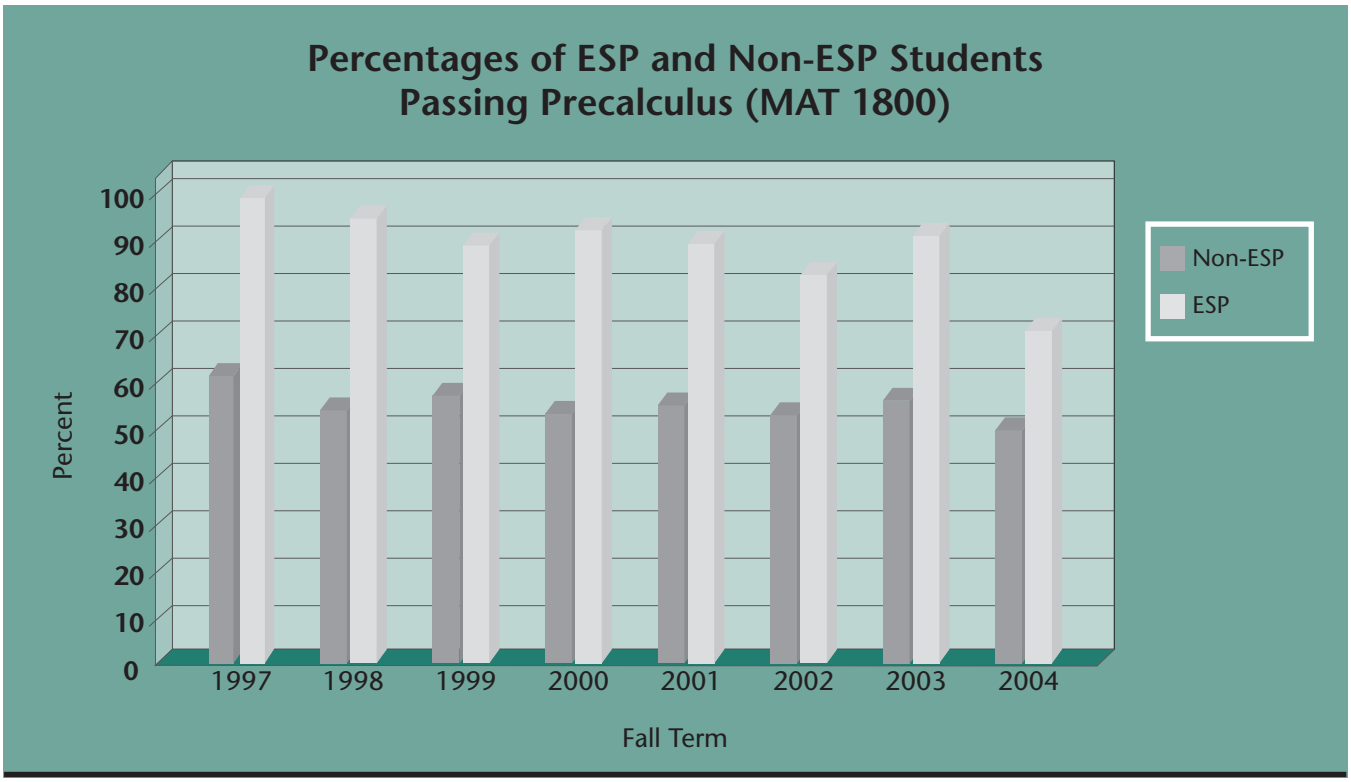


Figure 2.15

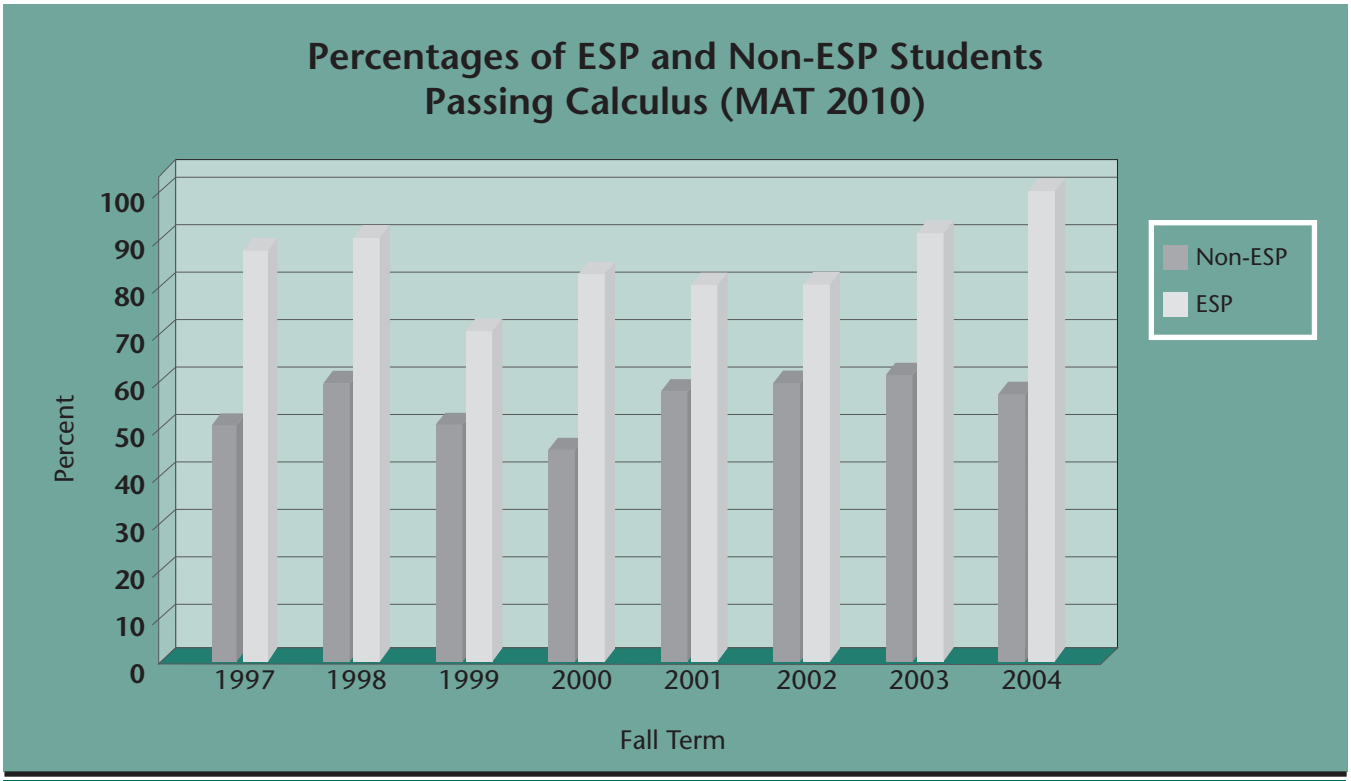


Figure 2.16

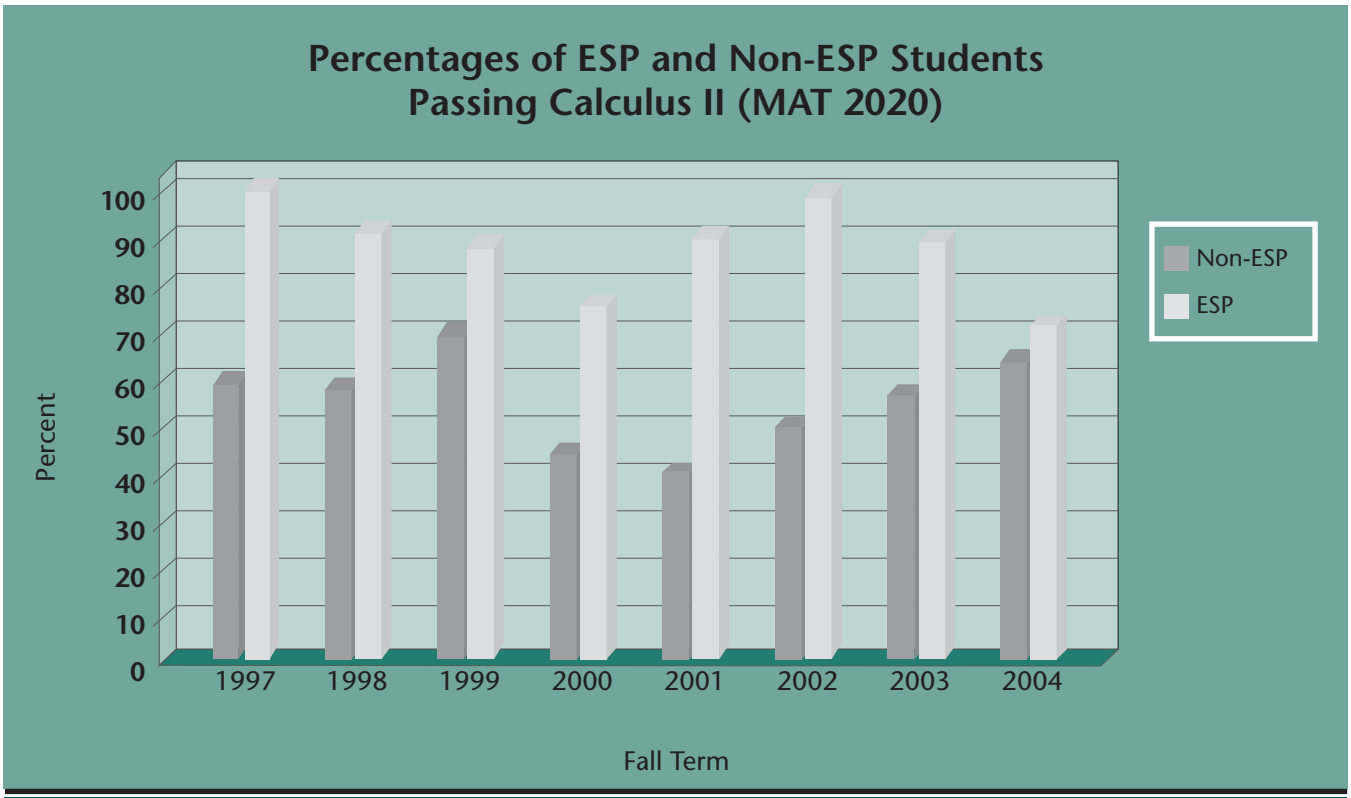
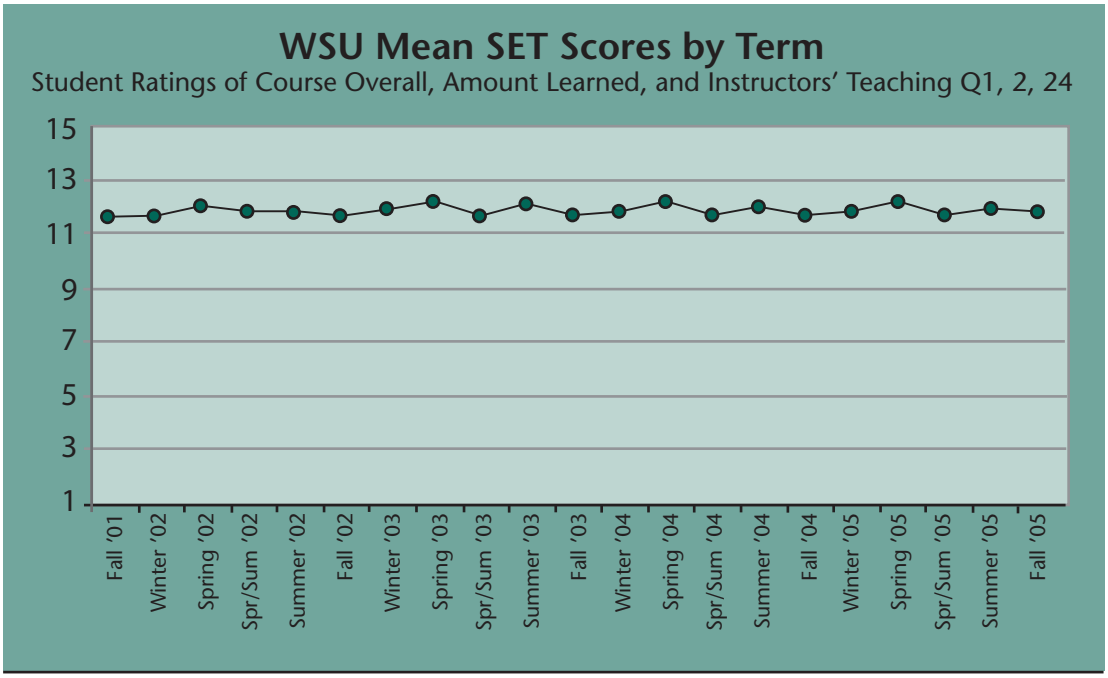

Percentages of ESP and Non-ESP Students
Passing Calculus II (MAT 2020)
Percent
100
90
80
70
60
50
40
30
20
10
0
1997
1998
1999
2000
2001
2002
2003
2004
Fall Term
Non-ESP
ESP

Figure 2.17



These scores are a combination of the three main questions on a five-point scale; maximum score = 15

Figure 3.1

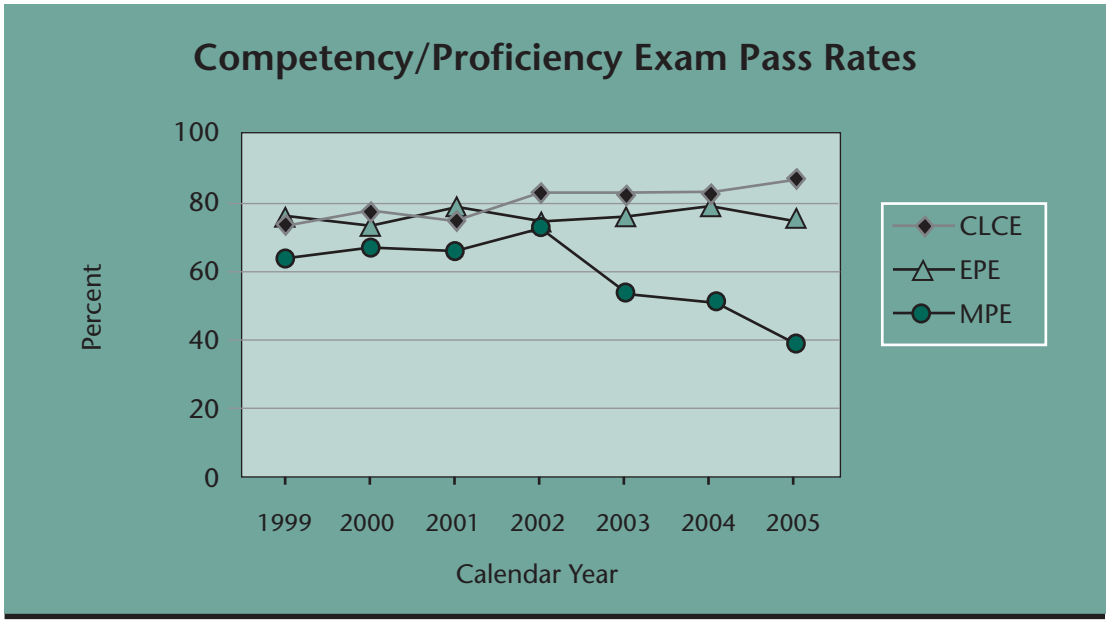


Figure 3.2

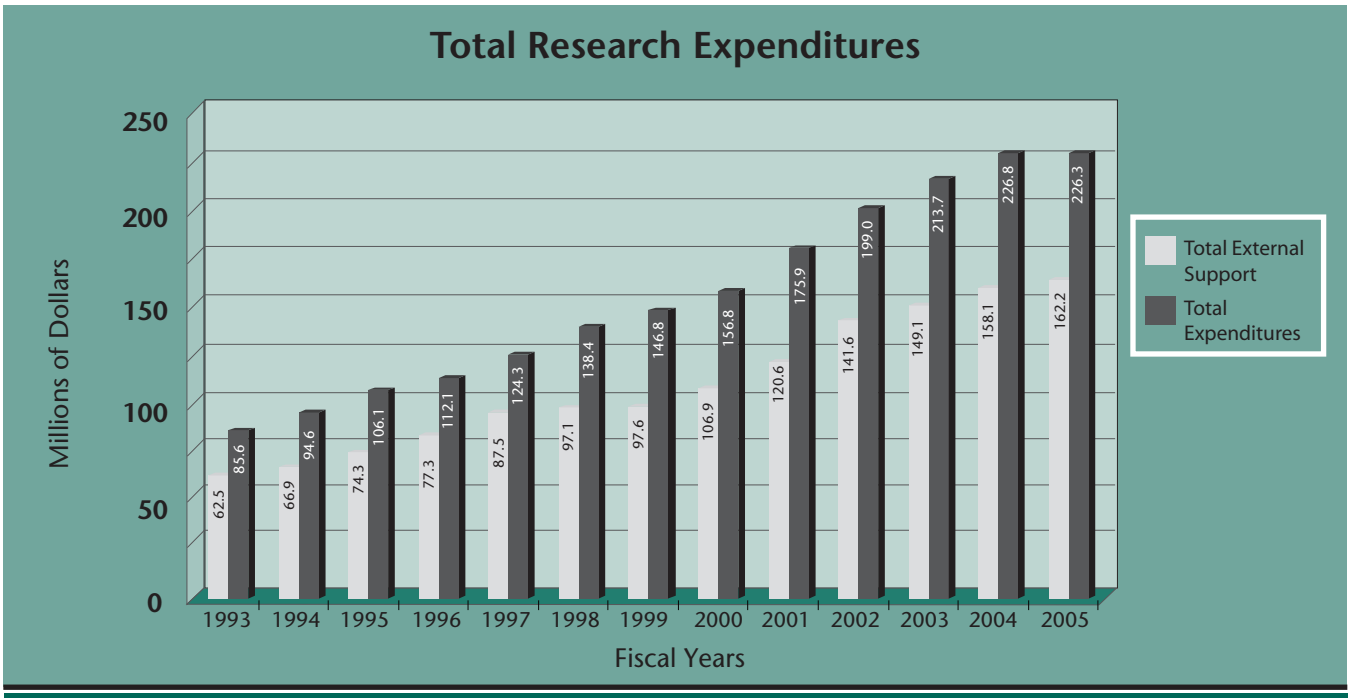


Figure 4.1

Figure 4.2

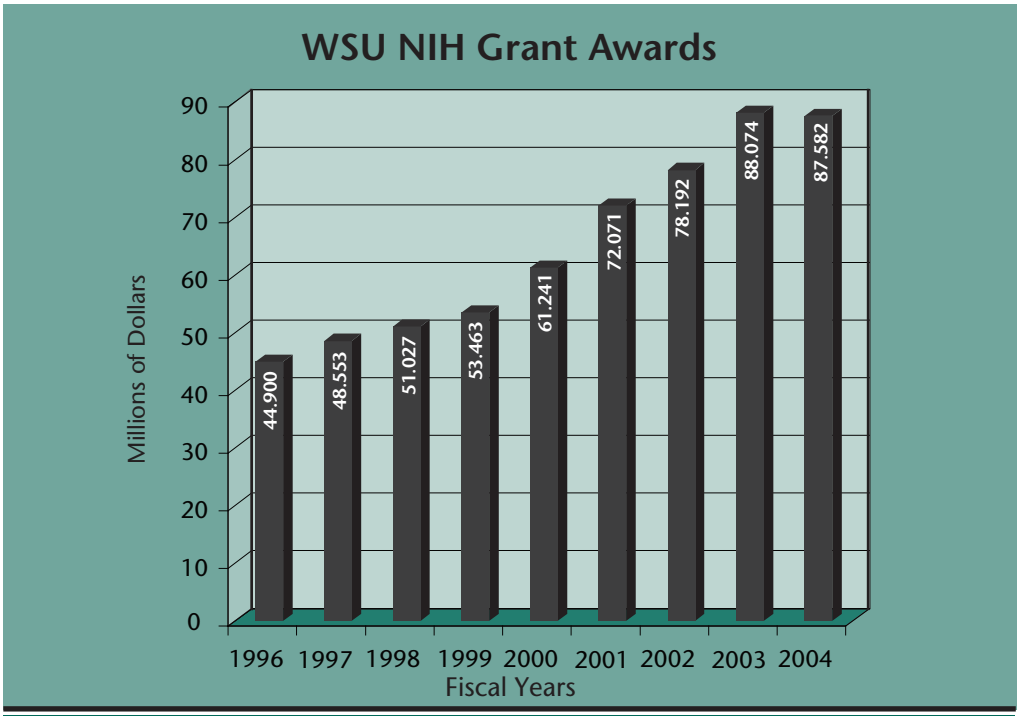

WSU NIH Grant Awards
Millions of Dollars
90
80
70
60
50
40
30
20
10
0
44.900
48.553
51.027
53.463
61.241
72.071
78.192
88.074
87.582
1996
1997
1998
1999
2000
2001
2002
2003
2004
Fiscal Years

Figure 4.3

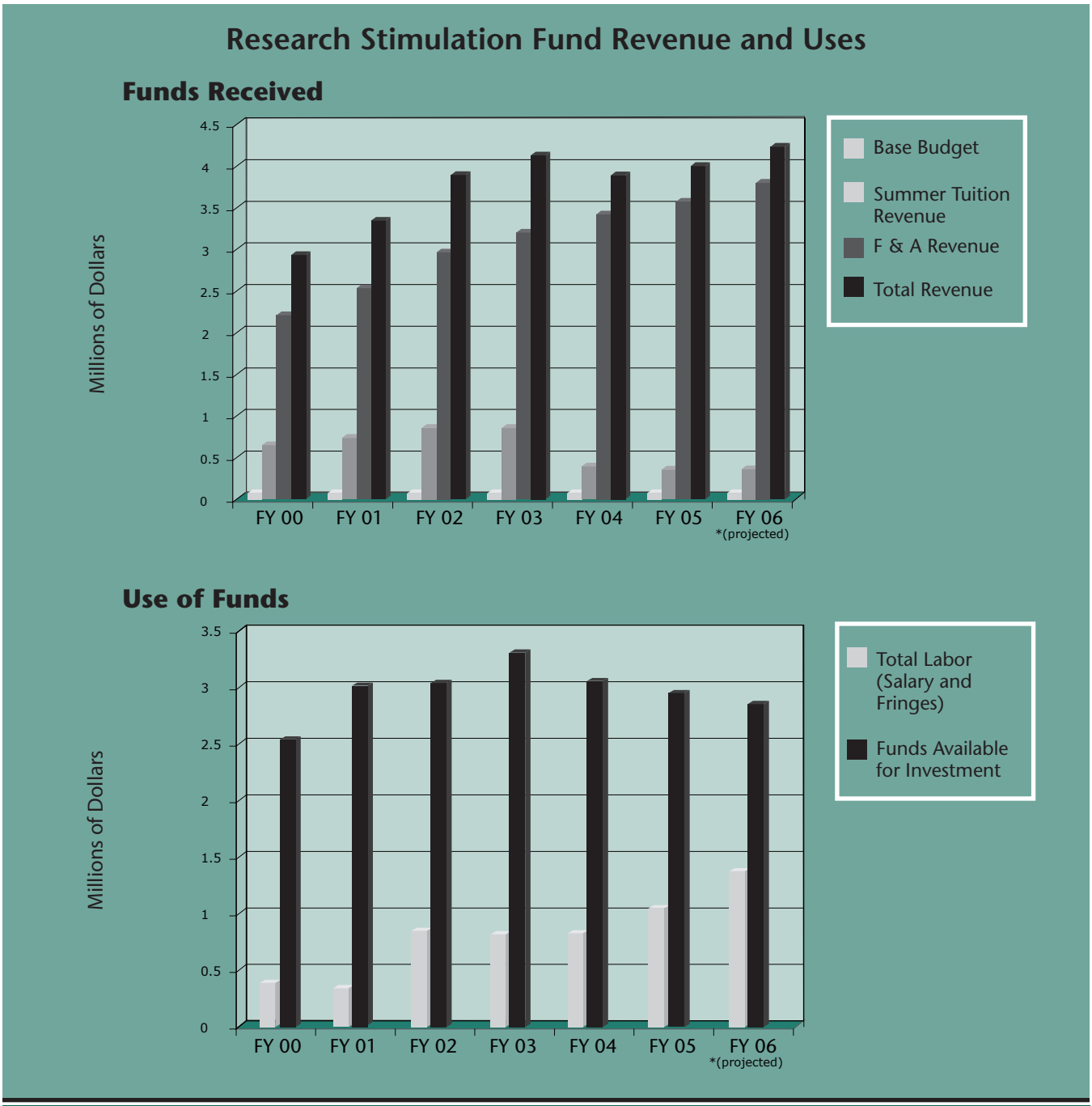

Research Stimulation Fund Revenue and Uses
Funds Received
Millions of Dollars
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
FY 00
FY 01
FY 02
FY 03
FY 04
FY 05
FY 06
*(projected)
Base Budget
Summer Tuition Revenue
F & A Revenue
Total Revenue
Use of Funds
Millions of Dollars
3.5
3
2.5
2
1.5
1
0.5
0
FY 00
FY 01
FY 02
FY 03
FY 04
FY 05
FY 06
*(projected)
Total Labor (Salary and Fringes)
Funds Available for Investment

Figure 4.4

Tables

Research Doctorate Degrees Awarded 1997 through 2003

Institution	2002–03	2001–02	2000–01	1999–00	1998–99	1997–98	1996–97
University of Michigan	615	607	565	653	655	687	642
Michigan State Univ.	385	431	403	429	388	436	417
Univ. of Pittsburgh	348	335	359	317	360	373	424
Univ. of Cincinnati	232	213	249	240	227	267	297
Univ. of Illinois Chicago	225	176	198	201	220	220	236
Wayne State University	**193**	**225**	**236**	**232**	**226**	**220**	**232**
Temple University	167	236	238	270	251	292	307
Univ. of Alabama B'ham	155	130	120	125	113	141	138
Top 50: #1	767	799	751	751	752	834	787
Top 50: #50	250	238	258	266	257	278	275
Total Awarded	40,710	39,995	40,744	41,368	41,140	42,683	42,705

Source: Doctorate Recipients from United States Universities Summary Reports for 1997–2003

Table 2.1

Responses to Survey of Earned Doctorates Concerning Post-Graduation Plans

Percent

	2002		2004	
Placement Type	WSU	All Doctoral/Research-Extensive Universities	WSU	All Doctoral/Research-Extensive Universities
Post-doctoral Fellowship	**15**	16	**17.6**	19.0
Post-doctoral Research Associateship	**14**	11	**15.2**	14.1
Post-doctoral Research Traineeship	**3**	1	**1.6**	0.7
Other Study	**3**	2	**4.0**	2.7
Employment (*other than post-doctoral position*)	**65**	68	**61.6**	62.8

Comparison of WSU to all doctoral/research-extensive peer universities.

Table 2.2

Responses to Survey of Earned Doctorates Concerning Post-Graduation Employment Other Than Post-Doctoral Employment

Percent

	2002		2004	
Placement Type	**WSU**	**All Doctoral/Research-Extensive Universities**	**WSU**	**All Doctoral/Research-Extensive Universities**
Academic	**44**	53	**59.2**	60.8
Government	**3**	7	**4.2**	8.5
Industry	**32**	26	**20.0**	13.3
Other	**21**	13	**16.7**	10.2

Comparison of WSU to all doctoral/research-extensive peer universities.

Table 2.3

Responses to Survey of Earned Doctorates Concerning Primary Work Activity

Percent

	2002		2004	
Work Activity Type	**WSU**	**All Doctoral/Research-Extensive Universities**	**WSU**	**All Doctoral/Research-Extensive Universities**
Research and Development	**34**	35	**46.6**	51.9
Teaching	**33**	40	**23.7**	29.4
Administration	**25**	9	**11.0**	8.8
Professional Services	**14**	12	**16.9**	7.8
Other	**1**	4	**1.7**	2.1

Comparison of WSU to all doctoral/research-extensive peer universities.

Table 2.4

Degrees Granted and Continuing Enrollment Status for Fall 2000 Cohort of All WSU Graduate Degree Programs

College/ School	Fall 2002 Grad Cohort	Number Graduated by Fall 2002	Percent Graduated by Fall 2004	Percent Re-enrolled Fall 2004	Percent Stop-Drop Fall 2004	Count Stop-Drop
BA	227	54	23.8	49.8	26.4	60
ED	324	61	18.8	43.2	38.0	123
EN	223	100	44.8	36.3	18.8	42
FA	66	10	15.2	53.0	31.8	21
GS	102	41	40.2	36.3	23.5	24
LA	109	25	22.9	41.3	35.8	39
LW	24	6	25.0	25.0	50.0	12
MD	96	14	14.6	42.7	42.7	41
NU	13	3	23.1	53.8	23.1	3
PA	24	12	50.0	25.0	25.0	6
SC	197	60	30.5	46.2	23.4	46
SW	99	60	60.6	21.2	18.2	18
UL	38	6	15.8	42.1	42.1	16
Total	1542	452	29.3	41.4	29.2	451

BA = School of Business Administration
ED = College of Education
EN = College of Engineering
FA = College of Fine, Performing and Communication Arts
GS = Graduate School
LA = College of Liberal Arts
LW = Law School
MD = School of Medicine
NU = College of Nursing
PA = College of Pharmacy & Allied Health Professions
SC = College of Science
SW = School of Social Work
UL = College of Urban, Labor and Metropolitan Affairs

Table 2.5

Responses to the 2003 and 2006 Assessment Survey

Level	2003	2006
Undergraduate	65	62
Graduate	53	120
Total*	**118**	**182***

* The college-wide survey of the Eugene Applebaum College of Pharmacy and Health Sciences combines undergraduate and graduate and therefore is not counted.

Table 3.1

Assessment Tools
Programs' Frequency of Use

Tools	Number of Uses	Percent of Use
Writing Samples	135	74.2
Thesis/Final Project	130	71.4
Performance Tasks	125	68.7
Supervised Internship	102	56
Advisory Committee Review	101	55.5
Accreditation Review	100	54.9
Alumni Survey	97	53.3
Comprehensive Exam — Objective	93	51.1
Comprehensive Exam — Essay	92	50.5
Capstone Course	91	50
Exit Interview	84	46.2
Portfolios	82	45.1
External Consultant Review	67	36.8
Graduate Student Placement	64	35.2
Other	54	29.8
Licensure Exam	49	26.9
Employer Survey	46	25.3
Standardized National Test	44	24.2
Co-op Employer Review	33	18.1

Table 3.2

Supplemental Instruction (SI)
Academic Year 2005 through 2006

Course Name	Total Number of Students	Students Not Attending SI	Students Attending SI	Percent of Students Attending SI	Percent of Students Who DID NOT ATTEND SI Who Received A to C-	Percent of Students Who DID ATTEND SI Who Received A to C-
ACC 3010	348	287	61	18	47	77
ACC 3020	265	236	29	11	17	66
BE 1010	130	117	13	10	42	62
BIO 1500	501	390	111	22	55	79
BIO 2870	185	121	64	35	52	95
CHM 1020	315	240	75	24	55	61
CHM 1030	76	53	23	30	83	83
CHM 1040	260	202	58	22	57	67
CHM 1220/1225	337	277	60	18	65	85
CHM 1240	281	215	66	23	43	56
CHM 2220	211	204	7	3	65	71
PSY 1010	1029	1003	26	3	63	73
PSY 3120	56	38	18	32	45	89

In all classes, grades were higher for those attending SI regularly than for those who did not.

Table 3.4

EAS Administered Exams

	Fall 2004	Fall 2005	Winter 2006
Classroom Exams	176	446	326
University Exams (required for graduation and placement)	13	19	14
Total Number of Exams Administered	189	465	340
Total Minutes	**20,998**	**42,897**	**31,244**

Table 3.5

Average Ratings by Dissertation Committee Members Fall 2004 and September 2005

School or College	Overall Quality of Dissetration Defense	Overall Quality of Dissertation	Opportunity to Meet with Students Prior to Defense	Opportunity to Meet with Committee Prior to Defense
Education	1.40	1.51	1.30	1.43
Engineering	1.69	1.65	1.73	1.69
Fine Arts	1.83	1.67	1.83	1.79
Graduate School	1.13	1.25	1.00	1.38
Liberal Arts and Sciences	1.38	1.53	1.42	1.58
Medicine	1.11	1.35	1.21	1.21
Nursing	1.00	1.33	1.00	1.00
Pharmacy and Health Sciences	1.39	1.50	1.61	1.72
Total	**1.39**	**1.52**	**1.42**	**1.53**

Scale: 1 = Excellent, 5 = Poor

Table 4.1