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

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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.

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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.

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