



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.

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 1982. 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 policies 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.

