Assurance Argument

Wayne State University - MI

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

The Wayne State University (WSU) mission is to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities. The mission statement is complemented by a vision of WSU as a preeminent, public, urban research university known for academic and research excellence, success across a diverse student body, and meaningful engagement in its urban community; and values of collaboration, integrity, innovation, excellence, and diversity and inclusion. The mission, vision, and values are the foundation for "Distinctively Wayne State University," WSU's strategic plan for 2016-21, approved by the Board of Governors (BOG) on Sept. 25, 2016.

Mission Statement Development Process
Today's mission is rooted in WSU's first formal mission declaration (1985), which affirmed guiding principles of academic excellence; opportunity and access; and community engagement. The 2015 adaptation of "Distinctively Wayne State University" remains true to 1985's inaugural mission, yet distills its message from 700 to 20 words – making it concise, memorable, and compatible with modern media communications.

Consistent with WSU's culture of shared governance and engagement, the mission is developed through an inclusive process that engages internal and external stakeholders. It is reviewed on a five-year cycle, to ensure continued alignment with changing local and global environments, and to refresh strategies to balance emerging opportunities and challenges. The planning process is detailed in Section 5.C.

Enrollment Profile

WSU's student population is diverse in race and ethnicity, gender, age, and economic status. Fall 2016 enrollment of 27,326 comprises 63.2% undergraduate students, 29.3% graduate students, and 7.5% professional students.

- Of in-state students (87.8%), 77.7% are from the Metro Detroit [tri-county] area. Students from 49 states outside of Michigan comprise 3.4% of enrollment and international students from 79 countries total 8.8%.
- A highly diverse campus prepares students to thrive and positively impact local and global communities. Student race and ethnicity is 56.5% white, 30.7% non-white, and 3.9% unknown; race and ethnicity are not tracked for international students (8.8%). A significant population of Arab American students is included in 56.5% of students reported as white, thus expanding diversity captured by standard classifications; the Metro Detroit area hosts the second largest and most diverse Arab American population in the United States. In 2015-16, U.S. News Best Colleges ranked WSU's campus ethnic diversity highest of Michigan's 15 public universities and 2nd of all Michigan universities ranked (n=33). This ranking is independent of the international student population, which is excluded from U.S. News methodology.
- Student gender distribution is 55% female and 45% male. About 13% of undergraduate and 33% of graduate students are age 30 or over.
- Economic disadvantage among students is significant; Pell grants were awarded to 49% of undergraduates in 2014-15 (the most recent data available), the highest of Michigan's 15 public universities and 4th of all Michigan universities ranked (n=33).

Mission Alignment: Academic Programs and Student Support Services

WSU aspires to implement its curricula in ways that serve the needs of a nontraditional student population that is racially and ethnically diverse, commuting, working, and raising families; it aspires to foster inclusive and sensitive teaching to this diverse student body – in which many are the first generation in their family or neighborhood to attend a university.

WSU's 13 schools and colleges create and advance knowledge through 385 academic programs, including 117 baccalaureate, 117 masters, 72 doctoral, and 79 credit-bearing certificates. The 2015 Carnegie Classification of Institutions of Higher Education (CCIHE) assigned WSU a Basic Classification of R1, Doctoral University: Highest Research Activity, a distinction held by only 2.5% of U.S. institutions of higher education. Likewise, the CCIHE in 2015 renewed WSU's Community Engagement Classification, placing it among just 11 public, large-city universities that hold both the CCIHE highest research designation and its most comprehensive classification for community engagement.

Each school/college articulates a mission complementary to WSU's mission; examples are the College of Liberal Arts and Sciences and the School of Medicine, both emphasizing education and research to benefit a diverse and extended community. The WSU mission also cascades to academic units and degree programs within schools/colleges. As described in Section 4.A., Academic Program Review Self-study Guidelines require academic units to address the role of the unit's mission in guiding academic activities, strategic planning, and budgeting, as well as alignment with the university's mission and strategic plan; examples are Anatomy and Cell

Biology and Engineering Technology. Examples of degree program alignment with the WSU mission include the Master of Public Health Program and Master of Arts in Dispute Resolution, both of which address unique needs of a diverse, multi-cultural community.

As a nationally ranked university, WSU holds high expectations for the educational achievements of its students and maintains selective admissions standards. As an urban, community-engaged university, it exercises an obligation to develop and foster special avenues that encourage access for promising students from disadvantaged educational backgrounds.

WSU's expectations for educational achievement faced conflict with its commitment to access and opportunity in 2011. Catalyzed by a work product of the 2006 strategic plan, a multivariate analysis of historical student success data delivered sobering results: stratification within ACT and GPA ranges that guaranteed admission predicted that 23% of students admitted in 2010 had less than an 8% chance of graduating within six years. These insights were a call-to-action for transformation of both the admissions process and academic support systems for disadvantaged students, and set into motion planning by the Division of Academic Affairs for a comprehensive Student Success Initiative (SSI).

As detailed in Sections 4.C. and 5.C., the WSU BOG endorsed the proposed SSI on Feb. 1, 2012, thereby affirming a mandate to improve retention and graduation rates. Approval of the SSI funding plan (recurring funding of $9.6M by FY2016) was a resounding statement of institutional commitment, given WSU's parallel, annual revenue loss of $32M in FY2012 from a 15% State of Michigan budget reduction recurring in subsequent years (Section 5.A.). It is evident from this example that WSU's planning and budgeting priorities align with and support the mission; return on investment in the SSI is documented by significant improvements in two-year retention and six-year graduation, reported in the Quality Initiative Final Report and updated in fall 2016 (Section 4.C.).

The WSU student support system includes core services; as well as mission-driven services as the mandated by the university's historical commitment to access and opportunity, and as identified by the strategic planning process. Included among core student support services described in Section 3.D.:

- Customer-focused, core enrollment services (e.g., admissions, financial aid, records, registration, student accounts receivable) are integrated in the Student Service Center and are available in person, online, and by phone.
- Resources for health and wellness, such as Counseling and Psychological Services; and services targeted to groups with specialized needs, such as disabled students and veterans.
- Dean of Students Office (DOSO) initiatives, which enhance the collegiate experience for students and families and develop student leadership.
- Resources to foster a diverse, multicultural campus community.

Continued improvement of mission-based support services (for example, within institutional priorities of Student Success and Diversity and Inclusion) build on and expand initiatives of the 2006 strategic plan, which led to:

- Implementation in 2012 of a transformed support infrastructure to improve retention, progress to degree, and graduation rates (Sections 3.D. and 4.C.); and
- Implementation of recommendations of the 2013 report, Greater Retention and Achievement through Diversity (Sections 1.C. and 4.C.).

Section 5.C. further describes how planning and budgeting priorities align with and support the mission.

*** The text below has been merged from Core Component 1.B ***

WSU clearly articulates its mission and institutional priorities to broad and targeted audiences through public documents available in print and electronically; through public presentations and updates; and through social media messaging.

"Distinctively Wayne State University" is the university's primary mission document and is targeted to internal and external audiences. Accessible on the WSU website and also available in print, this document presents the WSU mission, vision, values; and the strategic plan for advancing seven institutional priorities:

1. Student Success
2. Teaching Excellence
3. Research
4. Diversity and Inclusion
5. Entrepreneurship
6. Financial Sustainability and Operational Excellence
7. Community Engagement

Updated in September 2015, "Distinctively Wayne State University" is current. Campus-wide roll-out of the mission and institutional priorities (September 2015) was facilitated at the unit level by Human Resources, through a Cascade Toolkit developed to ensure consistent messaging and a shared vision.

In addition:

- The mission and institutional priorities are introductory content to the annual Wayne State University Fact Book, a print document with statewide distribution.
- The WSU mission is prominently featured on the university website and is embedded as a footer to tier-one webpages.
- New faculty orientation (annually) features two days of programming, framed by the WSU mission and institutional priorities. Promotion and Tenure Procedures and Factors for Faculty state that the *mission sets the standard of excellence for teaching, scholarship, and service."*
- New staff orientation (weekly) fosters an early understanding of the WSU mission, vision, and values; and strategic plan.

- Employee onboarding (quarterly) features a segment on WSU Organization and Mission that establishes mission as the primary driver for resource allocation.
- The Green & Gold Guide for new student orientation opens with the WSU mission statement and strategic plan. The mission is reinforced in the Bulletin, which serve as the student handbooks.
- The President conveys the mission to university alumni, donors, and prospective donors through recurring communications. Recent examples include "A Year of Moments," the 2015-16 Impact Report for Pivotal Moments: Our Campaign for Wayne State University; and Wayne State Magazine (Fall 2016). Both publications have a distribution of more than 200,000 constituents, 75% living in Michigan .
- President Wilson unveiled the updated mission documents to the entire university community at his annual university address on Sept. 15, 2015. At his address one year later, the President reinforced mission principles, and challenged those present to reflect on how they, as individuals, "live the mission" in their university work.

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1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

The mission of Wayne State University demonstrates a commitment to the public good. WSU is guided by an underlying belief that aligning academic and service programs with community-based resources produces mutual benefits achievable only by collaboration. Community Engagement is among seven strategic foci comprising "Distinctively Wayne State University," the university's primary mission document.

WSU has long been a city of Detroit anchor institution and deeply engaged with its community. While profound financial challenges have dominated Detroit's past decade, its exit in 2014 from the nation's largest-ever municipal bankruptcy marked a positive milestone; today, the city of Detroit is the early stages of transformation. Community-based university programs, and strategic investment in Midtown Detroit's economic development have helped the city emerge with new strength.

In 2015, the Carnegie Foundation for the Advancement of Teaching renewed WSU's Community Engagement Classification, which affirms WSU's commitment to the public good.

Educational Outreach Engagement
WSU outreach programs motivate high school students to prepare for college and academic success; foster workforce diversity in science, technology, engineering, and mathematics (STEM) fields; and facilitate college access and opportunity for disadvantaged students. Examples:

- The STEM-focused C2 Pipeline Program is a 21st Century Community Learning Center funded program through the Michigan Department of Education. Programs serve 9th-12th-grade students from 15 Metro Detroit high schools with a high concentration of disadvantaged and underrepresented minority (URM) youth classified as "at risk," with goals of college and career readiness. During the most recent program year, C2 Pipeline programs served 1,809 unique participants on 256 days totaling 9,407 hours.

- The GO-GIRL Program (Gaining Options: Girls Investigate Real Life™) prepares girls in grades 7-12 to pursue STEM-related careers by building confidence and competence in mathematics, technology, scientific thinking, and communication.
- The College of Engineering (COE) sponsors a series of annual summer camps to prepare pre-college students to pursue careers in engineering, computer science, and STEM. During the most recent program year, COE camps served 605 unique participants on 170 days totaling 1,149 hours.
- The Michigan Area Health Education Center (MI-AHEC) exposes disadvantaged students to health careers, with a goal of expanding the number of URMs in health professions, and encouraging students and health professionals to work in areas underserved by primary care providers. During the most recent program year, MI-AHEC conducted 116 programs and made 9,171 trainee contacts.

Educational Program and Service Engagement

Community engagement is a theme that crosses university undergraduate and professional curricula. Examples:

- WSU's Irvin D. Reid Honors College challenges students to engage the world around them as problem-solvers and leaders; its curriculum requires that students inform themselves about what it means to be citizens of the city, the country, and the world. The first-year curriculum is focused on community and features a two-semester signature course, "The City and Citizenship" (Honors PS 1000 and PS1010). The second-year curriculum is focused on service and requires a service-learning experience.
- Service-learning courses are offered by other schools and colleges, and provide both undergraduate and graduate students the opportunity to can contribute to the community while testing classroom principles and theories.
- As a service to faculty, CommunityEngagement@Wayne offers resources to develop new service-learning courses or incorporate service-learning into existing courses. Faculty, collaborating with community partners, determine how service can enhance course learning objectives and how students can contribute value to the organization. Upon returning to the classroom, guided discussions and reflective assignments link real-life field experience to coursework, and promote a better understanding of course concepts.
- The Dean of Students Office supports student community involvement through many programs; examples include the week-long Alternative Spring Break Detroit program, which helps students better understand Detroit and its dynamic role as WSU's urban core.
- Law School programs include the Damon J. Keith Center for Civil Rights, which promotes the educational, economic and political power of underrepresented communities in urban settings. Through the center, law students teach a civil rights curriculum to high school students, and leaders dive into the equity issues of the day, such as tax foreclosures, water shutoffs, and police-community relations.The Detroit Equity Action Lab brings together 60 nonprofit organizations working in the many dimensions of racial equity, including arts and media, community development, education, environment, food security, health care and housing, to address issues of structural racism in Detroit.
- Street Medicine Detroit is a program founded in 2012 by School of Medicine students through which they provide healthcare to Detroit's homeless population wherever they

are - in shelters and on the streets. Its mission is to *"bridge the gaps between the homeless and medical communities by building relationships and offering companionship and respect."*

Research Program Engagement

Through research and scholarship, policy and program development, and community capacity-building, the Center for Urban Studies (CUS) participates in defining and influencing local, regional, state and national urban policy. The CUS collaborates with faculty, and with community organizations and local governments to answer key questions about the metropolitan area and about policy or organizational issues. CUS research foci include urban safety, urban health, healthy homes, and survey and evaluation research.

An example of how data-driven approaches can improve public safety is evidenced by the impact of an innovative CUS collaboration with the WSU Police Department and others, which in 2008 created the high-tech Midtown Compstat. By combining data-driven policing with crime prevention, Midtown Detroit crime has since dropped by 54% and robberies by 68%. The WSU Police Department has been recognized nationally for its role in revitalizing the community – extending far beyond campus. (e.g., the Chronicle of Higher Education, New York Times, and Detroit News.)

WSU is committed to improving the health of its urban community.

- With a motto of "Gateway to a Healthy Detroit," WSU's Center for Urban Responses to Environmental Stressors (CURES) center (funded in part by the National Institute of Environmental Health Sciences) comprises a diverse team of scientists, clinicians, public health professionals, educators, and community leaders working to build a healthy living and working environment in the city. CURES research focuses on identifying environmental stressors that affect human health in urban Detroit, and discovering mechanisms that lead to disease susceptibility. The CURES Community Outreach and Engagement core fosters bi-directional communication between researchers and the public (e.g., through regular newsletters) to develop workable solutions to public health problems. To this end, CURES is currently soliciting applications from the community for mini-grants of up to $5K.
- The $93M Integrative Biosciences (IBio) facility opened in late 2015 and advances WSU's institutional commitment to prevent and eliminate health disparities prevalent among Metro Detroit residents. The IBio model will facilitate collaboration among faculty studying environmental and health sciences; and chronic diseases (e.g., heart disease, diabetes, obesity, and asthma) that disproportionately affect minority populations.

Broad Community Engagement

WSU Government and Community Affairs leads community engagement on behalf of the President.

- WSU is designated by the Association of Public and Land-grant Universities as an Innovation & Economic Prosperity University, affirming institutional leadership in

spurring and promoting regional economic development. The Office of Economic Development (OED) engages the community to stimulate growth and strengthen Midtown Detroit and neighborhoods across the city. The OED works across the university to align intellectual assets; and across the community to leverage business assets. University investments and economic impact are presented in the OED publication, "A Catalyst for Growth."

- The Office of Community Outreach and Engagement is responsible for fostering more than 100 partnerships with community organizations and agencies, and for brokering new community partnerships.
- The President's Community Advisory Group comprises leaders from area community organizations and serves as a sounding board for the President and the Office of Community Affairs, to help determine what initiatives WSU should undertake, how WSU is perceived in the community, and assist WSU in matching community needs with university strengths.

Regional Economic Impact

- The University Research Corridor (URC) is an alliance of Michigan's three largest higher education institutions: WSU, Michigan State University, and the University of Michigan. The impact of URC activities on Michigan's economy in 2015 (reported in 2017) was estimated at $16.5B, including an impact of $6.3B and more than 16,000 direct and indirect jobs to WSU's Detroit Metro Region.

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

Wayne State University addresses its role in a multicultural society; its programs, support systems, and processes align with its commitment to Diversity and Inclusion, which is among seven strategic foci comprising "Distinctively Wayne State University," the university's primary mission document and strategic plan.

As referenced in Section 1.A., In 2015-16, U.S. News Best Colleges ranked WSU's campus ethnic diversity highest of Michigan's 15 public universities and 2nd of all Michigan universities ranked (n=33). Similarly, WSU employee diversity ranked 1st among the 14 of 15 Michigan public universities that reported data in 2014-15; minorities comprised 41% of WSU's full-time workforce; 33% of faculty and 47% of staff were minorities.

As recommended in 2013 by the Retention Advisory Committee (GRAD: Greater Retention and Achievement through Diversity), WSU in 2014 established the Office of Diversity and Inclusion (ODI) and named an inaugural chief diversity officer (CDO), who is concurrently appointed as Associate Provost for Diversity and Inclusion. Planned initiatives are outlined in a presentation to the BOG Personnel Committee on June 26, 2015, and updated on Sept 23, 2016. The ODI catalyzes a wide array of on-campus activities.

Academic Programming and Support Systems Fostering Diversity

As described in Section 3.B., multicultural learning is embedded in the curriculum of many academic programs, as well as in the General Education (GenEd) program. GenEd learning outcomes call for the experience of diverse ideas, worldviews, and people; demonstration of cross-cultural or multicultural understanding; and an understanding of learning in the context of the larger community and world. In addition, a proposed revision of the GenEd program (anticipated in 2018) will require a diversity course with learning outcomes from intercultural knowledge and competence, or global learning.

An array of university programs support motivated, low-income, first generation, and underrepresented minority (URM) students achieve academic goals in science, technology, engineering, and mathematics (STEM); and in healthcare professions. Among these programs:

- The National Science Foundation (NSF) Louis Stokes Alliance for Minority Participation program fosters URM undergraduate students toward graduation and entry into graduate programs.
- Funded by the National Institute of General Medical Sciences, WSU's Initiative for Maximizing Student Development program fosters hands-on research experience and graduation of URM undergraduate science students.
- The Alliances for Graduate Education and the Professoriate program fosters URM graduate students toward securing faculty positions; programming for this NSF-funded initiative is a collaboration among four Michigan public universities.
- Ronald E. McNair programs (funded by the U.S. Department of Education) include two paths for highly-qualified students who aspire to STEM careers. Undergraduate students enter the McNair Scholars Program and students pursuing a Ph.D. degree enter the Post Baccalaureate Achievement Program.
- The Charles F. Whitten Post Baccalaureate Program, established by the School of Medicine in 1969 as a national model, aims to increase diversity of the physician workforce by preparing qualified students for admission to medical school.

In addition, WSU educational outreach programs described in Section 1.D. (e.g., Upward Bound, C2 Pipeline Program, and Michigan Area Health Education Center) prepare a significant number of URM high school students for college level studies.

In 2012, BOG approval of the Student Success Initiative (SSI) enhanced support systems for disadvantaged students, resulting in improvements in two-year retention and six-year graduation rates (Section 4.C.). However, as presented to the BOG Academic Affairs Committee on June 24, 2016 and identified in the Quality Initiative Report, a significant performance gap persists between white students and of color. To address this issue, WSU implemented a developmental initiative in 2016 (Student Success for Students of Color), through which the Student Success team will examine the data behind falling enrollment and achievement gaps for students of color, particularly Black and Hispanic students; and recommend a comprehensive set of corrective actions.

To increase the diversity of School of Medicine entering classes, President M. Roy Wilson committed recurring funding in 2015 to improve recruitment, matriculation, retention, and graduation of under-represented minority (URM) medical students. The President not only endorsed recommendations of the School of Medicine Diversity and Inclusion Task Force, he also allocated incremental, recurring funding to implement and sustain three strategies:

- A new School of Medicine holistic admissions model, which increased diversity of the entering class from 2.4% URM in 2015, to 23% in 2016 – an increase of nearly ten-fold in one year..
- Appointment of a permanent Vice Dean for Diversity

- The Wayne Med-Direct program, which each year will provide ten, eight-year scholarships to students from disadvantaged socioeconomic backgrounds, who are also interested in studying health disparities. Funding includes four years of undergraduate tuition and room-and-board in university housing; and four years of medical school tuition.

The Office of International Programs (OIP) leads global engagement by expanding WSU's presence abroad, cultivating partner relationships, and creating opportunities for international education and research collaboration. OIP is a nexus that connects Detroit's academic, cultural, multicultural, and corporate communities; locally and abroad. Included within the OIP are:

- The Office of International Students and Scholars, which supports inbound international students and faculty for whom Detroit is abroad;
- The Office of Study Abroad & Global Programs, which supports outbound university students pursuing study abroad in one of 36 partner programs; and
- The English Language Institute, an intensive program that prepares non-native English speakers for academic and social success.

WSU's commitment to fostering the diversity of a multicultural society is demonstrated not only by academic and research programming, but also by a culturally sensitive support system. Campus diversity of race, ethnicity, nationality, and citizenship is enriched by diversity of religion and culture, economic status, and gender identity and expression.

Established in 2015, the Office of Multicultural Student Engagement (OMSE) fosters an inclusive and welcoming campus for students of diverse races and ethnicities, nationalities and citizenships, religions and cultures, gender identities and expressions. The OMSE supports LGBT student initiatives and hosts the OMSE Learning Community. Inclusive values are promoted by campus activities organized jointly by the OMSE and ODI.

Of approximately 400 student organizations supported by the Dean of Students Office, about 40 have identified their primary focus as ethnic-cultural; about 30 have a primary religious focus. Among organizations with a Gay/Lesbian/Bisexual/Transgender (GLBT) advocacy focus are JIGSAW, Joining Intersectionality, Gender, Sexuality, and Allies at Wayne; and GQWSU, Graduate Queer Wayne State University (graduate students).

The Student Center includes spaces that promote and facilitate interfaith cooperation, including a multi-faith, non-denominational Reflection Room; outside the room, two ablution rooms are available to support the needs of Muslim students. Housed at the Student Center are the Baptist Campus Ministry; Hillel, the center for Jewish student Life on campus, which advises five student organizations; and the Newman Catholic Center.

Processes and Activities Fostering Diversity
The university is committed to a policy of non-discrimination and equal opportunity in all its operations, employment opportunities, academic programs, and related activities; this and related statutes, policies, and practices are presented in Section 2.A.

The Human Resources (HR) unit collaborates with the Office of Equal Opportunity (OEO) to ensure compliance with non-discrimination/affirmative action policy in all outreach, recruitment, and hiring processes. The OEO consults with academic units and conducts search committee training and orientation; the OEO-published Guide for Successful Searches documents required steps in the hiring process; and addresses search committee composition, search planning and outreach strategies, candidate evaluation, and selection. OEO review and approval is required for all new faculty hiring processes (Section 3.C.).

In collaboration with the CDO/Associate Provost for Diversity and Inclusion, the OEO provides policy consultation to the President's Cabinet and university units. It publishes brochures on equal opportunity, disability accommodation, and sexual assault and conducts training seminars. The OEO produces and publishes an annual Affirmative Action Status Report (AASR), which is the university's principal report on the state of equal opportunity and equity. AASR content includes diversity of gender and race/ethnicity for university employees, including faculty and staff; number and disposition of discrimination and harassment complaints; and university purchasing volume from businesses owned by minorities, women, and physically-challenged individuals. The AASR is presented to the BOG annually; most recently on June 24, 2016.

Established by University Policy 04-2, WSU's Supplier Diversity Program aims to enhance business relationships between WSU and businesses owned by minorities, women, and physically-challenged individuals. New initiatives aim to expand diverse spending volume with veteran business enterprises; small business enterprises; HUB Zone Enterprises; and lesbian, gay, bi-sexual, and transgender enterprises. A comprehensive procurement outreach strategy engages with a variety of diversity-based organizations and business diversity workshops. In 2015, for the 13th time in 16 years, WSU was awarded the Michigan Minority Supplier Development Council award for Corporation of the Year, Educational and Government Entities.

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

There is no argument.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

Wayne State University (WSU) policies and processes ensure integrity and fair and ethical behavior at all levels of the institution. Integrity is among university values articulated in "Distinctively Wayne State University," the university's mission statement and strategic plan for 2016-2021.

In 1963, the Constitution of Michigan established the Board of Governors (BOG) as the university's controlling board, charged with *"general supervision of its institution and the control and direction of all expenditures from the institution's funds."* The BOG declares university policy at the highest of three levels of policy that work together to promote integrity and fair and ethical behavior:

1. The **Wayne State University Code Annotated** (WSUCA) comprises policies enacted by the BOG as university statute.
2. **University Policies** (UP) implement BOG-enacted statute and are issued by the President through authority delegated by the BOG.
3. The **Administrative Policies and Procedures Manual** (APPM) operationalizes policies implemented by UP by establishing organizational responsibilities, operating requirements, procedures, and processes; and by ensuring legal compliance and ongoing monitoring review of standard practices.

WSU's commitment to affirmative action/non-discrimination, and its stance against sexual harassment and sexual assault provide an example of how policy creation, implementation, and procedures come together:

- At the highest level of policy making, the BOG declares WSU's commitment to equal opportunity in all operations, employment opportunities, educational programs, and related activities through WSUCA Statute 2.28.01; it declares its stance against sexual harassment through Statute 2.28.06.

- The President implements BOG statutes through university policies for Non-Discrimination/Affirmative Action, Sexual Harassment, Sexual Assault, and Supplier Diversity; and through the Student Code of Conduct.
- The APPM documents procedures for reporting and processing allegations of policy violation.
- Policy administration is integrated in the Office of Equal Opportunity (OEO) through UP on the Discrimination and Harassment Complaint Process, which delegates to the OEO Director responsibility for receiving, investigating, and recommending disposition of complaints.
- The OEO reports annually to the BOG on WSU workforce diversity and peer institution comparisons; discrimination and sexual harassment complaints and case dispositions; and diverse supplier initiatives and purchasing volume (see BOG Personnel Committee meeting minutes of June 24, 2016). The report is available to the public on the BOG website for transparency.

Another example is conflict of interest (COI):

- WSUCA Statute 2.41.03 established a BOG commitment to proactively manage potential COI and directed university administration to develop and implement policy to this end.
- As described in Section 2.C., BOG bylaws include a COI Policy that applies to university governors and establishes a process for annual disclosure.
- UP on COI Disclosure applies to faculty and management personnel, and establishes a process for annual disclosure;
- UP on Investigator Disclosure addresses financial conflict of interest or effort and applies to faculty and staff engaged in sponsored research, and complements Michigan Law requiring public entity governing board approval of contracts with public servants. Proposals to the BOG are available online in advance of public meetings (example); summary information for each approved contract is disclosed in BOG minutes (example).
- Graduate School policy requires disclosure of COI by all dissertation committee members.
- The Office of the General Counsel integrates COI education and oversight; a dedicated reference page on its website answers common questions and provides links to the relevant statutes and policies referenced herein.

Financial
Finance and Business Operations policies and procedures are documented in UP and the APPM. In addition, WSU's annual Current Funds Budget publishes budget policies and practices and budget management procedures. All policies and the annual Current Funds Budget are available to the public online for transparency.

Financial integrity is assured by independent audits at required frequencies.

- An annual, independent audit of WSU's financial reports includes auxiliaries; and an audit of federal awards, as required by the OMB Uniform Guidance. The BOG Audit Subcommittee and Budget and Finance Committee review and approve audited reports. The Compliance Filing (Section 5) confirms no material findings by auditors for the

three-year reporting period. Documents are available to the public online for transparency.

- An independent audit of WSU's radio station assures compliance with Corporation for Public Broadcasting requirements.

A proposal for Facilities and Administrative costs is submitted to the Department of Health and Human Services (DHHS) on a four-year cycle, and is the basis for negotiation of an overhead rate applicable to federal research awards. University cost accounting practices are disclosed and certified in the proposal.

As reported in Section 5 of the HLC Compliance Filing (submitted with this Assurance Argument), in June 2015, the U.S. Department of Education (DOE) conducted a program review of WSU's Title IV financial aid program; WSU received the program review report on March 23, 2016. The DOE identified ten recommendations for improvement; WSU resolved all ten issues and formally responded to the findings on June 9 and Aug. 25, 2016. A final determination by the DOE remains outstanding as of February 2017.

Faculty and Staff
Personnel policies for faculty and academic staff are administered by the Office of the Provost, in coordination with Human Resources (HR); policies for non-academic staff are administered by HR, according to the Personnel Manual for Non-represented Employees.

- Full-time faculty are covered by a collective bargaining agreement (CBA) with the American Association of University Professors (AAUP)-American Federation of Teachers (AFT); part-time faculty are covered by the Union of Part-time Faculty-AFT.
- The AAUP-AFT CBA also covers academic staff.
- The Graduate Employees Organizing Committee-AFT CBA covers graduate teaching and assistants.
- Nine CBAs cover union-represented staff; policies and procedures for these employee groups are administered by HR, in collaboration with Labor Relations.

The OEO has institutional responsibility for training and policy administration for the Equal Employment Opportunity Act, the Title IX Gender Equity Program, the Americans with Disabilities Act; and for administration of the discrimination and harassment complaint process for faculty, staff, and students.

Students
Academic regulations for undergraduate and graduate students are published in WSU Bulletin. Policies promote student rights and correlative duties of the WSU community, including academic integrity and campus civility; and also establish due process and a procedural framework for adjudicating allegations of wrongdoing in the university setting.

The Dean of Students Office (DOSO) Community Standards webpage aggregates student policies in a single portal:

- Student Code of Conduct

- Student Rights and Responsibilities
- Non-Discrimination/Affirmative Action Policy
- Acceptable Use of Information Technology Resources
- Housing and Residential Life Community Living Guide
- Sexual Assault Policy
- Sexual Harassment Policy

University Athletics complies with federal regulations as promulgated by the DOE in Titles IV and IX; and with the constitution, operating bylaws, and administrative bylaws published in the National Collegiate Athletic Association (NCAA) 2015-16 Division II Manual.

Internal Controls

At the institutional level, the Office of Internal Audit (OIA) promotes integrity through independent and objective audits, reviews, investigations, and consulting activities. To ensure its independence, OIA reports administratively to the President and functionally to the BOG Audit Subcommittee   (ASC), which operates under a charter documenting its role, responsibilities, and authority. The charter provides OIA with full and free access to all university records and personnel in the conduct of its work. OIA meets with the President monthly, and with the ASC three times/year. All OIA reports (samples) are provided to the President, senior management, external auditors, and the ASC; OIA follow-up activities ensure that corrective actions are implemented. Management is required to present the status of past due corrective actions at each ASC meeting until such actions are fully implemented.

OIA educational activities include presentation of ethical responsibility and university policies at employee orientation sessions, and fraud awareness training to minimize institutional losses. The OIA offers anonymous mechanisms through which employees and students may report suspicious activity without fear of reprisal. All tips are investigated and reported to the President and ASC. The President communicates anonymous tip mechanisms every semester via email to remind employees and students of reporting options, and to affirm WSU's commitment to integrity and accountability.

At the school/college and division levels, Business Affairs Officers (BAOs) support deans, academic Directors, and Vice Presidents by maintaining integrity of operational functions. BAOs provide internal controls by assuring policy compliance and accuracy of transactions, monitoring and improving business workflow, and collaborating across the university to establish new business processes.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

Wayne State University (WSU) values transparency and full disclosure of information to students and the public regarding program requirements, faculty and staff, and other resources; costs and benefits to students; and accreditation relationships. The WSU website (wayne.edu) is the primary source of information to internal and external constituencies.

- The online Bulletin presents information on academic policies, the General Education program and requirements, school/college information, major program and degree requirements, course offerings, engaged learning opportunities (e.g. research and internships, service-learning, study abroad), special academic offerings, and regional accreditation.
- Websites of individual schools and colleges present program information at a more detailed level, including faculty qualifications, specialized program accreditation, advising, and other student resources.

As described in Section 5.B., meetings of the Board of Governors (BOG) are open to the public. The BOG website publishes Procedures for Meetings of the BOG and its Committees, and a form through which members of the public may Request to Address the Board. All BOG meeting information, agendas, supporting documents, and meeting minutes are available to the public on the website; documents are archived and accessible on the website from 1976-present.

Examples of information on programs and costs that were publicly available in advance of the official BOG meeting:

- On June 24, 2016, recommendations to discontinue several programs (example) and to establish new programs (example) were considered by the BOG Academic Affairs Committee.
- Also on June 24, 2016, recommended FY2017 tuition and fee rates were considered by the BOG Budget and Finance Committee.
- On Sept. 23, 2016, the provost presented a status report to the BOG Academic Affairs Committee on the accreditation status of all institutional programs holding specialized or disciplinary accreditation.

WSU is committed not only to compliance with all statutory and U.S. Department of Education disclosure requirements, but also to consumer-friendly communication of information.

A Consumer Information webpage serves as WSU's single-entry portal to a comprehensive series of required disclosures, as well as voluntary disclosures provided for transparency to prospective and enrolled students and their parents, and to employees. Examples of links aggregated on this webpage are program information; cost of attendance and net price calculator; rights and responsibilities of students receiving financial assistance; retention and graduation rates; the Student Right-to-Know Act; Clery Act reports on campus security and fire safety; and the Equity in Athletics Disclosure Act. Through this webpage, prospective transfer students may link to WSU's Transfer Credit Evaluation website, where they can access an online, self-service tool to evaluate transferability of their college credit.

*** The text below has been merged from Core Component 3.E ***
Wayne State University offers fosters an enriched educational environment that aligns with its mission. Co-curricular programs at all levels complement core academic preparation by engaging students in the creation of knowledge; provide an extended network of partners and venues through which students can disseminate and apply knowledge and positively impact communities; and offer extra-curricular opportunities for students to improve their quality of life.

As described in Section 3.D., the university's Undergraduate Research Opportunities Program (UROP) offers co-curricular opportunities that enable students to experience creation of knowledge through active participation in faculty research. Through the online UROP Connect, students can identify potential faculty mentors and access posted research and laboratory employment postings for undergraduate students. UROP is an important resource to students considering a career in research.

The university's service-learning offerings combine service objectives with learning objectives so that each strengthens the other. Established community partner organizations provide a learning laboratory environment in which students work alongside organizational staff and clients to apply classroom concepts and add value to the community organization. Upon returning to the classroom, guided discussions and reflective assignments integrate classroom and field experiences toward a better understanding of course concepts and community needs. All Honors College students must fulfill a service-learning requirement in their second year; service-learning is optional for other students. Winter 2017 course offerings include 14 service-learning courses.

Student-run media outlets offer students from all majors the opportunity to practice teamwork, leadership, and professional communication skills. The South End campus newspaper provides students co-curricular opportunities to write for and help operate an online newspaper with seasonal print issues. WAYN Radio offers students enrolled in the WAYN Radio Class (COM 4680) the experience of working in a professional broadcast environment.

The Office of Study Abroad and Global Programs works with faculty and staff to identify opportunities for students to take classes abroad, or to visit another country as part of a university

course. For example, the College of Nursing has led multiple groups to Costa Rica and Kenya to participate in health services projects. As another example, students participating in the Honors Foreign Culture Seminar (HON 4260) are traveling to Ghana to observe elections, including the Presidential election; This falls under the African Democracy Project sponsored by the Forum on Contemporary Issues in Society. In all, the university offers at any given time approximately 35 different opportunities for travel/study in Asia, Europe, the Middle East, and the Americas.

Hundreds of student-run, academic and non-academic co-curricular activities are supported by the Dean of Students Office (DOSO). The mission of the DOSO student organization resources unit is:

- To support student organizations as a means for enriching the campus life experience for organization members and the greater campus community;
- To develop student organizations so they may provide quality programs, services, and leadership opportunities that enhance student classroom learning and compliment the Wayne State experience; and;
- To support student intellectual growth and social maturity through promoting ethical and moral development, appreciating diversity, encouraging civic engagement, providing leadership development, and supporting the establishment of meaningful interpersonal relationships.

DOSO-recognized student organizations may apply for funding to support campus-wide, co-curricular activities related to their unique missions. Organizations include student chapters of academic, professional, and disciplinary organizations; groups focused on identity, diversity, and inclusion; campus ministries and religious/spiritual organizations; political organizations; and Greek life. According to the National Survey of Student Engagement 2015 Spring Student Involvement Survey, 97% of respondents have been at least somewhat involved in at least one student organization, and 50% spend one to five hours/week participating in a student organization. As described in Section 1.D, DOSO supports student community involvement through many programs.

Student opportunities to compete in athletics include intramural programs, and National Collegiate Athletic Association (NCAA) Division II extramural programs, which are governed by the university's affiliation with the NCAA. A program of faculty liaisons to Athletics ensures the primacy of academics and that the relationship of sports and academics remains balanced. It is a point of pride that in fall 2015, the average student-athlete grade-point average (GPA) was 3.15, the highest in the Athletics Program's history. Two of every three Warriors carried a GPA higher than 3.0, and 21 earned a GPA of 4.0. Non-competitive fitness activities are available in the Matthaei Physical Education Center and in the Mort Harris Recreation and Fitness Center.

In addition to core academic preparation, the university provides co-curricular professional development services and activities through the Career Services Office; the success of these programs is evidenced by a recent Career Services Director's report indicated that 91% of undergraduates secure employment in their field within six months of graduation and 86% of those students stay in Michigan (32% in Detroit). For students who choose to strike out on their own after graduation, the university's Blackstone Launchpad provides co-curricular training in

entrepreneurship and, through the Warrior Fund, offers start-up funding for student-proposed ventures presenting a viable business plan.

Professional schools at WSU often supplement the educational experience outside of the classroom. Among co-curricular activities promoted by the Law School are the Business and Community Law Clinic, Wayne Law's transactional clinic. The clinic prepares students for real-world practice, combining weekly seminars with representation of real-world for-profit clients who cannot afford to pay for legal services offered by private attorneys. Law students also participate in activities such as the Jessup International Law Moot Court, the Journal of Law in Society, Mock Trial, and Wayne Law Review. Included in co-curricular experiences promoted by the School of Medicine Office of Student Organizations are the Robert R. Frank Student Run Free Clinic, through which students provide free healthcare to the uninsured in a clinic setting; and Street Medicine, through which students provide free healthcare to Detroit's homeless population on the streets, rather than in a clinic. Examples of College of Pharmacy and Health Sciences co-curricular experiences for professional students include its Diabetes Education and Wellness Center, and the Community Homeless Inter-Professional Program, a collaboration with the School of Social Work and the School of Medicine that provides basic medical and social assistance to Detroit's homeless community.

As described in Section 1.D., the university holds the Carnegie Foundation for the Advancement of Teaching Community Engagement Classification, which requires embedded practices that meet a broad range of purposes, including assessment of community perceptions of institutional engagement; tracking institution-wide engagement data; assessment of community engagement impact on students, faculty, the institution, and the public; identification and assessment of student learning outcomes in curricular engagement; and ongoing feedback mechanisms for partnerships. Assessment of co-curricular programs is addressed in Section 4.B.

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- Transfer Credit Evaluation - Website Homepage
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- Wayne Law Review

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

Note: Section 5.B. presents institutional governance in detail.

Article VIII, Section 5 of the Constitution of Michigan in 1963 established the Board of Governors (BOG) as the controlling board of Wayne State University (WSU), charged with general supervision of the institution and the control and direction of all expenditures from the institution's funds; and with electing a president of the institution under its supervision.

The BOG serves autonomously and consists of eight members, each of whom are elected by popular vote of the people of Michigan to an eight-year term. Each member swears an Oath of Office at the beginning of his or her term and signs a copy of the oath; copies are filed with the state and the institution's BOG Office. Vacancies that occur within the eight-year terms are filled through appointment by Michigan's governor. Each appointee holds office until completion of the term and a successor has been nominated and elected in statewide elections.

The BOG enacts bylaws and promulgates university policy at the highest level, through statutes codified as the Wayne State University Code Annotated (WSUCA).

- BOG bylaws document meeting procedures, officers, committee structure and composition; and miscellaneous considerations, such as rules of procedure and conflict of interest.
- The WSUCA comprises all policies enacted by the BOG as statutes, including organization of the university, administration, students, academic administration, personnel, budget and finance, and the general business of the university. (See also Section 2.A.)

Substantive BOG deliberations reflect member mandates to protect and enhance the institution and its mission; and to consider the reasonable and relevant interests of the people of Michigan. As presented in Section 5.B., established institutional processes ensure that BOG members are fully informed regarding issues that come before the board and its committees. Deliberations are documented in meeting minutes of standing committees and in BOG Official Proceedings. All official documents are archived from the year 1976-present, and are accessible to the public online (bog.wayne.edu).

BOG bylaws include a Conflict of Interest (COI) Policy to ensure member independence and to safeguard against undue influence. Each BOG member must sign an annual Conflict of Interest Disclosure Form, and must promptly report and disclose any potential COI to the full BOG. Signed COI statements are maintained in the Office of the Secretary of the BOG.

Per BOG-enacted statutes:

- Administration of the university is vested in the President, who supervises and manages day-to-day operations and business of the university. This is accomplished in the spirit of shared governance (addressed in Section 5.B.).
- The faculty, through the Academic Senate, has authority and responsibility for formulation and review of educational policy affecting the university as a whole. University officers as designated by the President are directed to work with the Academic Senate to develop policies for recommendation to the President and the BOG, including policies affecting faculty rights and responsibilities, faculty welfare, and generally accepted principles of academic freedom and tenure. The scope of this authority and responsibility does not extend to matters subject to collective bargaining.

See Section 5.B. for additional information on governance.

Sources

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- BOG Bylaws - Revised 2007_11_28 (page number 6)
- BOG Bylaws - Revised 2007_11_28 (page number 9)
- BOG Bylaws - Revised 2007_11_28 (page number 10)

- BOG Members - 2017
- BOG Oath of Office Form
- Conflict of Interest Disclosure Form - BOG - 2016
- Constitution of Michigan of 1963 - Excerpt
- Wayne State University Code Annotated - Summary of Statutes
- WSUCA Statute 1.10.01 - Board of Governors Bylaws
- WSUCA Statute 2.12.01 - Organization of the University
- WSUCA Statute 2.26.04 - Academic Senate

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

Wayne State University is committed to freedom of expression and the pursuit of truth in teaching and learning.

WSUCA Statute 2.42.01 (Academic Freedom) affirms the university's stewardship of common good and the free search for truth and its free exposition. Concepts conveyed in this statute:

- Academic freedom applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.
- The teacher is entitled to freedom in research and publication of results, with duties correlative to rights.
- The teacher is entitled to freedom in classroom, with duties correlative to rights.
- As speaking or writing as a citizen, the teacher should be free from institutional censorship or discipline, although the teacher should make every effort to indicate that s/he is not an institutional spokesperson.

Among student rights affirmed by WSUCA Statute 2.31.01 (Student Rights and Responsibilities):

- The right to free inquiry and scholarly investigation, and the right to discuss, exchange, and publish any findings or recommendations, either individually or in association with others, provided s/he makes no claim to represent the university without due authorization.
- The right to organize, join, and participate in recognized campus organizations, subject to the university rules governing such organizations.
- The right to a voice in democratic student government within the university and its several schools, colleges, and divisions. Likewise, each student has the right to advocate any policy or change in existing policy in all matters affecting students.
- The right to be secure in his/her rights as a citizen without prejudice, provided s/he makes no claim to represent the university without due authorization.

The institution's commitment to these principles is reinforced by public responses by President M. Roy Wilson to controversial national events in 2017 (executive order on travel restrictions), 2016 (presidential election results), and in 2014 (call for boycott of Israeli academic institutions). These leadership statements affirm WSU's support of people's constitutional rights to free speech, while acknowledging duties correlative to rights.

The University Library System safeguards the principles of intellectual freedom every day, and through special events. For example, to complement the intellectual freedom research guide, the library hosts Banned Books Week – an annual, educational celebration of the right to read.

Free exchange of ideas occurs through student government organizations, the student newspaper, WSU's National Public Radio station, and speakers representing diverse viewpoints who are invited to campus by academic units and student organizations. As an example, the WSU research portfolio includes protocols using laboratory animals, and the institution defends faculty members who are targeted by animal rights activists. Yet in the midst of a national protest about WSU canine research, the university in September 2014 hosted a prominent animal rights activist as an on-campus speaker – an action that modeled respect for differing viewpoints. Similarly, the Law School offers a course on Animal Law and sponsors the Student Animal Legal Defense Fund, which advances the interests of animals through the legal system.

These principles are a frequent catalyst for intellectual exchange in university centers and institutes such as the Damon J. Keith Center for Civil Rights and the Center for Peace and Conflict Studies.

Disputes related to academic rights and responsibilities are resolved according to procedures documented in collective bargaining agreements, the Bulletin, and the Student Code of Conduct. (Sections 2.A. and 3.C.)

Sources

- Animal rights activist Ingrid Newkirk visits WSU - The South End - 2014_09_18
- Course Information - LEX 7023 - Animal Law
- Message from President M. Roy Wilson - 2014_01_03
- Message from President M. Roy Wilson - 2016_11_11
- Message from President M. Roy Wilson - 2017_01_30
- WSU Libraries - Banned Books Week Posters - 2016
- WSU Libraries - Intellectual Freedom Research Guide Webpage
- WSU Statement - Animal Research
- WSUCA Statute 2.31.01 - Student Rights and Responsibilities
- WSUCA Statute 2.42.01 - Academic Freedom

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

University policies and procedures call for responsible acquisition, discovery and application of knowledge by faculty, students, and staff.

The Office of the Vice President for Research (OVPR) is charged with research development, training, administration, and compliance; with fostering the intellectual pursuits of faculty and students; and with brokering collaboration among disciplines to advance integrative research.

Research Integrity
The OVPR is responsible for research ethics and safety, including training, policies, procedures, and regulatory compliance policies and procedures required of institutions classified as R1, Doctoral University: Highest Research Activity. The Vice President for Research delegates these activities to the Office of Research Integrity (ORI).

WSU contracts with the Collaborative Institutional Training Initiative (CITI) for required and supplementary research training. CITI is a leading provider of research education content worldwide. The relationship with CITI ensures that research training will be of high quality and remain current. Examples of required training: human research, animal research, laboratory safety, and responsible conduct of research.

WSU encourages external activities that enhance the university's mission and presence in local, national, or international communities. To protect the public trust and promote objectivity in research, university policies ensure there is no reasonable expectation that employees will be biased by competing financial interests. As presented in Section 2.A., university policies on Individual and Institutional Financial Conflict of Interest (FCOI) and Commitment and Investigator Disclosure require faculty and staff to identify, disclose, and manage real or potential COI. The ORI utilizes a FCOI questionnaire to assist investigators in identifying potential conflicts that must be disclosed. Disclosures are reviewed by the FCOI Committee, which develops a conflict management plan.

University Policy 2010-01 (Research Misconduct) documents institutional compliance with federal law and regulations for the Responsible Conduct of Research (RCR), including processes for investigation of research misconduct allegations. RCR training required by the National Science Foundation (NSF) and National Institutes of Health (NIH) is provided by CITI. RCR training is also required for all masters and doctoral students enrolled in thesis-oriented programs. In addition, faculty and students involved in research or supervision of research are required to maintain certification.

An example of WSU compliance with RCR is the 2015 report of a WSU investigation of alleged research misconduct. While WSU respects such work products as highly confidential, this report was released in response to a Freedom of Information Request filed by the American Civil Liberties Union and was subsequently published online, where comments were posted. Among reactions to the report:

"The detailed report of the WSU investigation into [name deleted] is just incredible! How could this overt culture of research fraud go on for so long and aquire (sic) so many publications and EXTENSIVE research funding??? I am just floored! The investigation by WSU into this matter was thorough, diligent and very professional – I now understand why this took so long to come out."

The ORI has oversight for WSU's Human Research Protection Program, including institutional policy and the Institutional Review Board (IRB); and maintains institutional accreditation by the Association for the Accreditation of Human Research Protection Programs.

In conjunction with the Division of Laboratory Animal Research (DLAR), ORI coordinates the Institutional Animal Care and Use Committee and maintains institutional accreditation by the Association for the Assessment and Accreditation of Laboratory Care International. DLAR maintains animal care facilities under the direction of a full-time veterinarian, and assists researchers in meeting regulatory compliance standards through direct consultation and training.

The ORI Office of Environmental Health and Safety (OEHS) oversees training and laboratory safety for the use of hazardous agents and hazardous materials management; controlled substances; and audits of scientific laboratories and facilities to ensure compliance with environmental health and safety laws, rules, and regulations.

Sponsored Program Administration (SPA) within the Division of Research, oversees grant and contract accounting and financial reporting to ensure compliance with federal sponsors, grant/contract requirements, and federal regulations. To ensure the integrity of grants and contracts, SPA maintains online resources, including policies and procedures for proposal development, contract administration, award management, and compliance with the OMB *Uniform Guidance*.

Ethical Use of Information Resources

- University Policy 00-1 guides students, faculty, and staff on the acceptable use of computer systems, networks, and other university information technology resources.

- The C&IT website aggregates a comprehensive series of current and historical university policies and standards; a separate C&IT webpage not only offers education on landmark U.S. copyright laws and acts, but also presents consequences of violations.
- The Dean of Students Office sends an annual email to all students, not only to reinforce the importance of compliance with laws governing copyright and peer-to-peer file sharing, but also to document student notification. Schools and colleges also offer student guidance; for example, the School of Library and Information Science website publishes an Acceptable Use Policy for student server access and use.

Academic Honesty and Integrity

Consistent with the the AAUP Statement on Professional Ethics, the Preamble to the WSU-AAUP-AFT Collective Bargaining Agreement states:

"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..."

Faculty honesty and integrity are embedded into institutional policy on multiple levels; examples cited in this section alone include policies on individual and institutional financial conflict of interest and commitment and research misconduct,

Faculty and students have a shared interest in academic honesty and integrity, as conveyed in Obligations of Faculty and Student to the Instruction Process at Wayne State University (approved by the University Council on Oct. 6, 1982 and included in the Bulletin). The opening statement reads:

"Since education is a cooperative effort between teacher and student, both parties must fulfill obligations if the integrity and efficacy of the instructional process are to be preserved."

All students are expected to uphold standards for academic integrity; that is, to know, respect, and practice personal honesty as members of a learning. WSUCA Statute 2.31.01 articulates the following student responsibilities:

- Each student has the responsibility to support academic integrity.
- Each student, as a member of society, has the responsibility to conduct himself/herself in accordance with generally accepted standards of conduct as embodied in society's laws and regulations.
- Each student, as a member of the University community, has the responsibility to conduct himself/herself in a manner which sustains in all areas of University life the atmosphere necessary for the broad educational purposes of the University community.
- Each student has the responsibility to respect innovation and individual differences and to conduct himself/herself so as not to violate the rights of other students and members of the administration and faculty.

Administered by the Dean of Students Office, the Student Code of Conduct defines the scope of academic misbehavior and establishes all such behaviors as prohibited conduct. Due process procedures are documented in the code, and summarized in this flowchart.

Most faculty address academic integrity in course syllabi and review it with students at the beginning of each semester. For example, this syllabus from CED 7070 not only includes a prominent academic integrity section and a strong, "zero tolerance" message; it also references and links to all university policies.

Faculty are also encouraged to use plagiarism prevention tools such as Blackboard's SafeAssign, or Respondus LockDown Browser.

Sources

- AAAHRP - Letter of Accreditation - 2016_09_23
- AAALAC - Letter of Accreditation - 2015_03_19
- AAUP - Statement on Professional Ethics
- Academic Misbehavior Flowchart - Student Code of Conduct - Dean of Students Office
- C&IT Guidance - Ethical Use of Information Resources
- Carnegie Basic Institutional Classification - 2015
- Collective Bargaining Agreement - WSU and AAUP-AFT, Local 6075
- Education CED 7070 Syllabus
- Example Research Training - Animal Research
- Example Research Training - Hazardous Substances
- Example Research Training - Human Research
- Example Research Training - Responsible Conduct of Research
- FCOI Questionnaire

- Financial Conflict of Interest Committee - Conflict Management Process
- Financial Conflict of Interest Committee - Research Integrity - Wayne State University
- Important Information Regarding Illegal File Sharing and Downloading
- National Science Foundation - Responsible Conduct of Research - Required Training
- Obligations of Faculty and Student to the Instruction Process at WSU - 1982
- Office of Research Integrity - Website Homepage
- Research Integrity - Human Research Protection Program - March 2015
- Research Integrity - Institutional Animal Care and Use Committee Membership
- Research Integrity - Institutional Review Board Membership
- Research Integrity - Report on Investigation - Alleged Research Misconduct
- Research Policy - Individual and Institutional Financial Conflict of Interest and Commitment
- Student Code of Conduct - 2005_11_30
- University Policy 00-1 - Acceptable Use of Information Technology Resources
- University Policy 08-2 - Investigator Disclosure (Second Release)
- University Policy 2010-01 - Research Misconduct
- WSUCA Statute 2.31.01 - Student Rights and Responsibilities

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

There is no argument.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Courses and Programs Remain Relevant, Current, and Appropriate to the Degree or Certificate Awarded.

Specialized Accreditation Review
Some 127 university degree-granting programs hold discipline-specific or professional accreditation. These programs are subject to the quality standards of the external accrediting agency, and are reviewed regularly through processes established by each accreditor to ensure continued compliance with quality standards. The Provost reports annually *t*o the Board of Governors (BOG) Academic Affairs on the accreditation of status of each program.

As of January 2017, 126 of 127 accredited degree programs are in good accreditation standing. The Doctor of Medicine program (School of Medicine) is presently working to correct deficiencies cited in its 2015 accreditation review, including a lack of student diversity. The accrediting Liaison Committee for Medical Education will conduct a follow-up visit in April 2017 to evaluate progress on a comprehensive action plan. As presented in Section 1.C., strategic investment by the President to increase diversity in the entering School of Medicine class yielded an increase of nearly ten-fold in URM matriculates in just one year.

Institutional Program Review
Programs that do not hold professional or discipline-specific accreditation undergo a formal Academic Program Review (APR) on a seven-year cycle; APR is addressed in Section 4.A.

Academic Unit Program Review

Each academic unit has a committee responsible for ongoing and periodic curriculum assessment and for establishing criteria for unit review of new program and course proposals. Changes are generally made as a result of formal and informal assessment of student learning and in response to the changing academic and wider environments. These changes are reviewed by a school/college-level committee, in the Office of the Provost, and are ultimately approved by the BOG. The Office of the Provost provides schools and colleges with a low productivity report of programs that have had very few graduates over a period of years. While closure is not mandatory, the program in question must consider the viability of the program and, working with the appropriate dean, determine its future. Finally, the periodic program review requests information about courses that have not been taught in the recent past. They are considered by the unit for possible renewal or removal depending on the needs of students in the program and changes in expertise among faculty members as a result of new hiring and departures.

Differentiated Goals

Faculty have developed goals (learning outcomes and plans for assessing their success) for most courses (Section 3.C.). Statements of goals and desired outcomes appear on the syllabus for courses. The WSU Assessment website publishes programs' learning outcomes annually. Learning goals for each program are differentiated by level (e.g., undergraduate vs. graduate) as well as by discipline.

Consistent Quality and Goals Across Delivery Modes and Locations

Traditional, hybrid and online courses are designed, approved, and delivered according to standards that ensure consistent quality by providing guidelines and setting minimum responsibilities for development and delivery of online courses and programs. The Office for Teaching and Learning also offers an annual Institute for Hybrid and Online Learning, an immersive experience for instructors launching such courses. Schools and colleges provide support for the development of courses via educational development grants. Finally, the Online Instruction Task Force in 2012 established guidelines as institutional standards of best practices to inform and guide online course instruction campus-wide.

The university operates five extension centers and offers full and partial online programs. All programs and courses are proposed, reviewed, offered, and assessed by faculty and administration using the same policies and procedures, regardless of delivery mode or location. As the May 2015 HLC Multi-Location Visit Reviewer Analysis noted, *"Faculty at the extension sites are often full-time faculty with teaching loads assigned to (extension) locations; are adjuncts with reporting lines to main campus; attend faculty meetings and are involved in discussions."*

 Also consistent across modes and locations are admissions standards, academic regulations, and the credit hour policy as encoded by CA Statute 2.43.04 (Credit Hour Definition) and by UP 14-1 (Policy on Course Schedule Types, Credit Hours and Delivery Modes) to ensures an equal amount of work and effort are required in courses regardless of delivery mode or location. A list

of frequently asked questions makes clear that the standards are the same whatever the mode of delivery or location.

As the May 2015 HLC Multi-Location Visit Reviewer Analysis further noted:

"All curricular and instructional oversight is done by the main campus academic units with the VP for Extension Services providing logistical support at the two mentioned locations. The same course(s) or program(s) (learning objectives, assessment tools, decision-making) is/are offered on the main campus and at the locations. Academic units and the full-time main campus faculty approve and oversee all curricular development, expectations, and evaluation. Once a school approves a course or set of courses, the VP for Extension Services operationalizes the program along with the Director of Extension Centers/Programs and the staff at the Schoolcraft and Macomb locations."

Sources

- 14-1 Policy on Course Schedule Types, Credit Hours and Delivery Modes
- C4.40 WSU Assessment website 20160626
- COE Bylaws 2012 go to pg 3
- COE Bylaws 2012 go to pg 3 (page number 3)
- Examples of learning outcomes differentiated by degree level 20161215
- Extension Centers
- Guidelines and Standards of Practice for Online Programs
- HLC - MultiLocation Visit - Reviewer Analysis - 2015_05_08
- Institute for Hybrid and Online Learning
- Low Productivity by College Updated 29FEB2016
- MASU - Review of Academic Program Proposals - Revised 2016_06_02
- Online Instruction Task Force Final Report and Recommendations - 2012
- Online Programs
- Online Programs
- Online Teaching Institute - Summer 2015
- Quality Standards for Online Instruction
- School of Med LCME Action Plan
- Status Report on Accreditation 2016
- Status Report on Accreditation 2016 (page number 4)
- Statute 2.43.04 Credit Hour Definition
- syllabus-guidelines

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

WSU's vision and mission articulate the goal of preparing a diverse student body to thrive in an urban and global environment through courses of study, opportunities to participate in research, and co-curricular experiences. At the heart of the university's mission of excellence is a core program of General Education (GenEd). The GenEd curriculum prepares students for post-university life in two ways. Skills taught and acquired are basic to further formal education on the graduate and professional levels and to most career paths (oral and written communication, critical thinking) as well as for good citizenship in an interconnected world (historical studies, American politics, foreign culture).

The GenEd program was established in 1987 and revised in 2006. Statute 2.43.03 documents BOG approval of the GenEd program; University Policy 04-07 delegates responsibility for this process to the Provost, who acts in conjunction with the faculty and academic staff.

Current GenEd Program

The GenEd program is required of all undergraduate students pursuing bachelor's degrees, regardless of their academic specialties. GenEd requirements are organized into competencies and group requirements.

- *Competencies* provide students with the foundational skills necessary for learning in college and for future careers, including explicit coursework in critical/analytic thinking, mathematics, oral communications, and written communication.

- Through *Group Requirements*, students acquire a broad range of knowledge and develop methodological skills that encourage continued exploration on an independent level in arts and humanities, natural science, and society and institutions.

Transfer students are required to complete all university GenEd requirements, either by taking courses on campus or transferring credits from coursework completed at another university. Currently, two agreements govern transfer of GenEd credits:

- Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) transfer agreement; and
- The Michigan Transfer Agreement (MTA)

MACRAO is currently being phased out, to end completely by 2019. Phase-in implementation for the MTA began in 2014 and is the guiding policy moving forward.

Transfer students who cannot fulfill GenEd requirements upon admission must complete all of them on campus after enrollment.

Ongoing revisions of the GenEd program are initiated by the General Education Oversight Committee (GEOC), co-chaired by the Associate Provost for Student Success and the Associate Provost for Academic Programs. The GEOC refines and modifies learning outcomes for the GenEd program in an advisory capacity to the Provost. GEOC also approves courses that meet GenEd learning outcomes, and assesses learning outcomes. Examples of recent GEOC recommendations that were implemented with the approval of the Provost:

- Changing the passing score for the Critical Thinking Exam (December 2013)
- Eliminating the Computer Literacy requirement (June 2014)
- Including statistics as a third pathway to achieve Math Competency, and changes in specific course requirements. (February 2015)

Most recently, the committee has discussed the GenEd Math Competency requirement while the completion of an overarching review of the program presently underway.

GenEd Program Revision in Progress
In November 2014, the Provost charged a faculty committee, the General Education Reform Committee (GERC), with reviewing the current GenEd program, its relevance to the mission and to students and their degree attainment, and with recommending revisions.

The GERC articulated a guiding principle that its work would be *"an open conversation with the entire campus community,"* branded its charge as *"Engaging GenEd,"* and defined and completed a four-phase process:

1. Data Collection: Through focus groups and student, tenured and tenure-track, non-tenure track, and academic and administrative staff surveys to understand the perspectives of students, faculty, and staff; and through research and evaluation of national models; the GERC identified strengths and weaknesses, shared values and goals for future GenEd.

2. Values and Parameters: Guiding Principles for future GenEd.
3. Outcomes and Objectives: Proposed learning outcomes
4. Curriculum Design: Proposed framework aligned with the Guiding Principles.

In fall 2016 the provost charged GERC to continue to solicit feedback and cultivate consensus with faculty and faculty governance. Implementation of a revised curriculum is expected after fall 2018.

Programs Engage Students in Collecting, Analyzing, and Communicating Information, Mastering Modes of Inquiry or Creative Work, and Developing Skills for Changing Environments

Building on the groundwork for basic skills established in the GenEd curriculum, which requires all undergraduate students to take courses in critical/analytic thinking, mathematics, oral communications, and written communication, all students are required to complete at least one writing-intensive course before graduation.

Every program carries out a form of outcome assessment to measure students' acquisition of program goals. (See 4.B.) As an example, all university undergraduate degree programs emphasize communication, both written and oral, and the use of precise and thoughtful language. Students are stimulated to think critically and to become familiar with the tools of research (example, Chemistry) so that learning becomes a lifelong process.

Within the classroom, membership in the PACE Partnership provides students with access to industry-standard software tools to support their design and analysis work. Programs such as biomedical engineering integrate these tools into the classroom, from freshman year through graduate level coursework, in order to build student confidence and comfort with using the latest in engineering applications.

Through undergraduate and graduate service-learning, internships, field work, research, public performance, or capstones in the major, students learn and apply skills outside of the classroom; relate the experience of engaged learning to intellectual, personal, professional, and/or civic development; and connect the engaged learning experience to the university's mission. Approved courses meet strict criteria based on research and best practices in experiential learning, and student learning outcomes are assessed using a standard assignment and rubric. (See Section 3.C. for examples.).

At the graduate level, the university engages students in higher-level skills with support for travel and research, and academic and professional development workshops. All instruction involves professional and/or academic preparation for lifelong skill acquisition (be it the development of laboratory skills, documentary research, or continued professional education).

The Education Offered Recognizes Human and Cultural Diversity

The university understands the relationship between its mission and the diversity of society. Building on the multicultural initiatives presented in Section 1.C.:

- GenEd learning outcomes call for the experience of diverse ideas, worldviews, and people; demonstration of cross-cultural or multicultural understanding; and an understanding of learning in the context of the larger community and world. These outcomes are achieved, in part, through the Society and Institutions group requirement covering American society and institutions, foreign culture, historical studies, and social science.
- Numerous degree programs and courses include the study of non-Western or non-dominant languages, cultures, or regions (examples are offerings in the departments of Music, Art & Art History, History, Anthropology, Linguistics, and Classical and Modern Languages, Literatures and Cultures).
- The university offers study abroad opportunities at 127 institutions in 39 countries, coordinated by The Office of Study Abroad and Global Programs.

The health professions programs strive to foster learning environments in which differences are valued and learners are trained to be culturally competent professionals prepared to meet the needs of diverse patient populations. Each program actively recruits and retains URM students, faculty, and staff; and the university offers a number of workforce pipeline programs to promote heath careers in URMs and to increase diversity in the health professions. Several examples are provided in Section 1.C.

Health professions programs offer didactic and clinical/experiential coursework through which learners develop an awareness of the cultural and racial diversity of patients/clients and an understanding of the social determinants of health, with the goal of improving access to healthcare and reducing disparities in health for all patients/clients. For example, the College of Nursing (NUR 7226) uses a cultural competency module developed by the DHHS Office of Minority Health with the following learning outcomes:

- Identify at least five areas related to cultural and linguistic competency in medical practice.
- Identify at least three strategies to promote self-awareness about attitudes, beliefs, biases, and behaviors that may influence clinical care.
- Devise strategies to enhance skills toward the provision of care in a culturally competent clinical practice.
- Demonstrate the advantages of the adoption of the *National CLAS Standards* in clinical practice.

Many clinical placement sites serve diverse populations and provide learners with opportunities to develop the communication and clinical skills necessary to provide equitable and safe care to all patients. Many health professions programs require community outreach and service in their curricula to foster an awareness and appreciation for the diversity of patients/clients.

Faculty and Student Contributions to Scholarship, Creative Work, and the Discovery of Knowledge

The university's Carnegie Basic Classification of R1, Doctoral University: Highest Research Activity is evidence of faculty and student contributions to scholarship.

Faculty and academic staff in research-related positions engage in scholarship and creative activity as part of their university responsibilities, with the research level of effort ranging by academic unit. Pre-tenure, promotion and tenure, and merit salary increase policies and procedures articulate university-wide expectations for faculty scholarship and creative activity. (See Section 3.C.)

WSU, with its University Research Corridor partners (Michigan State University and the University of Michigan) acts as a powerful economic engine for the state, contributing $16.5B to Michigan's economy in 2015, according to the Tenth Annual Economic Impact Report. Reflecting the diversity of disciplines and program missions, expectations of faculty are detailed in individual department guidelines, as explained in Criterion 3.C, as well as criteria for Graduate Faculty status and recognition through awards and internal grants for scholarship.

Undergraduate students are engaged in a range of research activities across disciplines and schools and colleges. The Undergraduate Research Opportunities Program offers funded fellowships that provide 30 to 35 undergraduate students every semester the experience of conducting research with a mentor. Mentors may be faculty members, graduate students, or a community partner. The annual Undergraduate Research Conference features the work of many of these students, as well as those who carry out research with faculty mentors outside of the program. Faculty participation continues to grow on the searchable database, UROPConnect, which connects students with projects and mentors. Several units offer financial support and recognition to students who conduct outstanding research and creative activity; examples include the College of Engineering, the College of Liberal Arts and Sciences, and the Honors College. Many students, depending on their major, have the opportunity to work as undergraduate research assistants alongside faculty and graduate students in labs and creative studios. Additional undergraduate research opportunities are also publicized, including the Undergraduate Research and Creative Project Conference, the Undergraduate Research/Creative Project Award, and the National Conference on Undergraduate Research. Undergraduate students can also participate in the Michigan Louis Stokes Alliance Minority Participation, and the Humanities-focused Rushton Undergraduate Conference in Language, Literature, and Culture.

Graduate education is intended and designed to encourage the acquisition and generation of new knowledge and, depending on the degree, the application of this knowledge. Faculty, staff, post-doctoral associates and students contribute to creative and scholarly work. Common to all graduate research degrees is an emphasis on developing the research ability of a student through a project carried out by the student under the supervision of a faculty advisor and that builds on the innate curiosity common to students seeking an advanced degree. Students in Ph.D. programs are required to prepare a dissertation that represents a significant contribution to existing knowledge in the student's field. In many, but not all, fields, at least a portion of the content must be suitable for publication in a reputable professional journal or as a book or monograph. Of 200 dissertations completed in 2014 and 2015, 38% yielded publications related to the dissertation topic.

The university supports graduate students through graduate assistantships, both in teaching and in research. Graduate students have access to travel awards that enable them to share their work widely through regional, national and international conferences. The funds are exhausted yearly given the level of activity of graduate students, and are supplemented by discretionary funds in schools and colleges.

The competitive Graduate and Postdoctoral Research Symposium, a campus-wide event, provides graduate students the opportunity to present research to faculty judges and peers from across the university. In this last year students gave more than 140 poster presentations and the new three-minute dissertation presentation. Some 40 students saw their work recognized for excellence at this event.

The university offers guidance and career development programs to doctoral students and postdoctoral fellows planning a career path outside of academics:

- BEST (Broadening Experiences in Scientific Training), is a National Institutes of Health-funded alternative career development program for graduate students and postdoctoral candidates in biomedical sciences; the university is one of 17 BEST institutions. BEST seeks to transform graduate education so that non-academic careers are viewed as positive outcomes.
- In addition, the university holds a National Endowment for the Humanities Value of the Humanities in the Global City planning grant to broaden career preparation in the humanities beyond academe.
- The Innovation Fellows program for postdoctoral fellows is designed to foster the next generation of chief scientific officers and entrepreneurial scientists for high tech industries with the skills and knowledge to advance technology from the bench to the marketplace. In addition to their research projects, the fellows undertake curricular activities in technology and market assessment, product development, and business and entrepreneurship. The fellows are assigned an industry mentor to guide them through the development of technology commercialization roadmaps.

The Graduate School Dashboard provides a wide range of information about the university's doctoral students. The dashboard promotes better understanding of any given year's class, and provides longitudinal data about graduate degree attainment and career paths.

Other programs serve both undergraduate and graduate students:

- Entrepreneurship: The university developed the Business of Biotech course (BMS 7110) for master's and Ph.D. students to provide the foundation for innovation and commercialization in biomed technologies insight into alternate careers for biomedical scientists such as patent agents/lawyers, regulatory affairs, venture capital advisors, etc. The university recently added a companion course, Special Topics in Biomedical Commercialization (BMS 7115) to provide hands-on experience in developing and presenting an "investor pitch" based on biomedical technologies. Other programs exist in Music Business, and a new undergraduate certificate in entrepreneurship in the Mike Ilitch School of Business.

- The university has built an entire ecosystem to nurture budding entrepreneurs, whether they are undergraduates, graduate students, or faculty and staff. The Blackstone Launchpad project is at the center of this support, with programs such as the Warrior Lab Incubator**.** The Warrior Lab Incubator is a weekly series featuring presentations and workshops from successful Wayne State University entrepreneurs. The series focuses on five key areas that Blackstone has identified for entrepreneurial success: legal, accounting and finance, marketing, technology, and sales. Additionally, TechTown Detroit co-sponsors and hosts DTX Launch Detroit, a 10-week technology startup accelerator for college students and recent graduates.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

The depth and breadth of the Wayne State University faculty is reflected in quality and continuity to undergraduate, graduate, and professional education, and in activities inside and outside of the classroom. According to the university's 2015-2016 Fact Book, the university employed 1,680 full-time faculty (62.5%) and 1,008 part-time faculty (37.5%). In addition to tenure-track faculty, full-time members of the instructional staff include lecturers, senior lecturers, instructors, research faculty and clinical faculty. Among the tenure-track faculty, 733 hold tenure (all professors, all but 14 associate professors, and four assistant professors), while 232 hold probationary tenure-track appointments. While lecturers, senior lecturers, research faculty, and clinical faculty are may not be tenured, as full-time faculty they teach, provide non-classroom instruction (as lecturers normally at the lower-level undergraduate level and as clinical faculty in the professional schools or in clinics attached, for example, to the Department of Psychology). They also serve as advisors to students (particularly in clinical settings) and, as lecturers, carry out a variety of co-curricular duties (as undergraduate advisors, in the planning of courses and curricula, etc.).

Faculty hiring originates in an interaction between the department and the school, college or division because faculty, in considering curricular and student needs, are most often those who identify a necessity for a replacement or a new line. Permission to hire is granted by the Provost, with the endorsement of the relevant dean, who has worked with the faculty and department

chair to justify the search. Necessary and desirable credentials are established by the disciplinary faculty who develop the position description and carry out the search under the leadership of the department chair. For tenure-track faculty, university practice requires a national search. The search committee and/or the relevant dean may consult with the Office of the Associate Provost for Academic Personnel and/or the Office of Employment Opportunity during the process. Candidates are often interviewed at national disciplinary meetings, and, for all searches, finalists are brought to campus to demonstrate their teaching and research through research presentations, sample class sessions or other discussions of teaching, and other relevant skill demonstrations. The faculty and chair make a recommendation to the dean, who brings it, with his/her endorsement, to the Provost. The Provost is the designator signatory on letters of offer. The university requires, as further verification of credentials, a background check that includes verification of degrees. The successful candidate must also provide certified copies of his/her academic transcripts.

The hiring of non-tenure track faculty is sub-delegated to the schools and colleges for ultimate approval. The disciplinary faculty play the same role as in the hiring of tenure-track faculty. The disciplinary faculty establish the credentials for the line to be filled, conduct the searches, and make a recommendation to the chair and dean as to their choice of hire.

Faculty work is defined broadly in the American Association of University Professors - American Federation of Teachers contract, Article XXIV; and in University Policy 05-5, with most detail dependent on the individual disciplinary standards as expressed in department bylaws and in Factors for Promotion and Tenure. In addition, each school and college has produced a workload policy. The university Promotion and Tenure Procedures and Factors for Faculty are broad enough to pertain to all tenure-track faculty regardless of discipline. Individual school and college factors provide more detail, with department factors the most specific. Finally, the contract with the Wayne State University Union of Part-Time Faculty. Appendix A cites "Obligations of Faculty and Students to the Instructional Process" from the 2015-17 Undergraduate Bulletin.

In addition to research/creative activity and service, faculty are expected to provide instruction in and beyond the classroom. Their work beyond the classroom may include graduate and undergraduate research supervision, but of equal centrality is the development and revision of curricula and the assessment of student learning. Curricular changes are reviewed at the department and school/college level by a faculty committee and the relevant dean (with the Graduate Council further reviewing all changes in graduate programs), the Office of the Provost, and, ultimately the university Board of Governors.

Faculty carry out assessment of learning in methods appropriate to the discipline. Departments and schools/colleges are supported in this work by the Office of Assessment in the documentation of assessment outcomes and in the development of robust programs. Committees on the school/college and university level are primarily made up of faculty. Their charge is to provide the framework necessary for successful assessment and for the translation of results into programmatic improvements.

Faculty Qualifications

Instructors can be classified as follows: tenured and tenure-track faculty, other full-time faculty, part-time faculty, graduate teaching assistants, others. In all cases, they are qualified to be in the classroom (actual and/or virtual), laboratory, or performance space.

Tenured and tenure-track faculty are hired with the appropriate terminal degree. In most cases this is the doctorate, with exceptions for professional doctorates (e.g., M.D., J.D., D.B.A., EdD., DNP) and recognized non-doctoral terminal degrees, principally in the arts (e.g., the M.F.A). All full-time faculty members are listed in the Bulletin with their rank and all degrees. This list is provided by the hiring unit (department) and verified by the office of the relevant dean. It should be noted that the rank of instructor is used only for the comparatively rare instructional faculty member who is paid from a grant or in the case of a faculty member who is hired without the terminal degree into a tenure-track line. In the latter case, those instructors may serve for a maximum of two years without the appropriate degree

Clinical faculty appointments originate from departmental or divisional faculty, as does the review of credentials leading to their hire. Under University Policies and Procedures, clinical faculty appointees are expected to have credentials equivalent to those of tenure-track faculty. Their appointments (and hence their credentials) are further endorsed by the relevant chair and dean, with recommendation for appointment to the Provost.

Graduate Faculty status is awarded by the Graduate School following the recommendation of the department, school or college. This status entails evidence of research productivity, along with participation in graduate education, and entitles the faculty member to direct doctoral dissertations. Eligibility for membership on committees and the direction and/or readership of master's-level work is determined by the department.

The hiring of lecturers and senior lecturers, as stated above, is sub-delegated to the schools and colleges. Credentials are determined by the disciplinary faculty and teaching is assigned by the chair or, in some cases, an area coordinator (the faculty member charged with coordinating all sections of basic Chemistry, for example, or of any of the multi-sectioned first-year language courses). While the master's degree is required for these non-tenure-track positions, some exceptions occur, in the case, for example, of potential faculty with experience for the course, such as retired corporation heads, other business people, etc. who may have the master's requirement waived. At the other end of the spectrum, many lecturers and most senior lecturers have the doctorate or other terminal degrees.

As with lecturers and senior lecturers, part-time faculty hiring is sub-delegated to the department and school or college. Part-time faculty are hired by a chair or course coordinator to fit the needs of the unit. It is expected that part-time faculty will have the master's degree and/or professional experience to compensate for the lack of an academic credential.

The hiring of graduate teaching assistants is carried out in the departments, usually through the faculty Graduate Committee. While these assistants are often inexperienced as instructors, they are more carefully supervised and evaluated than other instructional groups because the instructional experience is a contribution to the undergraduate education and also part of their

preparation, as graduate students, for a career. General information can be found on the Graduate School website. Credentials are both developed and reviewed at the disciplinary level.

Faculty Evaluation

Every classification of instructor is subject to various kinds of evaluation based largely on the three collective bargaining contracts with the university: the American Association of University Professors - American Federation of Teachers (AAUP-AFT) contract for full-time faculty and academic staff, the Wayne State University Union of Part-Time Faculty (UPTF-AFT) for part-time faculty, and the Graduate Employees Organizing Committee-AFT (GEOC) for graduate teaching assistants..

American Association of University Professors (AAUP) American Federation of Teachers (AFT)

Every member of the instructional staff is subject to annual evaluation. In the area of teaching that takes several forms, while research and service are self-reported (except in the case of such major evaluations as tenure and promotion). Instructors are required to request student evaluations in all classes (Article XXIX). The comment section of the evaluation is sent directly to the instructor by the Office of Testing and Evaluation. The same office provides a summary of the evaluations based on "key questions" to the instructor and also the home unit. These data are used in the evaluation of non-tenured faculty and in the merit salary process for all faculty. The process was reviewed in the last two years to enhance its usefulness to faculty. In addition, Article XXIX of the AAUP-AFT agreement calls for a policy on peer review of instruction for all faculty, whatever their tenure status. This review is optional in most cases, with details based on unit-level policies and procedures. In the areas of research/creative activity and service, although achievements are self-reported, review is carried out by faculty committees made up of colleagues who normally are in a position to have observed performance during the period under review.

Pre-tenure and non-tenure-track full-time faculty (lecturers and senior lecturers) are required to be reviewed annually (Articles XX.C.2 and XXIV.C) with special emphasis on reporting progress toward tenure for pre-tenure faculty members. The evaluation is carried out by the faculty serving on the unit Promotion and Tenure Committee, and usually involves suggestions for further development. Because each tenure-track faculty member has at least one official mentor (as required by an Office of the Provost policy that includes a mentoring plan as part of the hiring documentation), pre-tenure faculty members receive guidance on the interpretation of this review from assigned mentors, as well as from the chair and other members of the unit.

Post-tenure evaluation takes two forms. The first is through the Selective Salary (merit) process, which requires that all those represented by the AAUP-AFT submit their three-year and annual achievement report (divided by the various components of the faculty member's assignment) for review by the unit Salary Committee (Article XII.B.5). A faculty unit committee elected by the faculty carries out the review with the chair as a voting member of the committee, and the recommendations are reviewed by a school/college-wide committee (also elected from the faculty) before merit increases are submitted by the dean to the Provost. Guidelines are issued by

the Office of the Provost (Evaluation and Salary Adjustment Program for Represented Faculty Memo [January 2016] and 2017 Guidelines for Selective Salary Evaluation of Faculty [January 2017]).

If in the course of the merit review a tenured member of the faculty is seen to be performing below the expected level of excellence in teaching and/or research/creative activity during a three-year period, the Salary Committee may recommend that the faculty member undertake a performance improvement plan developed by him/her and a panel of unit faculty (Article XXIV.1.C). If the performance improves, the review ends. If at the end of one to three years, depending on the terms of the improvement plan, there is no or insufficient improvement, the administration is charged with taking further appropriate action.

Finally, under BOG Policy (2.51.01) and the AAUP-AFT contract, detailed procedures for the determination of readiness for tenure (Article XXII) and for promotion (Article XXIII) are set out. The university requires that a pre-tenure faculty member be tenured by the end of seven years or that the faculty member leave the university. It is usually the case that the decision is made in the sixth year of service, although policy allows for a subsequent application in the seventh year.

Union of Part-time Faculty (UPTF)

The formal evaluation of all part-time faculty is carried out largely in the hiring unit, where criteria for success are determined based on their assignments. The policy-driven necessity for such evaluation derives from the collective bargaining agreement with the university (Article XVII). Department criteria for success are further guided by Article VIII on the assignment of duties and Article XVI.B on promotion from the entry level for part-time faculty (PTF1) to the two promotional levels (PTF2 and PTF3). Again, the collective bargaining agreement provides the framework for evaluation, while individual units determine the specific criteria.

In some departments with large numbers of basic courses and therefore substantial numbers of part-time faculty, there is often more training, ongoing supervision, and evaluation than there is when a single part-time faculty member is brought in to teach in his/her area of professional competence (in English, languages, or Chemistry, as opposed to Law, Business or Engineering, for example).

Graduate Employees Organizing Committee (GEOC)

Graduate teaching assistants are appointed on one-year contracts and are therefore evaluated annually both for renewal as instructors (collective bargaining contract Article IX) and for progress to degree. Good progress toward the degree (usually the doctorate, but occasionally the master's) is a necessary requirement for the renewal of the assistantship, although other measures pertain (student evaluations, peer evaluation) as well. The review mandated by the Graduate School is carried out by the Graduate Director of the unit, in consultation with other faculty members as appropriate. For teaching, graduate teaching assistants are reviewed in their departments. Their instruction is supervised variously by course coordinators when they teach in multi-section courses, by the faculty member whose lab sections they run, or by another member

of the faculty. These faculty carry out the review, often working with the Graduate Director to do so.

Processes and Resources

Each classification of instructional staff receives orientation to the university, its students, instructional support resources, and research support. For tenure-track faculty, this takes the form of a two-day intensive orientation organized and offered by the Office of the Provost with participation by the Office for Teaching and Learning, and the Office of the Vice President for Research.

Graduate teaching assistants are provided with orientation sessions through the Graduate School with the assistance of the Office of Teaching and Learning. In addition, many departments have their own orientation and training, often with part-time faculty, based on the nature of the course in which these instructors will teach. The Department of Classical and Modern Languages, Literatures, and Cultures, for example, provides an orientation session every fall for all instructors of first-year language courses (together and then with the individual basic language coordinators for their own instructors). International graduate teaching assistants undergo additional training through the English Language Institute.

As noted above, part-time faculty often participate in unit-level orientation and training relative to the specific courses they teach. In addition, they are invited to a one-day professional development event that combines sessions for newly hired part-time faculty and those of value to returning faculty members.

Key to instructional support throughout the academic year is the Office for Teaching and Learning (OTL), formed in 1996 and re-envisioned and re-organized in 2011. A new associate provost position reporting directly to the Provost was created. After a national search the individual selected has transformed the office, developing a new strategic plan; adding new staff; and expanding the role of the Office in a wide range of campus-wide initiatives such as institutional and program assessment, diversity and climate enhancement, and learning physical space improvement. In addition, OTL provides workshops of all kinds intended for all instructional faculty across all disciplines and career stages, brings experts to campus for one- or two-day workshops, provides individual support for faculty whose teaching needs improvement, and carries out mid-term evaluations for instructors seeking feedback in a timely fashion to facilitate changes if necessary while the course is ongoing. Evaluations indicate participants give high marks to these activities.

In addition, frequent seminars are held through the program in Research and Academic Development seminar program, co-sponsored by the Division of Research, the School of Medicine, and the Office of the Provost. Topics vary, but pertain to teaching (either specifically for one instructional classification or for all together) as well as research. One of the best-attended each year is the seminar on preparing for promotion and tenure. Other such workshops are offered in the schools and colleges. In addition, the Graduate School offers professional development seminars relevant to graduate students.

Professional Development

Faculty and other instructional staff are also accorded personal professional development opportunities of varying kinds, and the topic is addressed in the AAUP-AFT contract Article XXVI.A, B. For tenure-track faculty (both pre-tenure and tenured), the most important is the sabbatical leave program designated in the AAUP-AFT contract, Article XIII.B.2. A tenured faculty member is eligible after six semesters of service (for a partial leave) or after 12 semesters (for a full leave). Somewhat more unusual is the opportunity for pre-tenure faculty on the tenure track to take a leave after six semesters to further develop eligibility for tenure. Other professional development opportunities are provided through funding for travel to conferences (each unit has its own criteria, but the most frequent is that the faculty member will present research – including pedagogical research – at conferences).

The university also offers specific competitive fellowships. Among them are the Distinguished Faculty Fellowship and the University Research Grant. The former is a year-long award, while the latter is for summer research. The Educational Development Grant specifically for teaching. The most unusual of these awards is the Career Development Chair, which is awarded annually to as many as six faculty members who are within four years of having attained tenure. The underlying assumption is that the moment at which faculty members reach tenure may often be a turning point for their research and classroom teaching. The award, which provides for a reduced teaching assignment for two semesters, permits the recipients to evaluate and modify their research direction.

Various schools and colleges (e.g., Library & Information Sciences, Medicine, Nursing) also provide support for faculty development.

The Wayne State University Union of Part-Time Faculty contract (Article XI) provides for professional development for part-time faculty (attendance at workshops and conferences, professional association memberships, and dedicated research grants). The services of the Office of Teaching and Learning are available to part-time faculty as well.

Instructor Accessibility

The university provides guidelines for basic faculty accessibility to students. Both the Undergraduate and Graduate bulletins include a list of expectations for faculty, including the requirement for holding office hours. This directive is further underlined by the university guidelines for the syllabus which require the listing of office hours as well as contact information, including at the least, office location, phone numbers and email addresses.

Physical office hours are augmented by availability of most faculty through electronic media. The university provides email to all faculty, staff, and students. It is the main line of communication among members of the university community. As such, it is often the case that office hours are held virtually as well as physically to accommodate our largely commuting student body.

Of importance in instructor accessibility is the use of Blackboard, the university's course management system. Blackboard provides an email function limited by course to the instructor and students. It also provides a discussion board, used for more general class communication, including the posting of projects, small-group work, and instructor oversight (with the ability to comment) of student course-related activities. Faculty may also establish discussion forums through Academica, the university portal. The advantage here is that the forum can be expanded beyond the class to others (for example, faculty in other departments who are contributing expertise to a class or a portion of a class).

The university, through the Undergraduate Research Opportunities Program (UROP), encourages one-on-one and small-group interaction among faculty and students. The students receive a small research stipend to carry out supervised projects, which are presented annually at the campus Undergraduate Research Conference. In the sciences, individual faculty members welcome undergraduates into their labs for summer or even year-long experiences that are routine for graduate students. More broadly, student-faculty pairings for research often emerge out of class readings or discussions. These pairs may avail themselves of the UROP funding, but are also eligible to present results at the Undergraduate Research Conference.

Finally, there exist multiple awards at the university and school/college levels for outstanding instruction, all of which underline the close relationship between the instructor and the students who nominate instructors for the awards. At the university level, faculty compete for the President's Award for Excellence in Teaching (eligible ranks include non-tenure-track lecturers and senior lecturers) and the Outstanding Graduate Mentor Award. Graduate teaching assistants may compete for the Heberlein Teaching Awards for Graduate Teaching Assistants. School/college awards for teaching include those awarded by the School of Medicine **(1, 2)** and the College of Liberal Arts and Sciences.

Additional information gathered supports that faculty instruction and mentoring are valued by students.The 2015 annual graduate alumni census for doctoral students shows that 88.4%, 86.7%, and 81.4% of approximately 421 respondents strongly agreed or agreed that their doctoral advisor respected them, had their best interests in mind, and prepared them well for their first position after graduation, respectively.

Staff Qualifications and Training

Academic staff at Wayne State University are valued for the role they play in student success.

Admissions and Financial Aid officers are hired through the Office of the Associate Vice President for Enrollment Management. The process is rigorous, particularly in the case of Financial Aid officers, whose specialized compliance knowledge is necessary for the position. Advisors are funded centrally, and hiring involves scrutiny by the department, the school/college, and the Office of the Associate Provost for Student Success.

Academic staff are represented by the same American Association of University Professors - American Federation of Teachers (AAUP-AFT) contract with the university that applies to full-time faculty members. However, with the exception of librarians and archivists, where it is

optional, academic staff cannot apply for or receive tenure. The university allows for Employment Security Status (ESS) which, like tenure status, removes the end-date from employment contracts. This allows greater flexibility in the evaluation and assignment of these classifications.

Academic staff with probationary appointments undergo annual performance reviews if they are not tenured (again, only some long-term tenured staff, librarians and archivists who have chosen to be evaluated for tenure) or have not yet achieved ESS. All such staff undergo the annual Selective Salary (merit) review.

There are numerous development opportunities for academic staff. The AAUP-AFT contract calls for development leaves (Article XIII.B.3) and other development opportunities (Article XXVI.C) to be funded by the university and carried out by the Academic Staff Professional Development Committee (ASPDC). The committee provides a mentoring program and numerous workshops annually for networking and for professional growth. The committee has funding for travel grants for staff and makes awards for outstanding service annually. The awardees are recognized at the ASPDC annual luncheon and also at the Academic Staff Recognition Ceremony every spring.

The Office of the Provost has developed an Advisors' Academy that provides initial training and numerous development events during the year. Among them is the Advisor Book Club, a Lunch and Learn group, and access to webinars.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

Student Support Services

Wayne State University is committed to supporting student academic and personal success. In addition to core, enrollment management services, the university offers support resources tailored to students and student groups based on personal backgrounds, needs, and goals.

Enrollment Management Services (EMS) within the Division of Academic Affairs provides core, non-academic student support services. The scope of EMS includes student outreach and recruitment, undergraduate admissions, student financial aid, new student orientation, customer relationship management, and Student Service Center operations. EMS is responsible for reporting and strategic application of data collected through the Salesforce CRM system, and for enrollment management reporting application support.

- The Office of Undergraduate Admissions is responsible for undergraduate outreach and recruitment; and administration of the holistic admissions process, including pre-admissions counseling, and processing of student applications.
- The Office of Student Financial Aid (OFSA) is responsible for Title IV financial aid processing, awarding, and monitoring for all undergraduate, graduate, and professional students; and for compliance with all regulations. OFSA presents financial aid workshops to students and their families and offers financial literacy education to students in collaboration with the Academic Success Center. OFSA staff coordinates with the Office of the Registrar to review records of students who repeat courses, confirm satisfactory academic progress, and monitor cases to ensure continued eligibility for financial aid.
- New Student Orientation is a required program designed for all incoming students as a way to make new friends, learn the ropes and get settled in to campus life. A special session is targeted to transfer students, who are also supported by the Office of Transfer

Student Success. International students must complete an additional check-in session, conducted by the Office of International Students and Scholars. Each orientation program offers Parent and Family Orientation programming which runs parallel to student programming. The Green and Gold Guide documents content presented to students at orientation.

- The Student Service Center (SSC) works collaboratively with the Office of the Registrar to integrate customer service for outreach, undergraduate admissions, records and registration, financial aid, and student accounts receivable. SSC representatives assist all prospective and enrolled students (undergraduate, graduate, professional, and non-degree seeking). Students can receive service in-person at a bricks-and-mortar site; or by phone, email, or online tools. Through the Salesforce CRM system, SSC representatives assign each inquiry a case number, and each subsequent contact is mapped to the case to ensure continuity of service through final resolution.

Academic student support services available to all students include the following:

- The Academic Success Center offers all students support to become self-determined, motivated and independent learners and achieve academic excellence. Free instruction and services to support students include supplemental instruction through group and course study sessions, individual and group tutoring, study skills counseling, and workshops on range of topics, such as financial literacy and procrastination.
- The Office of Multicultural Student Engagement offers additional academic support to all students, with a focus on culturally relevant methods.
- The Office of the Ombudsperson helps students access services and resolve issues that may hamper academic progress. Office representatives take an active role in identifying areas for improvement in processes and systems relating to academic and student life.
- Counseling and Psychological Services (CAPS) hosts a professional staff of psychologists, clinical social workers, and licensed professional counselors trained to support student health, personal well-being, and academic success. CAPS offers a full range of psychological services and educational programming that emphasize understanding, positive change, and an open and problem-solving approach within a framework of valuing resilience, hope, and life fulfillment. In addition to services to registered students, CAPS offers crisis intervention and consultation to parents of university students, faculty, and the university community. CAPS is fully accredited by the International Association of Counseling Services.
- Career Services provides a full range of career-related resources to students and alumni, including student employment and internships, professional development and career planning services, access to online job search tools, and campus recruitment events and interviews.

Fall 2017 enrollment included 8.8% international students representing 79 countries. The Office of International Programs (OIP) offers a rich support system for these 2,407 students.

- The Office of International Students and Scholars (OISS) within the OIP collaborates with schools/colleges, departments, and the community to support the educational, cultural, and social experiences of international students. OISS services include

compliance with immigration, visa, and health insurance requirements; community integration; and guidance to students who are navigating a new culture.
- For more than 35 years, the English Language Institute has specialized exclusively in teaching English communication, cultural orientation, and academic preparation skills to non-native speakers of English from around the world.

Among academic support programs focused on students considered to be at-risk:

- APEX Scholars is an alternative admission program designed to assist students adjusting to university life though intensive orientation during several weeks.
- TRIO Student Support Services provides academic support, counseling, teaching, and advocacy to help low-income Americans enter college, graduate, and move on to participate completely in America's economic and social life.
- The Transition to Independence Program offers resources and interventions intended to increase college access and improve graduation rates of youth in the state's foster care programs.

Other programs are for designated groups:

- Student Disability Services ensures academic access and inclusion for students, supporting a view of disability guided by social, cultural, and political forces.
- The Office of Military and Veterans Academic Excellence is a comprehensive resource serving more than 600 student veterans, providing assistance with their veteran educational benefit certifications, financial aid, and other enrollment and financial questions.

Additionally, The Student Update Information Team (SUIT) is comprised of administrators who meet regularly to discuss student behavior issues, especially those involving threatening behavior. SUIT serves as a threat assessment and early intervention team, and assists the university in responding early, and in a coordinated fashion, to potential behavioral concerns.

Learning Support for Academic Needs

To promote academic success the university offers services and workshops that help students develop necessary academic skills through its Academic Success Center.

As stated earlier in this section, the university provides targeted support to all incoming students. Increased student persistence and retention is one indicator of student success. During the past several years, the university has made strategic investments in new initiatives specifically aimed at increasing first-year retention.

Programmatic areas include New Student Orientation for both freshman and transfer students, and the Winter Orientation to complement the more ordinary fall events. Parents of new students are invited to participate in their own orientation sessions, tailored for parents of first-year students, international students, and transfer students.

Through the Provost's Office of Learning Communities, students gain opportunities to expand their knowledge in an environment of group work, social support, and supplemental instruction. Some are course-based, while others are either cross-disciplinary or peripheral to the major.

To ensure appropriate placement in courses and academic programs, the university utilizes placement exams, ACT scores, and program-specific triage to direct students to courses at a level at which they can succeed. The Office of Testing, Evaluation and Research Services administers many of these tests and provides a great deal of information on websites to help students understand results. Through the University Advising Center and program-based advising, students are further guided to courses for which they are adequately prepared. Department websites provide clear information regarding prerequisites and preparation necessary to succeed in a course. Placement exams are required for new undergraduate students, depending on the school or college of enrollment and intended major. Students who achieved the appropriate scores on Advanced Placement exams receive credit and are advised to enroll in the appropriate next level courses for which they are prepared.

Undergraduate Student Advising

Undergraduate academic advising at the university is a primary responsibility of the undergraduate colleges and/or departments. As this example from the College of Engineering illustrates, advising is focused on student success and graduation.

Centralized University Advising services are geared toward students (e.g. first- or second-year or transfer students) who have not yet declared a major and those in many of the pre-professional programs (Medicine, Nursing, Law, and Social Work, among others). Collegiate and departmental advising offices offer consultation specific to colleges and departments, including short- and long-term coursework planning, academic planning, and academic progress monitoring such as holds and advising on requirements and forms. Most colleges offer drop-in advising to address immediate academic needs.

Pre-professional students follow a program of pre-requisite courses required for the professional schools. Included in the pre-requisite program are the university General Education requirements, with which students can supplement their often heavily science-based course load, thereby rounding out their educational experience. Students are encouraged to attend at least one information meeting offered by the professional schools, get involved in co curricular activities, and seek out leadership and research opportunities.

Another population advised through University Advising is comprised of undecided/exploratory students. Undergraduate students not ready to make a major choice upon admission select an Exploratory Track that best fits their broad academic and personal interests. Academic advisors work with these students up to 45 credits to help them explore majors and sample classes while making progress in General Education and college requirements.

Graduate Student Advising

Graduate students are advised in their departments by a faculty member serving as Graduate Director and/or by the faculty member directing their research. Graduate Faculty status is required for the direction of doctoral dissertations. (See 3C, Faculty Qualifications). The direction of master's work is at the discretion of graduate degree-granting units.

All Master's and doctoral students are required by the Graduate School to have an approved degree plan on file with their collegiate unit before taking the preliminary oral examinations (for doctoral students) or applying for degree clearance (for master's students who are not subjected to committee examinations). A plan of work records the university as well as any transfer coursework that the student intends to use to fulfill the graduate program requirements (Master's and doctoral forms). If a student intends to complete a minor, the minor must be declared on the degree plan before committee examination or application for degree conferral. Each degree plan is required to be reviewed and approved by the advisor on record, the Director of Graduate Studies of the major field, the Director of Graduate Studies of the minor field, if any, and the college. With the complexity of a research institution offering almost 400 degree programs, the university is mindful of its responsibility to provide effective guidance in navigating the path to successful completion of a degree.

Infrastructure and Resources

The university's infrastructure and resources support effective teaching and learning and also promote and develop excellence through research and creative activities. A state-of-the-art technological infrastructure is described in Section 5.A. Students and instructors have access to scientific laboratories, libraries, performance venues, clinical practice sites and hospitals, and museums. The university has invested in technology (such as statistical software, the Blackboard course management system, library research databases, study room scheduling), and person-based services (such as lab assistants, reference librarians, clinical supervisors, the Office for Teaching and Learning) that are in place to ensure that students learn and that instructors have access to tools that facilitate teaching.

The following enhanced academic experiences serve as examples:

- Computing and Information Technology (C&IT) delivers academic and administrative technology services and support to all university students, faculty, and staff. C&IT offers extensive solutions, as well as internally created software, such as Academica (an interactive portal for the entire community), and various student support software. C&IT widely provides education on cybersecurity and data privacy. The division, which reports to the Provost, sets its priorities in part in response to the needs of the community, as identified by the annual C&IT survey that informs its strategic plan. As a mark of its forward looking view of service to the university, C&IT participates in both the High-Performance Grid Computing initiative and MERIT (the state of Michigan's ISP for which the university was a co founder 40 years ago).
- The University Library System is among the most important of the university's intellectual assets, supporting teaching, learning, and research for students, faculty, staff, and the community. With five libraries, which include medical and professional law collections and labor and university archives, students and faculty have 24/7 access to

holdings totaling nearly 3 million volumes, more than 56,000 journal titles whose articles are viewed nearly 3 million times annually, and a broad range of electronic resources, including electronic journals, more than 900,000 e-books, and vast archives and special collections. Technology-rich laboratory spaces provide access to specialized hardware and software from Microsoft Office to video editing and image management tools. The libraries' subject-expert librarians connect the campus with the resources they need to discover, use, create, and disseminate knowledge. The libraries' researcher support services are particularly robust, with subject librarians and a variety of specialists working directly with faculty to teach and support face-to-face and online classes and workshops, helping users with more than 22,000 questions yearly, consulting on more than 600 in-depth research questions annually, and offering support for researchers on data management, authors' rights, archival storage, and more.

- The University Library System oversees classroom Media Services, which maintains technology in instructional spaces, offers training in the use of technology in the classroom, and provides lecture capture for class sessions. The university libraries also offer workshops on topics related to copyright, open access, and collections and resources.
- The Scholars Cooperative website further assists researchers in determining fair use, offers guidance on open access publishing, and provides the Digital Commons, a repository for making their scholarship accessible.
- The Warrior Writing, Research and Technology Zone provides individual tutoring consultations, research assistance from librarians, and technology consultations, all free of charge for graduate and undergraduate students.

The Office for Teaching and Learning provides coordinated and comprehensive instructional support to academic units, faculty, staff, and graduate students, and strengthens instructional and academic technology collaboration and support across the university (See Section 3.C.).

Supported by existing budgeting processes, the university provides world-class facilities to support academic programs:

- Satellite campuses, such as the Macomb Extension Center
- The Danto Engineering Development Center, cited for sustainability features
- The Richard J. Mazurek, M.D., Medical Education Commons
- New homes for the Mike Illitch School of Business and the School of Social Work; and
- Extensive renovations of the Student Center and Manoogian and State Hall classrooms
- Research facilities, such as the A. Paul Schaap Chemistry Building and Lecture Hall and Integrative Biosciences Center

The Office of the Vice President for Research offers students and faculty support for research activities, including grant administration support, technology transfer, workshops, and the establishment of cross-disciplinary groups. Laboratories and research centers provide undergraduate and graduate students with opportunities to participate in research.

In 2015, the National Science Foundation awarded a $3M grant to the university to change how science, technology, engineering, and math (STEM) classes are taught. The grant will be

disbursed in competitive awards of up to $100,000 to the STEM departments working to transition classes from a lecture-based curriculum to more evidence-based teaching. The goal is twofold: to allow students to learn in a more engaged manner, and to train faculty and teaching assistants in modern instructional methods. In addition, a proposal for a STEM Innovation Learning Center is included in the Capital Outlay Project Request to the state.

The university is home to many venues for the fine and performing arts. The Department of Theatre & Dance offers facilities for academic creative pursuits, such as the Hilberry, Bonstelle, and Studio Theatres; the Allesee Dance Studio; and Shaver Recital Hall. The Production Center, located a half-block from the Hilberry Theatre, houses scenic, costume and property shops. Old Main is home to the department's faculty and to theatre management offices, multiple design studios, movement and vocal studios, three dedicated rehearsal hall spaces, and a lighting lab.

The university houses three formal exhibit spaces, with changing exhibitions open to the public and available for class visits and lectures. The Department of Art and Art History supervises and coordinates the Elaine Jacob Gallery and the Art Department Gallery and is responsible for maintaining the extensive university art collection. The Department of Anthropology maintains the Gordon L. Grosscup Museum of Anthropology.

Detroit is renowned for its arts and cultural resources; the Detroit Public Library, Detroit Symphony Orchestra, and the Detroit Institute of Arts are immediately adjacent to campus, and the Charles H. Wright African American Museum is within walking distance. The university's library, education, arts and health sciences programs are connected to all these creative communities. For example, a collaboration between the Detroit Public Library, the Detroit Institute of Arts, and the university library system and English Department resulted in selection as Michigan's host site for the March 2016 exhibition of "First Folio! The book that gave us SHAKESPEARE," from the Folger's collection, complemented by local lectures, workshops, and theatrical productions.

WDET-FM is a public radio station broadcasting on the FM dial at 101.9 MHz licensed to the university. WDET broadcasts original programming and programs from National Public Radio, Public Radio International, and American Public Media. The station serves Metro Detroit and is the primary provider of news involving the American automotive industry and Michigan politics within the National Public Radio distribution network.

Research and Information Guidance for Students

Research and information resources constitute the backbone of support for student learning and for instructors designing courses. While there are institution-wide efforts to guide students in using these resources effectively (library system research guides, online videos, the Undergraduate Research Opportunities Program, the Office of Research Professional and Academic Development Seminars), much of the evidence lies in the learning goals, assignments, and library collaborations of individual courses.

Information literacy is infused throughout program curricula and library support services such as classroom instruction and online instructional videos. Instructional collaborations between

librarians and faculty who teach courses in Honors, English, Psychology and Business offer evidence of assignments that require students to collect, analyze and communicate information , along with coordinated library instruction designed to guide students through the inquiry process.

As a cohort selected by the Association of College and Research Libraries Assessment in Actions Program, the library orients graduate students to the research resources and their effective use through departmental orientations, course-related library instruction, and personalized research consultations with librarians. As part of a 2015 study of this service, the university library system project team found that graduate students from areas such as Social Work, Engineering, Nursing, and the Humanities reported that the service increased their confidence in conducting research and taught them about new resources and searching strategies.

The Undergraduate Research Opportunities Program (UROP) provides an enriched student experience possible only at a major research university. Undergraduate students receive funding to collaborate one-to-one with faculty on focused, independent research projects. Projects culminate in a presentation or publication requirement, which could include presenting results to a class or at a disciplinary conference, publishing a journal article, hosting a website, giving a public talk or seminar, or presenting photographs or videos of artistic performances.

A partnership between the university library system and the UROP (Section 3.B) contributes to developing the ability to use research and information resources effectively. Librarians work with faculty mentors and student mentees, supporting them with specialized research consultations. The libraries present an Information Literacy Award annually at the Undergraduate Research Conference, recognizing the student who has most utilized library resources effectively.

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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

There is no argument.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

Ensuring the Quality of WSU Programs and Courses

Wayne State University Board of Governors Statute 2.43.02 assures regular review of all academic programs and units to maintain and improve quality and to assess contributions to the university's teaching, research, and service missions. The statute is implemented through a formal process of Academic Program Review (APR) administered by the Provost.

The APR process:

- Helps maintain high-quality programs
- Facilitates productive collaboration among university programs and departments
- Encourages and supports program improvement, including highlighting program strengths and identifying opportunities for change

- Reaffirms the relationship between the mission of each program and the mission of the university

The process takes place over five phases.

1. Phase One: The pre-review/start-up process includes an academic unit orientation conducted by the APR Office and, according to established procedures, selection by the Provost of two external and three internal evaluators nominated by the academic unit and the line dean.
2. Phase Two: A self-study is prepared by the academic unit following established guidelines; the self-study is the foundation of the review and frames the formal evaluation.
3. Phase Three: Facilitated by the APR Office, a site visit is conducted to further inform review. Following the site visit, separate reports are prepared by external and internal evaluators and submitted to the Provost.
4. Phase Four: The academic unit and school/college dean prepare a Dean's Strategy Report (DSR), which addresses evaluator observations and recommendations. The DSR frames the post-review meeting among the Provost, the academic unit chair or director, the school/college dean, and responsible university administrators. The product of this meeting is a final Action Plan.
5. Phase Five: Post-review reporting occurs approximately 24 months following the review, at which time the academic unit provides the Provost with a formal progress update to the Action Plan.

Consistent with continuous improvement, the APR process is periodically assessed by the Associate Provost/Associate Vice President for Academic Programs and Institutional Effectiveness, the APR coordinator, and the Director of Assessment; input of school/college deans and responsible university administrators is considered.

Among actions resulting from APR:

- Curricular improvement: Anatomy and Cell Biology increased mandatory laboratory rotations in the Ph.D. program; Sociology added statistics and laboratory experience to the undergraduate curriculum and enhanced honors options.
- Process improvement: Chemical Engineering revised the Ph.D. qualifying exam and procedures to shorten time to degree.
- Strategic hiring actions: Communication Sciences and Disorders added an undergraduate advisor; Classical and Modern Languages, Literatures, and Cultures added an Associate Chair and a course coordinator for the Italian basic course sequence; Political Science added faculty specializing in Public Administration.
- Facility improvements: Biological Sciences renovated teaching laboratories.
- Marketing and recruitment: Industrial and Systems Engineering made a push for undergraduate enrollment.

APR may also be the basis for decisions of the Board of Governors.

Academic programs that hold specialized or disciplinary accreditation and that undergo a periodic self-study and external review as a condition of continued accreditation are not subject to APR. Programs that are subject to APR are reviewed on a seven-year cycle. A calendar of reviews through 2030 is published on the Office of the Provost website.

Information on programs with specialized accreditation, including accrediting agency, current status, and year of next review, is compiled and reported by the Provost to the Board of Governors annually. As of September 23, 2016, all but one of 127 degree-granting programs holding accreditation were in good standing, with the Doctor of Medicine degree program preparing for a follow-up review in April 2017.

In addition to APR or accreditation reviews, other practices maintain the quality of WSU's programs. Academic and co-curricular programs and student service units also participate in an annual program assessment cycle (Section 4B). Development of new programs and modification of existing programs are subject to a comprehensive review process. Specifically, academic units, through the process established in unit bylaws, are responsible for developing courses to support unit majors and minors and other university degree programs and for identifying course and program prerequisites. For service courses, the supported academic unit participates in the development process. For example, MAT 3430 and MAT 1110 are service courses supporting the Division of Engineering Technology and the College of Education.

Academic rigor is affirmed by department chair and dean approval of the Proposal for Reinstatement or New Course, which includes prerequisites and co-requisites and student learning outcomes among required elements. Changes in course prerequisites and/or co-requisites are requested through the Proposal for Change in an Existing Course. The document is routed through the Course Records Office to ensure that information is disseminated to University Advising, incorporated into degree audits, and integrated into the Bulletin and appropriate websites.

Prerequisites and co-requisites are communicated to students through the Bulletin, the online course schedule, and course syllabi. The Banner student registration system prevents students from enrolling in classes for which prerequisites and/or co-requisites are unmet. Students may request approval for a waiver, which is subject to approval by the instructor or department.

Proposed new academic programs are subject to a comprehensive internal and external review process. Major proposal components (detailed in the process for undergraduate programs) include program rationale, objectives, description, standards, assessment, administration, resources, and costs. Prior to review and consideration by the Associate Provost for Academic Programs, a proposal must first bye approved by departmental faculty and chair, the school/college faculty governing body, and dean. In addition, new general education course proposals are subject to review by the General Education Oversight Committee. Following review and acceptance by the Associate Provost for Academic Programs, the proposal is submitted to the Board of Governors for final approval. External approvals at appropriate points in the review include the Academic Affairs Committee of the Michigan Association of State Universities and the Higher Learning Commission.

All courses are supported by qualified faculty and a comprehensive array of learning resources, as described in Sections 3C and 3D.

Dual enrollment programs are required to meet the same standards as those delivered on campus and must include similar learning outcomes. The university offers dual enrollment classes to several high schools, as determined in collaboration with each school's administration, and are open to juniors and seniors with a minimum grade point average of 3.0. Dual enrollment classes are predominantly GenEd courses, which would apply toward student degrees upon enrollment in a post-secondary institution after high school graduation. High school-based courses are taught by university faculty who are selected and assigned by the departments. Classes are scheduled through Educational Outreach according to procedures followed by extension centers. High school students may also enroll in courses taught on main campus or at any university extension center, providing they meet all course requirements.

The university offers no dual credit programs.

Transfer Credit

Consistent with Statute 2.34.04, university policy for transfer credit promotes broad access to higher education for all students who have initiated studies at other colleges and universities. Three primary considerations guide transfer of credit:

1. Educational quality of the institution from which the student transfers
2. Comparability of nature, ,content, and level of earned credit proposed for transfer; and
3. Appropriateness and applicability of credit earned and proposed for transfer to the student's educational goals.

As detailed in the Bulletin (page 77), the university accepts transfer credit from all accredited institutions of higher education, both community colleges and baccalaureate-granting colleges and universities. University policy standardizes courses across the university in terms of credit hours awarded relative to course schedule types (e.g., lecture, lab, internship) and contact hours.

Incoming students submit official transcripts to the Office of Transfer Credit Evaluation. Incoming students who present international exam records/transcripts are referred to a university-recognized, third-party foreign transcript evaluation service for a Catalog Match Evaluation. The evaluation determines whether the credit was college-level, the number of equivalent U.S. credit hours awarded, the equivalent U.S. grade earned, and the Wayne State University-equivalent course.

The university ensures that all credit by examination posted to a student's academic record has been credentialed and evaluated. The Bulletin and the Transfer Credit Evaluation website convey mechanisms through which students may obtain credit and/or advanced placement by examination for college-level studies, including College Board Advanced Placement (AP) tests, the College Level Examination Program (CLEP), and International Baccalaureate (IB) examinations; threshold scores are recommended by academic departments, reviewed by

schools/colleges, and approved by the Office of the Provost. No more than 32 credit hours by examination may be applied toward an undergraduate degree.

Course equivalencies are recommended by academic departments, reviewed by schools/colleges, and approved by the Office of the Provost. Following establishment, equivalencies are maintained by Records and Registration and aggregated in Master Course Equivalency Tables, which are accessible to transfer students through a web-based tool searchable by institution name, state, and country. Equivalencies are also incorporated into 38 program-specific articulation agreements with seven Michigan community colleges, which are updated as requirements to ensure transferability of credit and uninterrupted continuity of the student's program. Agreements are available on the Transfer Credit Evaluation website.

The university is a party to the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) transfer agreement; a MACRAO-certified transcript from a Michigan community college automatically fulfills the university's general education requirement.

The university awards four transfer credit hours for service in the U.S. military to veterans, reservists, National Guard, and active-duty service members; submission of a valid DD Form 214 (Certificate of Release or Discharge from Active Duty) is required. In addition, up to 12 additional credits hours may be awarded for training documented on the Joint Service Transcript of military training. Award of credit hours is based on the Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American Council on Education.

Students who wish to take courses elsewhere during the summer session or through concurrent enrollment during the academic year must obtain approval to take the course from an academic advisor/dean/chair or program Director before enrollment for the coursework to transfer to the university.

Graduate Success

The university monitors and evaluates several student success indicators, which may vary by academic unit and program. At the undergraduate level, career outcomes data are collected from several sources, including annual exit surveys, LinkedIn, and ORCID. The Career Services Office (CSO) conducts a bi-annual survey of graduates and publishes an annual report including employment rates, location of employment, future educational plans, volunteer service (e.g. Peace Corps, etc.), and more. These data are made available to the public online.

The Graduate School in 2014 implemented a doctoral alumni census, which tracks the career progress of university Ph.D. recipients for a period of 15 years or more. Current data from the 2015 census identified more than 85% of the more than 2,900 Ph.D. recipients from this period. These data are stored in a Salesforce® database, structured to support the National Institutes of Health-funded BEST (Broadening Experiences in Scientific Training) and REBUILD (Research Enhancement for Building Infrastructure Leading to Diversity). Outcomes are published via a dashboard. The university also uses information from the National Science Foundation Survey of Earned Doctorates.

Many professional schools are required to track, monitor, and report student job placement and acceptance into postgraduate training programs for program accreditation. The College of Nursing conducts end-of-program assessments for both the Bachelor of Science and Master of Science in Nursing programs. Both degree programs include Overall Learning, Overall Effectiveness, and Professional Standards as indicators of success, with a goal of 75% used to indicate that standards have been met. The BSN program also tracks successful completion of the registered nurse licensing examination (NCLEX), which is a prerequisite for licensure as a registered nurse. The School of Medicine tracks where its graduates complete their residencies, and surveys institutions to assess graduate preparedness, among other predictors of success. The Law School tracks student employment in various categories, including type, length, and whether a law degree is a position requirement.

Appendix H of the Federal Compliance Filing reports additional information on university processes for evaluating the success of its graduates.

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

Good assessment practice requires an effective assessment process and support structures, which in turn enable programs to identify and assess achievement of learning goals and then to use that assessment evidence to improve student learning.

To establish and sustain an effective process and structures for assessment, in October 2012 WSU licensed assessment software (Compliance Assist) for consistent documentation of program-level assessment planning, and in September 2014 appointed a Director of Assessment charged with expanding, managing, and supporting program assessment across campus.

The Director of Assessment is advised by the University Assessment Council (UAC);UAC membership includes the Director of Assessment, the Associate Vice President for Institutional Effectiveness, representatives of each school/college, and representatives of the student services and co-curricular programs. In consultation with the Director, the UAC provides guidance, support, and feedback on assessment of student learning and the use of assessment results to improve student learning. UAC members inform the campus about assessment processes, resources, and opportunities, and encourage participation in assessment. The UAC has institutionalized the process of assessment by developing:

- Guidelines for program assessment planning
- A standardized timeline for the assessment cycle and
- A centralized reporting system

The following initiatives have contributed to more effective assessment processes and achievement of learning goals, including:

1. Delivery each semester of structured **faculty and staff workshops** on program assessment to complement the work of the Office for Teaching and Learning. Between September 2014 and December 2016, the Director of Assessment offered 66 university-wide and department- or program-specific workshops and presentations, which 455

faculty and staff attended. The Office for Teaching and Learning offered 26 workshops related to assessment, with 162 attendees.

2. **Development and launch of the Assessment website**. The site provides a mission statement, multiple professional development resources for learning about program assessment, support for documenting assessment, a university assessment timeline, and progress reports from college, school, and student services/co-curricular units. In November 2015, the National Institute for Learning Outcomes Assessment (NILOA) promoted the university's Assessment website as that month's NILOA Featured Website, a service "intended to point others to promising practices in innovative and transparent online communication of student learning outcomes assessment."

3. Identification or creation of college/school/division and department **assessment committees** and department-level program assessment coordinators. These were created with the goal of providing feedback, monitoring, and communication in support of program assessment.

4. **Creation, piloting, norming, and use of an assessment plan feedback rubric**. The feedback rubric was piloted in program reviews for several units, including Education; Fine, Performing and Communication Arts; Honors; Medicine; Pharmacy and Health Sciences; and Student services. It was then used to score 40 AY14-15 assessment plans and 37 AY15-16 assessment plans as part of the institutional process for understanding campus-wide assessment practices. **Reports of the AY14-15 and AY15-16 results** of the rubric reviews showing growth in use of good assessment practices were presented to the Provost, the deans, and the individual programs in winter and fall 2016. University Assessment Council members met with representatives of reviewed programs in fall 2016 to provide feedback from the reviews and support good assessment practices. All programs and units are encouraged to use the rubric to improve their assessment processes.

5. **Development and implementation of a plan for assessing the state of assessment**. Complete reports of the AY14-15 and AY15-16 assessments are accessible to the public online through the Assessment website homepage.

6. **Standardization of monthly reporting of assessment plan documentation**. Monthly reports are sent to the provost, deans, University Assessment Council, and other groups as relevant. Each report specifies which elements of the assessment plan have been completed to date. Reports are provided at the *[university,](#) college/school/unit, and program* levels.

7. **Opportunities for peer-to-peer support.** In winter 2016, 25 faculty and eight staff members from 27 programs were invited to present their assessment work in campus-wide peer-to-peer forums. Of those, 26 faculty and staff representing seven schools and colleges and 23 academic and co-curricular programs presented their assessment plans in a series of six forums between March and May 2016. An additional 14 presenters have spoken at four forums during AY16-17. Some presenters also provided abbreviated versions of their presentations, which are posted on the Assessment website to extend both the recognition and the availability of positive examples across campus and beyond.

8. **Establishment of recognition events.** Beginning in 2015, the President and Provost publicly recognize faculty and staff assessment efforts at an annual recognition luncheon. The inaugural event (October 2015) was followed by a second annual event in October 2016 which included posters and table tents highlighting the effective use of assessment

data to improve student learning in 24 programs. More than 60 faculty, staff, and administrators participated on each occasion. In addition, the Provost prepared individual recognition letters for the presenters at faculty development events and attended the 2016-2017 peer forum events.

9. **General Education Program Assessment**. In discussion with the Provost's Office, the General Education Oversight Committee (GEOC), and the General Education Reform Committee, the Director of Assessment presented potential uses of existing data from the National Survey of Student Engagement (NSSE), and from supplemental questions on the Student Evaluations of Teaching, as a means of more formally assessing the General Education program; and proposed piloting of course-based assessments. Based on concerns about the existing indirect measures, the GEOC decided to continue reviewing existing data, and to pilot the use of course-based assessments for one learning outcome in fall 2016 and winter 2016. Due to the departure of a key faculty member, the planned piloting of oral communication was not feasible. The Director of assessment has also participated in General Education Reform Committee discussions of well-devised learning outcomes statements and integration of assessment throughout the program's design and implementation.

10. **Better integration of program assessment and APR**. In 2015, APR instructions to programs, and internal and external reviewers were updated to incorporate a longitudinal review of program assessment data and an explicit section asking programs to identify how they have used assessment data in programmatic decisions. This mirrors longstanding practices in many periodic self-studies for accredited programs.

As a result of these initiatives, documentation of program assessment has increased substantially since the 2012-2013 adoption of Compliance Assist, and most notably since the AY14-15 appointment of the Director of Assessment and establishment of the UAC. The documentation that each academic and co-curricular/student services program submits in their annual assessment plan includes:

- Program mission
- Program learning outcomes (Outcomes are posted online annually and are accessible to the public.)
- Assessment methods
- Results
- Action plans
- Timeline for implementing each action plan
- Plan for reporting assessments to stakeholders

Templates for documenting each item and guidelines for best practices are provided on the Assessment website and are presented at workshops. In addition, a policy effective starting in 2014-2015 requires academic departments to ensure that all syllabi explicitly state course learning outcomes.

Almost all programs have developed an assessment plan to improve student learning. As of January 2017:

- 96% of programs have clearly-stated program learning outcomes, which are articulated by faculty in academic programs and by staff in co-curricular and student service programs.
- 98% of programs articulated at least four learning outcomes in 2016-2017, compared to 12% in 2013-2014.
- 88% of programs gathered evidence of student learning in 2015-2016, compared to 22% in 2013-2014.
- 89% of programs identified action plans based on the evidence gathered in 2015-2016, compared to 20% in 2013-2014.
- 83% of programs established a plan for reporting assessment activities to their stakeholders in 2015-2016, compared to 0% in 2013-2014.

Program faculty and staff determine how to assess outcomes using a range of assessment methods, such as course-based assignments, local and national tests, essays, evaluations of clinical experiences, performance juries, portfolios, and surveys of students and employers. Program faculty and staff are encouraged to utilize direct measures of learning outcomes (e.g., exam questions, essays, projects, clinical evaluations) on a regular basis and to determine whether their action plan has the desired effect on student learning. Indirect measures are recommended as complements to build a more robust understanding of student learning.

The university-wide General Education program, like all other programs, includes student learning outcomes, which are assessed through supplemental questions about student learning appended to each semester's Student Evaluation of Teaching. The General Education Oversight Committee is responsible for reviewing the results and establishing an action plan for program improvement.

As a result of assessment efforts, faculty and staff report a wide range of changes in support of student learning. Faculty and staff responding to the fall 2015 and 2016 assessment surveys reported they have made changes to curricular content or requirements; more clearly defined their program mission or learning outcomes; improved their pedagogical approach to instructional delivery, course content, or assignments; and/or increased consistency across sections of the same course, and more.

A sample of specific examples from academic and co-curricular/student services programs reveals a range of improvements that parallel the changes reported in the survey data:

- Bachelor of Music faculty introduced strategy training in aural skills to overcome a common obstacle to student development and retention in the early stages of the program. Results indicated an improvement in the first cohort's aural skills and success in the key introductory courses, but a decline in the AY15-16 cohort. As such, faculty plan to investigate additional factors that might have an impact on student success in AY16-17.
- B.A. in English faculty identified lower than expected performance on close reading among students in their analysis of senior seminar and Writing Intensive essays. In response, they have identified multiple strategies for increasing students' opportunities to develop this skill across the curriculum as well as in extracurricular activities.

- B.S. in Biomedical Engineering faculty's course-based assessments of students' skill at design indicated a need for more instruction in risk assessment and design, leading the program to introduce Food and Drug Administration case studies into one course and increase mentor interactions with design team participants.
- Housing and Residential Life, using Educational Benchmarking, Inc. (EBI) survey results, identified a need for additional training for resident assistants on providing academic support and building rapport. Training sessions on both were implemented in fall 2016. Another round of assessment is planned to evaluate the effectiveness of that training.
- Learning Communities staff use survey responses from faculty and student participants to enhance program design and participants training efforts annually.

All programs' assessment plans are available for review (part 1; part 2).

Evidence that WSU's assessment processes and structure are building good practice in assessment is found in the substantial number of faculty and staff that participate in ongoing, cyclical assessment of student learning, in the growing body of assessment leaders, and in the quality of assessment planning over time:

Substantial faculty and staff participation: Although the Office of the Provost oversees the entire assessment process, the university considers faculty and staff to be experts in their curricula, so each program is responsible for its own assessment planning, design, and implementation. Several data points from the AY14-15 and AY15-16 WSU Assessment annual reports indicate a high level of participation:

- In 2014-2015, 98% of the 370 campus programs involved in assessment had at least a partial assessment plan, and 83% had complete assessment plans. In 2015-2016 those figures rose to 99% and 87% respectively.
- Approximately 650 individuals in AY14-15 and 934 in AY15-16 participated in some form of professional development in assessment, either an assessment workshop, meeting, forum, or individual consultation with the Director of Assessment.
- At least 376 faculty and staff served on assessment committees or as assessment coordinators in AY15-16, up from 157 in AY14-15.
- 233 faculty and staff involved in documenting programs' assessment plans as active Compliance Assist users in AY15-16, down slightly from 259 in AY14-15 due in part to a reduction in the total number of open programs and in part to consolidation of responsibilities.

Assessment leaders: Faculty and staff are increasingly serving as assessment resources for their colleagues. Peer-to-peer program assessment forum presenters, program assessment coordinators, and workshop presenters provide colleagues with examples and expertise in assessment. In addition, University Assessment Council members provides leadership and support across campus for assessment, and some of the schools and colleges have their own committees or groups responsible for addressing assessment across their departments and programs. Examples of particularly active groups include Fine, Performing & Communication Arts' assessment coordinators and the College of Education's Assessment Committee.

Quality of assessment planning: Evidence from a review of a sample of programs comparing those whose faculty had participated in professional development to programs whose faculty had not suggests that professional development has a positive impact on both the quantity and the quality of assessment planning. University survey data from fall 2015 and fall 2016 indicate growth in knowledge about the assessment cycle and its purposes, confidence in individuals' ability to develop and implement an assessment plan, and the benefits of assessment, all of which suggest a maturing culture of assessment.

The WSU Director of Assessment and the University Assessment Council continue to gather annual evidence of assessment practices and use that information to guide future actions. For example, in response to the *"assessment of assessment"* results, the Director of Assessment and the UAC developed an action plan to improve professional development efforts, increase opportunities for peer-to-peer interaction around assessment, advance the timeline for UAC review of assessment plans to provide more timely feedback, and promote the use of the assessment plan feedback rubric within the schools and colleges.

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Retention, Persistence, and Completion Goals

Student retention, persistence, and completion have been prominent foci of the university's **current** and **immediate past** strategic plans.

Evaluation of retention and graduation in the 2006 strategic plan was vested in the President's Committee on Undergraduate Retention, which led to **recommendations** for the Retention Implementation Task Force, chaired by the Provost. Its **final report in 2010** established an implementation strategy, and in response the Provost called for leveraging institutional data to understand the university's retention and graduation patterns and the role of student characteristics in those patterns.

A 2011 analysis of historical and current data and comparison of the university's performance with its peer institutions yielded the following observations:

- The WSU six-year graduation rate (31%) was the lowest of 15 Michigan public state universities.
- The university's entering 2010 freshman class ranked 11 of 15 Michigan public universities as measured by median composite ACT scores, and 15 of 15 as measured by mid-50% ACT composite scores
- The percentage of the university's 2010 entering freshman class with a GPA of 3.0 or higher (62%) ranked 11 of 15 public state universities.

- Compared to its national peer institutions, WSU ranked 14 of 16 in one-year retention, and 16 of 16 in its six-year graduation rate.

WSU students with an ACT score lower than 15 and/or a GPA lower than 2.5 had less than an 8% chance of graduating within six years. Twenty-three percent of the 2010 entering freshman cohort fell below this threshold.

Planning, analysis, and feasibility studies conducted during 2011 led to development of a comprehensive strategy for student success, which was presented to and endorsed by the BOG in February 2012 as the Student Success Initiative.

Among actions of the Student Success Initiative was establishment of the Graduation Action Committee (GAC), which, in early 2013, established a six-year graduation rate goal of 50% by 2021 (up from a baseline of 26% achieved in 2011 by the 2005 cohort).

The established goals are ambitious given that the 50% six-year graduation rate targeted for 2021 is nearly twice the rate of 26% achieved in 2011 by the 2005 cohort, yet they are achievable. The university has already improved its six-year graduation rate by nine percentage points between 2011 and 2015 (from 26% to 35%) and has devoted substantial investments to academic advisors student self-service systems, data systems to monitor student progress, the APEX Bridge Program, the Academic Success Center, and the Office for Teaching and Learning. These goals are appropriate for the student populations because similar rates are observed in peer institutions with similar student populations.

President M. Roy Wilson took office as WSU's 12th President on Aug. 1, 2013; among the President's early actions was initiation of a new strategic planning process (Section 5.C.) that would address retention and graduation goals with new rigor. To accelerate progress, the Provost on Aug. 31, 2015 issued a memo calling on deans to develop four year degree templates for every undergraduate program to enable completion of a bachelor's degree within four years of matriculation (example).

At the graduate level, policies place a limit on the allowable time for degree completion for master's and doctoral students. The time-to-degree goal for Ph.D. programs is seven years, and six years for Master's programs.

Collection and Analysis of Data

The Office of Institutional Research and Analysis (IR) calculates student retention and graduation rates based on student record data stored in the Banner system in accordance with Integrated Postsecondary Education Data System (IPEDS) definitions.

Data are disaggregated by cohort, school/college, program or major, race/ethnicity status, and gender; and monitored longitudinally. FTIAC student retention rates are monitored at points of 1-8 years, and graduation rates at points of 3-10 years; transfer students are monitored at similar points after transfer. Data are made available to academic administrators and other users through the online IR Reporting Dashboard, which enables users to view data by cohort, as well as by

multiple variables. Other reports to academic administrators are also available through the Student Tracking, Advising, and Retention System (STARS).

Annual progress on retention and graduation is monitored by the Associate Provost for Student Success, the Graduation Action Committee, and the schools and colleges. These retention and graduation data are frequently updated and shared with senior leadership and disseminated to faculty via college councils and the Academic Senate. The university also routinely monitors the number of undergraduates who are asked to leave the university for failing to meet the criteria for good academic standing or disciplinary matters, the rate at which students drop courses, and the rate of credit attainment.

Use of Retention, Persistence, and Completion Information to Make Improvements

The university has studied and invested in student retention in a sustained manner.

The 2006-08 Faculty Task Force on Student Retention included recommendations that inform current efforts, including culture, data monitoring, faculty involvement, orientation, high expectations, expert teaching of remedial courses, advising, financial aid, and peer mentoring. The administration responded to this report in 2009 with a summary of administrative actions taken in response.

The work of that task force led directly to the Retention Implementation Task Force Final Report, the Student Success Report, and the endorsement of the Student Success Initiative by the Board of Governors.

The BOG authorized funding of a Strategic Retention Initiative, committing $4M in FY 2012, increased to $9.9M by FY 2015. The primary recommendations include improving the following areas:

1. Curriculum, especially general education;
2. Academic advising;
3. Support for teaching and learning;
4. Support for under-prepared students;
5. First-year experiences and learning communities; and
6. Financial aid

Specific examples of the use of data to inform and guide retention and student success initiatives include:

1. **Development of learning communities (2006):** In the first year, learning community freshmen had first- to second-year retention rates 10% higher than other freshmen. By 2010, more than 40% of FTIACs were in learning communities, and first- to second-year retention jumped to 76%, driven in part by increased retention among learning community students. In 2016, more than 4,000 students are participating in more than 40 learning communities.

2. Development of an alternative mathematics competency path **(2007; 2016)**: High failure rates in the developmental basic algebra course (MAT 0993) and college algebra (MAT 10150) led to development of a course for non-STEM majors (MAT 1000), and establishment of the Rising Scholars Program (RSP). As a result, the number of students successfully completing the math competency requirement increased threefold in a five-year period. Further, the RSP has eliminated the outcome gap for African-American students in Elementary Algebra. Since RSP students have higher retention rates for at least seven semesters after taking the course, RSP has also contributed to the 2009 jump in retention.

3. Outreach targeted to at-risk students: Early academic alerts enable advisor intervention by identifying students who, at mid-semester, are projected to receive a course grade of C- or lower; and by identifying at mid-year students who have not enrolled, or who have active holds preventing registration. Significant university investment in technology and tools (WAMS, SMART Check, Degree Works, Change of Major Program (CHOMP), EAB Advising Works) has increased the depth and breadth of student information available to faculty and advisors. Based on the Graduation Action Committee's review of **evidence** that students were facing unnecessary barriers, the university dropped the computer literacy exam requirement, changed scoring for the critical thinking exam, and offered a new schedule for basic composition.

4. Development of a new course scheduling protocol (January 2016): The protocol, which includes an efficient, student-centered course scheduling matrix and improved final exam schedule, launched in winter 2017; an interactive tool to analyze course schedules will enable exploration of areas for improvement.

5. The Undergraduate Advising Initiative doubled the number of academic advisors on campus in response to inadequate advising capacity.

6. Development and implementation of new, student-centric online tools:

- The Wayne Advising Management System (WAMS), which enables students to schedule advising appointments 24/7 through mobile devices;
- SMART Check, which informs students how dropping or withdrawing from a class will impact time to graduation and financial aid; and
- Degree Works, a degree audit and academic planning tool.

The university continues to support more traditional opportunities for student success as well. These take the form of a first-year seminar, tutoring, and supplemental instruction in the Academic Success Center, various workshops, ongoing support through Learning Communities, a summer bridge program, and the APEX Scholars program. In 2015, the university established the Office of Multicultural Student Engagement, created to develop and implement initiatives that promote student success, outreach, and awareness for underrepresented and historically marginalized students. Significant investments have also been made to support students experiencing financial difficulties (e.g., the Helping Individuals Go Higher program), those requiring counseling services, and returning veterans (by the university's award-winning Student Veteran Resource Center). Furthermore, the Student Disabilities Services Office offers a comprehensive suite of support services, including expanded support for deaf and hard of hearing students.

Processes and Methodologies Reflect Good Practice

Institutional Research (IR) extracts, reconciles, and analyzes university data and is the primary source of the university's internal and external official statistics. It also oversees university participation in several national studies of higher education (e.g., NSSE, LSSE, UCLA/HERI Freshmen Survey, U.S. News Rankings, Delaware Study, and CUPA-HR) while complying with external reporting mandates from state and federal governments and other regulatory entities such as the Higher Learning Commission, bond agencies, and the National Student Loan Clearinghouse. IR primarily relies on completion and use of the Common Data Set for nearly all external reporting.

IR relies on standard data collection techniques (survey, focus, field, secondary, etc.) and the use of standard parametric and non-parametric statistics for analyses and predictive modeling utilizing a multitude of statistical software options. Every attempt is made to include trend analyses and comparative results (benchmarks, peer comparisons, and national norms). Also, IR attempts to integrate research from multiple studies, such as retention research, NSSE, and internal student surveys. IR maintains a comprehensive student database for tracking, reporting, and analyzing student progress toward degree completion, on a semester-by-semester basis. Analysis of trends drives strategic action through development of targeted strategies to achieve goals.

In collaboration with the Data Governance Committee, IR establishes and maintains university data definitions and protocols for information on student retention, persistence, and completion of programs. Integral to university metrics are the Integrated Postsecondary Education Data System Graduation Rate Survey protocols, with select extensions and additions for internal reporting and tracking purposes. Base cohorts represent fall term first-time, full-time new entering freshman students, defined as having no post-high school, college-level completed credits (excluding summer in the year of high school graduation) and referred to as FTIACs. These cohorts derive from official enrollment files that are snapped and frozen each semester on the last day to add classes or drop with tuition refund (census day). Retention and persistence are generally measured by tracking fall-to-fall semester enrollments as of the census day, which generally falls at the end of the second week of the term. Graduation rates measure baccalaureate degrees received by year, with each year defined as fall-through-summer semesters of that year. For example, the category of degrees granted in 2014-15 includes fall semester 2014, spring semester 2015, and summer semester 2015. In addition, cohorts of new transfer students are defined and tracked for persistence and graduation following the same basic rules used for freshman students, while controlling for additional variables such as number of transfer credits earned, and transfer institutions. Also, enrollment information for all semesters, including spring and summer, is collected and tracked to enable more detailed analyses.

Several additional variables allow for more detailed analyses and modeling, including demographics such as home location, first generation status, financial aid data, and others; enrollment indicators such as college of enrollment, first college choice, majors, and minors; and performance measures such as grade-point averages, credits attempted, credits completed, and grades received. These additional data support statistical modeling to identify predictors of graduation and persistence and to inform policy and procedure development. In addition, many

professional program processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs are specified by accrediting bodies and reflect national standards.

For public reporting, IR creates a set of web-based aggregate graduation/retention reports. Another set of more detailed reports for internal users are also created, including numerous custom, on-request reports that factor in other variables such as entry test scores (e.g., ACT Composite), Pell grants, and various student activity flags. As an example, the American Institutes for Research posts various performance rankings and trends online.

Student-facing tools include the implementation of Salesforce® in the Student Service Center to facilitate recruiting, admissions, and case management for financial aid support services, and the utilization of STARS and Degree Works for undergraduate advising.

The university also participates in several consortia and data exchanges to benchmark and extend its knowledge of the retention, graduation, and educational attainment of students, including the consortium of higher education agencies advancing the Student Achievement Measure, in which universities report the four-year and six-year graduation rates for all students. The university utilizes a publicly-articulated list of benchmark, peer institutions that were last formally reviewed in AY2011-12.

Robust reporting regularly takes place across the university. Regular budget reports are published, as well as regular reports to the Board of Governors, senior staff, Council of Deans (from which information is then cascaded), directors, and academic support staff (e.g., academic advisors). Institutional Research produces analyses for the Student Success Office as well. Advisors share information through the annual Advising Summit and an advising implementation team that meets monthly to improve access and outcomes. At the graduate level, student success dashboards report on career outcomes, including graduation rates, persistence, and time-to-completion of degree and certificate programs. Recent discussions and action items have focused on new outreach to newly admitted students, required orientation attendance, changes in drop/add policies, and a new "rolling" course registration policy.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

There is no argument.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

The Constitution of Michigan established the Board of Governors (BOG) as WSU's controlling board, charged with general supervision of the institution and the control and direction of all expenditures from the institution's funds; and with electing a president of the institution under its supervision. As described in Section 2.C., the BOG comprises eight members elected by the people of Michigan. The BOG enacts bylaws and promulgates university policy at the highest level through statutes codified as the Wayne State University Code Annotated (WSUCA).

For example, WSUCA Statute 2.12.01 (Organization of the University) identifies the principal divisions of the university, and defines the elements of university organization that can only be changed by the BOG, while also stating the President's full executive authority to make operational decisions not reserved to the BOG.

The BOG bylaws establish meetings of the board and its committees; BOG officers; and committee structure, composition, procedures, and responsibilities. The committee structure established by the bylaws of four standing committees ensures a process for comprehensive study and consideration of issues before such issues come before the full board for formal action. Bylaws also establish faculty and student participation with vote in each standing committee. Each committee is supported by institutional executive officers, faculty, and staff to ensure that governors have access to resources required for informed decision-making.

The BOG Chair appoints governors to one of four standing committees:

1. Budget and Finance
2. Personnel
3. Student Affairs
4. Academic Affairs

BOG bylaws also establish the Executive Committee, which comprises all BOG members in office and the President; and the Audit Subcommittee of the Executive Committee, which operates by charter. The Executive Committee meets in private as permitted by law.

The BOG and its standing committees meet publicly to execute responsibilities as charged by the Constitution of Michigan. Meeting notices, agendas, and supporting documents are posted on the public BOG website (bog.wayne.edu) in advance of meetings. BOG and committee agendas include presentations by the President's Cabinet, WSU administration, faculty, and staff; presentations may inform committee or board action on specific issues, or may provide updates on institutional programs or operations.

Collective standing committee responsibilities as defined in the bylaws provide comprehensive BOG oversight of the institution's financial and academic policies and practices, and ensure that governance meets its legal and fiduciary responsibilities. Deliberations and actions are documented in committee meeting minutes and BOG Official Proceedings and posted on the public BOG website, on which official documents from 1976-present are accessible.

The WSU spirit of shared governance is affirmed at the highest level of the institution by the BOG. Through its bylaws, which establish faculty and student participation with vote in each of four standing BOG committees (3.15). Faculty committee representatives are appointed by the Academic Senate and student representatives are appointed by the Student Senate. Designation of a faculty and student alternate to each committee ensures continuity of representation at all meetings.

Shared governance cascades throughout the institution by governing and advisory committees, and collective bargaining agreements:

- WSUCA Statute 2.26.04 designates the Academic Senate as the formal channel of communication between the faculty and the President and BOG, and establishes the Senate's authority and responsibilities for formulation and review of educational policy affecting the university as a whole, working with university officers designated by the President. The Academic Senate bylaws establish its governance structure and procedures.
- The AAUP-AFT collective bargaining agreement (CBA) ensures shared governance through many CBA provisions. For example, Article XXVII of the CBA codifies establishment of bylaws in every academic unit; and establishes the rights of bargaining-unit members to participate with vote in the academic-governance activities addressed in Articles XII (Compensation), XVIII (Selection Advisory Committees), XXX (University-Wide Committees), and XXXI (Budget Advisory).
- As established by the CBA, faculty members participate in governance in their individual academic units, through the committee structure established by unit bylaws; and in the

governance of their school/college, through the structure established by school/college bylaws.

- The Student Senate is the formal channel of communication between the students and WSU administration. It appoints members to BOG standing committees; and designates representatives to serve on university committees, such as the Tuition and Fee Appeals Board and the Promotion and Tenure Committee. The Student Senate bylaws establish its governance structure and procedures.
- WSUCA Statute 2.22.01 establishes the Graduate Council and its authority and responsibility for development of basic policies for the graduate education system, designates the Graduate School Dean as its chair, establishes the composition of its membership, and empowers it to develop procedures, which are documented in the Graduate Council bylaws.
- WSUCA Statute 2.43.03 establishes the General Education Oversight Committee to implement the General Education program. The statute addresses committee composition and empowers the provost to appoint its chair.
- The Council of Deans and the Academic Senate Policy Committee meet regularly with the Provost to exchange counsel and develop strategies responding to opportunities and challenges.

Ad-hoc committees are appointed and charged as required to address discrete issues; examples include the Strategic Plan Steering Committee and the HLC Steering Committee. (The membership of both examples included faculty, students, and staff.) As in these examples, Ad hoc committee membership may include faculty, student, and staff.

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5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

Fiscal Resources
For additional detail, refer to audited financial reports from fiscal years ending 2013, 2014, and 2015.

Over the past decade, Wayne State University (WSU) has navigated economic challenges common to all public institutions of higher learning, and has risen to challenges that disproportionately affect institutions with missions of access and opportunity. Despite a steady decline in state funding, WSU has reallocated nearly $10M in internal resources to advance priorities of student success, and access and opportunity for underserved populations. WSU has enhanced support systems to improve retention and graduation rates, and increased institutional financial aid to maintain cost and affordability.

As reported by the U.S. Department of Education College Scorecard, WSU tuition costs are below the national average, and student earnings after graduation exceed the national average. As presented to the BOG Budget and Finance Committee on June 16, 2016, for a student taking 24 credit hours in AY2016-17, WSU's resident tuition for lower division students is approximately $830 below the Michigan public university average, lowest among the state's three research universities, and 10th among the State's 5 public universities.

Since WSU's last HLC comprehensive review (2007), new strategic institutional investment has returned positive results as demonstrated by full-time FTIAC cohorts, which are further evidence of improved value to students:

- An improvement of nearly 13 percentage points in the 2nd-year retention rate, from 68.8% measured in 2006; to 81.6% in measured in 2016; and
- An improvement of 11 percentage points in the six-year graduation rate of 28.1% (2000 entering cohort, measured in 2006); to 39.1% (2010 entering cohort, measured in 2016).

WSU's FY2017 Current Funds Budget includes total revenues of $986M and total expenditures of $984M.

- Total revenues are 64% general funds ($631M), 8% designated funds ($78M), 5% auxiliary funds ($50M), and 23% restricted funds ($227M).
- Total expenditures are assigned 54% to primary mission activities ($370M instruction and public service, $163M research); 32% to support programs ($117M scholarships, $79M institutional support of administrative operations, $117M to academic and student support) 3% to auxiliary ($33M), 6% to plant operations ($60M), and 5% to debt service and plant improvements ($45M).

General fund revenues referenced above ($631M) are direct support for student education; they derive 31% from WSU's state of Michigan appropriation ($196M), 62% from tuition and fees ($391M), 6% from indirect cost recovery ($38M), and 1% from investment income and other sources ($6M). Compensation (salaries and benefits) accounts for 63.7% of projected general fund expenditures ($243M academic, $159M non-academic), a 3.8% increase from FY2016.

Consistent with External Environment Findings presented in the HLC 2020 Strategic Plan, WSU has experienced *"state disinvestment"* at the same time it has experienced *"declining or shifting enrollments."* WSU's recurring state appropriation was reduced in FY2012 by 15% ($32M); accelerating a trend that began in FY2002, when the state appropriation to WSU supported 63% of the cost of a student's education, with 28% coming from tuition and fees. In FY2017, the state appropriation will cover just 31% of the cost of a student's education, with tuition and fees increasing to 62%.

In FY2013, the state implemented six performance funding metrics to allocate incremental funding increases to its 15 public universities.

- In four of the six categories, universities are scored on their performance relative to public universities across the nation sharing the same Carnegie Classification of Institutions of Higher Education (CCIHE) Basic Classification.
- Michigan's three research universities (WSU, Michigan State University, and the University of Michigan) are therefore compared to public universities with the Basic Classification of R1 Doctoral University: Highest Research Activity (R1).

Application of this methodology has negatively affected WSU's annual increase in all subsequent years, because relative performance evaluation based only on the CCIHE Basic Classification does not consider levels of part-time students (captured in the CCIHE Undergraduate Profile Classification). In fact, of 81 U.S. public universities classified as R1, only 11 share WSU's CCIHE Undergraduate Profile Classification, which differs from its state peers in that it is higher in part-time students. This skews state and national peer comparison of certain performance metrics (e.g., the six-year graduation rate).

WSU President M. Roy Wilson explained this issue in plain terms in his Testimony before the Michigan Senate Appropriations Subcommittee on Higher Education (Feb. 19, 2015). And in an announcement of the FY2017 budget, President Wilson commented:

"We have always been a university of excellence but also a university of opportunity. Many of our students work full or part time, have families, or come from challenging economic situations, but they have the talent and desire to succeed. More exclusive universities might not admit them, but we provide them with the opportunity for a college education. We think this is an important mission for both the students and the state. Unfortunately, [the state's] current metrics formula doesn't fully recognize this critical mission."

Strategies to increase annual performance-based allocations from the state:

- Consistent with its institutional priority of Student Success, WSU's long-term strategy is to improve performance in metric-sensitive foci (i.e., undergraduate degrees completed in critical skill areas, the six-year graduation rate, total degree completions).
- As a near-term strategy, WSU is advocating with state legislators and policymakers to consider the unique mission, contributions, and challenges of Wayne State University as an urban research university and *"the realities of student demographics, including first-generation students, the underserved, those focusing on workforce development, and the adult student population."* (Guiding Framework for Student Success [Beyond the Horizon: HLC 2020 Strategic Plan])

To safeguard WSU's historical mission of student access and inclusion, 9.1% of its 2017 general fund budget ($6M) was reallocated to institutional student financial aid for a total $72.35M – an increase of more than 250% since 2006. In FY2016, WSU awarded more than $331M in financial aid (federal, institutional, private, outside and state) to 26,915 undergraduate, graduate and professional students.

Human Resources
WSU is among the largest 25 employers in southeastern Michigan. Approximately 66% of its workforce is recruited from a four-county statistical area consisting of Macomb, Oakland, Washtenaw and Wayne counties. Faculty are recruited from a national candidate pool of individuals who hold doctoral and specialty degrees. Executive and some management-category positions also are recruited from a national labor employment pool. Staff are recruited primarily from a local labor pool. At a census taken on Dec. 31, 2015:

- WSU employed 7,700 persons, both full and part time, including temporary employees. Full-time employees numbered 4,927; including 1,677 faculty and 3,250 staff.
- A full-time faculty of 1,677 provides a solid foundation for WSU's academic and service missions, and approximately 1,000 part-time faculty members assure instructional continuity and cover variable needs.

Compensation (salaries and benefits) accounts for 63.7% of projected general fund expenditures ($243M academic, $159M non-academic). This level of staffing enables WSU to adequately meet its teaching, research, and service missions.

Refer to Section 3.C. for further information about faculty and staff qualifications and training.

Human Resources (HR) manages processes to ensure that non-academic staff are qualified and trained. As described in Section 2.A., a robust online system of University Policies, supported by the Administrative Policies and Procedures Manual, promote institutional compliance.

Facilities and Infrastructure
WSU's facilities and physical infrastructure support its current and projected operations and requirements. The campus currently includes approximately 12M sq-ft of space in 120 buildings across 210 acres. Facilities Planning and Management (FP&M) supports teaching, research, and service programs by providing a safe, attractive, well-maintained, and functional campus.

A Capital Outlay Plan is prepared annually and updates a five-year rolling planning horizon.

- As presented in Section 5.C., the 2020 Campus Master Plan (developed in 2001 and updated in 2008 and in 2012) guided strategic capital planning, as documented in Five-Year Capital Outlay Plans for 2014-2018, 2015-2019, and 2016-2020.
- The Five-Year Plan for 2017-2021 set in motion a process to develop a new Campus Master Plan.
- The plan for 2018-2022 (presented to the BOG on Jan. 27, 2017) includes progress toward development of a 2025 Campus Master Plan.

Each annual Capital Outlay Plan incorporates the institution's submission the Office of the State Budget. Included in this document is a comprehensive Facilities Assessment, which addresses the following:

- Functionality of Existing Structures and Space Allocations to Programs, Deferred Maintenance and Facilities Condition, Current Replacement Value
- Strategic Energy Plan
- Facilities and Land Use
- Building and Classroom Utilization Rates
- Mandatory Facilities Standards
- Bond Status

Student Housing
WSU has historically been a commuter school; approximately two-thirds of WSU's undergraduate students do not live on campus. Student housing been at occupancy (above 90%) in seven of eight years since 2008. At opening of fall semester in 2015, student housing occupancy was at record numbers and required establishment of temporary accommodations in residence hall lounges (21) and in a nearby hotel (87). Waitlists for all types housing units started July 23, 2015, and have exceeded 550 students.

Responding to overwhelming student demand, in fall 2015, President Wilson charged Finance and Business Operations with a housing master planning process to assess current facilities, evaluate current and future housing demand, and develop a long-term economic model. The process was conducted in consultation with an external development advisor; the product was a ten-year Campus Housing Facilities Master Plan (vetted with the BOG Budget and Finance Committee on Jan. 29, 2016). Following a seven-month RFP and negotiation process, WSU

presented final recommendations to the BOG through its Budget and Finance Committee on Sept. 23, 2016. As documented in the Report of Actions, the BOG authorized the university to:

1. Enter into a public-private partnership with Corvias Campus Living, LLC to operate campus housing facilities; and
2. Execute Phase I of the Campus Housing Facilities Master Plan, at a project cost not to exceed $113,930,000. These Phase I activities will be funded and completed by the partnership from bond proceeds available from an April 2017 new debt issuance by the partnership.

The Wayne State University-Corvias partnership provides approximately $1.4B in total value and compensation over the 40-year term of the agreement. The partnership will enable WSU to execute all facets of its ten-year Campus Housing Facilities Master Plan, which includes 842 new beds and renovations on 3,100 existing beds, as well as construction of commercial and university spaces, without issuing any new university debt. In addition, program funding will defease $102M of existing university debt.

Most important, the partnership allows WSU to retain responsibility for residence hall student life activities, which are critical to fostering student success, well-being, and leadership development.

Campus Safety
2016 Annual Security and Fire Safety Report

The WSU Police Department (WSUPD) comprises 54 university-employed officers who are state of Michigan certified and commissioned as City of Detroit Police Officers. Since 2008, when the WSUPD patrol area was extended several miles beyond campus (see also Section 1.D.), Midtown Detroit crime has decreased by 54% overall. A safer Midtown Detroit has contributed to the neighborhood's resurgence, as reported in the Chronicle of Higher Education, New York Times, and Detroit News.

The WSUPD seeks to vigorously and faithfully enforce the law with uncompromised integrity and without bias; and to provide community-oriented services with efficiency, professionalism and courtesy. The full-service WSUPD is available to the university community 24 hours a day, seven days a week, 365 days a year.

Technological Infrastructure
Computing & Information Technology (C&IT) is WSU's central IT organization, reporting to the Provost as a unit within the Division of Academic Affairs. As a mission-critical academic and administrative support unit, C&IT is highly integrated with WSU's strategic directions, and the C&IT strategic plan responds to each university goal with specific objectives, actions/tactics, and metrics/measures of success.

C&IT is staffed to deliver outstanding support to university operations wherever and however programs are delivered. Led by the Chief Information Officer (CIO) and Associate Vice President for Computing Technology, C&IT has six operating units, each led by a senior

director. The C&IT Performance Scorecard monitors measures of performance level for key systems and services. C&IT continually gathers data about the key IT systems and services used by university students, faculty and staff. The most recent annual IT survey shows 96% of respondents are satisfied with support services; and more than 99% are satisfied with academic, administrative, core, and network system performance. Data on help desk performance, usage levels, and log-in response times are also available on the C&IT website.

Since the last C&IT informational presentation to the BOG (March 27, 2015), C&IT completed implementation of future initiatives, including Microsoft Office 365 for cloud email, document sharing and digital collaboration; the AT&T cloud-based digital phone system; and Academica, an enterprise social portal developed by WSU.

At its meeting of Sept. 23, 2016, the BOG authorized funding for design of a new 10,000 sq-ft Data Center, to provide a current-best-practice environment to support technology and services while offering flexibility for future growth.

The following C&IT committees engage executive, academic, and technology leaders in maintaining and improving the quality of service and technology, and advancing innovation:

- The Information Technology Steering Committee (ITSC) is WSU's executive-level technology steering committee; convened by the CIO, its members represent the President's Cabinet. ITSC sets overall IT policy through strategic-level recommendations to the President.
- The Information Systems Management Committee (ISMC) focuses on enterprise-wide administrative technologies; e.g., the Banner System and associated administrative systems and applications. ISMC recommendations are advanced by the CIO to the ITSC.
- Co-chaired by the University Library System Dean and CIO, the Academic Technology Advisory Group (ATAG) brings together a multi-disciplinary group of faculty and technology staff representing schools/colleges, the University Library System, and C&IT; ATAG aims to create a shared vision for WSU's academic information technology infrastructure.
- The Campus Technology Leaders Council (CTLC) comprises IT leaders from each school/college and division; CTLC leverages collective expertise to address shared challenges and innovative solutions for IT operations, risk management, and infrastructure/support.
- The Academic Senate Facilities, Support Services and Technology Committee addresses specific technology and academic computing needs essential for quality academic programs. The CIO is a liaison to this committee.

Financial sustainability and operational excellence is among seven institutional priorities of "Distinctively Wayne State University," and includes four interdependent goals.

Increase enrollment. A defined strategy to increase enrollment is in early stages. At the time of WSU's last HLC review (2007), the strategic plan included a goal to increase enrollment to 40,000; the peer review team responded as follows:

"Efforts to achieve recognition as a nationally respected public research university while addressing the needs of URM students in a climate of declining financial support from the State of Michigan will require a careful balance of fiscal planning and programmatic decision-making … Recent efforts to bolster student retention for higher graduation rates seems the best strategy for WSU as it seeks to do its part to increase the number of Michigan degree holders."

Given its steadfast commitment to access and opportunity, WSU acknowledges *"the need for a careful balance of fiscal planning and programmatic decision-making."* While increasing enrollment to 30,000 is a goal, student success remains the overriding priority. Provost Keith Whitfield joined WSU on June 1, 2016; among his first actions (July 2016) was recruitment of an Associate Provost for Enrollment Management – a position that had been vacant for more than a year. Development of a strategic enrollment plan is proceeding thoughtfully and deliberately to assure alignment with the priority of student success and WSU's mission of access and opportunity.

Develop a Culture of Philanthropy Throughout the University Community
Since its last HLC comprehensive review (2007), WSU has significantly developed philanthropy as a means to support growth.

- In 2009, WSU not only completed its first capital campaign ("Wayne First: The Campaign for Wayne State University"), it also surpassed the goal of $500M goal by $400M – raising a total of $900M.
- On Oct. 8, 2014, WSU formally launched its second comprehensive capital campaign ("Pivotal Moments: Our Campaign for Wayne State University"). Following a record fundraising year in 2016, WSU reached 80% of its goal to raise $750M by the celebration in October 2018 of its 150th anniversary.

An example of the impact of philanthropy is a 2015 gift of $40M from Mike and Marian Ilitch to build a new business school facility in downtown Detroit, which will accommodate continued enrollment growth in what is now the Mike Ilitch School of Business. The gift is the largest in the university's history and ranks among the top ten gifts ever to a public U.S. business school.

Diversify and Enhance Sources of Revenue
Research is among seven institutional priorities of "Distinctively Wayne State University." Goal #3 is to Grow Research-Based Revenue. WSU strategies to increase research-based revenue funding include securing awards for interdisciplinary and interinstitutional research centers, and for evidence-based, comprehensive educational programs.

As described in Section 1.A., WSU is classified by the CICHE as R1, Doctoral University: Highest Research Activity, a distinction held by only 2.5% of U.S. institutions of higher education. Based on the National Science Foundation 2015 Higher Education R&D Survey, WSU ranked 101 among 905 universities reporting research expenditures; and 70th of 398 public universities.

WSU, Michigan State University (MSU), and the University of Michigan (UM) – the state's three research universities – are partners in the University Research Corridor (URC), an alliance

to spark regional economic development. In 2015, the URC contributed $16.5B to the state's economy, a 30% increase since 2007; including $6.3B and 16,068 direct and indirect jobs to WSU's Detroit Metro region. The URC and other collaborations will grow research-based revenues. Examples of recent grant awards resulting from interinstitutional collaborations:

- $4.8M to examine environmental influences on child health
- $9M for the Michigan Alzheimer's Disease Core Center
- $2.5M grant to foster a more integrated interaction among teachers, parents, and children

Similarly, collaborations will boost educational program funding. WSU is one of only two U.S. universities to receive the highly competitive BEST and BUILD grants, both of which help develop programs to prepare students for their future careers. The $1.8M BEST (Broadening Experience in Scientific Training) program enhances training opportunities to prepare graduate students for careers outside of traditional academic roles.The $21.2M Research Enhancement for Building Infrastructure Leading to Diversity program (REBUILD Detroit) is a consortium of four Detroit colleges that aims to create a program to encourage more underrepresented minority and economically disadvantaged undergraduate students pursue careers in biomedical sciences.

Auxiliaries: As described earlier in this section (Student Housing), WSU's innovative public-private partnership with Corvias, LLC will provide approximately $1.4B in total value over the term of the agreement and will defease $102M of existing university debt.

Alignment of Tuition with Instructional Costs in High-Market Demand Areas: Differential tuition was implemented in FY2017 for the following programs to expand enrollment capacity to meet high demand:

- College of Nursing lower division
- College of Education Department of Kinesiology programs
- School of Medicine Bachelor's of Science in Public Health program

Resource Allocation and Monitoring Process

WSU's resource allocation and monitoring process includes a comprehensive system of checks-and-balances to safeguard against elective resource allocations or inappropriate disbursement of revenue. As a public university, WSU is accountable not only to its governing board, but also to the state legislature.

At a strategic level:

- The Office of the President leads development and monitoring of the strategic plan, which establishes mission-based strategic priorities and drives allocation of resources.
- The university prepares an annual Capital Outlay Plan for submission the Office of the State Budget, which updates a five-year, rolling planning horizon; the plan is approved by the BOG upon recommendation of the Budget and Finance Committee.

- The President, Provost, and Vice President for Finance and Business Operations reconcile institution-wide budget annual requests and present a proposed budget to the Budget and Finance Committee.
- Informed by the recommendation of the BOG Budget and Finance Committee (which includes a member of the Academic Senate and a member of the Student Senate, each of whom participates with vote), the BOG approves the proposed budget in June of each year.
- The BOG Budget and Finance Committee meets twice a year to review and approve WSU's financial performance.
- A new Budget Planning Council established in September 2016 will advance a blended budget model that incorporates principles of RCM-based budgets, balanced to serve unique WSU needs.

At an operational level:

- The President, in consultation with his Cabinet, provides executive oversight to the Associate Vice President for Budget, Planning and Analysis (OPBA), which has responsibility for formulating budget guidelines, forecasting operating revenues, and developing the operating budget.
- WSU's annual Current Funds Budget is developed annually in conjunction with the OPBA, the Office of the Provost, the Council of Deans, and the division vice presidents. The budget process is driven by the Strategic Plan and its priorities and is described in Section 5.C.
- The Academic Senate Budget Committee works collaboratively with university administration to align goals and budget priorities with academic programs.
- The proposed Current Funds Budget is a public document; provides detailed information on funded strategic priorities and financial resource allocations to schools, colleges, and divisions; and also includes General Fund Budget Policies and Practices.
- Budget performance is monitored in real-time at the unit level through Banner, and at the division level quarterly.

Since its last HLC comprehensive review, WSU has moved toward a resource-centered management (RCM) model. In 2014, WSU began implementing the Hyperion Enterprise Management Performance Suite to meet the objectives of budgeting, long-range planning, and cost of education processes.

In September 2016, WSU established a new, standing Budget Planning Council (BPC), co-chaired by the Provost and the Vice President for Finance and Business Operations/CFO. BPC membership includes faculty, business and administrative officers, deans, students, and the Vice President for Health Affairs. The BPC is charged with:

- Ensuring overall financial policies and budgetary guidelines are consistent with and promote the priorities of the University Strategic Plan
- Recommending to the President the general assumptions and principles leading to the construction of the university budget
- Reviewing and recommending approval of tuition, fee, and internal rate requests

- Monitoring and reviewing the University budget model
- Conducting and utilizing scans of internal and external financial trends including measures of the University's financial strength as part of the budget process
- Receiving and reviewing the Student Services Fee Committee's recommendation(s) to the President
- Reviewing multi-year capital and financing plans, and annual capital budgets and financing

The BPC will advance a blended budget model that incorporates principles of RCM-based budgets, balanced to serve unique WSU needs. Consistent with WSU's culture of shared governance, engagement of the Academic Senate and other stakeholder groups will contribute to a successful transition (projected to take place over 36 months).

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

Wayne State University resource allocation aligns with its mission and institutional priorities as articulated by "Distinctively Wayne State University," the WSU strategic plan for 2016-21. Seven interdependent institutional priorities implement the mission; each priority includes component goals linked to operational/financial performance. The Strategic Plan guides school/college and division tactical action plans, and serves as a roadmap for systematic and integrated budget and capital planning processes. The strategic plan guides planning at multiple organizational levels.

To align with the five-year Strategic Planning process (which began in February 2014), the Associate Vice President for Budget, Planning and Analysis in October 2014 engaged the Council of Deans in development of a metrics-based approach to budget reductions for the FY2016 budget. Over five meetings, the Provost and deans considered and endorsed a data-driven process using performance metrics for the following:

- Enrollment
- Research expenditures
- Philanthropy
- Degrees awarded
- Retention and professional examination pass rate
- Profitability

FY2016 budget decisions were based two-thirds on objective metrics; and one-third on input by the Provost and President at a strategic level. These metrics were used in subsequent years with slight variations; for FY2017 budget decisions, Provost/President input was weighted at one-half.

The annual budget hearing provides a platform for school/college deans and division vice presidents to present the unit's budget case to the President's Budget Committee, which includes:

- The President;
- Provost/Vice President for Academic Affairs;
- Vice President for Finance and Business Operations/CFO
- Vice President for Research;
- Associate Vice President for Budget; and
- A faculty representative

The budget hearing allows each school/college to present evidence of alignment with Strategic Plan goals and success in achieving performance metrics. (Examples of two 2017 budget presentations include the colleges of Engineering; and Fine, Performing and Communication Arts.)

Components of the budget template:

- How the unit has embraced the strategic plan
- Integration of assessment into unit operations
- General fund budget and impact of previous budget reductions
- Proposed budget reductions and impact
- Cost control and cost reduction efforts
- Needed strategic investments
- Enrollment trends and enrollment management initiatives
- Faculty profile
- Administrative profile
- Research initiatives

Following hearings, Budget Committee recommendations are reconciled by the President, Provost, and Vice President for Finance and Business Operations/CFO as a proposed budget to the BOG Budget and Finance Committee for its review, adjustment, and approval in consultation with the BOG. The FY2017 budget illustrates this process:

- First, Academic and operational needs are balanced with the highest level of support provided to students. Compared to the restated FY2016 budget, the FY2017 budget shows similar percentage increases to schools/colleges (5.1%) and the divisions (5.6%), with the largest allocation ($10.5M) to schools/colleges in support of the educational mission. Further, the FY2017 budget increased student financial aid by 9.1% or $6.1M.
- Second, allocations to schools/colleges are correlated with performance metrics, principally enrollment, which is also a key performance indicator for the Strategic Plan. For example, the Mike Illitch School of Business, the College of Engineering, and the School of Medicine showed increases in headcount and credit hours and received increases of 18.8%, 8.8%, and 4.2%; whereas the College of Fine, Performing and Communication Arts; the College of Liberal Arts and Sciences; and the School of Library and Information Science, showed decreases in both headcount and credit hours, and received lower increases (3.5%, 2.9%, and 2.5%, respectively).

Complementing ongoing mission-based budgeting are special initiatives. Examples:

- The 2020 Campus Master Plan (developed in 2001 and updated most recently in 2012) guided strategic capital planning for more than 15 years, as documented in Five-Year Capital Outlay Plans for 2014-2018, 2015-2019, 2016-2020, and 2017-2021. More than 40 facilities projects were planned and completed, including a $30M transformation of the Student Center Building (completed in September 2015), as recommended in 2007 by HLC reviewers.
- Academic Excellence Initiative (2011). Allocation of 22 new full-time tenure-track faculty positions through a competitive Office of the Provost process to enhance teaching and student excellence in highly enrolled areas.
- Investment in the Retention Implementation Plan (2012). Allocation of $9.9M to the Student Success Initiative (Section 4.C.), building on the 2006 Strategic Plan (Goal 1.2) and aligning with the 2012 Interim Update (Goal 1). Included in this initiative was $3.9M in recurring funding for the Undergraduate Academic Advising Initiative, designated as WSU's HLC Quality Initiative. This major investment aligns with HLC reviewer observations in 2007.
- Establishment of an Office of Assessment (2014) and recruitment of a dedicated Director of Assessment -- affirming assessment as an institutional priority.
- Establishment of an Office of Diversity and Inclusion (2014) and recruitment of a Chief Diversity Officer, as recommended by GRAD: Greater Retention and Achievement through Diversity.
- Expansion of Counseling and Psychological Services (2014). Allocation of funding to hire additional counselors and $1.1M to renovate and expand CAPS space in the Student Center Building, responding to increasing need for psychological assistance to students.
- Renovation and expansion of the campus Office of Military Veterans (2014) Resource Center, responding to the growing number of veteran students -- higher at WSU than in any public university.

Strategic Planning Process

The process for developing the strategic plan is an example of WSU's commitment to collaboration, which is among its articulated core values. The most recent formal process to review the mission, vision, and values; and to refresh enabling strategies, began in February 2014, with an employee survey developed and administered by WSU's Center for Urban Studies. Employees registered their opinions on university strengths and challenges; opportunities to leverage and threats to guard against; foci for improvement; institutional priorities; what WSU should do more of; and ways to help students. The overall survey response rate was 21.4%; responses were segmented by employee group to enable comparison of key findings between groups. Employee responses helped frame the planning agenda, and informed the President's design of process.

Following evaluation of survey results, the President selected senior university administrators to co-chair the Strategic Planning Committee, which was populated to represent key university constituencies. Members included key faculty and student governance leaders, division executives, academic deans, and administrators. During seven retreats, the committee completed an environmental assessment, identified strategic foci, and proposed foundational goals.

Committee subgroups engaged additional subject-matter experts and met independently to drill down on goals, objectives, and metrics.

Throughout the process, the Strategic Planning Committee invited feedback through formal and informal mechanisms. A web-based portal launched at kick-off the planning process enabled individual-level input by employees, students, retirees, and alumni. Facilitated focus groups provided group-level input representing cross-sections of faculty, students, staff, administrators, and alumni. The President's Community Advisory Committee provided public input, including the perspective of citizens, business and community leaders, donors, and local and regional policy makers. Committee members communicated with their constituencies; for example, the Provost and the Academic Senate President communicated with schools and colleges, and the Student Senate President communicated with student groups. Progress was reported online and at meetings; for example, President Wilson convened a university-wide town hall meeting to report process and solicit input.

President M. Roy Wilson unveiled "Distinctively Wayne State University" at a university-wide address on Sept. 15, 2015; the plan was approved by the BOG Executive Committee on July 30, 2015 and ratified at its public meeting of Sept. 25, 2015. The process and product are consistent with WSU's participatory culture and commitment to shared governance.

WSU capacity planning is based on a five-year planning horizon that is updated annually. Each year, WSU submits to the Office of State Budget a Five-Year Capital Outlay Plan, framed by a comprehensive analysis of instructional programming, staffing and enrollment, and facilities assessment. (Components of the facilities assessment are presented earlier in this section.) The plan engages the Office of Institutional Research (OIR) and WSU schools/colleges, and is based on analysis of historical experience and data, as well as evaluation of inputs (e.g., economic, demographic, technological evolution) to project future needs. For example, the current plan (2018-2022) focuses on strategies to meet high demand in science, technology, engineering, and mathematics (STEM) fields, including evaluation of current infrastructure and planning for growth. It is clear from review of past and current plans that the university and its schools/colleges have a sound understanding of current capacity, and of the outlook for disciplinary-based, specialized programs, and professional programs.

During the budget and planning process, WSU evaluates internal and external environments and the overall institutional resource base. The enrollment projection process is university-wide and engages all school/college deans in review of current student trends, undergraduate and graduate enrollment trends, and evaluation of statewide demographics.

The Office of Institutional Research (OIR) monitors application and student quality trends for undergraduate, graduate, and professional programs. Data predict potential shifts in student demand by academic program. Demographic shifts in the undergraduate applicant pool are routinely monitored by Enrollment Management. OIR also compares projected-to-actual enrollment data and reports information to academic and administrative units to support operations, short- and long-term fiscal planning, and strategic initiatives.

As described in earlier this section:

- Evaluation by schools and colleges of enrollment trends and future demand for graduates of specific degree programs is among planning inputs required for annual budget hearings, as is analysis of the faculty profile. Each school/college requests approval for tenure/tenure-track faculty searches for the following fall along with faculty start-up packages based on needs justified during budget meetings.
- Differential tuition for high-demand each school and college is based on an understanding of demand and capacity.
- Five levels of IT committees engage technology-savvy stakeholders in strategic and operational level technology planning and visioning.

*** The text below has been merged from Core Component 5.D ***

Financial Sustainability and Operational Excellence is one of seven interdependent institutional priorities of "Distinctively Wayne State University," its Strategic Plan for 2016-21. WSU commits to growing revenue and increasing the efficiency and effectiveness of business processes in order to provide adequate resources to support the university's mission while maintaining a value-based tuition structure. Goal 4 of this priority is to achieve operational excellence in all processes.

- WSU's continuous improvement program includes internal and external evaluations. Academic Program Review processes are presented in Section 4.A. and Program Assessment in Section 4.B.
- The Student Success Initiative, reported in Section 4.C., is rooted in data, documentation and analysis of performance, and developing responsive strategies.
- As described in Section 5.A., Computing & Information Technology engages five levels of committees to ensure quality and continuous improvement of IT systems on strategic and operational levels.

Wayne State University has used the Ellucian/Banner Enterprise Resource Planning (ERP) System since 1997, when it implemented the student, finance and human resources modules. Implementation of the advancement module followed, which was upgraded to Advance. These integrated modules provide WSU academic and business units with the capability to interact seamlessly across campus.

WSU remains invested in Ellucian/Banner ERP. The administrative computing environment is updated regularly and is current at the latest release level. In September 2016, WSU engaged the Strata Information Group to lead the Banner Effectiveness Project – a major continuous improvement initiative. The project will:

- Provide WSU with a full description of functionality that exists in the current system version, and identify functions that are not utilized (identify what percentage of system functionality is used)
- Document eeds of departments that utilize each of the Banner mModules and identify potential gaps that should be addressed

- Review academic and business processes in relation to customer needs and use of Banner, industry best practices and market demands to identify potential areas for improvement (re-engineering, modeling)
- Recommend specific ways to optimize system capabilities
- Recommend tools (existing or new) to enable WSU to make more data-driven decisions
- Recommend new technologies related to the Banner Student that support WSU's goal of improving student success

Past Successes

Since the last HLC review, WSU has partnered effectively with several consulting groups to improve business processes. Successes with the Huron Consulting Group include:

An engagement from 2011-2013, which delivered the following results:

- $5.5M annual savings (detailed in the final report)
- Customer service improvements and enhancements
- More efficient processes and a greater use of technology
- Use of key performance indicators to promote continuous improvement
- Campus appearance
- Employee empowerment and accountability
- Culture of positive change

A parallel engagement to improve the research administration infrastructure resulted in:

- Additional trained research administrators at central and departmental levels to relieve faculty from performing routine grants management functions
- Improved communications from the research office to faculty investigators
- New and improved training in grants management that has improved service quality and increased professionalism
- Development and implementation of improved policies and procedures has streamlined operations

Recent projects and/or outcomes summarized in this report include:

- Hyperion Reporting and Implementation
- Hyperion Tuition Revenue Modeling
- Law School Enrollment and Financial Aid
- School of Medicine Enrollment Management
- College of Nursing Enrollment Management
- Data Analytics Evaluation
- Student Services Center/One-Stop Shop
- Financial Aid Strategy
- Graduate School

Energy conservation is a high-value priority; accordingly, WSU has taken action to improve energy efficiency and operations. A project is underway to convert fluorescent lighting to LED lighting campus wide. In addition, other improvements include a steam trap testing program, installation of Variable Frequency Drives and motors for pumps, air handling unit, and cooling towers, and dedicated domestic water heater installations to eliminate running boilers in the summer. WSU is currently working with DTE Energy to convert former Detroit Public Lighting Department (PLD) buildings to DTE standards and infrastructure. The aging PLD infrastructure has caused an unacceptable number of outages and disruptions over the past five years, which, in turn, have caused class cancellations and compromised research activities. The project is in year three of a five-year time frame which, once completed, will ensure reliability of electric systems in all buildings.

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5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

There is no argument.

Sources

There are no sources.