Assurance Argument
Wayne State University - MI

Review date: 7/26/2021

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

Wayne State University's (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 and will continue in the new 2022-2027 strategic plan. All three are publicly available on the website and integrated into various university processes.

<u>Mission Statement Development Process</u>
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. Consistent with WSU's culture of shared governance and engagement, the mission was developed through an inclusive process that engaged 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 process for honing the mission in 2016 was inclusive and robust, and we will adopt a similar approach for the 2021 strategic planning process.

University Articulation of the Mission

In April 2021, the president held a town hall to launch the 2022-2027 strategic plan development process. The planning committee is co-chaired by the interim provost, the incoming provost, the vice president for research, and the vice president for marketing and communications/chief of staff. The WSU Board of Governors (BOG) Chair will represent the BOG; the committee will also include many university constituents such as members from the Academic Senate and deans across campus. MGT Consulting, a consultancy with expertise in higher education strategic planning, will support the committee, beginning with an in-depth discussion of the university's mission and vision.

The planning process consists of four phases beginning in 2021:

- Phase 1: Input and analysis (April – June)
- Phase 2: Plan development (June – October)
- Phase 3: Communication and adoption (October – December)
- Phase 4: Execution (January 2022 – December 2027)

Each school/college articulates a mission complementary to WSU's mission; examples are the College of Education 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; see recent examples from the Mathematics and English Departments. Examples of degree program alignment with the WSU mission include the Ph.D. in Social Work and Anthropology and Master of Public Health, both of which address the unique needs of a diverse, multi-cultural community.

Nature, Scope, and Intended Constituents

WSU aspires to serve the needs of a diverse student population comprised of students who are traditional and non-traditional, residential and commuting, working, and raising families. WSU aspires to foster inclusive and sensitive teaching to this diverse student body, many of whom are the first generation in their family or neighborhood to attend a university.

WSU's student population comes primarily from Michigan and commutes to campus, but that population is diverse in race and ethnicity, gender, age, and economic status. The fall 2020 enrollment of 26,251 students comprise 66.7% undergraduate students, 24.4% graduate students, and 8.9% professional students. Most (91.3%) are in-state students; 86.9% of them are from the Metro Detroit (tri-county) area. Another 4.2% of students come from 49 states outside Michigan, and 4.5% of students are international, representing 72 countries. Most (93%) undergraduates live off-campus or commute to the university and 83% of FTIACs (First-time in any college) live off-campus or commute to the university.

- 58.1% white, 34.9% non-white, and 2.5% unknown; race and ethnicity are not tracked for international students (4.5%).

- A significant population of Arab American students is included in the 58.1% 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 2020-21, U.S. News Best Colleges ranked WSU's campus ethnic diversity highest of Michigan's 13 public universities ranked and 2nd of 28 ranked Michigan universities. This ranking system excludes the international student population.

Gender

- 59.3% female, 40.7% male.

Age

- 7.8% of undergraduate students and 34.4% of graduate students are age 30 or over.

Economic status

- A substantial proportion of our students are economically disadvantaged. Pell grants were awarded to 46% of undergraduates in Fall 2019
- In 2020-21, U.S. News Best Colleges ranked WSU's Campus Economic Diversity the highest of Michigan's 13 public universities and second out of 23 ranked Michigan universities.

<u>Offerings, Services, and Enrollment Profile Consistent with Mission</u>
WSU's 13 schools and colleges create and advance knowledge through 351 academic programs, including 111 baccalaureate, 119 masters, and 67 doctoral programs, plus 54 credit-bearing certificates as of November 2020. In 2018 Carnegie Classification of Institutions of Higher Education assigned WSU a Basic Classification of R1, Doctoral University: Very High Research Activity.

As a nationally ranked university, WSU holds high expectations for the educational achievements of its students and maintains strong admissions standards. As an urban, community-engaged university, WSU develops and fosters special avenues that encourage access for promising students from disadvantaged educational backgrounds (Sections 3.D and 4.C).

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

- Customer-focused, core enrollment services (e.g., admissions, financial aid, records, registration, student accounts receivable) are integrated into the Student Service Center and available in person, online, and by phone.

- Resources for health and wellness, such as Counseling and Psychological Services; and services that target groups with specialized needs, such as veterans and students with disabilities.
- Dean of Students Office (DOSO) initiatives enhance the collegiate experience for students and families and develop student leadership.
- Office of Multicultural Student Engagement (OMSE), whose resources foster a diverse, multicultural campus community.

Mission-based support services (for example, within institutional priorities of Student Success and Diversity and Inclusion) build on and expand initiatives of the 2016-2021 strategic plan, which led to:

- Implementation and evaluation of programs designed to improve retention, progress to degree, and graduation rates (Sections 4.A and 4.C); and
- 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.

<u>Public Articulation of the Mission</u>
WSU clearly articulates its mission and institutional priorities to broad and targeted audiences through public documents (print and electronic), public presentations and updates, and social media messaging. "Distinctively Wayne State University" is the university's current primary mission document and is targeted to internal and external audiences. Accessible on the WSU website and in print, this document presents the WSU mission, vision, values, and 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

The 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 the statewide distribution.
- 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, values, and strategic plan.
- Employee onboarding (quarterly) features a WSU Organization and Mission segment that establishes mission as the primary driver for resource allocation.
- The president conveys the mission to university alumni, donors, and prospective donors through recurring communications. Recent examples include a message of gratitude in December 2020 that went to 7,856 members of WSU's giving societies. Additionally, a message from the president is an integral part of Wayne State Magazine, which reaches 77,000 alumni and friends two times a year.

President Wilson consistently shares the university's mission and institutional priorities with key stakeholder audiences both locally and statewide throughout the year. Of particular note, he includes a discussion of the mission, values, and the university's progress toward these goals in his town halls every fall, which are filmed and shared broadly with the university community and the public. Additionally, President Wilson testifies before the state legislature every winter, ensuring elected representatives are familiar with the university's mission and what it is doing to achieve it. In 2018, WSU celebrated its sesquicentennial and President Wilson used the occasion to deliver a speech that reinforced the university's mission, vision, and values. The president has also taken part in ambitious bicycle tours called Road Warrior Tours, in which he cycled across Michigan in the summers of 2017 to 2019, stopping in small towns along the way to share WSU's mission with community members.

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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

WSU fosters an enriched educational environment that aligns with its mission to serve the public good. WSU welcomes students from across the region and around the world to study at a major research institution and prepare for a lifetime of accomplishment. WSU offers cultural and communal experiences that are unique to a WSU education, such as the chance for students to help rebuild a city, work for social justice, and serve the community. It can be seen in the large range of undergraduate, graduate, and professional academic programs. Students can study from experts at the cutting edge of their fields and contribute to the creation of new knowledge at Wayne State.

As an essential anchor institution in the city of Detroit, WSU remains deeply committed to the public good through substantive and sustainable engagement in its communities and with its citizens. Like many large urban cities, Detroit faces several daunting challenges, many of which were exacerbated by the coronavirus pandemic. However, the city continues to experience a resurgence and is making marked progress. The university's numerous engagements in community-based programs, our significant investments in the economic development of Midtown Detroit, our overall impact on the city's economy, and our leadership and involvement in tackling the COVID-19 crisis are helping Detroit move forward with renewed strength and heightened hope. In 2015, the Carnegie Foundation for the Advancement of Teaching renewed WSU's Community Engagement Classification through 2025 recognizing WSU's commitment to the public good.

Educational Program and Community Engagement
Community engagement for the public good is a theme that crosses university undergraduate, graduate, 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 requirements include a distinctive first-year sequence consisting of "The City" (Honors 1000) and a Foundational Seminar that emphasizes core research and writing skills.

       Additional requirements include a field learning course, a junior/senior seminar, and an honors senior thesis, plus additional Honors courses for a total of at least 28 Honors credits among the 120 needed for graduation.

- Service-learning courses are offered by multiple schools and colleges and provide undergraduate and graduate students the opportunity to contribute to the community while applying 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.
- DOSO supports student community involvement through many programs. An example is 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."* In 2020, the program created hand-washing stations for Detroit's homeless community.

As a premier urban research university, WSU pursues the creation and dissemination of knowledge for the public good, with a focus on our local community.

- 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 for the public good. The CUS collaborates with faculty, 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. By combining data-driven policing with crime prevention, in Midtown Detroit major crime dropped 34% and predatory crime decreased by 31% from 2018-2020.

WSU is also committed to the public good by 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) (funded in part by the National Institute of Environmental Health Sciences) 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 through community engagement to develop workable solutions to public health problems.
- The School of Social Work and the student-run Diabetes Education and Wellness (DEW) provide a hands-on learning experience for Detroiters living with type II diabetes. DEW includes students and faculty mentors from social work, pharmacy, medicine, physical therapy, occupational therapy, and dietetics graduate programs.
- In October 2020, Wayne Pediatrics and the Detroit Health Department provided vaccines for children, ages 6 weeks to 18 years.

Broad Community Engagement

Government and Community Affairs lead community engagement on behalf of the president. Community Affairs is responsible for developing and sustaining partnerships with community organizations and agencies throughout the Detroit metropolitan area. Community Affairs spearheads WSU's Tribute to the Rev. Dr. Martin Luther King, Jr., an annual celebration of the ideals and works of the late civil rights leader. The tribute includes a nationally prominent keynote and highlights the talents of local middle and high school students. In addition to the general public and university attendees, over 500 middle and high school students attend this event. During this signature event, Community Affairs bestows the Dr. Arthur L. Johnson Community Leadership Awards to selected individuals and organizations for their exemplary community service and leadership.

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 is comprised of 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.

Educational Engagement with External Constituencies

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 24 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, 2020, C2 Pipeline programs served 2,197 unique participants on 205 days totaling 8,540 hours. In 2020, the C2 Pipeline program won the Best of Detroit in Education Award.

- The Center for Excellence and Equity in Mathematics provides students from inner cities and underrepresented minority groups with educational and lifetime opportunities through the WSU Math Corp (K-12 level) and the Emerging Scholars Program (college level).
- The College of Engineering (COE) sponsors annual camps, most in the summer, to prepare pre-college students to pursue careers in engineering, computer science, and STEM. During the 2020 program year, COE camps served 675 unique participants from area K-12 schools.
- The Michigan Area Health Education Center (MI-AHEC) exposes disadvantaged students to health careers with a goal of expanding the number of underrepresented minorities in health professions and encouraging students and health professionals to work in areas underserved by primary care providers. Over 33,000 teens and young adults have participated in enrichment, outreach, and informational activities. MI-AHEC has helped over 3,300 health care professional students perform primary care clinical rotations in rural and underserved communities. More than 7,400 health professionals have participated in continuing education programs to help meet the needs of practicing clinicians in underserved areas throughout Michigan.
- The Irvin D. Reid Honors College is engaged in a summer program with Microsoft and Quicken called MAQ-IT@Wayne that launched Summer 2020. It is an all-online internship program where 10 Honors students serve as coaches for 22 Detroit Public Schools Community District high school seniors. It focuses on developing skills in the STEM fields through the use of technology such as website development and video production.

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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

WSU's mission calls for the university to make a positive impact on its local and global community, which includes promoting opportunities for civic engagement. The university addresses its role in a multicultural society; its programs, support systems, and processes align with its commitment to diversity and inclusion, one of the seven strategic foci comprising "Distinctively Wayne State University," the university's primary mission document and strategic plan.

Cocurricular Activities for Informed Citizenship and Workplace Success
The Center for Citizenship was chartered to conduct research on and promote public discussion of citizenship in a politically neutral forum to promote a knowledgeable and active citizenry in the United States and around the world. The center organizes annual conferences that focus on different topics that intertwine with political issues.

WSU is proud to regularly have, in any given academic year, over 500 registered student organizations. Many of our student organizations include civic engagement and political action within their programs and activities. Popular themes include urban medicine, K-12 tutoring, educational support, and lobbying for equity in education and work with at-risk community populations including homeless and food-insecure community members. Several political action groups are listed and all of them focus on voter registration drives. Also popular are organizations that focus on global health, income equity, environmentalism, and sustainability. WSU also includes professional society student chapters that assist students in developing knowledge, leadership experience, and lasting relationships with peers and mentors in their fields. Additionally, WSU continues to provide service-learning courses and opportunities for community engagement for students (Section 1.B).

The university offers guidance and career development programs to students planning a career path outside of academics, Section 4.A.:

- The Office of the Vice President for Research (Section 2.E) offers the research development seminar series and grant writing seminars for postdoctoral trainees and graduate students.
- The Humanities Clinic, launched with the support of a National Endowment for the Humanities Next Gen Ph.D. planning grant in 2017, is now in its fifth year. The clinic places humanities and social science Ph.D. students in summer internships with local organizations, supporting those organizations, strengthening university ties to our community, and providing graduate students with exposure to non-academic career pathways. The 2020 Humanities Clinic employed 26 interns from 14 academic departments to work with 25 community partners.
- The 2019 alumni survey shows that our Ph.D. alumni develop a wide range of careers related to their training, including at research universities (27%); other types of higher education institutions (14%); in K-12 education (4%); in business and industry (29%); and in government or non-profit agencies (21%).
- New graduate programs were added in the 2020-2021 academic year to address shifts in market trends and consider data on employment sectors, presenting students with opportunities to develop the expertise required for contemporary career paths.
- The College of Engineering Entrepreneurship and the Anderson Institute and the Entrepreneurship and Innovation program in the Mike Ilitch School of Business provides entrepreneurship opportunities for students.

The university has built an entire ecosystem to nurture budding entrepreneurs, whether they are undergraduates, graduate students, or faculty and staff. Optimize Wayne and the Student Innovation Hub offer entrepreneurship assistance for students as discussed in Section 1.B. Additionally, in 2020, the STEM Innovation Learning Center, TechTown, and the Midwest I-Corps launched the STEM Entrepreneurial Excellence Program (STEEP). STEEP Detroit is designed to support the particular needs of Black/African-American female business owners and entrepreneurs in the science, tech, or tech-enabled sectors in preparing their businesses to be sustainable, growth- and investment-ready, and customer-focused.

<u>Inclusive and Equitable Treatment of Diverse Populations</u>
Multicultural learning is embedded in the curriculum of many academic programs, as well as in the General Education (Gen Ed) program (Section 3.B). Gen Ed 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, our revised Gen Ed program (adopted in Fall 2018) requires both diversity and global learning courses with learning outcomes focused on intercultural knowledge and competence. The General Education program includes a requirement for civic literacy that is satisfied by taking a course from a collection of topics including African American studies, history, and political science.

Global Studies has steadily grown into one of the largest majors on campus, with 365 students total enrolled since its launch in Fall 2016. In addition, Global Studies has dozens of cross-listed courses with several departments within CLAS and beyond. We also have several students who double major in Global Studies and even more that elect it as a minor, thus confirming the

intended objective that GLS be regarded as a complement and enhancement to the existing fields of study of many of our students.

Low-income, first-generation, and underrepresented minority (URM) students are supported by an array of programs to achieve academic goals in science, technology, engineering, and mathematics (STEM), and in healthcare professions:

- The National Science Foundation (NSF) Louis Stokes Alliance for Minority Participation program fosters URM undergraduate students toward graduation and entry into graduate programs. In 2020, the NSF awarded a $992,495 grant to the university that will help create systemic change to increase equity among women faculty, particularly underrepresented minorities, in STEM disciplines. The three-year award will support ADVANCE Adaptation: Gender Equity Advances Retention in STEM (WSU GEARS).
- Funded by the National Institute of General Medical Sciences, WSU's Initiative for Maximizing Student Diversity program stimulates and facilitates the progress of a diverse group of students towards academic and/or research careers in biomedical and behavioral sciences.
- The Federal TRIO - Ronald E. McNair Postbaccalaureate Achievement Program (funded by the U.S. Department of Education) is designed to prepare high potential low-income and first-generation undergraduates with the research skills and scholarly experiences necessary for success in Ph.D. programs.
- The Charles F. Whitten Post Baccalaureate program aims to increase the diversity of the physician workforce by preparing qualified students for admission to medical school.
- In addition, WSU educational outreach programs described in Section 1.B (e.g., C2 Pipeline Program and Michigan Area Health Education Center) prepare a significant number of URM high school students for college-level studies.

To increase the diversity of the School of Medicine entering classes, President M. Roy Wilson committed recurring funding in 2015 to improve recruitment, matriculation, retention, and graduation of students who are under-represented in medicine (URiM). The president endorsed recommendations of the School of Medicine Diversity and Inclusion Task Force and 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% URiM in 2015, to 21% in 2020.
- Appointment of a permanent vice dean for Diversity and Community Affairs
- The Wayne Med-Direct program, which each year provides 10 eight-year scholarships to students from disadvantaged socioeconomic backgrounds, who are 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 (OISS), 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 our partner programs; and the English Language Institute, an intensive program that prepares non-native English speakers for academic and social success.

Career Services (Section 3.D), provides students with career-related resources and job opportunities committed to anti-racism, diversity, equity, and inclusion.

WSU's commitment to fostering the diversity and inclusion 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 the diversity of religion and culture, economic status, and gender identity and expression. WSU's Office of Diversity and Inclusion (ODI) guided the establishment of three employee engagement groups (EEG); the Black Faculty and Staff Association, the Latinx Faculty, and Staff Association, and the QWSU, the organization for LGBTQ faculty and staff. These join the Commission on the Status of Women in providing support to historically marginalized faculty, staff, and students.

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. For example, OMSE supports LGBT student initiatives and hosts two OMSE learning communities. OMSE and ODI promote inclusive values through workshops and events on topics such as allyship, bias, microaggressions, privilege, and inclusion.

The student organizations range in inclusiveness and focus from community service organizations, religious organizations, cultural organizations, academic discipline interest organizations, hobbies and special interest organizations, fraternities, and sororities. About 50 organizations have identified their primary focus as ethnic-cultural; about 35 have a primarily religious focus.

The Office of Equal Opportunity (OEO) is responsible for the implementation of the Wayne State University Non-Discrimination/Affirmative Action policy and procedures to ensure that no person is discriminated against in employment or educational programs and activities on the basis of race, color, sex (including gender identity), disability, age, national origin, religion, sexual orientation, familial status, marital status, height, weight, or veteran status. The OEO conducts discrimination/harassment training and is charged with investigating and remedying complaints of discrimination, harassment, and retaliation under the Policy.

The OEO is also responsible for oversight of the University's Title IX Office, which implements the university's Interim Title IX Sexual Misconduct Policy & Procedures. The Title IX Office also provides training to faculty, staff, and students regarding prohibited sexual misconduct, as well as reporting mechanisms and supportive measures available to the university community.

The OEO collaborates with Human Resources (HR) to ensure compliance with the university's non-discrimination/affirmative action policy in its outreach, recruitment and hiring processes. The OEO also collaborates with the chief diversity officer/associate provost for Diversity and Inclusion (CDO) and the provost to support successful and diverse faculty searches. Resources provided include publication of the Guide for Successful Searches, which documents the faculty selection and hiring process; search committee training; and oversight of the search process. Search committee training focuses on the composition of diverse search committees, outreach strategies to obtain a diverse candidate pool, and candidate evaluation and selection best practices. The OEO also consults with the CDO and other university partners to identify potential biases in university practices and identify strategies to address them that foster inclusive and equitable treatment of diverse populations.

The OEO produces and publishes the Affirmative Action Status Report (AASR), which serves as the university's principal report on the state of equal opportunity. The AASR provides data based on race and sex regarding the employment of academic and non-academic staff, discrimination and harassment complaint processing, and the university's efforts toward supplier diversity. The AASR is presented the latest data (2019) to the BOG on December 4, 2020. All reports are available to the public on the BOG website for transparency.

HR works with hiring managers to ensure all job vacancies are advertised on the university's website, the Online Hiring System, and in various other media outlets and organizations to attract a diverse applicant pool. HR also works with management to promote a diverse selection committee, where applicable, for non-academic positions.

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.

Fostering a Climate of Respect
As recommended in 2013 by the Retention Advisory Committee (GRAD: Greater Retention and Achievement through Diversity), in 2014 WSU 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. ODI provided leadership for the launch of the Diversity Campus Climate Study, a comprehensive examination of the cultural environment of the campus community. Informed by leader interviews in Fall 2017, the major portion of the study began with a campus-wide survey sent to all students, staff, and faculty in January 2018. The committee held a campus-wide town hall in April 2019 to share results. Data continue to be analyzed and reports made to units across the campus. As of May 2021, the Diversity Campus Climate Study Committee (DCCSC) continues to analyze the data and provide analyses to address specific questions or issues.

In July 2020, President M. Roy Wilson established and charged the Social Justice Action Committee, a committee comprised of seven working groups created to examine policies,

procedures, and practices to determine if bias is present and make recommendations for addressing any bias that is identified. The working groups include hiring and retention of diverse faculty, hiring and retention of diverse staff, student access and success, policing, campus climate issues, intercultural education and training, and university DEI initiatives. Each working group submitted its recommendations to the president in November 2020 for review and prioritization. The working groups are now developing action plans to implement the recommendations over the next 1-5 years.

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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

The mission of Wayne State University is well-defined, publicly stated, and used to steer the university's operations. The mission is designed to address the needs of the university's stakeholders while also aligning with WSU's purpose and strategic goals. The 2022-27 Strategic Plan development process was launched in early 2020. The Steering Committee will be developing a new five-year strategic plan that will continue to be aligned with changing local and global environments. The university's vision, mission, and values statements are clearly and publicly documented in publications and online. Employee and student activities reflect that they are a part of the campus culture. WSU's activities and services reflect the university's commitment to human diversity and the common good. Activities that build knowledge of diversity and provide service to the community are included in academic, service, and co-curricular programs and employee professional development opportunities.

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's (WSU) policies and procedures 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. The processes for institutional development and board adoption of the mission are described in 1.A.

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 statutes 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 an ongoing monitoring review of standard practices.

Financial Integrity
Finance and Business Operations (Section 5.B) 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 on the Office of University Budget's website 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 U.S. Office of Management and Budget (OMB) Uniform Guidance. The BOG Audit Subcommittee and Budget and Finance Committee review and approve audited reports. The Compliance Filing confirms no material findings by auditors for the three-year reporting period. Documents are available to the public for transparency on the Office of the Associate VP & Controller's website.
- 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 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.

Academic Integrity

Wayne State is committed to academic integrity in both its educational programs and academic research enterprise. Students are educated on and held to a high standard of academic integrity in our Student Code of Conduct, which is adopted by the Board of Governors. Departments often supplement this with statements more focused on their own majors, e.g. Information Sciences and Psychology. The ethical conduct of academic research is governed by the Office of Research Integrity in the Division of Research and includes training for ethical conduct for research, policies, and procedures for handling scientific misconduct, identification and management of conflicts of interest, and reporting of potential foreign influence (see also 2.E).

Human Resources Integrity

WSU's commitment to affirmative action/non-discrimination (Section 1.C), and its stance against sexual harassment and sexual assault provide examples of how policy creation, implementation, and procedures come together to ensure fair and ethical treatment in university operations:

- At the highest level of policymaking, the BOG declares WSU's commitment to equal opportunity and non-discrimination in all operations, employment opportunities, educational programs, and related activities through WSUCA Statute 2.28.01. The Board declares its stance against sexual harassment through WSUCA Statute 2.28.06.
- The president also implements BOG statutes through university policies supporting non-discrimination/affirmative action including implementation of 05-3 Discrimination and Harassment Complaint Process; 3.0.4 Sexual Harassment; 01-5 Sexual Assault; 10.13 Interim Title IX Sexual Misconduct Policy and Procedures; 04-02 Supplier Diversity Program; and the Student Code of Conduct.

Another example is Wayne State's approach to avoid or manage potential conflicts 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.

Policies for non-academic staff are administered by HR, according to the Personnel Manual for Non-represented Employees. Eight collective bargaining agreements (CBAs) cover union-represented staff; policies and procedures for these employee groups are administered by Employee and Labor Relations within HR.

Personnel policies for faculty and academic staff are administered by the Office of the Provost in coordination with Human Resources (HR). Full-time faculty and academic staff such as advisors 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 (UPTF); the Graduate Employees Organizing Committee-AFT (GEOC) CBA covers graduate teaching assistants.

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 the administration of the discrimination and harassment complaint process for faculty, staff, and students.

Academic regulations for undergraduate and graduate students are published in the WSU Bulletin. Policies promote student rights and correlative duties of the WSU community, including academic integrity and campus civility, and also establish a 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
- Sexual Assault Policy
- Sexual Harassment Policy

Integrity in Auxiliary Functions
Campus housing, residence life, campus dining, and bookstore operations are revenue-generating, self-supporting units reporting into Student Auxiliary Services (SAS), a component organization that reports to the Provost. SAS operates with vision, mission and values statements, and customer service standards that are aligned with the WSU strategic plan. Operations of SAS units comply with all university internal controls, financial controls, university policies and procedures, and are subject to internal audit reviews and requirements. SAS units are also obligated to operate consistent with federal and state law including the Fair Housing Act; Section 504 of the Rehabilitation Act; the Higher Education Opportunity Act, the Americans with Disabilities Act; the Clery Act, FERPA, and others.

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) 2020-21 Division II Manual.

Internal Controls
At the institutional level, the Office of Internal Audit (OIA) promotes integrity through independent and objective audits, reviews, investigations, consulting activities, and an annual campus-wide risk assessment. 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 per 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. OIA presents the status of corrective actions to the ASC and management is required to present the status of past-due corrective actions at each ASC meeting, in cases where no action has been taken, until such actions are fully implemented.

OIA educational activities include a presentation of ethical responsibility and university policies at employee orientation sessions, child safety training, 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.

As discussed at the beginning of this section (2A.1), the University's operations are governed by the APPM, WSUCA, and the UP. At the school/college and division levels, Business Affairs Officers (BAOs) support deans, academic directors, and vice presidents by ensuring compliance with these policies and procedures to maintain the 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

Academic Offerings, Requirements, and Faculty/Staff
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 Bulletins present 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. The Bulletins are revised on an annual cycle to ensure accuracy.
- 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.
- A compiled directory presents faculty and staff at the academic department/unit level.

Cost and Consumer Information
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, their parents, and 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, the 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 transparently evaluate the transferability of their college credit.

Governance Structure
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 from 1976-present are available to the public on the website. Examples of information on programs and costs that were publicly available in advance of an official BOG meeting:

- On May 1, 2020, recommendations to discontinue several programs (example) and to establish new programs (example) were considered by the BOG Academic Affairs Committee.
- On June 5, 2020, recommended FY2020-2021 tuition and fee rates were considered by the BOG Budget and Finance Committee.
- On Sept. 25, 2020, 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.

Contributions to the Educational Experience

WSU 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.

The university's field 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. For example, Honors College students must fulfill a field learning requirement outside of the traditional classroom (Section 1.B).

The Humanities Center promotes and funds intra-disciplinary and interdisciplinary research and art among faculty and students. The center offers student and faculty fellowships within a wide variety of disciplines. The Brown Bag Colloquium series, hosted by the center, invites faculty to volunteer to present their research or artistic creations publicly to interdisciplinary audiences. These twice-weekly talks encourage research and art and facilitate academic fellowship and the initiation of collaborative networks.

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, Section 1.C, works with faculty and staff to identify opportunities for students to gain a global experience by studying abroad at one of the

university's global partners, visiting another country as part of a faculty-led course, or participating in a global virtual exchange. For example, the College of Nursing has led multiple groups to Costa Rica and Ecuador to participate in health services projects. As another example, students participating in the Honors Foreign Culture Seminar (HON 4260) traveled to Ghana to learn about African cities. The university offers opportunities for travel/study in Africa, Asia, Europe, the Middle East, and the Americas.

According to the National Survey of Student Engagement (NSSE, 2015, 2019, 2020), 41% to 51% of WSU students are involved in campus activities. Participation was higher for first-year students than seniors. The percentage of students indicating more than zero hours of campus activity involvement per week (NSSE, Frequencies, and Statistical Comparisons, Item 15b in 2015, Item 15b in 2019, Item 16b in 2020) was 46% in 2015, 51% in 2019, and 45% among 2020 first-year students. For seniors, the percentage was 43% in 2015, 45% in 2019, and 41% in 2020.

Hundreds of student-run, academic and non-academic co-curricular activities are supported by the Dean of Students Office (DOSO), which adheres to the student organization resources mission. 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. 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.

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 between sports and academics remains balanced. It is a point of pride that in Winter 2020, the average student-athlete grade-point average (GPA) was 3.43, continuing the Athletics Program's consistent upward trend. Slightly more than three of every four Warriors carried a GPA higher than 3.0, and a department record of 52 student-athletes earned a GPA of 4.0. Non-competitive fitness activities and club sports are available in the Matthaei Physical Education Center and in the Mort Harris Recreation and Fitness Center.

The university provides co-curricular professional development services and activities through the Career Services Office (Section 3.D); the success of these programs is evidenced by a recent Career Services Director's report. The Wayne Law's transactional clinic prepares students for real-world practice, combining weekly seminars with the 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 co-curricular experiences for professional students include its Diabetes Education and Wellness Clinic. A collaboration between students and faculty in pharmacy, medicine, social work, and physical therapy participate in the Community Homeless

Interprofessional Program (CHIP), which provides basic medical and social assistance to Detroit's homeless community.

<u>Economic Development</u>
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 to the BOG every year.

Optimize Wayne is a student-led, social entrepreneurship incubation program that offers students financial resources and support to explore their ideas. WSU also has the Student Innovation Hub, which offers free assistance to students in the form of business plan mapping support, connectivity, and events and workshops geared at supporting student entrepreneurship. These programs help students develop skills and connect with experiences and resources they will need to succeed in a 21st-century workforce.

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 2019 (reported in 2020) is estimated at $19.3B, including creating more than 81,000 direct and indirect jobs to WSU's Detroit Metro Region.

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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

Board of Governors Training
To ensure they are trained and knowledgeable to make informed decisions in the university's interest, BOG members are provided with orientation and training opportunities. WSU is a member institution of the Association of Governing Boards (AGB), and BOG members regularly attend the AGB conference. The Office of the VP and Secretary to the Board provides orientation, including materials on fiduciary responsibility.

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. The governing board's expectations and conduct are governed by a Board Code of Conduct, adopted in March 2020. The Code outlines the role of the Board in institutional governance, defines board authority, and provides guidelines for communication, participation, and board behavior.

Board Deliberations
The BOG enacts bylaws and promulgates university policy 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 Section 2.A).

Substantive BOG deliberations reflect member mandates to protect and enhance the institution, its mission and to consider the reasonable and relevant interests of the people of Michigan. As presented in Section 5.A, 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).

Internal and External Constituencies
Standing BOG committees include voting representatives from both the Academic Senate and the Student Senate to ensure consideration of the interests of these constituencies (see section 5.A). External constituencies are invited to address the board in public sessions.

Board Independence
Article VIII, Section 5 of the Constitution of Michigan in 1963 established the Board of Governors (BOG) as the controlling board of 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 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.

Delegation of Day-to-Day Activities
Per BOG-enacted statutes:

- The administration of the university is vested in the president, who supervises and manages the day-to-day operations and business of the university. This is accomplished in the spirit of shared governance (addressed in Section 5.A).
- The faculty, through the Academic Senate, has authority and responsibility for the formulation and review of educational policy affecting the entire university. University officers as designated by the president 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.A for additional information on governance.

Sources

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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

WSUCA Statute 2.42.01 (Academic Freedom) affirms the university's stewardship of the common good, 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 the classroom, with duties correlative to rights.
- As for 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 2020 (athletes' right to participate in protests) and the 2020 presidential election. 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 lists the Top Most Challenged Books an annual, educational celebration of the freedom 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. 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).

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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; fostering the intellectual pursuits of faculty and students; and brokering collaboration among disciplines to advance integrative research. In addition, faculty and students are committed to having a shared role in academic honesty and integrity.

Professional Standards, Oversight, Ethical Behavior, Fiscal Accountability
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: Very High Research Activity. The vice president for Research delegates these activities to the Office of Research Integrity (ORI).

WSU encourages maintaining professional standards in research. 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. ORI utilizes an FCOI questionnaire to assist investigators in identifying potential conflicts that must be disclosed. Oversight is provided by the FCOI Committee, which reviews disclosures and develops a conflict management plan where necessary.

University Policy 10-01 (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 is provided by the Collaborative Institutional Training Initiative (CITI), a leading provider of research education content worldwide. 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 2020 report of a WSU investigation of alleged research misconduct. While WSU respects such work products as highly confidential, this report was summarized on the U.S. Department of Health and Human Services' Office of Research Integrity.

Integrity of Research and Scholarly Practice Support Services
ORI oversees WSU's Human Research Protection Program, including institutional policy and the Institutional Review Board (IRB); and maintains institutional accreditation through 2025 by the Association for the Accreditation of Human Research Protection Programs.

WSU contracts with CITI for required and supplementary research training to ensure 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.

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.

ORI's 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. Guidance and oversight in compliance with this policy are provided by various campus units, as follows:

- The library system maintains over 100 subject guides and 80-course guides that include ethical and acceptable use of information. They are linked directly to the Canvas learning management system based on course or discipline. Use of information sources is integrated into the General Education Basic Composition course ENG1020, aligned with learning outcome 2 wherein students "learn flexible research methods in order to effectively identify, select, and evaluate… secondary research that is appropriate to the scope and topic of a persuasive argument.

- The C&IT website aggregates current and historical university policies and standards; a separate C&IT webpage offers education on landmark U.S. copyright laws and acts, and presents consequences of violations. To support the university's overall data handling processes and procedures C&IT has implemented an information security program to address cybersecurity and data privacy. Additionally, C&IT along with Institutional Research has established a university-wide Data Governance Program.
- C&IT reinforces the importance of laws governing copyright and peer-to-peer file sharing by developing a process to address illegal file sharing. The Dean of Students Office sends an email to students who violate copyright laws. Schools and colleges also offer student copyrighting guidance; for example, the School of Library and Information Science website publishes an acceptable use policy for student server access and use.
- The University Libraries support the ethical use of information sources through classroom instruction provided by Subject Specialist librarians, and asynchronous tutorials and guides, including specific guides for RefWorks, EndNote, and Zotero citation management systems. Classroom, group, and individual instruction on these systems are provided by request and deliver a more subject-based approach to the ethical discovery and use of information sources. In addition, the library holds scheduled open RefWorks training workshops for the campus community.

Academic Honesty and Integrity
Consistent with 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 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. 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 the learning community. 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 that sustains 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 DOSO, 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, the LDT 7150 syllabus includes a prominent academic integrity section; a strong, "zero tolerance" message; and references and links to all university policies.

Faculty are encouraged to use Unicheck, a plagiarism detection tool, to help frame the conversation of academic integrity around written material. The Office for Teaching and Learning (OTL), section 3.C, also works with faculty that utilize exams for assessment to write questions in a manner that encourages academic integrity, including creating question pools, and reflection and explanation questions that minimize the ability to share answers or find them online.

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2.S - Criterion 2 - Summary

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

Summary

WSU maintains a high level of integrity and has systems and procedures in place to ensure fair, ethical, and responsible behavior. The Board of Governors, administration, faculty, and staff follow clearly communicated policies and procedures in the academic, financial, personnel, and auxiliary functions. WSU understands the importance of presenting itself clearly to all stakeholders, thus the institution is dedicated to using regular review and revision methods to maintain accuracy across many websites, publications, and in-person interactions. The Board of Governors has complete autonomy to make decisions in the best interests of the institution while adhering to board policies and maintaining the organization's integrity. Through policies, organizational, and governance structures that support both freedoms of expression and academic freedom, the institution demonstrates its commitment to both. Scholarship at WSU meets the high standards of integrity defined by policies for both employees and students. These policies guide the acquisition, development, and use of knowledge in an ethical and responsible manner.

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

Curriculum Management for Current Courses and Programs
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. For example, the College of Fine, Performing and Communication Arts and the College of Engineering have specific committees that review courses. Changes are generally made as a result of formal and informal assessments 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 when appropriate (Section 4.A). At the end of every academic year, the Office of the Registrar runs a dormant course report of all courses that have not been offered for the past 4 years. The courses are changed to inactive in Banner using the upcoming fall semester as the end term. Once this is complete, a notification is sent to the school/college associate deans. Programs are asked to review the list and are offered the opportunity to request to reinstate courses if they provide an adequate rationale. The dormant course report for 2020-21 was sent on July 21, 2021.

Specialized Accreditation Review
Some 127 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 *to* the BOG Academic Affairs Committee on programs' accreditation status.

As of September 2020, all 127 accredited degree programs are in good accreditation standing. The Doctor of Medicine program (School of Medicine) corrected deficiencies cited by the Liaison Committee for Medical Education (LCME) in its 2015 accreditation review, including a lack of student diversity. Multiple initiatives have been implemented resulting in significantly enhanced student diversity. In February 2020, the LCME reviewed a status report that addressed the program's performance in LCME element 3.3 (diversity/pipeline programs and partnerships). LCME determined that the WSU School of Medicine is now in compliance in terms of diversity in the areas of students, faculty, and senior administrative staff. No further information or follow-up is requested at this time.

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

Differentiated Learning Goals
Undergraduate and graduate faculty have developed goals (learning outcomes and plans for assessing their success) for courses (Section 3.C.) and programs (Section 4.B.). Statements of goals and desired outcomes appear on the syllabus for courses. The WSU Assessment website publishes programs' learning outcomes annually (2020-2021 outcomes). The outcomes 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 the development and delivery of all courses and programs. To support good design, the Office for Teaching and Learning offers the Online Course Design Sprint. Live sessions are facilitated several times a year and an asynchronous course is available anytime for instructors to review.

The university operates six 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.

In December 2019, the HLC Multi-Location Visit Reviewer Analysis noted, *"Courses offered at the locations are under the oversight of the college/department offering the program at the off-site locations; this ensures consistency of curricular expectations. Faculty use the same Canvas LMS regardless of where the course is taught. Faculty who teach at offsite locations are the same faculty who teach at WSU's main campus – the faculty travel to the locations to teach courses. Thus, the faculty qualifications, instructional duties, orientation, and professional development are aligned with WSU's main campus. In most cases, the courses offered at the locations are graduate-level or 2+2 courses offered to students who have already earned an undergraduate associate or bachelor's degree. Faculty are available as needed for student support, and faculty provide additional assistance to students as needed."*

Also consistent across modes and locations are admissions standards, academic regulations, and the credit hour policy as encoded by WSUCA Statute 2.43.04 (Credit Hour Definition) and

by University Policy 14-1 (Policy on Course Schedule Types, Credit Hours and Delivery Modes) to ensure an equal amount of work and effort are required in courses regardless of delivery mode or location. A list of frequently asked questions on the Knowledge on Demand website makes clear that the standards are the same whatever the mode of delivery or location.

In December 2019, the HLC Multi-Location Reviewer summarized, *WSU manages its locations effectively and provides a learning experience at locations that is equivalent to the experience provided by students on the main WSU campus. WSU's Educational Outreach Office works with the academic colleges, departments, and programs to plan program and course offerings and to ensure consistency. The Educational Outreach Office manages facility logistics and arranges for student support issues such as registration and advising and the academic area handles course instruction, faculty assignments, and scheduling. The integrated nature of the location management ensures consistency in program and course delivery, assessment, and student services.*

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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 general education program (Gen Ed). The Gen Ed 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, quantitative reasoning) as well as for good citizenship in an interconnected world (cultural inquiry, civic literacy, diversity, global learning, social inquiry, natural scientific inquiry).

The Gen Ed program was established in 1987 and most recently revised in 2017. WSUCA Statute 2.43.03 documents BOG approval of the Gen Ed program; University Policy 04-07 delegates responsibility for this process to the provost, who acts in conjunction with the faculty and academic staff.

Gen Ed Program Revision Implemented
The university implemented the major revisions to the Gen Ed curriculum effective fall 2018. While aspects of the new curriculum are shared with the old curriculum, existing topics were revised and new topics were created to specifically align with the university's mission and strategic plan. This includes commitments to global learning, diversity, equity and inclusion, and support for students' transition into the WSU academic community. A maximum of 35 credits comprises Gen Ed.

Gen Ed Framework

Gen Ed is required of all undergraduate students pursuing bachelor's degrees, regardless of their academic specialties. Modeled loosely on the AAC&U LEAP, Gen Ed requirements are organized into competencies and group requirements with specific learning outcomes for each requirement.

- *Competencies provide* students with the foundational skills necessary for learning in college and for future careers, including explicit coursework in quantitative reasoning, oral communications, and written communication.
- Through *group requirements*, also referred to as inquiries, students acquire a broad range of knowledge and develop methodological skills that encourage continued exploration in cultures, diversity, global issues, natural science, social issues, and civic literacy.

Transfer students are required to complete all university Gen Ed requirements either by taking courses on campus or transferring credits from coursework completed at another university. The statewide Michigan Transfer Agreement (MTA) governs the transfer of Gen Ed credits. Transfer students who cannot fulfill Gen Ed requirements upon admission must complete them after enrollment.

Ongoing revisions of the Gen Ed program are initiated by the General Education Oversight Committee (GEOC), co-chaired by the associate provost for Academic Programs and a nominated faculty member. The GEOC refines and modifies learning outcomes for the Gen Ed program in an advisory capacity to the provost. GEOC also approves courses that meet Gen Ed learning outcomes and assesses learning outcomes. In January 2018, the GEOC established a subcommittee to develop a plan for assessing the newly adopted Gen Ed program. The subcommittee developed Gen Ed assessment goals, models, instruments, logistics, data analysis, reporting, and actions in response to data collected (see section 4B). NILOA (National Institute of Learning Outcome Assessment) provided professional development for the committee members and Gen Ed faculty in creating rubrics to assess Gen Ed.

Education 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., and in support of WSU's mission (Section 1.A.):

- Gen Ed 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 Cultural Inquiry, Global Learning, Social Inquiry and Diversity, Equity and Inclusion requirements.
- 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 Anthropology, Art & Art History, Classical and Modern Languages, Literatures, and Cultures, History, Linguistics, and Music).
- The university has agreements with over 100 international partner institutions in more than 30 countries coordinated by the Office of International Programs (Section 1.C.).

These agreements result in a wide variety of activities, including study abroad programs, faculty research collaborations, or arrangements to receive graduate students from a specific country or overseas institution.

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 Mortuary Sciences clinical training, students are placed at approved funeral home sites to develop technical embalming and preparation skills and to conduct funeral arrangement conferences with client families. Clinical sites are located in urban, suburban, and rural communities throughout Michigan and other states. In their rotations, students have the opportunity to directly interact with client families, which develops their understanding of diverse backgrounds, needs, and funeral customs.
- The School of Social Work prepares professional practitioners at the baccalaureate and master's levels to provide service to vulnerable and oppressed individuals, groups, families, communities, and organizations located in the Detroit metropolitan area. Field education is an integral part of the social work degree curriculum and is required of all students in the BSW and MSW programs. The field placement office has a private database with all agency information, which is made available for students, faculty, and our agency partners.
- The Interprofessional Team Visit Program introduces students to team care for adults 50 years and older. Eigh disciplines participate in this collaboration: School of Medicine, College of Nursing, Occupational Therapy Program, Pharmacy Practice, Physical Therapy, Physician Assistant Program, Athletic Training Program, and the School of Social Work.

Scholarship, Creative Work, and the Discovery of Knowledge
Faculty and academic staff in research-related positions engage in scholarship and creative activity as part of their university responsibilities, with the level of research effort ranging by each academic unit. Pre-tenure, promotion and tenure, and merit salary increase policies and procedures articulate university-wide expectations for faculty scholarship and creative activity in the form of a tenure and promotion factors statement (Section 3.C.). Reflecting the diversity of disciplines and program missions, expectations of faculty are detailed in individual department guidelines (see Section 3.C), as well as criteria for Graduate Faculty status, recognition through awards, and internal grants for scholarships.

Undergraduate students are engaged in a range of research activities across disciplines and schools and colleges. The Undergraduate Research Opportunities Program (UROP) 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 include 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, McNairs Scholar Program, and the humanities-focused Rushton Undergraduate Conference in Language, Literature, and Culture in partnership with the UROP conference.

Graduate education is 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 creativity and 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 and creativity 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.

The university provides financial support to graduate students through graduate research assistantships, teaching assistantships, fellowships, scholarships, and training grants. To support their professional and personal development, graduate students have access to professional travel awards that enable them to share their work through regional, national and international conferences. The Graduate School also provides formal training in responsible conduct of research for all Ph.D. students and postdoctoral scholars (Section 2.E).

The competitive Graduate and Postdoctoral Research Symposium, an annual campus-wide event, provides graduate students the opportunity to present research to faculty and peers from across the university. Each year, more than 150 graduate students and postdoctoral scholars give poster presentations. Students representing each school and college participate in the 3-Minute Thesis (3MT) competition. Prizes are awarded to recognize students with the top posters and presentations. In 2020, 16 students won prizes for their posters, and 4 awards were made for the 3MT competition. The Graduate School Professional Development Series, organized in collaboration with many campus units, provides learning opportunities outside the classroom for graduate students and postdoctoral scholars in three areas: research skills, pedagogy, and career readiness.

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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

Overall Composition of Faculty and Staff Reflects Human Diversity
The composition of faculty and staff at WSU appropriately reflects the diversity of its constituencies. Fall 2020 faculty and staff diversity are reflective of our student population diversity (see 1.A Enrollment). In Fall 2020 WSU employed 6,298 faculty and staff members. Under-represented minorities accounted for 26.9% of WSU's faculty and staff with Black or African American faculty and staff members accounting for 23.5% and Hispanic or Latino faculty and staff members accounting for 3.1%. White faculty and staff members made up 58.7% of the total and Asian faculty and staff members made up 12.5%. Of the 6,298 faculty and staff members, 42.7% were male and 57.3% were female.

Sufficient Numbers and Continuity of Faculty
The depth and breadth of the WSU faculty are 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 2019-2020 Fact Book, the university employs 1,630 full-time faculty (64.1%) and 914 part-time faculty (35.9%). 56% of full-time faculty are tenured or tenure-track with 749 faculty members holding tenure and 164 holding tenure-track appointments. Full-time instructional faculty and staff members include 488 Professors (29.9%), 477 Associate Professors (29.2%), 439 Assistant Professors (26.9%), 196 Lecturers, and Senior Lecturers (12.0%), and 30 Instructors (1.8%). Of all full-time instructional members, 404

(24.8%) are clinical or research faculty. While lecturers, senior lecturers, research faculty, and clinical faculty 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 Qualifications

All faculty must meet faculty qualification standards 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. 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, including professional doctorates (e.g., M.D., J.D., D.B.A., EdD.) and recognized non-doctoral terminal degrees, principally in the arts (e.g., the M.F.A). All full-time faculty members are listed on the university website with their rank and all degrees.

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 recommendations for appointments sent to the provost.

Graduate Faculty status, which entitles the faculty member to direct doctoral dissertations, is awarded by the Graduate School following the recommendation of the department, school, or college. This status entails evidence of research productivity and participation in graduate education. 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, for example, in the case of 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 a doctorate or other terminal degree.

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 a 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. 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 undergraduate education and part of their preparation as graduate students. General information can be found on the Graduate School website. Credentials are developed and reviewed at the disciplinary level.

Faculty Evaluation
Every classification of instructor is evaluated 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 WSU Union of Part-Time Faculty (UPTF-AFT) for part-time faculty, and the Graduate Employees Organizing Committee-AFT (GEOC-AFT) for graduate teaching assistants.

American Association of University Professors - American Federation of Teachers (AAUP-AFT): Every member of the instructional staff are evaluated annually to ensure that instructors are current in their disciplines and adept in their teaching roles. All AAUP-represented instructors are required to request that their students complete the university-approved student evaluation of teaching (SET) in all classes (Article XXIX). In addition, Article XXIX offers peer review of instruction for all AAUP-represented faculty, whatever their tenure status. Peer review is helpful in enhancing student success, professional development, and teaching effectiveness. While research and service activities are submitted on the professional record annually and evaluated by an appropriate unit-level committee or supervisor, the review is carried out by faculty committees made up of colleagues who are in a position to have observed their 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-tenured 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-tenured 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). Guidelines are issued by the Office of the Provost (Evaluation and Salary Adjustment Program for Represented Faculty Memo, updated February 2021 and Guidelines for Selective Salary Evaluation of Faculty, updated January 2020). In light of COVID, faculty may also include a COVID impact statement with their yearly materials.

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, WSUCA Statute 2.51.01 and the AAUP-AFT contract detail procedures for the determination of readiness for tenure (Article XXII) and for promotion (Article XXIII). The university requires that a pre-tenured 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 collective bargaining agreement provides the framework for evaluation for all part-time faculty and 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 as stated in Article XVII.A. 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 (PTF1) to the two promotional levels (PTF2 and PTF3).

Graduate Employees Organizing Committee-American Federation of Teachers (GEOC-AFT): Graduate teaching assistants (GTAs) are appointed on one-year contracts and are therefore reviewed annually for renewal as instructors (collective bargaining contract Article IX) and progress to degree. Good progress toward the degree is a requirement for the renewal of the assistantship mandated by the Graduate School; other measures pertain (student evaluations, peer evaluation) as well. The unit graduate director (in consultation with other faculty members as appropriate) carries out the academic review. For teaching, GTAs are reviewed in their departments by course coordinators for multi-section courses, the faculty member whose lab sections they run, or another member of the faculty. These faculty carry out the review, often working with the Graduate Director to do so.

<u>Support for Instructors' Teaching Roles</u>
Support for instructors' teaching role is a collaboration among the Office for Teaching and Learning (OTL), Office for Faculty Development and Faculty Success, Graduate School, Office of Vice President for Research, departments, and programs.

To better support faculty development, in 2018 the Provost created the Office for Faculty Development and Faculty Success to help identify and provide additional opportunities for professional growth throughout the faculty "life cycle". This area includes faculty orientation and development; faculty awards and award nominations; and fostering recognition of faculty internally, nationally, and internationally for teaching, scholarship, and community outreach. In addition, the office is committed to developing effective academic leaders by creating programs for faculty, academic staff, and chairs that empower others by collaborating with them to achieve

common goals, create a community of researchers, teachers, and practitioners, and maintain high morale and engagement.

Faculty orientation introduces all instructional staff to the university, its students, instructional support resources, and research support. For new full-time faculty and administrators, this takes the form of a two-day intensive orientation offered by the Office of the Provost, OTL, and the Office of the Vice President for Research. Part-time faculty attend a one-day professional development event that combines sessions for newly hired part-time faculty and those of value to returning faculty members. Graduate teaching assistants (GTAs) attend orientation sessions through the Graduate School and the OTL, with additional training for international GTAs through the English Language Institute. The Graduate School also offers ongoing professional development seminars relevant to graduate students in the areas of research, instructional development, and career readiness. Finally, many departments have their own orientation and training relative to the specific courses they teach. The Department of Classical and Modern Languages, Literatures, and Cultures, for example, provides integrated and language-specific orientation sessions every fall for all instructors of basic language courses.

Beyond faculty orientation, OTL provides materials and training in multiple formats to meet the needs of all instructional faculty across all disciplines and career stages. They conduct face-to-face and virtual pedagogy and technology training, bring experts to campus for workshops, provide individual support for faculty who would like to improve their teaching, and carry out mid-term evaluations for instructors seeking formative feedback while the course is ongoing. OTL continually expands the programs and resources that it makes available to faculty. Utilization of OTL has steadily increased; evaluations indicate participants feel their knowledge increases and give high marks to these activities. In 2020, the WSU Academic Senate's Curriculum and Instruction Committee recognized OTL with a commendation for their outstanding support during the COVID-19 transition to online.

In addition, the Research and Academic Development seminar program, co-sponsored by the Division of Research, the School of Medicine, and the Office of the Provost offers frequent seminars. Topics vary and pertain to teaching 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.

Finally, multiple awards at the university and school/college levels recognize outstanding instruction and 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 and the Outstanding Graduate Mentor Award. GTAs may compete for the Heberlein Excellence in Teaching Award for Graduate Students. School/college awards for teaching include those awarded by the School of Medicine **(1, 2)** and the College of Liberal Arts and Sciences. In 2018, the provost appointed the first class of the Academy of Teachers (AoT). The AoT is committed to promoting the shared value and culture of teaching excellence and student achievement at WSU. They strive to engage faculty, students, and staff in conversations about learning, and to move from conversations to concrete actions that improve the educational experience for all students. They also work to encourage policies at the

university, local, state, and national levels that support teachers and promote and reward effective teaching.

Other Faculty Professional Development

Faculty and other instructional staff are also accorded professional development opportunities, for example, sabbatical leave, conference funding, and competitive fellowships and grants. 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 Article XIII.B.2. Other professional development opportunities are provided through funding for travel to conferences (each unit has its own criteria, most often that the faculty member will present research – including pedagogical research – at conferences). The UPTF-AFT contract (Article XI) also provides for professional development for part-time faculty (attendance at workshops and conferences, professional association memberships, and dedicated research grants).

The university offers various competitive fellowships, among them the Distinguished Faculty Fellowship, University Research Grant, and the Educational Development Grant. The most unusual of these awards is the Career Development Chair, which is awarded annually to as many as five faculty members who are within four years of having attained tenure. The award, which provides for research funds and a reduced teaching assignment for two semesters, enables the recipients to expand their research. Various schools and colleges (e.g., Medicine, Nursing) also provide support for faculty development.

Student Access to Instructors

The university provides guidelines for basic faculty accessibility to students. Both the Undergraduate and Graduate Bulletin 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 office location, phone number, and email address.

Faculty office hours are augmented by the availability of most faculty through electronic media. The university provides email to all faculty, staff, and students. It is the main form of communication among members of the university community. The university also provides accounts for MS Teams and Zoom to all faculty, students, and staff. These allow a virtual means for faculty to meet with students individually or in groups.

Another tool for instructor accessibility is Canvas, the university's course management system. Canvas 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, which allows the forum to be expanded beyond a class to others (for example, faculty in other departments who are contributing expertise to a class or a portion of a class).

As stated in section 3.B., the university, through the Undergraduate Research Opportunities Program, encourages one-on-one and small-group interaction among faculty and students.

Student Support Staff Qualifications, Training, and Professional Development
Academic staff at WSU are valued for the role they play in student success. Staff members providing student support services must possess relevant degrees and experience appropriate to their positions. Minimum qualifications are determined by departments in consultation with the Human Resources office and are outlined in job descriptions for every position. Admissions and Financial Aid officers are hired through the Office of the Associate Vice President for Enrollment Management (Section 3.D). 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, school/college, and Office of the Senior Associate Provost for Student Success.

Academic staff are represented by the same AAUP-AFT contract that applies to full-time faculty members. The contract 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. However, with the exception of librarians and archivists, where it is optional, academic staff cannot apply for or receive tenure. All such staff undergoes 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) funded by the university and carried out by the Academic Staff Professional Development Committee (ASPDC). The committee provides a mentoring program, numerous workshops annually for networking and for professional growth, travel grants for staff, and presents awards for outstanding service annually. The awardees are recognized at the ASPDC annual luncheon and at the Academic Staff Recognition Ceremony every spring. In addition, the Office of the Provost has developed an Advisor Training 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
WSU supports learning and teaching through financial, academic, health/wellbeing, and pedagogical resources and infrastructure. 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 (EM) provides core, non-academic student support services. Utilizing radical support and a growth mindset, EM's mission is to provide critical resources that remove barriers to student access and opportunity to create positive generational outcomes. The EM Communication (EMC) unit collaborates with EM and university partners to coordinate messaging to prospective, admitted, and current undergraduate students. The EM Special Projects and Programs (EMP) team facilitates the development and management of all special projects and programs that fall under the purview of the AVP for Enrollment Management. Special projects and programs include statewide and local community outreach, student support and resourcing, new student recruitment, continuing student retention, adult learner initiatives, and new technology implementation and programming. Warrior Way Back, RaiseMe, DetroitED411, and Career Insight are current EM initiatives that support student success.

 EM houses several units that may support students at any part of their lifecycle at WSU:

- The Office of Undergraduate Admissions (UGA) is responsible for undergraduate outreach and recruitment as well as administration of the holistic admissions process including pre-admissions counseling and processing of student applications. UGA is committed to meeting enrollment goals by removing barriers to accessing higher education and recruiting a diverse student body. UGA utilizes strategic communication and marketing plans to increase applications and yield with personalized messaging and

promotion of WSU schools/colleges and programs. In fall 2020, enrollment included 4.5% international students representing over 70 countries. The Office of International Programs offers a rich support system for these 1,182 students (see section 1.C.).

- The Office of Student Financial Aid (OSFA) is responsible for managing financial assistance programs authorized under Title IV of the Higher Education Act of 1965. In addition to federal aid, OSFA coordinates and processes institutional, state, and external funding to students. The staff coordinates with campus partners including the Office of the Registrar, Housing, Bursar, Academic Advising, and other key units to prepare and award aid, review courses to examine satisfactory academic progress, and monitor cases to ensure continued eligibility for financial aid. OFSA presents financial aid workshops to students and their families, offers financial literacy education, and has several initiatives that support students' special circumstances.

- The Student Service Center (SSC) is the first stop for students as they navigate financial aid, undergraduate admissions, and records and registration. SSC brings crucial student services together in one space to maximize our connection with students as our campus "one-stop-shop". SSC specialists are extensively cross-trained in multiple areas and encouraged to holistically address student needs. SSC representatives assign students an inquiry case number and each subsequent contact is mapped to the case to ensure continuity of service through final resolution. Beyond these direct service lines, SSC serves as one of the primary "go-to" offices when students need support in any area of their WSU experience.

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

The Office of the Registrar functions as the main enrollment office for the university by supporting its students and the academic mission of the university, and by providing systems and processes to help enforce our academic policies. The office provides support by managing the university's course inventory published annually in the Bulletins (Section 4.A.), scheduling classes for academic units, building and supporting the registration portal (including the schedule of classes), and making available a comprehensive degree audit system for students and their advisors to track student progress through their degree requirements.

New Student Orientation is a required program designed for all incoming students to make new friends, learn the ropes, get advising, register for appropriate courses, and get settled into 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 programming which runs parallel to student programming. Students are also introduced to an orientation course through Canvas, the university's online learning management system.

The Academic Success Center offers all students support to become self-determined, motivated, and independent learners, and achieve academic excellence. Free supports include supplemental instruction through group and course study sessions, individual and group tutoring, study skills counseling, and workshops on a range of topics, such as financial literacy and procrastination.

To ensure appropriate placement in courses and academic programs, the university utilizes placement exams and program-specific triage to inform student advising. The Office of Testing, Evaluation & Research Services administers many of these tests and helps students understand results.

Student Disability Services (SDS) ensures academic access and inclusion for students, supporting a view of disability guided by social, cultural, and political forces.

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 supporting registered students, CAPS offers crisis intervention and consultation to parents of university students, faculty, and the university community. CAPS' staff is able to host individual, group, or telehealth sessions so everyone is able to receive services regardless of their environment. CAPS is fully accredited by the International Association of Counseling Services.

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

Through the Office of Learning Communities, students gain opportunities to expand their knowledge in an environment of group work, social support, and supplemental instruction. Out of 36 communities, some are course-based, while others are either cross-disciplinary or peripheral to the major.

The Office of Military and Veterans Academic Excellence (OMVAE) is dedicated to providing high-quality and comprehensive support to student veterans in an environment that fosters respect, commitment, and academic excellence. OMVAE provides both direct and liaison services for all education and administrative matters pertaining to our student veterans, their families, and the military community at large.

The Office of Multicultural Student Engagement offers additional academic support to all students, with a focus on culturally relevant methods (Section 1.C).

Career Services provides a full range of career-related resources to students and alumni, such as student employment, internships, professional employment, career planning, access to online job search tools, and campus recruitment events and interviews.

Learning Support and Preparatory Instruction for Academic Needs
The university provides targeted support to all 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. Among academic support programs focused on students considered to be at-risk:

- The Warrior Vision Impact Program (VIP) supports the success of incoming first-year students through graduation and works in collaboration with departments across the university to provide comprehensive academic, career, research, financial literacy, and mentoring support. In partnership with other learning communities, the Warrior VIP ensures students' successful transition into college, fosters their positive engagement in the university setting, and prepares students to challenge themselves as leaders beyond graduation.

- Academic Pathways to Excellence Scholars (APEX) is an alternative admission program designed to assist students adjusting to university life through intensive orientation during an 8-week summer bridge program.

- TRIO Student Support Services provides teaching, academic support, career counseling, and advocacy to assist low-income and first-generation students to enter college, graduate, and move on to participate completely in America's economic and social life.

- Champions Aspiring to Make Pathways to Success (CHAMPS), formerly 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.

Academic Advising
Undergraduate Student Advising
The University Advising Center (UAC) advises all prospective undergraduate students, including pre-professional and undecided/exploratory students, and those not ready to choose a major upon admission select an exploratory track that best fits their broad academic and personal interests. Academic advisors work with these students up to 30 credits to help them explore majors and sample classes while making progress in Gen Ed and college requirements.

Undergraduate academic advising at the university is a primary responsibility of the undergraduate colleges and/or departments. Advisors offer appointment-based and drop-in advising to address short- and long-term coursework planning, academic planning, and academic progress monitoring such as holds and advising on requirements and forms. As this example from the College of Engineering illustrates, advising focuses on student success and graduation.

Pre-professional students follow a program of prerequisite courses for the professional schools. Included in the prerequisite program is the university Gen Ed requirements (Section 3.B), with which students can supplement their often heavily science-based course load. 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.

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 3.C, Faculty Qualifications). Faculty are responsible for advising and mentoring Ph.D. students and helping them develop a diverse skill set in preparation for independent scholarship. 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. Each degree plan is required to be reviewed and approved by the advisor on record, the director of graduate studies of the major and minor fields, and the college (for master's and professional doctorate students) or Graduate School (for Ph.D. students).

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, including a state-of-the-art technological infrastructure (Section 5.B). Students and instructors have access to technology-equipped classrooms, scientific laboratories, libraries, performance venues, clinical practice sites and hospitals, and museums. The university has invested in technology (such as statistical software, the Canvas learning management system, library research databases, study room scheduling), and person-based services (such as lab assistants, reference librarians, clinical supervisors, the OTL (Section 3.C) 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. The division 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 four libraries, which include medical and professional law collections and labor and university archives, students and faculty have 24/7 access to a broad range of electronic resources, including more than 56,000 journal titles, more than 900,000 e-books, and other specialized digital collections. Vast print collections, archives, and special collections add depth to the academic resources available. The Tech Bunker and Vault, located in the Adamany Undergraduate Library, provide our students with enhanced technology experiences including Alienware Aurora computers, 3D printing, and workshops in Raspberry Pi and other programming languages. Online assistance is always available through our 24/7 chat and text services; reference services are also available through email, phone, and in-person help. The libraries' researcher support services are particularly robust, with subject librarians and a variety of specialists on topics related to copyright, open access, and collections and resources. The library system manages the Digital Commons, a repository for making university faculty, staff, and student scholarship accessible, along with hosting two open access scholarly journals.

The Writing Research and Technology Zone in the College of Liberal Arts & Sciences provides individual tutoring consultations, research assistance from librarians, and technology

consultations, all free of charge for graduate and undergraduate students in any school or college.

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

- Satellite campuses, such as the Macomb Extension Center
- The Richard J. Mazurek, M.D., Medical Education Commons
- New homes for the Mike Ilitch School of Business and the School of Social Work
- Completed renovation of the Student Center and continued renovations of State Hall classrooms
- Research facilities, such as the A. Paul Schaap Chemistry Building and Lecture Hall and Integrative Biosciences Center (IBio).
- On October 1, 2020, the brand-new state-of-the-art STEM Innovation Learning Center was opened. The facility is part of Wayne State's vision for STEM education through multi-disciplinary learning and community engagement that will build upon WSU's vision for inclusive innovation across campus.
- The Office of the Vice President for Research (Section 2.E) offers the use of laboratories and research centers that provide undergraduate and graduate students with opportunities to participate in research.

In addition, 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 and Studio Theatres; the Allesee Dance Studio; Underground at the Hilberry; and The Gateway Performance Complex (coming soon). The Production Center 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. Recently, the museum was awarded a National Endowment for the Humanities grant for $14,682 to preserve archaeological collections.

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 Institute of Arts and the School of Medicine hosted the "Visual Thinking and Medicine: Art in Medicine in Partnership with the DIA" on May 9, 2019.

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. WDET is one of many communication outlets that offer internships for students through the Journalism Institute for Media Diversity to gain media experience.

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3.S - Criterion 3 - Summary

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

Summary

WSU's degree programs deliver the high-quality teaching and learning required of a higher education institution dedicated to student success. All degree programs have established processes to ensure that course content and subject matter are current and appropriate. The university successfully implemented major changes to the general education program in the fall of 2018. Certain features of the new curriculum are similar to previous ones, existing topics have been updated, and new topics have been introduced to better correspond with the university's mission and strategic plan. WSU has a sufficient number of faculty, instructors, adjunct faculty, and support staff to deliver high-quality programs and services to students, ensuring their success. All instructional and support personnel are qualified and evaluated on a regular basis in accordance with policies and procedures. WSU has sufficient resources to facilitate student learning and good instruction. For effective instruction, infrastructure and resources are provided, as well as specialized learning support services for various student populations.

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

Program Review
WSUCA 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. APR 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; and reaffirms the relationship between the mission of each program and the mission of the university. The process takes place over five phases. Programs that are subject to APR are reviewed on a seven-year cycle. A calendar of reviews through 2037 is published on the Office of the Provost website.

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 from school/college deans and responsible university administrators is considered. In collaboration with Assessment, the APR office has made updates to the process and reporting, including updating the orientation phase and implementing changes to the self-study, site visit meetings, and reporting. The collaboration was showcased at the Association for the Assessment of Learning in Higher Education Conference in 2017 and 2019.

Among actions resulting from APR:

- Assessment improvement: Mathematics will develop a more structured program assessment plan that will include sending out surveys to graduate program directors, advisors, and graduates.
- Curricular improvement: African American Studies added an introductory and theories and methods course; Classical and Modern Languages, Literatures, and Cultures restructured their programs to preserve minors and create interdisciplinary area studies majors with language requirements.
- Strategic hiring actions: Chemistry hired an additional advisor and a grant contract officer; Art and Art History hired a tenured faculty specializing in the Black diaspora.
- Facility improvements: Gender, Sexuality and Women's Studies provided updated computers to faculty and staff. Anthropology will seek to improve their space by combining departments into a single space.
- Marketing and recruitment: Industrial and Systems Engineering will increase its efforts to recruit qualified undergraduate and graduate enrollment. The Linguistics department is working on promoting the program by revising the MA program and seeking more financial aid sources.

Evaluation and Quality Assurance of Transfer Credit
WSU ensures that all credit by examination posted to a student's academic record has been credentialed and evaluated. 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.

The Bulletin and the Transfer Credit Evaluation website explains how 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. There is no limit to the number of transferable credit hours that may be granted for any combination of AP, CLEP, and IB tests. 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 Form, which is accessible to transfer students through a web-based tool searchable by institution name, state, and country. Equivalencies are also

incorporated into 52 program-specific articulation agreements with ten Michigan community colleges and one Canadian college, 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 Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) transfer agreement has been revised to the Michigan Transfer Agreement (MTA) as of fall 2019. Students must complete at least 30 credits at a Michigan community college in six defined areas with at least a grade of 2.0 (or C) in each course to satisfy the MTA 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.

Consistent with WSUCA 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 credit transfer:

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

As detailed in the Bulletin, WSU accepts transfer credit from all accredited institutions of higher education, both community colleges, and baccalaureate-granting colleges and universities. Incoming undergraduate students submit official transcripts to the Office of Undergraduate Admissions and graduate students submit transcripts to the Graduate School (Section 3D). Incoming students who present international exam records/transcripts are recommended to use a university-recognized, third-party foreign transcript evaluation service. 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 WSU-equivalent course.

Authority Over Courses, Programs, and Quality
In addition to APR or accreditation reviews, other practices maintain the quality of WSU's programs. Academic, co-curricular, and student service programs participate in an annual program assessment cycle (Section 4.B). Also, the development of new programs and modification of existing programs undergo a comprehensive review process. Specifically, academic units, through the process established in unit bylaws (example: English Undergraduate

Studies Committee, Section IV.7. B), 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 units have curriculum committees (Section 3.A) comprised of faculty and sometimes academic staff who have primary responsibility for assuring the rigor of our courses and programs. Academic rigor is affirmed by departmental faculty and chair, the school/college faculty governing body, and dean for approval of Proposal for Change, Reinstatement, or New Course forms prior to review and consideration by the associate provost for Academic Programs. Proposed new academic programs are subject to a comprehensive internal and external review process, including prerequisites, co-requisites, and student learning outcomes, which are required elements. Major proposal components include program rationale, objectives, description, standards, assessment, administration, resources, and costs. In addition, new Gen Ed course proposals are subject to review by the General Education Oversight Committee (Section 3.B). Following review and acceptance by the associate provost for Academic Programs, new program proposals are submitted to the BOG for final approval. Changes in course prerequisites and/or co-requisites are requested through CourseLeaf course management system. The form is routed through the CourseLeaf system to ensure that information is disseminated to University Advising, incorporated into degree audits, and integrated into the Bulletin and appropriate websites.

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 3.C and 3.D.

Dual enrollment classes are required to meet the same standards as those delivered on campus and must include equivalent learning outcomes. The university offers dual enrollment classes to several high schools, as determined in collaboration with each school's administration, and is open to juniors and seniors with a minimum grade point average of 3.0. Dual enrollment classes are predominantly Gen Ed 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.

WSU offers no dual credit programs.

Specialized Accreditations
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.

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 BOG annually. As of September 25, 2020, all 127 degree-granting programs holding accreditation were in good standing.

Graduate Success
WSU 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 (Section 3.D) conducts an annual survey of graduates and publishes an annual report including employment rates, location of employment, future educational plans, volunteer service (e.g. Peace Corps), and more. These data are made available to the public on the Career Services website.

The Graduate School in 2014 implemented a doctoral alumni survey, which tracks the career progress of university Ph.D. recipients for a period of 15 years or more. In 2017, WSU was chosen to participate in the Council of Graduate Schools (CGS) Ph.D. Career Pathways, a coalition of 65 doctoral institutions working to better understand and support Ph.D. careers across diverse disciplines and professions. Over the course of this three-year project, the consortium of universities has collected data from current Ph.D. students and alumni using surveys developed by CGS in consultation with senior university leaders, funding agencies, disciplinary societies, researchers, Ph.D. students, and alumni. In the fall of 2019, the alumni survey was administered by email to 597 Ph.D. alumni in three groups: those who earned their Ph.D. 15, 8, and 3 years prior. The overall response rate for the survey was 25%. Of respondents, 92% were working for pay or profit at the time of the survey.

Many professional schools are required to track, monitor, and report student job placement and acceptance into postgraduate training programs for program accreditation. For example, the College of Nursing conducts end-of-program assessments for the Bachelor of Science (BSN), Master of Science (MSN), and Doctorate in Nursing Practice (DNP) programs. All include Overall Learning, Overall Effectiveness, and Professional Standards as indicators of success, with a goal of 80% 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 MSN and DNP program track successful completion of a national certification exam for advanced practice registered nurses (APRNs). The School of Medicine tracks where its graduates complete their residencies and surveys institutions to assess graduate preparedness, among other measures of success. The Law School tracks student employment in various categories, including type, length, and whether a law degree is a position requirement.

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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

In recognition of our institution's assessment practices, WSU received the 2020 Excellence in Assessment Designation, a national award sponsored by the APLU, NILOA, and AAC&U. The award letter states: "Wayne State's narrative provides a clear discussion and indication of improvements over time that are linked directly to assessment, institutional effectiveness, and student learning and development."

Reviewers highlighted several successes: our "clear growth and advancement of learning outcomes efforts over time," the "maturity in the assessment process," our celebration of faculty who engage meaningfully in assessment, "multiple constituents who are responsible for and working with assessment efforts," and an "infrastructure of data-driven decision-making".

This argument builds on those successes, first presenting initiatives introduced after our 2017 HLC review to expand and improve our assessment practices, followed by examples of how assessment has been used for improvement, and ending with an overview of ongoing efforts reported in our 2017 assurance argument.

Effective Processes for Assessment
In response to the adoption of the revised General Education program, the General Education Oversight Committee (GEOC) overhauled the Gen Ed assessment process:

- In January 2018, the GEOC formed an assessment subcommittee to design a new program assessment process for the recently revised program. The subcommittee led a collaborative 18-month process to research, design, pilot, and launch a course assignment-based assessment plan. Faculty, staff, and students provided input throughout the development process into rubric design and contents; roles for instructors, administrators, and GEOC; and appropriate data management and reporting guidelines. To complete the Gen Ed assessment, instructors select at least one assignment that elicits their Gen Ed outcomes and scores it in Canvas using their Gen Ed rubric. Instructors with large classes may submit their data using an Excel template in place of the Canvas rubric. Subcommittee members offer live workshops to train instructors for Gen Ed assessment.

- The subcommittee also developed a Gen Ed assessment website that includes links to the Gen Ed learning outcomes and curriculum, an explanation of goals, responsibilities, processes, and timelines, plus the Gen Ed rubrics (example: Natural Scientific Inquiry), video tutorials, and professional development materials. A Canvas course for instructors is in development.

- Assessments are carried out on a rotating cycle; two to three Gen Ed designations participate annually. Six designations have completed data collection and reporting and are in action planning or implementation phases; GEOC and individual instructors have received reports of the results with links to video tutorials for how to read and interpret them. In 2020-2021, three more designations collected data, and two developed rubrics.

- Three designations (Basic Composition, Intermediate Composition, Oral Communication) have completed their action planning/improvement phase and specified actions to address shortfalls in student learning (details below). In addition, GEOC will lead a revision of all three rubrics in Fall 2021.

- The 2020-2021 GEOC End of Year Report summarizes the latest accomplishments.

- Gen Ed assessment requires support from Canvas Administration and the Office for Institutional Research and Analysis (OIRA). Canvas Administration integrates rubrics into appropriate Gen Ed courses each semester, supports instructors, and manages all associated programming. OIRA extracts data from Canvas, analyzes it for GEOC, and delivers reports to appropriate audiences per GEOC guidance.

To support the complex tasks of Gen Ed assessment, the provost created the General Education Fellowship Program in 2019:

- Fellows receive a stipend to lead development, communication, or reporting of Gen Ed assessment or serve as liaisons for one Gen Ed designation. The director of Assessment serves as project manager and provides assessment expertise. All are members of the GEOC Assessment Subcommittee and report progress to and seek input from the GEOC.

- Beginning in Fall 2021, the Action Planning fellow will continue developing resources and lead training and dialogues to help instructors and the GEOC use their assessment results to reflect on and improve the delivery of the Gen Ed program.

The Assessment Grant Program was launched in 2018 to help programs improve their assessment practices. The provost awards up to six grants at $3000 each annually to support the piloting, creation, or significant revision of a program's assessment instruments or process, or to obtain professional development in program assessment. Sixteen academic and student services/co-curricular programs have received awards to date; the 2019 final reports show the range of advances made in assessment practices and expertise and the benefits to participants and their programs.

In response to feedback that assessment work isn't perceived as valued or rewarded, in 2019 the provost established conference funding to highlight and support links between assessment and

scholarly activities that are more overtly valued on campus. The program provides conference or travel funds of $250 per event to faculty and staff who present their assessment work at external venues.

Building on previous integration efforts, since 2017 programs at the midpoint of their APR or accreditation cycle have been strategically included in the University Assessment Council's annual review of assessment plans. This timely review provides feedback and support for enhancing assessment practices and the data they will have available for their APR strategic planning and better demonstrates the interrelationship between annual assessment and longer-term, periodic APR.

Increasing transparency and communication about assessment with all stakeholders is a recent goal arising out of our Excellence in Assessment self-study. We have made some progress, as exemplified by the College of Education webpage for publicly posting their program's assessment reports, and Anthropology's letter to stakeholders, which represents their focus on contextualizing and using assessment data to improve student learning.

Expansion of the University Assessment Council. To model student engagement in assessment planning, the council invited the Student Senate to select representatives to join the council beginning in 2018. They have been a particularly important resource in developing the new Gen Ed rubrics. In addition, to reflect their growing role in supporting course-level assessment, representatives from the Office for Teaching and Learning joined the council in 2017.

Assessment Used to Improve Student Learning
For Gen Ed, results of the Basic Composition assessment showed a need to further support students' critical literacy strategies (LO3) and reflective writing (LO7). Changes to be implemented in AY21-22 include new short reflective assignments, redesign of an existing reflective assignment, and development of virtual workshops and video tutorials.

The BA in Anthropology closed the loop on their AY18-19 assessment in AY19-20 by re-assessing an outcome on race and inequality that had not met the program's target in the first year. The program's action after the first assessment was to integrate peer mentoring and student tutoring alongside more explicit content and activities. Assessment in the subsequent year showed considerable improvement in this outcome, exceeding the target for performance.

In AY18-19, assessment data from the BS in Mechanical Engineering Technology indicated a need to better support student outcomes related to heat transfer. To address this gap, the faculty incorporated a review at the start of each chapter. Re-assessment in AY19-20 showed a positive impact, with students meeting the program's performance target.

To assess the impact of a significant curriculum revision, Pharmacy Practice compared pre- and post-revision cohorts' results on national exams. Performance post-revision (AY19-20) remained above the national average overall, and in future cycles, the program will monitor domains in which scores declined slightly, even though they met the target level of performance.

The MSW in Innovation in Community, Policy, and Leadership tracks program learning outcomes by comparing results with previous years. In AY19-20, all performance targets were met, and the program still made plans for improvement. Each platform course will add a second measure for each competency to enhance the robustness of assessment data.

The Composition Learning Community used a WSU Assessment Grant in AY19-20 to design and implement an assessment of the relationship between learning community participation and academic success in the composition program. Survey and interview responses, student demographics, Early Academic Assessment grades, and final grades provided information regarding the impact of participation, practices to continue or modify, variations between face-to-face and online cohorts, and training for peer mentors.

All 350 programs' assessment plans are available for review (academic programs; student services programs).

The mission of WSU Assessment is to expand, manage, and support program assessment across campus. The office's staff consists only of the director of Assessment, who supports assessment in 350 academic and student services/co-curricular programs through professional development, individual consultations, technology support, recognition efforts, and the management of initiatives such as the WSU Assessment Grant Program, Gen Ed assessment, and conference funding for scholarly work in assessment.

The Director of Assessment is advised by the University Assessment Council (UAC); UAC membership includes representatives of each school/college, and student services/co-curricular programs, Student Senate, and the Office for Teaching and Learning. In consultation with the director, the UAC provides guidance, support, and feedback on assessment 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 assessment process through:

- Guidelines for program assessment planning
- A standardized timeline for the assessment cycle and
- A centralized reporting system ("Planning") for programs' mission statements, learning outcomes, curriculum maps, assessment methods, results, action plans, timelines, and reporting to stakeholders

Most programs have developed an assessment plan to improve student learning. In 2019-2020 (the most recently completed reporting cycle):

- 99% of programs have mission statements and program learning outcomes, which are articulated by faculty in academic programs and by staff in co-curricular and student service programs.
- 75% of programs gathered evidence of student learning
- 74% of programs identified action plans based on the evidence gathered
- 91% of programs established a plan for reporting assessment activities to their stakeholders.

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 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.

Substantial Faculty and Staff Participation
Although the Office of the Provost oversees the entire assessment process, faculty and staff are the experts in their discipline. Therefore, each program is responsible for its own assessment planning, design, and implementation. Several data points from the AY19-20 WSU Assessment annual report indicate robust participation:

- Approximately 600 individuals 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 166 faculty and staff served as assessment coordinators.
- 53 faculty and staff were involved in assessment grants.

The following ongoing initiatives have contributed to the use of good assessment practices and broad participation:

- Faculty and staff workshops on program assessment to complement the work of the Office for Teaching and Learning. Between January 2017 and February 2021, the Director of Assessment offered 78 workshops and presentations attended by 1268 faculty and staff. The Office for Teaching and Learning (OTL) offered 123 workshops related to assessment, with 1288 attendees.

- The WSU Assessment website, a National Institute for Learning Outcomes Assessment Featured Website, provides professional development resources for program assessment (e.g., academic and student services handbooks), support for documenting assessment, a university assessment timeline, and progress reports from college, school, and student services/co-curricular units.

- Identification or creation of college/school/division and department assessment committees and coordinators to provide feedback, monitoring, and communication in support of program assessment.

- An assessment plan feedback rubric is used by the UAC to review a 10% sample of plans each year. The UAC shares the results with programs through individual meetings and with the campus through an aggregate report to guide strategic planning of support for the following year. Sample program and institutional reports from AY19-20 show results at both levels. The institutional report also documents the overall growth in the quality of assessment practices across the six years that this process has been in place.

- Annual assessment of the state of assessment. The feedback rubric review measures our institutional assessment practices across nine data points. In addition, we track

engagement through completion of assessment documentation, participation in assessment events, use of professional development resources, and website traffic. Complete annual reports from the AY14-15 and through AY19-20 assessments are publicly posted on the website.

- Monthly reporting of assessment plan documentation. Monthly reports are sent to the provost, deans, UAC, and other groups as relevant. Reports specify which elements of the assessment plan have been completed to date at the university, division, and program levels.

- Recognition efforts. Pre-COVID, the president and provost publicly recognized faculty and staff assessment efforts at an annual recognition luncheon. Posters highlighting the effective use of assessment data to improve student learning in about a dozen programs are displayed each year (example); digital copies are posted on the website. Guest speakers discuss a topic designed to encourage good assessment practices, such as student engagement in assessment planning, integration of scholarly work into assessment efforts, and opportunities to engage a broader cross-section of colleagues in assessment through Gen Ed assessment. On average over 60 faculty, staff, and administrators participated each year.

Following the luncheon, the poster display tours campus in high-traffic public spaces. The posters thus serve as public recognition of individuals and programs, promotional materials, and models of good assessment.

In addition, the provost annually sends individual recognition letters for presenters at assessment events, UAC members, and individual faculty, staff, and students who make a notable contribution to the assessment efforts in their programs.

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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

Defined Goals for Retention, Persistence, and Completion
WSU has had a sustained effort in boosting the success of our students, particularly undergraduate students, since our baseline year of 2011. We have already achieved our 2021 strategic plan goal of a six-year graduation rate of 50%; our six-year graduation rate for FTIAC students increased from 26% in 2011 to 52% in 2020. Retention rates have ranged from 76% - 82% since our baseline of 2011 and increased by 3 percentage points since our 2017 assurance visit. Educational disparities remain for some groups of students including Black students, Hispanic/Latino students, first-generation students, and low-income students. However, retention, graduation, and other measures of student success for these groups have improved at a rate commensurate with our overall improvement.

These goals are ambitious because it is rare for large universities to double their graduation rates or to increase them by more than 25 percentage points in less than 10 years. Eliminating educational disparities is ambitious because our educational disparities between Black and White students is large with Black students' 6-year graduation rates being less than half (24.8%) of White students' 6-year graduation rates (59.9%).

Our goals are achievable and appropriate to our mission, educational offerings, and student populations because (1) we have already achieved our graduation rate goal and demonstrated the ability to achieve exceedingly ambitious student success goals, (2) they are in line with our public, urban and Michigan public university peers, and (3) other large public universities with a mission, student populations, and educational offerings similar to ours have eliminated large educational disparities.

While not an open-access university, WSU's mission is to provide access (and success) to a broad range of students who might not otherwise have the opportunities of a research-intensive university. Therefore, our acceptance rate has remained high and our strategies to improve our graduation rates rely on institutional improvements (see 4.C.3) rather than on increasing selectivity.

Data Collection and Analysis
The Office of Institutional Research and Analysis (OIRA) is the official source of university information. Its census data warehouse stores student unit-level records on admission, enrollment, course, course grades, degree completion, and other essential, protected student information. In addition to information collected directly for WSU's Student Information System, OIRA also collects and maintains data from multiple secondary sources including Federal IPEDS data, State Consortium data, such as Michigan Association of State Universities (MASU), and National Student Clearinghouse (NSC) data.

OIRA employs census and transactional data from the University's Operational Data Store (ODS) to both develop detailed tracking information on student academic progress, retention, stop-outs, and graduation in addition to providing planned and ad hoc statistical analytics of all types to the Office of Student Success (OSS) and other pertinent units. OIRA collects and compiles Key Performance Indicator (KPI) data of all programs for their APR and self-study needs.

Data definitions integral to university metrics are the IPEDS Graduation Rate Survey (GRS) protocols, with selected extensions and additions for internal decision-making and tracking purposes. Student unit-level records collected in Census are aggregated by cohort, school/college, program or major, race/ethnicity status, and gender, and monitored longitudinally.

IPEDS GRS 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. 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 available from OIRA's public website.

Detailed student retention, persistence, and graduation data are made available to academic administrators and other users through a suite of Student Success Dashboards (SSDB), which are updated daily or by semester, enabling users to efficiently view and curate data by a wide variety of academic and demographic variables. NSC data are being used to track student transfer-out status. Academic administrators and program directors can also request supplementary reports through Cherwell, the university's data request ticket system.

Use of Retention, Persistence, and Completion Information to Make Improvements
WSU has used information on student retention, persistence, and completion of programs (as well as leading indicators of these outcomes and other measures of student success) to make improvements at both large and small scales, as warranted by the data, to drive our student success strategy. In recognition of those efforts, the APLU honored WSU with its 2018 Project

Degree Completion Award. Some of the strategies have been general, aimed at all students, while others have targeted specific populations, colleges, or programs. Units, both administrative and academic, have designed a variety of efforts in order to reach as many students as possible. Data is made available for planning in fact books, retention-graduation dashboards, student success decision support dashboards, on-campus presentations, as well as through the "grid" and in reports and specialized analyses performed by OIRA and Office of Student Success Operational Excellence (SSOE).

In 2017, in response to continued educational disparities for students of color, first-generation students, and low-income students, WSU developed the Warrior Vision and Impact Program (VIP), a comprehensive student support program that helps students get acclimated to WSU and what it means to be a successful college student. VIP students from the initial 2017 cohort were retained into their third year at a rate of 80%, compared to 69% for the cohort overall. The second VIP class was retained at a rate of 80% into their second year, compared to 79% retention for the overall 2018 cohort.

Data from the EAB Student Success Collaborative and the suite of dashboards created by OIRA and the SSOE enabled the implementation of:

- Proactive campaigns have enabled advisors, student success coaches, department chairs, and others providing student support to use indicators of student needs and measures related to student retention, persistence, and graduation, to do direct and pro-active outreach to students who could most benefit and have helped reduce our DFW rates in Undergraduate courses from 12.5% in Fall 2017 to 11.5% in Fall 2019.
- Success marker courses (courses that are highly predictive of eventual degree attainment) were identified within individual academic programs and tracked to monitor course capacity, ensuring that all incoming freshmen can gain access to critical first-year courses. WSU has developed tutoring and supplemental instruction support, through the Academic Success Center, for most of the key courses identified.
- Although we introduced *predictive analytics* provided by the EAB in 2017, we discontinued their use in 2019 as we could not demonstrate that those predictors effectively identified useful intervention opportunities and we had concerns about invoking implicit bias and stereotype threat. This experience has enabled WSU to develop guiding principles for the use of predictive analytics. For example, we use analytics to predict and identify student need, rather than student risk.
- A data-informed intervention framework and strategic care and action teams were developed to create real-time interventions for various populations of students. As a result of this work, WSU is now developing homegrown advising, outreach, and student reporting system (STARS 2.0) which will provide campaign and reporting functionality. This system will make more data and indicators relating to student success outcomes available to more members of campus to further enable their use in outreach and decision-making.

Retention, persistence, and graduation data also influenced the reform of our Gen Ed program, including replacing the former Math Competency requirement with a Quantitative Experience requirement that includes options aligning to students' major and career pathways. Additionally,

Gen Ed reform also included a new Wayne Experience requirement in order to socialize students into the university community by providing activities that will increase their connections with fellow students, academic advising staff, and their instructors.

Processes and Methodologies Reflect Good Practice
OIRA relies on standard data querying techniques in extracting data from the University's ODS. As the data quality officer of the university, OIRA has an established data checking and verification process to assure the highest level of data accuracy for all records. Data verifications are conducted one month after student registration opens each semester and suspected record issues are sent to various data stewards for revisions or clarifications. Census data are updated only after data stewards correct the data in production systems unless the census data has already been reported to a state or federal agency.

GRS 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, progression, and persistence are measured by tracking semester enrollment as of census day. Graduation rates measure the percent of students awarded baccalaureate degrees by year, with each year defined as fall-through-summer semesters of that year.

In conducting Student Success (SS) tracking and analytics, OIRA employs standard descriptive, parametric, and non-parametric statistics for analyses. OIRA conducts timely, meaningful, and actionable analytics that supports the 'Student Success is a journey' (SJM) model by OSS. As a result, student milestones or attributes from the SJM commonly appear as KPIs or filters respectively on the SSDBs.

The additional features allow for more detailed analyses and modeling, including demographics such as first-generation status, Pell eligibility, and athlete-status; enrollment indicators such as starting college, starting major, and Gen Ed course completion status; and performance measures such as grade-point averages, credits attempted, credits completed, and grades received.

Cutting-edge technologies are used to carefully compile information for users in a timely fashion. Parts of the SSDB are refreshed daily, providing up-to-date visualized information and various statistics to users 24/7 from OIRA's Decision-Making Support services. Data sources and definitions are provided where the information is provided and in the University's Data Cookbook.

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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

WSU's academic structure is built on a foundation of continuous quality improvement at all levels. These initiatives are well-developed, comprehensive, and implemented throughout the institution. There is a strong institutional commitment to review and improve academic courses and programs as well as to increase retention and graduation rates. WSU received the 2020 Excellence in Assessment Designation, a national award sponsored by the APLU, NILOA, and AAC&U in recognition of the institution's assessment practices. Faculty and staff have recognized the advantages of using assessment and its ties to the progression of learning to inform decision-making and improve student outcomes.

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

Shared Governance
The Constitution of Michigan established the Board of Governors (BOG) as WSU's controlling board, charged with general supervision of the institution, control, and direction of all expenditures from the institution's funds, and 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).

BOG bylaws 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 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.

Uses of Data to Inform Decisions
WSU utilizes data in many ways to better inform decision-making strategies for stakeholders at all levels throughout the university. The administration uses data to monitor university-wide goals set forth in our strategic plan, support and drive the development of student success initiatives, develop budgets and allocate instructional resources, and enhance diversity initiatives that promote equitable hiring practices for faculty and staff (See Section 4.C).

Since our 2017 assurance review, WSU has made a concerted effort to streamline data accessibility and develop efficient, sophisticated data tools. We have implemented a service management software system through Cherwell to centralize and maintain historical accounts for ad hoc and recurring data requests in order to provide actionable data in a timely manner and improve communication with reporting units across the university. The software provides easy access for end-users to submit requests and for analysts to communicate with stakeholders and efficiently deliver data. In 2020-21, the system has assisted WSU's response to more than 1,100 reporting and analytics requests. Specifically, it has helped the Office of Institutional Research and Analysis (OIRA) manage and effectively respond to over 218 data requests.

Outlined below are several examples of WSU's efforts to use data to help inform decision-making.

- OIRA, in collaboration with the Office of the Provost, Enrollment Management, and the deans of each school, has developed a sophisticated suite of public-facing and proprietary data dashboards that track a wide variety of metrics needed to better improve student outcomes and enhance academic and institutional initiatives. Several dashboards, using both live, operational data and frozen census data, were developed to monitor the academic progress of full-time FTIAC (First-Time in any College) cohorts by academic term over the course of their first eight years to better understand how different factors (including Pell-eligibility, first-generation status, ethnicity, gender, athlete-status, starting college, and starting major) impact live enrollment figures and retention and graduation rates (Section 4.C). Additional dashboards were added to monitor a variety of FTIAC KPIs including time-status (FT/PT), whether a student's term or cumulative GPA was below 2.00 and whether a student's term GPA fell below their cumulative GPA.
- Dashboards were developed to investigate the impact of standardized test scores (ACT/SAT) and high school on retention and graduation rates and were used by Enrollment Management to help determine the impact that a test-optional admissions policy might have on student success. Registration-tracking dashboards were developed to provide prior-year comparisons of registration data by a cohort at a comparable point in time in the registration period and refreshed daily. These dashboards replaced weekly Excel reports and offer users the option to look at any day during the registration period and see the comparison to last year by class level, time status, residency, school/college, primary major, and primary program.

- Data is often used to assess the impact of initiatives. Kick Start, an Enrollment Management initiative (Section 3.D) that provided access to a free online general education course to incoming FTIAC students the Spring/Summer semester before their first Fall term, was launched during the Spring 2020 and an initial dashboard was built to monitor the enrollment in the program and was updated to provide the Kick Start course grade data. An evaluation dashboard was later developed to provide comparisons between Kick Start students and their fall FTIAC peers on retention metrics, GPA, and credit attainment in order to better assess the overall success of the initiative. In Summer 2020, 597 students completed one of four general education courses.

Employment data analyzed by position, school/college/division, employee class, rank, academic versus non-academic, represented versus non-represented, salary levels, new hires and terminations, and other employee demographics are used for various internal and external reporting to assess staffing needs, employee turnover, and hiring trends. Employment data on minority representation is used by the Office of Equal Opportunity to monitor our hiring and promotion practices for academic and non-academic employees and to ensure compliance with regulatory requirements.

Annual presentations are prepared by OIRA for WSU's budget hearings. Heads of each school/college receive data on enrollment and student credit hour trends, including information on student-to-faculty ratio and degrees/certificates awarded, plus data on faculty and staff. Additional university trends on retention and graduation rates are provided, as well as a curriculum interdependency matrix that helps leaders understand undergraduate student credit hours taken within and outside of a student's home college. Administrative units are given detailed data on staff and faculty. This data equips deans, budget officers, and leaders of administrative units with the knowledge necessary to make data-informed decisions regarding annual budget allocations (Section 5.B).

A suite of course enrollment seat fill dashboards were developed to provide data used to plan department budgets and allocate instructional resources. The dashboard displays enrollment fill rates by school/college, department, and subject, and can be filtered down to the course level. This allows end-users to visualize and analyze the number of students enrolled in a course in terms of course caps to see how expected course resources are being consumed and to more efficiently and equitably develop budgets in response to both anticipated and actual demand (Section 5.B).

The Academic Program Review Dashboard was developed to replace resource-heavy COGNOS reports, whose data are a mandatory part of a department's APR self-study. The dashboard provides data on applications, admissions, and enrollments at the graduate level, as well as enrollment, academic performance, test scores, diversity, and completions at both the graduate and undergraduate levels.

The Enrollment Projections Dashboard was developed from an efficient single source of maintainable code replacing an arduous series of complicated Excel spreadsheets. Enrollment projections can be filtered by class level, school/college, and resident tuition, and provide data-users with projected and actual headcount and student credit hour comparison trends allowing for

a historical look at model performance. Enrollment projections are often used by Deans and Department Chairs when developing budgets and determining course offerings, course capacities, and instructional coverage.

The Bachelor's Pipeline dashboard was developed to present the most recently available data from the State of Michigan on the public high school population for the sake of understanding and forecasting the availability of potential undergraduate students. Data are available down to the individual school, allowing for improvements in the targeted allocation of recruitment resources. College and Departments use this dashboard to estimate incoming new student trends and data from the dashboard are used to refine model development for enrollment projections.

Engagement of Internal Constituencies; Collaborative Structures
The WSU spirit of shared governance is affirmed at the highest level of the institution by the BOG's bylaws, which establish faculty and student participation with a 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:

- The AAUP-AFT collective bargaining agreement (CBA) ensures shared governance through many CBA provisions. For example, Article XXVII of the CBA codifies an establishment of bylaws in every academic unit; and establishes the rights of bargaining-unit members to participate with a vote in the academic-governance activities addressed in Articles XII (Compensation), XVIII (Selection Advisory Committees), XXX (University-Wide Committees), and XXXI (Budget Advisory Committee).
- WSUCA Statute 2.26.04 designates the Academic Senate, comprised of faculty and academic staff, 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.
- 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 the 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 the 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 (faculty, staff, and student representatives) 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; an example is the Strategic Plan Steering Committee. To proactively address current events, WSU formed a coronavirus task force to prepare for the pandemic and develop new flexible work arrangement policies and procedures for remote work for faculty and staff. A Campus Restart committee was formed to develop business continuity plans for returning to on-campus operations. Membership of all of these examples included faculty, students, 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

Qualified and Trained Operational Staff and Sufficient Infrastructure
Operational Staff
WSU is among the largest 22 employers in southeastern Michigan. Approximately 88% 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 November 1, 2020:

- WSU employed 7,530 persons, both full and part-time, including temporary employees. Full-time employees numbered 5,477, including 1,408 faculty and 4,069 staff.
- A full-time faculty of 1,408 provides a solid foundation for WSU's academic and service missions, and part-time faculty members assure instructional continuity and cover variable needs.

Compensation (salaries and benefits) accounts for 65% of projected general fund expenditures ($251M academic, $139M 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 academic 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, promotes institutional compliance.

The University's goal is to develop the whole person by offering several learning options beginning with New Hire Orientation covering employee benefits. A departmental orientation follows which covers the unit and role-specific information. Abundant learning resources are available to all employees on-demand via our online Accelerate program, which offers 42,525 resources (i.e., 35,000 books, 6,597 courses, 457 job aids). Over the past year, Human Resources

developed the Remote Learning series (Working Virtually, Leading Virtually, Virtual Productivity, Leading Virtual Performance Appraisals, Virtual Celebrations) to further develop staff and leaders to support success in our new remote work environment. We also included learning resources and monthly email newsletters related to personal wellbeing to help employees cope with the pandemic. Dialogue Circles were implemented to provide a space where employees could express their challenges and share tips for managing the pandemic and balancing remote work and personal matters. In addition, we offer training on topics such as Title IX Sexual Misconduct, Security Awareness, and other seminars. We also provide training on WSU's systems such as WayneBuy, Web Time Entry, Cognos, AppExtender, background checks, TravelWayne, and Banner navigation to name a few. These are critical sources of training for a large number and variety of employees. All of these resources are on our website.

Physical Infrastructure
WSU's facilities, physical infrastructure supports its current and projected operations and requirements. WSU owns and operates 111 buildings and leases space in another 14 buildings. Programs are delivered and research is conducted from over 12.7 million gross square feet. The campus comprises approximately 214 acres, including our core, medical, and technology campuses and the Mike Ilitch School of Business. Facilities, Planning and Management (FP&M) support teaching, research, and service programs by providing a safe, attractive, well-maintained, and functional campus.

A capital outlay plan is prepared annually for the State of Michigan Department of Technology, Management, and Budget. This report provides a rolling five-year plan for capital projects with a comprehensive Facilities Assessment, which addresses the following:

- The functionality of existing structures and space allocations to programs, deferred maintenance and facilities condition, the current replacement value
- Strategic energy plan
- Facilities and land use
- Building and classroom utilization rates
- Mandatory facilities standards
- Bond status

As presented in Section 5.C, the *Wayne Framework: 2030 Campus Master Plan* was approved by the BOG in 2019. This document provides WSU with a data-driven framework to guide strategic capital planning and decision-making for the physical environment as documented in the Five-Year Capital Outlay Plans for Fiscal Years 2020-2024, 2021-2025, and 2022-2026.

Technological Infrastructure
In addition to physical infrastructure, the university is supported by an outstanding technological infrastructure. WSU's central IT organization, Computing & Information Technology (C&IT), reports to the Provost as a unit within the Division of Academic Affairs (Section 2.E). 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 seven operating units, each led by a senior director.

C&IT ensures customer satisfaction by emailing feedback surveys after fulfilling service requests. Since January 2020, over 97% of customers were satisfied with support services. C&IT management contacts dissatisfied customers to discuss where improvements are needed. Survey response rates regularly exceed 30%. C&IT continually monitors the security and performance of the key IT systems and services used by university students, faculty, and staff. System monitoring tools quickly alert IT support staff so that they can proactively respond to any out-of-spec system parameters or suspicious activity.

In April 2020 the president mandated the consolidation of all IT personnel. The goals of this project are to align a single, strong and unified information technology organization for all Wayne State classrooms, research and application support and for desktop management and support; provide a consistent level of high quality IT support for the campus; enhance our research IT infrastructure and surrounding support systems for the campus; provide a consistent level of support, strategic planning, and IT standardization for all classrooms on campus; create consistent and common security standard(s) for campus technology and applications, and provide departments multiple layers of support through cross-training.

Some of C&ITs recent major accomplishments include:

- Implementation of Microsoft Office 365 for cloud email, document sharing, and digital collaboration for WSU faculty, staff, and students.
- Implementation of an AT&T cloud-based digital phone system to reduce costs and improve functionality.
- Implementation of Academica, an enterprise social portal developed by WSU to create a dashboard for IT services available to faculty, staff, and students.
- Construction 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.
- Replacement of wireless network infrastructure to provide robust indoor and outdoor connectivity for the WSU community, and support student success, teaching excellence, and research.

Student Housing Infrastructure
WSU has historically been a commuter school. Responding to increasing student demand for on-campus housing, 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 in 2016. Following a seven-month RFP 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:

- Enter into a public-private partnership with Corvias Campus Living, LLC to operate campus housing facilities; and
- 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.

After final negotiations, the WSU-Corvias partnership was created in December 2017, borrowing $307 Million to execute the Phase I projects, defeasance $102M prior housing debt, and fund partnership formation fees, and project reserves. The 40-year partnership will enable WSU to execute all facets of its initial ten-year Campus Housing Facilities Master Plan, renovations on 3,100 existing beds, and construction of commercial and university spaces without issuing any new university debt.

Phase I of the new Anthony Wayne Drive Apartments opened in August 2018 followed by phase II in June 2019. Together the Anthony Wayne Drive Apartments Complex provides 540 furnished apartments housing 840 residents and 23,000 square feet of retail space, including the new location for the WSU Campus Health Center. DeRoy Apartments were demolished in June 2019, creating additional green space in the residential precinct of campus. Chatsworth Apartments were closed in May 2019 and reopened in August 2020 as the new Chatsworth Suites for 368 residents.

In this P3 Partnership, WSU retained responsibility for residence hall student life activities, which are critical to fostering student success, well-being, and leadership development. Residence life professional staff create intentional learning environments including living-learning communities, using a residential curriculum model focused on academic engagement and success; social justice and equity; personal responsibility and development; and Warrior Pride.

Campus Safety
As documented in the 2020 Annual Security and Fire Safety Report, WSU has trained professionals dedicated to maintaining safe operations and facilities. The WSU Police Department (WSUPD) has increased their university-employed officers from 54 to 68. They are State of Michigan certified and commissioned as City of Detroit Police Officers. In addition, the Emergency Operation Center has 13 communication controllers that handle all of the university communication district-wide as well as our camera operation. Since 2008, when the WSUPD patrol area was extended several miles beyond campus, Midtown Detroit crime has been consistently low overall.

In 2020, WSU was selected to spearhead a national de-escalation training initiative because of the university's national reputation as a major urban research university and Chief Anthony Holt's "perspective on progressive and innovative policing and [WSU President M.] Roy Wilson's perspective on community-police relations." 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 WSUPD serves the university community 24 hours a day, seven days a week, 365 days a year.

Goals in Light of Organization, Resources & Opportunities
The goals of the university are embodied in WSU's mission and strategic plan, namely, a focus on research, teaching, and making a positive impact on our communities. The strategic plan enumerates several specific goals in these broad mission areas. The university is organized along these lines to directly support the mission and strategic plan: Student success and teaching excellence are overseen by the provost and senior vice president for Academic Affairs. Research leadership is provided by the VP for Research while our closely related entrepreneurship goals are under the purview of our new Office of Business Innovation. Community Engagement is a combined effort of our VP for Government and Community Affairs, the VP for Economic Development, and the AVP for Educational Outreach. These prime elements of our mission are enhanced and contextualized by cross-cutting goals to support the mission of the university: diversity and inclusion (see criterion 1.A) and financial sustainability and operational excellence.

Financial sustainability and operational excellence focus on providing resources to realistically support the goals outlined in each of the strategic focus areas. Examples include *increased enrollment* driven by a strategic enrollment management plan overseen by an AVP for Enrollment Management (Section 3.D); *develop a culture of philanthropy* realized in the form of a successful capital campaign "Pivotal Moments: Our Campaign for Wayne State University", exhibited in broadened support of our Giving Day, and inspired by the Bold Moves plan to attract significant external support for our initiatives; and *diversify and enhance sources of revenue*, which called for expanded funding from inter-institutional centers such as $3.5 million grant renewal to extend the Michigan Center for Urban African American Aging Research (MCUAAAR) and $5M for funding cerebral palsy research, and a $1.57M NSF grant for collaborative research on the interdependency of drinking water and health systems.

Budget Development and Monitoring of Finances
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 the development and monitoring of the strategic plan, which establishes mission-based strategic priorities and drives the allocation of resources.
- The university prepares an annual capital outlay plan for submission to the Office of the State Budget. This plan updates a five-year, rolling planning horizon. The BOG approves the plan upon recommendation of the Budget and Finance Committee.
- The president, provost, and vice president for Finance and Business Operations/chief financial officer (CFO) reconcile institution-wide annual budget 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 votes to approve the proposed budget.
- The BOG Audit Committee and the BOG Budget and Finance Committee meets annually to review WSU's audited financial statements.
- The Budget Planning Council (BPC) is a budget advisory body consisting of representatives of faculty, administrators, and students and is convened by the CFO and

provost on behalf of the president, to initiate the budget planning process with meetings with each school, college, and division. The BPC formulates recommendations on budget allocations for each unit consistent with the priorities outlined in the strategic plan (sample matrix). These recommendations are submitted to the president for incorporation into the proposed budget.

At an operational level:

- In consultation with his Cabinet, the president provides executive oversight to the CFO, who 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 Office of Finance and Business Operations, the Office of the Provost, the Council of Deans, and the division vice presidents. The proposed Current Funds Budget is a public document that 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.
- 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.

Since 2017, WSU has developed a comprehensive plan for resource-centered management (RCM) budget model. In April 2020, the implementation of RCM was halted because of the financial uncertainties caused by the pandemic. We have initiated an external review of the RCM model which will result in recommendations for implementation. We anticipate receiving this report by September 2021 and will provide an outline of proposed changes to the model and a plan for implementation. The provost and CFO 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).

In 2018, WSU began implementing Adaptive Insights, a new budgeting tool, to better meet the objectives of budgeting, long-range planning, and cost of education processes. Adaptive is a web-accessible, cloud-based budgeting software. We began using Adaptive with the development of the FY20 budget year.

Monitoring of finances starts at the unit level and is performed regularly by the Business Administration Officer (BAO). This monitoring is at the individual transaction level and the unit level. Similar monitoring is conducted at each successive level of the organization up to the provost or vice president level, depending on the unit. This review typically occurs quarterly with more frequent monitoring of seasonal factors, like enrollment, or potentially problematic situations, as when a unit is overspending or underspending its budget.

Fiscal Allocations Ensure Educational Purpose is Achieved

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. WSU has enhanced support systems to improve retention and graduation rates (Section 4.C) and implemented institutional financial aid initiatives to maintain cost and affordability. As reported in the Michigan Association of State Universities (MASU) Report on Tuition and Fees for the academic year 2020-21, for a student taking 30 credit hours in AY2020-21, WSU's resident tuition for lower-division students is the lowest among the state's three research universities and 10th among the State's 15 public universities.

- WSU's FY2021 Current Funds Budget includes total revenues of $986M and total expenditures of $1B. The BOG decided to use "rainy day" reserves to fund a budget deficit in order to avoid increasing student tuition or implementing layoffs during the pandemic. Total revenues are 68% general funds ($671M), 8% designated funds ($77M), 3% auxiliary funds ($27M), and 21% restricted funds ($211M).
- Total expenditures are assigned 52% to primary mission activities ($356M instruction and public service, $166M research); 36% to support programs ($145M scholarships, $91M institutional support of administrative operations, $123M to academic and student support), 3% to auxiliary ($26M), 6% to plant operations ($60M), and 3% to debt service, plant improvements, and other ($35M).

General fund revenues referenced above ($671M) are direct support for student education; they derive 30% from WSU's State of Michigan appropriation ($203M), 62% from tuition and fees ($416M), 6% from indirect cost recovery ($37M), and 2% from investment income and other sources ($15M). Compensation (salaries and benefits) accounts for 65% of projected general fund expenditures ($262M academic, $179M non-academic), a 1% decrease from FY2020. In FY2021, the state appropriation will cover just 30% of the cost of a student's education, with tuition and fees covering 61%.

To safeguard WSU's historical mission of student access and inclusion, 2% of its FY2021 general fund budget ($14M) was reallocated to institutional student financial aid for a total of $96M – an increase of more than 284% since 2006. In FY2020, WSU awarded more than $354M in financial aid (federal, institutional, private, outside, and state) to 27,201 undergraduate, graduate, and professional students. For additional detail, refer to audited financial reports from fiscal years ending 2018, 2019, and 2020.

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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

Resource Allocation Alignment
WSU resource allocation aligns with its mission and institutional priorities as articulated by "Distinctively Wayne State University," the WSU strategic plan for 2016-21(Section 1.A). 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 annual budget hearing provides a platform for school/college deans and division vice presidents to present the unit's budget case to the BPC, including importantly each unit's alignment with the strategic plan. Following hearings, BPC recommendations are reconciled by the president, provost, and vice president for Finance and Business Operations/chief financial officer and presented as a proposed budget to the BOG Budget and Finance Committee for its review, adjustment, and approval. The budget then goes to the BOG for approval and is implemented (Section 5.B.).

Complementing ongoing mission-based budgeting are special initiatives. One example is The Wayne Framework: 2030 Campus Master Plan, a framework completed in 2019 to guide decision-making around WSU's physical environment. The plan was not conceived as a dynamic, flexible document to help the university structure ongoing decisions around evaluative principles that integrate strategic, academic, student life, community, financial, and physical considerations. The framework consists of three primary components: (1) Important data sets and analytics on the use of existing space and the current condition of university buildings; (2) Physical strategies and principles that better organize the campus, prioritize and direct capital

investment, suggest near-term consolidation strategies, and maximize future flexibility for long-term on-campus development; and (3) Organizational structures that promote integrated decision making within the university and better connect the institution with the external community to allow for meaningful and sustained engagement.

Overall, this process results in an alignment of our resources with our mission as shown by our IPEDS data feedback report. Compared to our peer institutions, our spending on the IPEDS categories of Instruction, Research, and Public Service are all above our peer institutions on a dollars per FTE basis.

Processes for Assessment, Operations, Planning, and Budgeting
WSU links its processes for assessment of student learning, evaluation of operations, planning, and budgeting via the budget hearing process. All units that present to the budget planning council follow a common template to that end. Components of the budget template include:

- 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 on operations
- Cost control and cost reduction efforts
- Needed strategic investments
- Enrollment trends and enrollment management initiatives
- Faculty profile
- Administrative profile
- Research initiatives

Planning Encompasses the Institution as a Whole and Constituent Groups
The process for developing the strategic plan is an example of WSU's commitment to collaboration, which is among its articulated core values. The planning for our current strategic plan (2016-2021) included individual-level input by employees, students, retirees, and alumni via surveys. Facilitated focus groups obtained group-level input, representing cross-sections of faculty, students, staff, administrators, and alumni. The President's Community Advisory Group provided public input, including the perspective of citizens, business and community leaders, donors, and local and regional policymakers. 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.

President 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 WSU strategic plan includes seven interdependent Strategic Focus Areas, which are permeated by our values. The process and product are consistent with WSU's participatory culture and commitment to shared governance. The process for the 2016-2021 plan was rigorous and inclusive, gathering input and feedback from the board as well as a broad constituency including faculty, staff, administration, students, alumni, and members of the community (Section 1.A).

We have adopted a similar approach for the next planning process but have refined it as follows: (1) There will be more rigorous board input from the start. BOG members met in retreat March 5-6, 2021, and dedicated substantial time to reaffirming and evolving the mission and vision, discussing the strategic direction from the current plan, now informed by strong new forces (e.g., pandemic learning, social justice movement, etc.), and setting the strategic direction for 2021-2026; and (2) the campus and community will be more robustly involved by means of a survey regarding WSU's strengths, weaknesses, opportunities, and challenges (SWOC) and by ongoing engagement to ensure opportunities for participation and feedback.

The process includes a steering committee of campus and BOG leadership and appropriate subcommittees, a competitive survey and SWOC analysis, input and feedback beginning in the kickoff phase and extending throughout the process, ongoing communications on planning progress, a full campus communication launch of the completed plan, and a roadmap for cascading the plan to all employees through training and development.

Institution Plans on the Basis of a Sound Understanding of its Current Capacity
WSU capital 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 in section 5.B. WSU also completes a debt capacity analysis annually to determine the availability of resources to fund capital projects.

Planning engages the Office of Institutional Research and Analysis (OIRA) 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. 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 the review of current student trends, undergraduate and graduate enrollment trends, and evaluation of statewide demographics.

- 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 the 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 each high-demand school and college is based on an understanding of demand and capacity as well as additional costs of instruction for that school or college.

Institutional Planning Anticipates Evolving External Factors
The institutional strategic planning processes at WSU aim to anticipate the needs of future students and devise strategies to best serve them and the community. As shown in the examples below, technology, demographic shifts, globalization, economy, and state support continue to be important guiding factors in planning.

Technology
Four levels of IT governance committees engage executive, academic, and technology leaders in planning for improved quality of service and technology and advancement of innovation. The committees make key technology decisions to respond to the changing needs that are essential to the university stakeholders.

Demographics
WSU employs federal higher education data from IPEDS to understand demographic issues and to plan for increased diversity in our graduate student population and our faculty. Our Student Pipelines dashboard provides information on national trends in degree attainment broken down by field, student demographics, and US region for the purposes of targeted recruitment efforts for graduate students, post-doctoral fellows, and faculty. Additionally, we have developed a high school enrollment dashboard to understand and plan for ongoing demographic shifts in our population of potential undergraduate students.

Globalization
Since 2016, WSU has developed 89 new partnership agreements with 56 international universities. There are more than 120 current agreements in total. OIP provides greater access and dedicated staff for students and faculty interested in international fellowship programs like Rhodes, Fulbright, Truman, and Boren. New virtual programming was implemented in 2020 in partnership with the U.S. Embassy in the United Arab Emirates and the German Academic Exchange Service (DAAD). 39 virtual recruitment fairs in 2020 reached more than 2,000 prospective students. International support is provided through emergency financial aid and increased support services for current students.

Economy
WSU follows broad economic trends as they impact the finances of the university. The university's Cash Pool represents WSU's cash reserves and working capital. Its main objective is to generate income to support the budget while protecting the principal and maintaining sufficient liquidity. WSU also maintains a pooled fund through its endowment fund, Common Trust Fund (CTF), held by the university's foundation. The Cash Pool and CTF are both managed by external investment advisors, and their respective investment policies and asset allocations are developed by the advisors' capital market assumptions for return and risk characteristics for each portfolio and asset classes included in the portfolios, which are in turn informed by general economic and market conditions.

State Support
WSU proactively engages on the state budget to ensure that opportunities for maximum state support for operations are available. This includes the president presenting to the state Appropriations Subcommittees on Higher Education, meeting with state legislative leaders to share the work we do at WSU and to offer guidance on opportunities to enhance state support for higher education, and efforts led by the Department of Government and Community Affairs to continually communicate our work with legislative leaders. In addition, we react to funding realities and, in partnership with leaders across the university, work together to design solutions to present to legislators that both enhance legislative intent and mitigate losses to the university.

Further, students, faculty, alumni, and others work collectively with university partners to conduct grassroots advocacy in support of additional funding for higher education.

Systematic Improvement of Operations and Student Outcomes
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 such as Academic Program Review (section 4.A) and annual program assessment (section 4.B). The university has developed an Administrative Unit Review (AUR) program to drive improvements in the quality, efficiency, and effectiveness of non-academic organizations within the institution. The primary purposes of the program are to:

- Assess an administrative unit's program/service quality, and its efficiency and effectiveness in order to enable planning for unit improvement.
- Drive improved utilization of resources in response to constrained budgets.
- Establish a priority on delivering cost-effective and value-adding services to customers/stakeholders in an RCM environment.
- Promote a culture of continuous quality improvement.

The design of the review process was predicated on several critical elements:

- Leader-led process focused on how the unit serves its "customers" and optimizes utilization of its resources as documented in a self-study document.
- Feedback and recommendations for improvement are provided by external reviewers who are objective and possess "best practice" expertise.
- Leader-developed plan for unit improvement based upon unit self-assessment and recommendations of external reviewers.
- The unit undergoing a review prepares a self-study document utilizing a detailed set of guidelines. External reviewers who are leaders of similar organizations at other universities use the self-study to learn about the organization undergoing review. Those external reviewers conduct interviews with a number of customers, stakeholders, and employees of the unit under review to inform their thinking about the organization's services/operations so that they can propose recommendations for improving the organization overall. The leadership of the reviewed organization uses the report of the external reviewers as input to preparing an improvement plan. That plan is reviewed by a multi-disciplined steering committee that oversees the AUR process. The steering committee arranges periodic checkpoints with the unit leader to gauge progress on the improvement plan and provide input/support as required. The unit undergoing review works with an internal performance improvement consultant who guides and supports their efforts throughout the review process.

An initial (pilot) review was completed in late 2019. Plans to implement the AUR process with additional organizations in 2020 were put on hold due to the COVID-19 pandemic. Currently, a review is underway and is expected to conclude in September of 2021.

Student success and retention, reported in Section 4.C, is rooted in data, documentation and analysis of performance, and developing responsive strategies.

As described in Section 5.B, Computing & Information Technology engages four levels of committees to ensure quality and continuous improvement of IT systems on strategic and operational levels.

WSU has used the Ellucian/Banner Enterprise Resource Planning (ERP) System since 1997. In September 2016, WSU engaged the Strata Information Group to help lead the Banner Effectiveness Project – a major continuous improvement initiative that spawned the Banner Reimplementation project in 2017. This project has five different workstreams: Business Intelligence and Reporting, HR, Student Accounts Receivable, IT System Configuration, and Financial Aid. Regular updates are given to the Banner Reimplementation Steering Committee. As of April 30, 2021, all aspects of the project are proceeding well.

The current Student Tracking and Retention System (STARS) is on an outdated platform and is currently being rewritten. The new STARS 2.0 application will be an integrated framework for all levels of student advising and proactive outreach functionality. Advisors, faculty, and other members of campus who provide direct student support will experience an efficient workflow and intervention capabilities to improve student success. The project will provide:

- Continuous improvement with an easy efficient tool to support student success.
- Centralized advising notes for all levels.
- An intervention framework to improve proactive student engagement.
- Data quality & governance by integrating with the Data Cookbook.
- Reduced costs by eliminating the need for the EAB Advising Works application.
- Alignment with the student journey model which tracks students to graduation.

In addition to the major initiatives described above, in 2018, a cohesive process and tracking tool were developed to provide a collaborative space for summarizing over 175 projects and initiatives university-wide that support the 2016-2021 WSU Strategic Plan. Status updates were collected and presentations on the progress and accomplishments supporting each focus area were shared with the BOG. A number of these improvement plans have been implemented over the past five years, resulting in successes including:

- Exceeding our "Pivotal Moments" campaign goal of $750 million.
- Exceeding our 6-year graduate rate goal of 50 percent while exhibiting at a record rate of improvement (Section 4.C).
- Tripling the black student 6-year graduation rate.
- Creation of the Office of Multicultural Student Engagement (Section 1.C).
- Increased research grants and expenditures.

- Increased freshmen enrollment, including the highest and second-highest freshmen enrollment in Wayne State's history.
- Record applications for the School of Medicine (SOM), now exceeding 10,000 applications annually.
- A record improvement in the diversity of the SOM students.
- The largest funding gift in WSU's history, which funded the new Mike Ilitch School of Business (Section 3.D).
- Repurposing of an existing campus building to create a new STEM Innovation Center (Section 3.D).
- Positioning of WSU and its president as leaders in the fight to eliminate health disparities. This includes leadership during the pandemic on policies for dealing with health disparities, and leadership in the testing and mobile testing of first responders and vulnerable citizens (Section 1.C).
- An innovative public-private partnership with Corvias on student housing that ensured student service and allowed WSU to offload debt and cost. This partnership later shielded WSU from negative pandemic effects (Section 5.B).
- A joint venture with the Detroit Pistons to build a new G-League arena on Wayne State's campus that will also be used by WSU Athletics and students.
- A major energy conservation initiative was conducted with our primary energy provider, DTE Energy.
- A Continuous Quality Improvement (CQI) initiative was launched in 2019 by the Planning, Assessment & Innovation (PAI) division within the university's Finance and Business Operations organization. The initiative provides three levels of consultation and online resources to support continuous improvement efforts across the university. For organizations who are comfortable leading their own improvement efforts, there is an online CQI Toolkit, accessible via Microsoft Teams, which provides tools, templates, and guidance for users. This lists the tools and resources available via the online toolkit. The tools, templates, and guidance are accessed via a visual map of the improvement process where the user simply clicks on the desired resource to access the information. The Planning, Assessment & Innovation group documents and tracks improvement projects facilitated by their trained and certified facilitators; that information is accessible via the CQI web pages where project goals, status, and results are documented.

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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

Wayne State University continues to achieve its objectives by consistently improving the quality of its academic programs, increasing operational efficiencies, and participating in strategic planning to support its goals. The buildings, physical, and technological infrastructures at WSU continue to serve the university's current and future operations and needs as presented in the 2030 Campus Master Plan. WSU has continued to implement a number of improvement strategies as evidence by our gains in retention and graduation, updates to our technology infrastructure, student-focused innovations in our advising, registration, and degree audit systems, developments in housing, and more.

Sources

There are no sources.