



Student Learning and Effective Teaching

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



**A student-centered
research university.**

Core
Component
3a

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

As a student-centered research university, WMU emphasizes student learning and human development, as well as research and knowledge development. Evidence of WMU's focus on student learning and effective teaching may be found in multiple programs, offices, and activities cited throughout this document. In the following pages, evidence of WMU's commitment to its teaching and learning mission will be highlighted to demonstrate the institution's actions in each of the core components of Criterion Three. The report is organized around the core components of Criterion Three and examples are provided to illustrate the University's commitment to student learning and effective teaching. Among the examples are summaries of the results of assessment of student learning, reports showing the scope of assessment on campus, policies related to assessment, and evidence of the uses of assessment results to impact program development and improvement. The University's use of the TracDat system to guide and document assessment results is discussed throughout this section of the self study. Samples of TracDat reports are included in the resource room and the visiting team will be able to view current reports while on campus.

In 2001, the HLC visiting team found that WMU, while engaged in assessment of student learning in many programs, had failed to develop a systematic and systemic approach to formal assessment and documentation of the assessment system. As a result of the team's findings, a group of faculty, staff, and administrators began meeting monthly in September 2001 to develop an assessment plan for the University.¹ As a result of those meetings, WMU established the University Assessment Steering Committee (UASC) in 2001 to guide assessment of student learning.² UASC has provided support for the development of an institution-wide system of assessment through the following actions:

- Approved departmental assessment plans using a peer review process.³
- Established an annual grant and fellowship program to support faculty research related to assessment.⁴
- Engaged faculty and staff in assessment through the Assessment in Action group and its series of panel presentations, consultations with departments, and newsletters.⁵
- Annually reviewed reports from each academic college and provided feedback to the deans about the progress of assessment within their colleges.⁶
- Surveyed the faculty and staff to determine the level of understanding about assessment across various personnel and units.⁷

In addition to the work of the UASC, WMU has provided technology resources to support ongoing assessment of student learning. TracDat was purchased in 2004 along with Banner. The University purchased the TracDat system to manage assessment data and document the implementation of program improvements resulting from assessment findings. TracDat is an online utility for storing assessment plans, entering assessment results, and sharing assessment data.^{8,9}

1 Summary notes from formative meetings of UASC, wmich.edu/poapa/assessment/UASC%20Sum%20Notes/UACSum01.pdf

2 Assessment committee charge, wmich.edu/poapa/assessment/pdf/Committee%20Charge.pdf

3 UASC summary notes from 2003-2005, wmich.edu/poapa/assessment/uasc.html

4 Faculty Assessment Grants Program, wmich.edu/poapa/assessment/uasc.html

5 Information on AIA, wmich.edu/poapa/assessment/resources.html

6 Deans' annual assessment reports online, wmich.edu/poapa/assessment/reports.html

7 UASC annual reports from 2008 and 2009, wmich.edu/poapa/assessment/uasc.html

8 A description of TracDat, wmich.edu/cepa

9 The software developer's description of TracDat, nuventive.com

Core Component 3a.1

Academic units develop student learning outcomes tailored to degrees and certification offered.

Approved Assessment Plans

Departments within all of the colleges at WMU developed student learning outcomes for each of their degree and certificate programs as part of the process of developing assessment plans. The rubric used to review departmental plans required that departments clearly differentiate learning outcomes for undergraduate, graduate, and post-graduate programs.¹⁰

Many departments, particularly those in professional programs, cite student learning outcomes on course syllabi and assessment rubrics in relation to program accreditation standards. For example, in the College of Health and Human Services, each of the course syllabi within the undergraduate and graduate programs in the School of Nursing include the learning outcomes for the course and the linkage of each of these outcomes to the associated program outcomes.¹¹

Teacher education programs use a standard syllabus format requiring statements of student learning outcomes and definition of the relationship between those outcomes and broader program outcomes as identified by the NCATE criteria specific to their area of certification.¹²

Additionally, other accredited programs, including those in the Haworth College of Business, the College of Engineering and Applied Sciences, and in the College of Fine Arts, have incorporated program-specific accreditation standards to the development of their program outcomes.¹³

Looking at WMU Today

Clearly identified student learning outcomes help to maintain program focus and ensure that accreditation standards are met. Faculty members collaborate to develop appropriate outcomes for their individual programs, with input from a variety of sources. This focus on student learning outcomes promotes accountability of both the instructor and the student. Student performance based on the stated outcomes provides the basis for assessment within the program. See, for example, student portfolios in nursing,¹⁴ teacher education,¹⁵ and educational leadership.¹⁶ Additional information about specific tests, licensure, and certification data are found in the Institutional Snapshot section of this document.

The current process for curriculum change and approval does specify that programs have course student learning outcomes but does not specify that outcomes be published. While accreditation standards for many professional programs (e.g., business, nursing, teacher education, and engineering) require that the programs identify and assess student programs toward meeting specific learning outcomes, programs without such requirements may place

Points of Pride

With support from the Wallace Foundation, Drs. Van Cooley and Jianping Shen, Department of Educational Leadership, Research, and Technology, and in collaboration with educational professional organizations,

10 Assessment Summary and Department Plan Reviews, wmich.edu/poapa/assessment/pdf/AssmtPlanReviewGuide.pdf

11 Resource Room: Sample Course Syllabi (Belinger)

12 Resource Room: NCATE Syllabus Template (Cummings)

13 Resource Room: Professional Accreditation Standards (Cummings)

14 Resource Room: Student Portfolios Nursing (Cummings)

15 Resource Room: Student Portfolios Teacher Education (Cummings)

16 Resource Room: Student Portfolios Educational Leadership (Cummings)

less emphasis on the development and continuing assessment of student learning outcomes. It may also be the case that faculty have not been prepared to develop student learning outcomes as part of their own academic preparation.

Looking to the Future

The development of clear, measurable student learning outcomes should exist for each program at WMU – undergraduate, graduate, post-graduate, and certificate. WMU should consider requiring publication of outcomes by its academic units and then should support faculty development in the writing of outcomes. Transparency of student learning outcomes is valuable for faculty, students, accrediting bodies, and the public.

Core Component 3a.2

Student learning outcomes are assessed at the course, program, and institutional levels.

Multi-Level Student Outcomes Assessment

The University administration has ready access to a summary of assessment plans and results using the dashboards in TracDat, as well as the reporting features of TracDat. The summaries provided in TracDat along with the annual reporting of assessment results have served as the basis for annual responses from the provost and from the University Assessment Steering Committee to the colleges and departments about the effectiveness of their assessment activities. In addition, the summaries have prompted the UASC to engage in dialogue with deans and associate deans in the form of periodic meetings of the associate deans charged with overseeing assessment activities within the colleges and through a series of UASC meetings in which the academic deans were invited to make suggestions for improving assessment at WMU.

At the course level, student learning is assessed both formatively and summatively with the use of course-specific tools such as evaluation rubrics, subject-matter testing, skills testing, essays, research papers, and a variety of other measures.¹⁷ At the program level, student learning is assessed using measures such as standardized testing, comprehensive examinations, licensure and certification examinations, graduation rates, alumni and employer surveys, and student portfolios.¹⁸ Academic programs may also select key assessments from course-embedded measures as part of a program-level assessment. TracDat Assessment Plan reports provide information on the various assessments used in program-level assessments of student learning.¹⁹ Examples of the use of course-embedded measures to inform program assessment include the following:

- Final exams in core courses in the physics program include a standard set of questions which are used to determine student understanding of key concepts within the program. (See physics program TracDat assessment plan report).²⁰
- Teacher education candidates complete unit plans, lesson plans, and a form of teacher

17 Resource Room: Sample Course Syllabi (Belinger)

18 Resource Room: TracDat Report on Measures (Cummings)

19 Departmental Assessment Plans, wmich.edu/poapa/assessment/assmt-plan-list.html

20 Resource Room: Physics Department Plan and Findings (Cummings)

work sample in their methods courses. The assignments are assessed using standard rubrics and the results are included in the assessment of the professional education unit.²¹

WMU participated in the National Survey of Student Engagement (NSSE) in 2002, 2003, 2006, 2008, 2009, and 2010. WMU also participated in the Faculty Survey of Student Engagement (FSSE) in 2004, 2006, 2008, 2009, and 2010.²² The measurement of engagement is a valuable tool in determining the extent to which an institution is utilizing educational practices that are most likely to produce successful results – student learning. WMU also participates in the Voluntary System of Accountability (VSA),²³ the goal of which, in part, is to measure educational outcomes in order to promote effective educational practices.

Looking at WMU Today

Assessment of student learning outcomes is evident at all levels within WMU. A wide variety of tools and methods are used to achieve reliable and valid assessment of student learning based upon plans established and implemented by faculty and administrators. WMU seeks increased transparency of its assessment results through the use of tools such as TracDat and VSA.

The assessment of student learning is a priority for the colleges and departments at WMU, especially those that have mandatory external program accreditation requirements. Although University policy has required assessment plans for all academic programs since 2004, implementation of the assessment plans has lacked consistency across colleges and departments. Programs in which no external program accreditation takes place have been less consistent with their assessment processes than those in which external accreditation has mandated the development and implementation of assessment systems.

Looking to the Future

An exploration of methods to further promote the assessment of student learning at all levels—course, program, and institution should be done. The meaningful use of assessment results should be regularly discussed at department-level, college-level, and University-level meetings to demonstrate its importance.

Core Component 3a.3

The assessment of student learning outcomes includes the use of a variety of direct and indirect measures.

Program and course-level assessment of student learning incorporates both direct measures that attempt to measure actual student achievement of specified learning outcomes, as well as indirect measures that reasonably assume student achievement of learning outcomes.²⁴ Examples of the direct measurements used in departments and programs at WMU include tests and quizzes, essays, recitals, capstone projects, and portfolios.²⁵ Examples of indirect measures include data on retention and persistence, graduation rates, alumni and employer surveys,

21 Resource Room: NCATE Focused Visit Report (Cummings)

22 NSSE and FSSE Summaries for WMU, wmich.edu/poapa/assessment/inst-assess.html

23 Voluntary System of Accountability, wmich.edu/ir/vsa/

24 Departmental Assessment Plans, wmich.edu/poapa/assessment/assmt-plan-list.html

25 Resource Room: TracDat Report on Measures (Cummings)

and exit interviews. The entry screens within the TracDat system provide a structure for the assessment plans and an opportunity to categorize assessment methods according to a common set of method types. Department assessment committees can select the assessment type when entering plans. The use of the drop-down list of assessment types provides examples of the variety of assessment methods available to the units.

Looking at WMU Today

Although many of the programs at WMU use both direct and indirect measures to evaluate student learning, some programs could strengthen their assessment plans by continuing to refine and develop their assessment methods based on student performance and use of data for program improvement. Triangulation of data among multiple measures of student performance would provide greater clarity and would strengthen the reliability of assessment data. Summary notes of the University Assessment Steering Committee indicate that there is interest in including student service units (including academic advising, Sindecuse Health Center, and the Center for Academic Success Programs) in the institution’s assessment system.²⁶ In spring 2010, for example, the College of Arts and Sciences advising director submitted an assessment plan for review by the UASC.²⁷

Chart 3.1 First-Year Student Responses to NSSE Survey Question 12

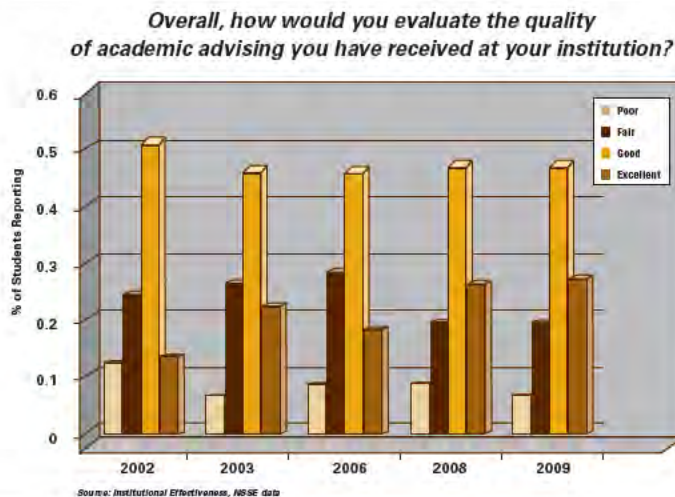
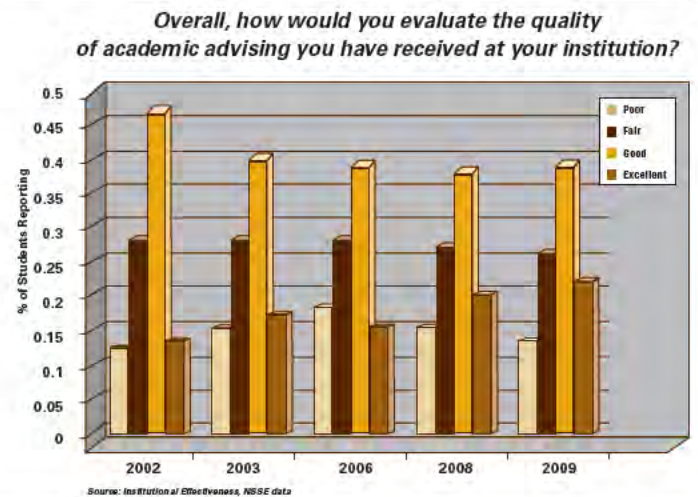


Chart 3.2 Senior Student Responses to NSSE Survey Question 12



Looking to the Future

The direct and indirect measures used to evaluate student learning outcomes must be evaluated for appropriateness on an ongoing basis, just as the learning outcomes themselves must be. The evaluation/assessment committees for each college and department at WMU should be encouraged to regularly evaluate their current assessment plans and modify as deemed necessary by faculty and student input.

26 University Assessment Steering Committee Summary notes from 2009-10, wmich.edu/poapa/assessment/uasc.html
 27 University Assessment Steering Committee Summary note from January 2010, wmich.edu/poapa/assessment/uasc.html

Core Component 3a.4

Western Michigan University values transparency to all audiences with its assessment and enrollment data.

Internal and external constituents can access a variety of assessment information from WMU. The 2004 assessment data transparency policy differentiates between institutional-level and departmental-level data.²⁸ Institutional-level data refers to data and findings from initiatives that do not identify or focus on individual academic units. WMU's website provides institutional-level assessment results and reports, including the assessment and curricular change reports; deans' assessment impact reports; a report of accredited, licensed or certified programs; National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) summaries; and more.^{29,30} The annual web-based WMU Fact Book profiles enrollment, retention, graduation, financial and student information, including comparative information with other Michigan institutions.³¹ To support transparency, WMU purchased TracDat to manage data and is an early adopter of the Voluntary System of Accountability.³²

College- and department-level assessment information is also available, usually via websites or in recruitment publications. Some academic units are required to disclose information to maintain their accreditation. For example, the Department of Speech Pathology and Audiology website includes PRAXIS pass rates, graduation program completion rates, and employment rates to maintain its Council on Academic Accreditation standing.³³ Other units voluntarily make information accessible, such as the School of Music publishing enrollment and GPA data on its website and the College of Engineering and Applied Sciences' STEP program website.^{34,35} Even non-academic units disclose information. Career and Student Employment Services posts its Graduate Employment Report online and includes survey results of attributes sought by employers in its print and online WMU Career Search Manual.^{36,37}

In addition to assessment and enrollment information disclosed via the web and printed information, transparency is also present in active assessment conversations at WMU. Stakeholders beyond faculty, staff, and administration are invited to participate in a variety of committees, councils, and advisory boards. Representatives from the Western Student Association and Graduate Student Advisory Committee serve on the University Assessment Steering Committee,³⁸ and some college and department assessment committees include students, such as the College of Health and Human Services assessment committee.³⁹ Students

28 Assessment Data Transparency Policy, wmich.edu/poapa/assessment/pdf/Transparency%20Policy.pdf

29 Office of Institutional Effectiveness, wmich.edu/poapa/assessment/index.html

30 Office of Institutional Research, wmich.edu/ir/

31 WMU Fact Book, wmich.edu/ir/factbook.php

32 WMU College Portrait, collegeportraits.org/MI/WMU

33 Department of Speech Pathology and Audiology Fast Facts, wmich.edu/hhs/sppa/DEPARTMENTposter.pdf

34 School of Music Fast Facts, wmich.edu/music/about/som_quickfacts.html

35 Science, Technology, Engineering, and Mathematics Talent Expansion Program; wmich.edu/step/annual-reports.php

36 Career and Student Employment Services Graduate Employment Report, wmich.edu/career/grads/2007-08%20Recent%20Grad%20Employment%20Report.pdf

37 WMU Career Search Manual, wmich.edu/career/docs/csm0911web.pdf

38 University Assessment Steering Committee membership, wmich.edu/poapa/usac/

39 Resource Room: Bronson School of Nursing assessment plan (Jones)

were also present on two Academic Program Planning committees in Haworth College of Business,^{40,41} and community members serve on the Bronson School of Nursing advisory board.

Looking at WMU Today

WMU actively demonstrates accountability and stewardship to multiple audiences via its transparency with assessment and enrollment data. Most institutional-level information is published on two websites, the Office of Institutional Effectiveness (assessment and survey reports) and the Office of Institutional Research (enrollment data). Those interested in reviewing current or archived information know to search there, and the content is easy to navigate. VSA's college portrait, to which there are links from all major University web pages, provides understandable and comparable information for internal, external, and prospective members of the University community. The prevalence of unit-level disclosure of assessment and enrollment data varies, and there is no standard for how it is presented. Units that are transparent with information do so to meet accreditation requirements or use transparency as a tool for recruitment, promotional, or educational purposes. Involving multiple University stakeholders in committees and councils that engage in active conversations about assessment and enrollment data is a non-traditional approach to disclosure. However, intimate involvement in assessment results and results-based decision making may be the ultimate form of transparency.

Institutional-level transparency is a strength of WMU. Components are available for internal and external audiences and present a detailed picture of the University and its assessment activities. Some components are easily found, such as WMU's VSA College Portrait, and others require some knowledge of the University to know where to look. WMU's transparency policy is for institutional-level information, so inconsistencies exist regarding if and where college and department-level assessment information is available, as well as the nature of that information. This is true for academic and student affairs. Efforts to involve stakeholders outside of faculty, staff, and administration in assessment conversations have mixed results. Although students are invited to the table with assessment committees, their attendance and participation is not consistent. They are a key University audience, yet as a collective they do not demonstrate a strong interest in seeking and using disclosed information about assessment and enrollment data. It should be noted, though, that there are exceptions. The Graduate Student Advisory Committee posted a report of its Survey of the Graduate Student Body on its website.⁴²

Looking to the Future

How, where, and what information WMU makes available to internal and external constituents should be constantly evaluated. Education should continue to help all members of the University community understand the value of making assessment information available in a useful, understandable manner. Institutional policy can be reviewed to see if and what unit level data should be made available and provide direction on how to make it transparent. More efforts can be made to better to engage the student body, including reformatting information in a way that is more useful and digestible for them.

40 Resource Room: Multiple Data Responses:Accountancy (Samant)

41 Resource Room: Multiple Data Responses: Finance and Commercial Law (Samant)

42 GSAC Second Annual GSAC Survey of the Graduate Student Body, wmich.edu/gsac/Second_Annual_GSAC_Survey_of_the_Graduate_Student_Body-09.docx.pdf

Core Component 3a.5

WMU assessment systems integrate data from multiple areas, including data provided for licensure, certification, and accreditation.

All WMU academic departments and units have written and implemented assessment plans. Plans were approved through by the University Assessment Steering Committee and serve as the basis for the annual assessment reports prepared by departments and colleges. Units that do not have degree-granting programs (e.g., Residence Life) have also implemented assessment activities. The assessments implemented at WMU include a wide range of data sources including course-embedded assessments, standardized exams for licensure and certification, alumni and employer surveys and evaluations of clinical practice experiences. The TracDat system is used to generate reports that specify the types of assessments used, the results of those assessments, and the ways in which assessment results have been used to improve programs.

Departments and programs active in accreditation, licensure, and certification processes incorporate professional standards and self-study requirements as part of their plan. The guidelines for external accountability shape internal assessment processes. Since 2005, programs in the College of Engineering and Applied Sciences use the national Fundamentals of Engineering (FE) examination as a means to assess student learning outcomes.⁴³ The Department of Chemistry uses standards from the American Chemistry Society, its certification agency, as a measure for 1000-3000 level courses.⁴⁴ External data from the NSSE, FSSE, and the Collegiate Learning Assessment Exam (CLA) are included in accreditation reports where appropriate for the accreditation standards of the accrediting agency.

An array of data sources are used in WMU assessment plans. For example, participation in national and state exams allows for comparison of WMU students to others pursuing the same discipline of study. The comparisons show program strengths and areas for improvement to reach national norms.⁴⁵

Data produced for external accountability is consciously used for internal assessment. There are 28 accreditation agencies providing external review to 141 degree-granting programs across the seven degree-granting colleges. In addition, four non-degree granting programs are accredited at WMU, CELCIS, Graduate-level Dietetics Internship, Metalcasting, and nursing pre-licensure track. Three service units are also accredited to provide students with training and supervision in their fields of study (Sindecuse Health Center, University Counseling and Testing Center, and WMU Unified Clinics).⁴⁶ Impact assessment reports submitted by the academic college deans each year demonstrate that department assessment plans are being followed and that improvements are being made as a result of assessment activities.⁴⁷ Results of national instruments like NSSE and FSSE are made available to the University community and provide benchmarks on engagement for the campus. Constant review keeps the institution and its programs current and focused on improvement.

43 Resource Room: College of Engineering and Applied Sciences External Assessment Measures (Vizzini)

44 Department of Chemistry Assessment Plan, wmich.edu/poapa/assessment/pdf/chemistry.pdf

45 See Appendix A: Institutional Snap Shot Licensure Exam Pass Rate

46 Accreditations at WMU, wmich.edu/poapa/accreditation/Dept%20Accred%20w%20Agencies%20Webs%20&%20APP%207-17-08.pdf

47 Deans' Annual Assessment Reports, wmich.edu/poapa/assessment/reports.html

Looking at WMU Today

Including data for external accountability with internal assessment means departments can have a unified assessment plan vs. one for internal assessment and one for external audiences. This consolidates assessment efforts, which is important when there are multiple demands on faculty and staff. Annual use of data may not be consistent for all accredited programs. There can be a spike in assessment activities when self studies and visits are pending, so there is a challenge in imparting the value of consistent and ongoing efforts with assessment. Assessment plans from units that draw from external guidelines tend to be better developed than those without that direction. Although there are examples to the contrary, some programs without external reviews needed support or incentive to implement their assessment plans. Results from institutional assessments like NSSE are transparent, which allows anyone in the University community to use the information. However, the data are currently presented in aggregate. Disaggregating the data to a college level could provide valuable additional insight. Comparative data sources, such as performance on board, licensure and certification exams, are helpful in evaluating if curriculum is preparing students to succeed.

Looking to the Future

WMU must continue using multiple data sources, including external accountability measures, in assessment plans and use that information in ongoing and meaningful ways. Resources, such as workshops, knowledgeable personnel, and recognition opportunities should continue to be available for units not actively involved with external review to strengthen their assessment activities. Additional uses of data from institutional assessments could be explored.

Core Component 3a.6

Assessment of student learning is practiced by academic units for their degree and certification programs and by many non-degree granting units at WMU.

The University Assessment Plan and Time Table,⁴⁸ approved November 22, 2002, established the requirement for all academic units to develop and implement an assessment plan. To date there are 67 approved plans throughout the University.⁴⁹ The plans include assessment of degree programs, certificate programs, interdisciplinary programs, and Extended University Programs. In the College of Health and Human Services, for example, all academic units have assessment plans and conduct activities, including their three interdisciplinary programs.⁵⁰ Extended University Programs has one degree that is a stand alone program (not part of a department on the main campus). The manufacturing engineering program offered in Muskegon is an engineering program which has its own assessment plan and activities.⁵¹ The Lee Honors College has developed and submitted an assessment plan which is now in

Points of Pride

The Department of Blindness and Low Vision Studies is the oldest and largest—and is considered the best program of its kind—in the world.

48 University Assessment Plan and Timetable, wmich.edu/poapa/assessment/myPublicPlan.pdf

49 Department Assessment Plans, wmich.edu/poapa/assessment/assmt-plan-list.html

50 CHHS Deans' Annual Assessment Report 2009, wmich.edu/poapa/assessment/pdf/deans-reports/CHHS-Deans-Assmt-Rprt-2009.pdf

51 Manufacturing Engineering TracDat Impact Report, wmich.edu/poapa/assessment/pdf/deans-reports/CEAS-Deans-Assmt-Rprt-2009.pdf

the approval process.⁵² These examples illustrate the diversity of programs across the University that participate in assessment of student learning. A survey entitled “Department and Program Assessment: A Survey of WMU Faculty, Staff and Administrators,” conducted in 2008, showed that 66% of the faculty have a “high familiarity” with their unit assessment plan and activities.⁵³

The pervasiveness of assessment activity is evident by the number of approved plans in place and by the assessment reports submitted by the deans each year. The annual report on assessment and curriculum change also demonstrates that assessment plans are having an impact on curriculum across the University.⁵⁴ One of the findings of “Department and Program Assessment: A Survey of WMU Faculty, Staff and Administrators” is that three-fourths of the respondents rated the benefits of assessment to the curriculum as “moderate” to “high,” with 40% rating the benefit as “high.”⁵⁵ Although assessment activities are being conducted in nearly all units at WMU, there are opportunities for improvement in assessment. Some of the non-degree granting units are engaged in assessment, but their efforts go largely unnoticed because there is no regular and formal reporting system in place to give these efforts visibility. The University Assessment Steering Committee should address this shortcoming so that the work of these units is recognized and documented. Other non-degree granting units also should be encouraged to develop and use assessment strategies that are appropriate to their operation.

Looking at WMU Today

The meaningful use of assessment data is an opportunity for improvement in some departments. Based on the deans’ reports, some departments are gathering assessment data but do not show how or whether the data are being used to improve their programs. The challenge is to create awareness among these departments of how beneficial assessment can be to their programs so that they will be eager to utilize assessment for its intended purpose.

Looking to the Future

WMU must continue to promote and foster assessment throughout the University. Currently the University’s assessment plan is being updated by the University Assessment Steering Committee. Part of this effort is a discussion of the scope of assessment in the University. What units, in addition to degree-granting units, should participate in the assessment of student learning and have assessment plans? To whom should these units be accountable for assessment and how will they report and use their findings?

The support and resources given to assessment activities must be increased as necessary to allow units to engage meaningfully in these activities. The survey “Department and Program Assessment: A Survey of WMU Faculty, Staff and Administrators”⁵⁶ showed that 45% of the faculty felt that there was “no” or “low” support by their dean for assessment. Although it was not clear from the survey results what type of support was lacking (time, financial, or other),

Points of Pride

The Department of Blindness and Low Vision Studies is the oldest, largest, and considered the best program of its kind in the world.

52 Lee Honors College Plan, wmich.edu/poapa/assessment/pdf/leehonorscollege.pdf

53 Department and Program Assessment: A Survey of WMU Faculty, Staff and Administrators, wmich.edu/poapa/Assets/pdf/university-assessment/Five-Year-Assessment-Plan-Report-v42.pdf

54 Annual Report on Assessment and Curriculum Change, wmich.edu/poapa/assessment/Annual_Report_Curriculum_2009.pdf

55 Department and Program Assessment: A Survey of WMU Faculty, Staff and Administrators, wmich.edu/poapa/Assets/pdf/university-assessment/Five-Year-Assessment-Plan-Report-v42.pdf

56 Department and Program Assessment: A Survey of WMU Faculty, Staff and Administrators, wmich.edu/poapa/Assets/pdf/university-assessment/Five-Year-Assessment-Plan-Report-v42.pdf

it is certain that this is an area for future exploration and improvement. While the University has done a good job overall of supporting assessment activities, there are challenges that must be met to improve the support for assessment.

Core Component 3a.7

Faculty are an active part of developing outcomes and measures of student learning.

As mandated by the University's Assessment Plan and Timetable, faculty play a major role in developing mission statements and goals for their units which in turn drive expected student learning outcomes.⁵⁷ Course outcomes are often included on course syllabi, although there is no Universitywide policy requiring their inclusion.⁵⁸

The faculty also develops or selects measures to determine achievement of the outcomes detailed in their assessment plans. For example, in the College of Aviation, one of the student learning outcomes is that "students will score a minimum of 80% on the first take of a Federal Aviation Administration written examination."⁵⁹ The national results of these examinations are published by the F.A.A. and the college compares its students' scores with the national norms.⁶⁰ Departmental or program assessment committees work with faculty in the development and implementation of these measures. The data are analyzed and used to make program improvements, some of which result in curriculum changes, which are faculty driven.^{61,62}

The assessment activities occurring throughout the University are directed by faculty who select and develop assessment measures, conduct and use assessment data, and make curricular decisions. This can be seen in the curriculum changes that occur each year. The changes that occur as a result of assessment are tracked and compiled in a report entitled "Annual Report on Assessment and Curriculum Change."⁶³ The faculty use meetings, committees, and other communications to ensure and encourage faculty participation in establishing outcomes for their programs.

Faculty are involved at all levels in developing outcomes and measures of student learning. Assessment plans and curriculum changes illustrate faculty participation in these functions and faculty assessment reviews and retreats are commonly used to facilitate faculty involvement.

Looking to the Future

The curriculum is the responsibility of the faculty and so the quality and relevance of programs falls directly on them. The faculty at WMU embraces this responsibility and must continue to keep their learning outcomes relevant and assessment methods valid and useful.

57 University Assessment Plan and Timetable, wmich.edu/poapa/assessment/myPublicPlan.pdf

58 Resource Room: NCATE Syllabus Template (Cummings)

59 Aviation Assessment Plan, wmich.edu/poapa/assessment/pdf/aviation.pdf

60 Aviation Impact Plan, wmich.edu/poapa/assessment/pdf/deans-reports/CA-Deans-Assmt-Rprt-2009.pdf

61 Annual Report on Assessment and Curriculum Change, wmich.edu/poapa/assessment/Annual_Report_Curriculum_2009.pdf

62 Deans' Annual Assessment Reports, wmich.edu/poapa/assessment/reports.html

63 Annual Report on Assessment and Curriculum Change, wmich.edu/poapa/assessment/Annual_Report_Curriculum_2009.pdf

Points of Pride

For more than a dozen years, WMU jazz studies students have kept the School of Music among the top three schools in the nation for the number of awards received from DownBeat magazine.

The Sky Broncos precision flight team from the College of Aviation won the 2002 National Intercollegiate Flying Association championships and has placed among the top four in every national competition for 18 consecutive years.

WMU must continue to recognize and support the efforts of faculty to assess their programs. The UASC must continue to promote assessment and its inherent benefits to increase faculty involvement.

Core Component 3a.8

WMU faculty and administration regularly review the effectiveness and uses of assessment in program and institutional improvement.

Across the institution, University personnel routinely review the effectiveness of assessment and its uses. College and program assessment and curriculum committees meet regularly,⁶⁴ deans' assessment impact reports summarize changes based on assessment and are reviewed by others,⁶⁵ the annual report on assessment and curriculum change highlights program improvements,⁶⁶ and individual units discuss assessment results to revise curriculum, course content, and learning activities.^{67,68,69} The assessment conversations vary from discussing data gathered⁷⁰ to launching new assessment collaborations.⁷¹ Recent proceedings of the University Assessment Steering Committee (UASC) included a Universitywide survey on assessment and inviting the provost and Faculty Senate president to dialogue about the role of assessment at the institution.⁷²

Recognition of assessment, whether of completed work or grants to begin work, provides a different means of review of the effectiveness and uses of assessment. Examples of these awards include the faculty assessment grant and individual assessment excellence award sponsored by UASC⁷³ and the College of Arts and Sciences faculty achievement awards.⁷⁴

Efforts to engage the University community in assessment activities have included bringing experts to campus for public presentations;⁷⁵ awards for faculty, professional staff and units who demonstrate expertise in assessment; a new fellowship for graduate students who are working on projects related to assessment (slated to begin in 2010-11); small group and panel presentations by on-campus colleagues willing to share their expertise and experiences;⁷⁶ and the first Assessment in Action day in March 2010 where more than 70 colleagues participated in workshops, heard presentations, and learned about assessment activities on campus.

Points of Pride

For more than a dozen years, WMU jazz studies students have kept the School of Music among the top three schools in the nation for the number of awards received from *DownBeat* magazine. have identified characteristics of effective school leaders and provided professional development.

64 HCoB Assessment Committee Minutes, wmich.edu/business/accreditation/

65 Deans' Annual Assessment Reports, wmich.edu/poapa/assessment/reports.html

66 Annual Report on Assessment and Curriculum Change, wmich.edu/poapa/assessment/reports.html

67 Resource Room: Multiple Data Responses: Specialty Program in Alcohol and Drug Abuse (Washington)

68 Resource Room: Specialty Program in Alcohol and Drug Abuse, Physician Assistant: Program Assessment (Washington)

69 Resource Room: Multiple Data Responses: Occupational Therapy (Washington)

70 Resource Room: Multiple Data Responses: Blindness and Low Vision Studies (Washington)

71 Resource Room: Residence Life Assessment Resulting in Improvement (Palmer)

72 UASC meeting minutes (#60 and # 65) with the Provost and Faculty Senate chair, wmich.edu/poapa/assessment/uasc.html

73 UASC Grants and awards, wmich.edu/poapa/assessment/grants.html

74 CAS Faculty Achievement Awards, wmich.edu/cas/awards/achievement/index.html

75 UASC and Institutional Effectiveness annual reports for complete list, wmich.edu/poapa/assessment/uasc.html, wmich.edu/poapa/Assets/pdf/OIE-2007-08-Annual-Report.pdf

76 UASC annual reports, wmich.edu/poapa/assessment/reports.html

Moreover, policies on program improvement and curriculum change now include specific language related to the use of assessment results to inform change.⁷⁷

Program improvements as a result of assessment findings are documented through an annual summary of curriculum changes linked to assessment and through the deans' annual assessment reports. In addition to the annual assessment reports from the colleges, which include summaries of the program improvements that have resulted from assessment activities, the University administration has the capability of running real-time reports in the TracDat system that provides information on the uses of assessment, the actions taken as a result of assessment, and the follow-up actions taken by departments or programs.

Looking to the Future

WMU should continue to value and recognize the effectiveness and uses of assessment. Dialogue about assessment must continue with efforts to increase those involved in the conversation and to encourage using assessment results in meaningful ways.

Points of Pride

The Sky Broncos precision flight team won the 2002 National Intercollegiate Flying Association championships and has placed among the top four in every national competition for 18 consecutive years. have identified characteristics of effective school leaders and provided professional development.

77 Annual Reports on Assessment and Curriculum Change, wmich.edu/poapa/assessment/reports.html

Core Component 3b

The organization values and supports effective teaching.

Western Michigan University's past as a Normal School provides an historical mandate to value and support excellence in teaching. WMU lives into that mandate by maintaining a strong and vibrant teaching faculty who are supported in their efforts to continually improve and refine their ability to teach well so students may learn well. Transitioning from a primarily teaching institution to a research institution has required thoughtful consideration of the needs of students as well as the needs of teacher-scholars. Evidence of the institution's efforts to assist faculty in their growth as teacher-scholars may be seen in the following discussion of Core Component 3b.

Core Component 3b.1

At WMU, qualified faculty determine curricular content and strategies for instruction.

While many diverse elements impact instruction at WMU, curricular content and instructional strategies are determined primarily by the people who have the greatest knowledge of and responsibility for them—the faculty. This principle is facilitated by faculty-driven committees on several levels, as defined by the University Curricular Review Process (UCRP):⁷⁸

- Departmental and/or curriculum committees initiate the curricular change process specific to policies outlined by each academic unit.
- College-level curriculum committees review recommended curricular change proposals to assure the integrity of academic programs and course offerings and assist departments in providing for the best interests of students.⁷⁹
- Faculty Senate Committee to Oversee General Education (COGE) reviews and approves courses for general education credit to assure that courses are in line with established proficiencies across the eight distribution areas.⁸⁰
- Conceptual Framework, Knowledge Base and Certification Committee (CFC), commonly known as the Professional Educator's Board, a University committee for teacher education curricula, majors and minors is part of the official curriculum review process as outlined in the University curricular review policy.⁸¹
- Undergraduate Studies Council (USC) is a policy-recommending and review body with oversight of any matter related to the undergraduate curriculum at the University.⁸² Thus, for example, it will be concerned with the establishment of new departmental programs, new interdisciplinary undergraduate programs, apparent duplication between existing programs or courses, and needs for additional or specialized instruction.
- Graduate Studies Council (GSC) reviews, develops, and recommends policy regarding graduate education at Western Michigan University. Policy recommendations shall include, but are not limited to, the admission of applicants to the Graduate College and to graduate degree programs, development of graduate curricula and approval of graduate programs, selection of graduate faculty, awards and fellowships, and graduate student personnel practices.⁸³

78 University Curricular Review Policy, wmich.edu/cas/pdf/ucrp.pdf

79 College of Arts and Science College Curriculum Committee (example), wmich.edu/cas/ccc.html

80 Committee to Oversee General Education, wmich.edu/facultysenate/committees/education/

81 Curricular Policies Curriculum Change Guide, wmich.edu/ir/currChange/createProgram.doc

82 Undergraduate Studies Council, wmich.edu/facultysenate/councils/undergraduate/index.html

83 Graduate Studies Council, wmich.edu/facultysenate/councils/graduate/index.html

Chart 3.3 Flow Chart College-Level Curricular Review that Do Not Require University-level Review

Source : Undergraduate Curricular Review Process.

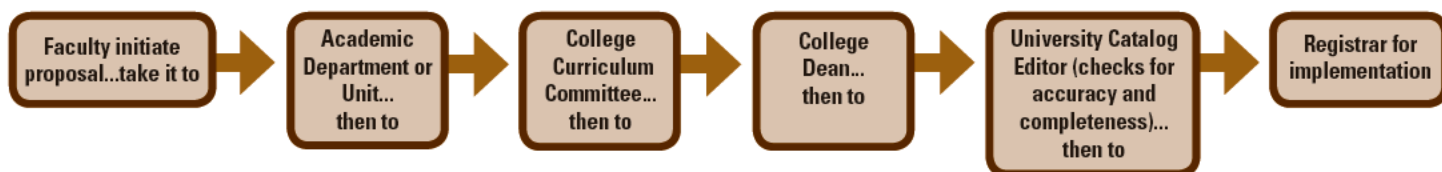
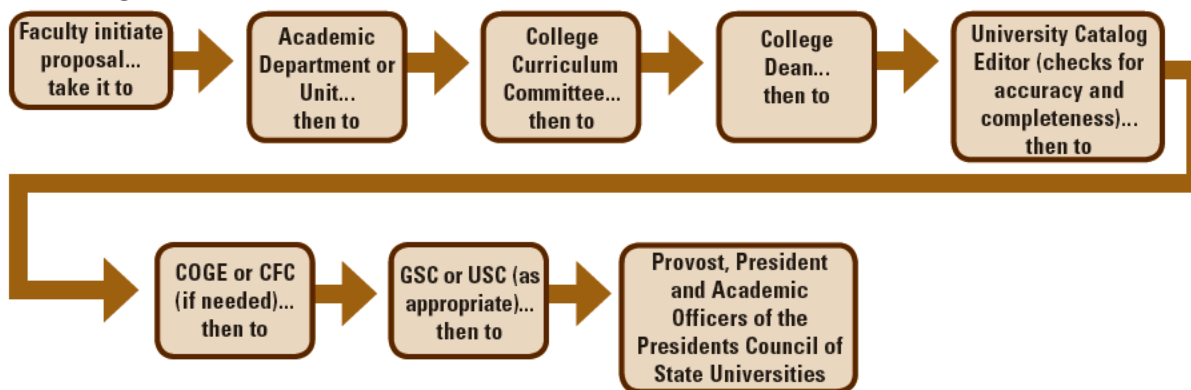


Chart 3.4 Flow Chart for University-level Curricular Review (New Degrees, New Undergraduate Majors, New Curricula, and New Graduate Concentrations as well as General Education, Baccalaureate-level Writing, and Teacher Education).

Source: Undergraduate Curricular Review Process



In October 2007, the WMU Faculty Senate passed MOA-07/05 requiring all college curriculum committees to be chaired by board-appointed tenured faculty who do not serve simultaneously as academic officers of the University.⁸⁴ In addition, some departments have gone further by adopting a “total faculty” direction for their curriculum committees.

Minutes from these committees and related councils, as well as a comparative study of the WMU undergraduate and graduate catalogs from 2001 to the present, illustrate the faculty’s ongoing advancement of the curriculum. While faculty have the academic freedom to design their own syllabi and choose their instructional approach, faculty endeavor to reflect the catalog description in an appropriate manner while adhering to general University guidelines. Faculty create and distribute a syllabus that details the format, expectations, grading criteria, and schedule for a particular course section. Syllabi for courses with multiple sections taught by different instructors show that curricular consistency is maintained by a site-based process with little oversight from administration—at least when it comes to syllabi and instructional decisions accommodating individualized instructional strategies best suited to each course section.

Faculty have a strong voice in all issues related to curriculum and instruction. In order to assure that the faculty making these decisions are highly qualified, the University policies and procedures for hiring faculty include multiple reviews by faculty committees, administrators, and the Office of Institutional Equity. According to the summary of hiring procedures in the provost’s online Academic Affairs Manual,⁸⁵ whenever a “regular” full-time faculty search is authorized, a job description must be prepared, approved legally, and then advertised. Detailed recruitment and selection records must be maintained by the department. The search committee—composed entirely or primarily of faculty— determines if applicants meet the minimum qualifications to remain in the initial pool. After this pool is approved by the dean,

84 Resource Room: Memorandum of Action: Changes to the Curriculum Review Process (Jellies)

85 Academic Affairs Manual, wmich.edu/provost/manual/

the Office of Institutional Equity (OIE), the provost, and the search committee thoroughly evaluates all materials and determines the handful of candidates best qualified for the short list. Once this short list is approved by the dean, OIE, and the provost; the search committee and department in cooperation with the dean selects candidates to be interviewed, then conducts thorough reference checks. In addition, no interview can commence until a Faculty Credential Summary is signed by the candidate.

After all interviews are completed, the search committee decides if any of the interviewed candidates are qualified for hire, and if so, ranks them in priority order and submits this for the approval of the dean and OIE. If approved, OIE notifies the provost, the dean, the department head, and Human Resources, and the department prepares a letter of offer that must be approved by the dean before being sent to the candidate. Upon receiving the candidate's acceptance, the department prepares the final hiring packet to be forwarded through the dean to the provost, consisting of the Faculty Appointment form, signed Faculty Credential Summary, signed letter of offer, P-008 (Recommendation of Appointment and Verification of Faculty Credentials form), vita, and a brief biosketch. The required P-008 form certifies that the degrees of this newly hired faculty member are granted by accredited U.S. schools, or by foreign schools with U.S. equivalency, and lists where their official transcripts are on file at WMU. A designee of the provost then conducts a criminal background check. If the results are satisfactory, the provost or designee signs the appointment form and forwards it to Human Resources and the Board of Trustees. After hire, full-time faculty members at WMU are also required to have a current curriculum vita (CV) on file, and they must submit an annual Professional Activities Report (PAR) to their department head, which is then compiled into a departmental summary that is forwarded to the dean.

Over the past decade, there has been a gradual yet significant change in the number and types of faculty appointments at WMU, reflecting a similar trend around the country. According to the WMU Office of Institutional Research, in 2001-02 WMU had 952 full-time bargaining unit faculty and chairs of which 87% (828) held the terminal degree of their field.⁸⁶ In 2002, the WMU-AAUP Agreement established the new bargaining unit category of "faculty specialist," to secure tenurable experts outside of the traditional realm who can serve the practical/traditional instructional, curricular, and advising needs of multiple disciplines. That year, with the hiring of numerous faculty specialists, WMU's full-time bargaining unit faculty and chairs rose to 985, but only 82% (807) of this expanded full-time faculty held terminal degrees.⁸⁷ More recently, 80% of full-time bargaining unit faculty and chairs hold terminal degrees.⁸⁸

There have been certain years where WMU has relied heavily on the temporary full-time term appointments, ranging from a low of 67 term appointments in 2005 to a high of 137 term appointments in 2001. In October 2009, term appointments at WMU represented 8.3% (75 term appointments out of 908) of the total bargaining unit faculty and chairs.⁸⁹ Graduate teaching assistants and part-time faculty are also an important component of the teaching faculty at WMU.

WMU's Office of Academic Affairs instituted a verification of faculty credentials policy⁹⁰ modeled on HLC guidelines to ensure faculty are given appropriate teaching assignments.⁹¹

86 Source: Institutional Research, (Pattok)

87 Source: Institutional Research, Common Data Set, 2002/2003, (Pattok)

88 Source: Institutional Research, Common Data Set, 2009/2010, (Pattok)

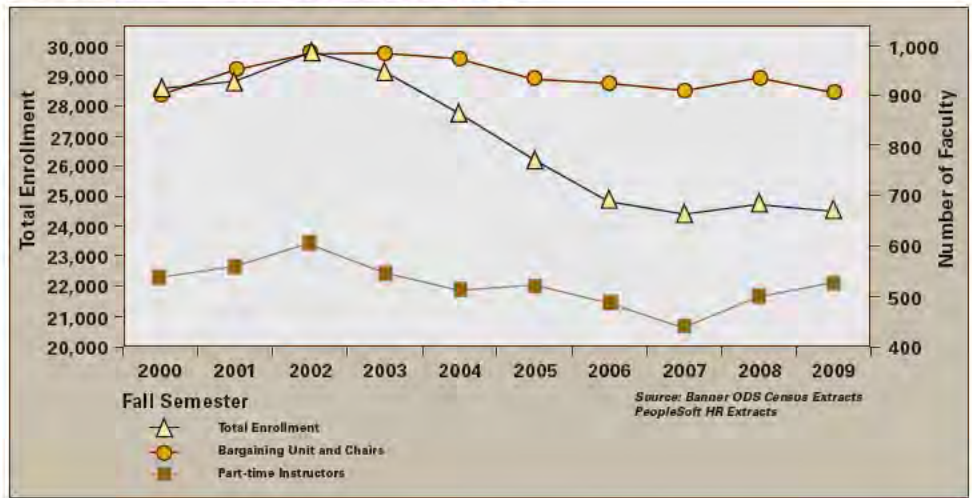
89 Source: Institutional Research, (Pattok)

90 Online index of the Academic Affairs Manual, wmich.edu/provost/manual/

91 HLC Commission Guidance on Determining Qualified Faculty, content.springcm.com/content/Download-Documents.aspx?Selection=Document%2C17981993%3B&accountId=5968

CHART 3.5 Faculty and Student Trends 2000-2009

Source: Office of Institutional Research, Common Data Set, PattoK



This policy specifies that “faculty teaching at the graduate level shall have (a) earned a terminal degree, (b) provided evidence of appropriate professional experience equivalent to such degree, or (c) provided evidence of tested experience appropriate to the specific teaching assignment. Furthermore, faculty teaching at the undergraduate level shall have (a) earned a minimum of a master’s degree, (b) provided evidence of appropriate professional experience equivalent to such degree, or (c) provided documentation of tested experience appropriate to the specific teaching assignment.” To certify this, all new faculty hired after July 1, 2009, must have official transcripts on file at the time of hire, and all instructors of record at WMU must have official transcripts on file by January 15, 2010.⁹²

At WMU, all instructors of record are evaluated. Faculty eligible for tenure and promotion are contractually required to undergo a series of reviews by their peers and administrators. The specific criteria and processes for these reviews, as well as the requirements for department- and college-level tenure and promotion committee members, are defined in the WMU-AAUP Agreement⁹³ and in the policy statements of individual departments. The provost’s tenure review process and Article 17 of the WMU-AAUP Agreement denote that tenure-related reviews are required in the 2nd and 4th years leading to a final 6th-year tenure review.⁹⁴ In these reviews, traditional tenure-track faculty are evaluated for professional competence (teaching), professional recognition, and professional service, while faculty specialists are evaluated solely on professional competence and professional service.⁹⁵ To underline the importance of teaching, Article 17.β5.1 of the WMU-AAUP Agreement stipulates that “competence in teaching is a necessity for awarding tenure to teaching faculty.” Full-time term appointments are evaluated annually for professional competence (teaching) and service. Graduate teaching assistants are evaluated in accordance with the contract of the Teaching Assistants’ Union (TAU), which states that “departments are encouraged to evaluate the performance of Employees (GTAs) annually.”⁹⁶ Part-time faculty are also evaluated according to departmental policies, as outlined in Article 14 of the Professional Instructors Organiza-

92 Verification of Faculty Credentials Policy, Academic Affairs Manual; wmich.edu/provost/manual/
 93 2008-11 WMU-AAUP Agreement, Article 16 Contract, wmuaup.net/ChapterDocuments.html
 94 Academic Tenure Review policies, wmich.edu/provost/academic/tenure-review.html
 95 WMU-AAUP Agreement, Article 17.5, wmich.edu/acb
 96 Article 13.1. D of the TAU contract, tauft.org/TAU_Contract.pdf

tion (PIO) contract.⁹⁷ All of the above must be also in compliance with the standards of the various accrediting organizations for each respective discipline.

Looking at WMU Today

College summaries of PARs and CVs attest that, as a whole, WMU faculty continue to be a highly educated, focused, and productive group. During the past decade, over 125 WMU faculty have held office in state, national, and international professional associations related to their discipline.⁹⁸ Over 150 have received national or international recognition from such associations for their teaching, research, creative activities, and/or service. Many others have been recognized for excellence at the departmental, college, and/or University level. This was the direct result of WMU's strategic initiative in the mid-1990s to hire faculty with strong teaching, research, and technological skills in order to attain Carnegie Research II status for the University, paving the way for the Carnegie "research University with high research activity" classification bestowed on WMU in 2005. Hiring qualified faculty and putting them primarily in charge of curricular content and instructional strategies has been an effective model for assuring quality and flexibility.

Looking to the Future

With University curricula at a critical crossroads, faculty will continue to face a multitude of challenges. WMU must do all it can to boost faculty awareness of new curricular and instructional models, and assist faculty who are interested in implementing these into their own teaching. Adopting new technologies where appropriate has become an essential strategic goal, yet keeping current with instructional technologies and tools can be daunting in terms of both time and money. The need to strike an appropriate balance between traditional classroom teaching and online instruction is more urgent than ever. In July 2007, Online Education was realigned with Extended University Programs to work collaboratively with academic units to extend educational opportunities for WMU students, regardless of location and delivery method. The realigned unit works more efficiently to provide focused and responsive instructional support for faculty and students. Having a standard faculty evaluation system (ICES) that applies to online classes as well as face-to-face classes adds to the assessment process.

Much discussion amongst faculty, administration, and the AAUP/PIO/TAU will be required to find the common ground to enable alternative paradigms for curricular delivery and structure. The newly assembled Teaching-Learning-Community Task Force (TLC) with faculty, student, staff, and administrative representatives is formulating specific short- and long-term recommendations to help the provost address these issues and to support the Academic Affairs mission, vision, and strategic plan.

97 Resource Room: Professional Instructors Organization Contract (Caulfield)

98 Resource Room: Faculty Professional Activity Reports (Belinger)

Core Component 3b.2

Western Michigan University fosters professional development designed to facilitate teaching suited to varied learning environments and provides services to support improved pedagogies.

The professional development needs of instructors are served by three increasingly collaborative entities on campus to provide a seamless support system. The Office of Faculty Development offers a comprehensive array of long- and short-term development opportunities. The Faculty Technology Center offers guided support for faculty use of instruction-related technology and administers the E-learning course management system. Online Learning (formerly Academic Technology and Instructional Services), a unit within Extended University Programs, offers training, instructional design, and technical support for faculty teaching online courses. The unit also hosts Compressed Video Interactive Television (CVIT) to WMU remote sites and other institutions. Each entity and its contribution to supporting professional development is discussed below.

Office of Faculty Development

In January 2008, WMU's Office of Faculty Development (OFD) returned to its original name after a decade as the Center for Teaching and Learning and a hiatus in operation of two years. Since 1998 the center had reported to the provost or to a unit of Extended University Programs; effective July 2009, the Office of Faculty Development reports to the vice provost for institutional effectiveness. With its re-instatement came an array of programs grounded in research on professional development for faculty and offering learning communities, multi-week programs, and deliverables as an integral outcome. The philosophy driving the program is that sustained collaborative approaches to supporting faculty change are the most effective, and that faculty development should take a holistic view of faculty roles and work life.

Directed by a faculty member (0.50 FTE) and staffed with a faculty member and graduate student, the office served over 200 faculty and staff in 2008-09. In collaboration with other entities on campus (e.g., Office of Institutional Effectiveness, Graduate College, associate provost for undergraduate studies), the office participated in planning and hosting other programs that engaged faculty in thinking about teaching and learning (e.g., scholarship of teaching and learning, new faculty orientation).

- Programs offered by the Office of Faculty Development are guided by four goals:
- Provide leadership and support for innovation in teaching and learning;
- Sustain the growth of faculty across the career span and across disciplines;
- Develop leadership capacity across all levels of the University; and
- Support and engage in scholarship that extends the knowledge base in these arenas.

Programs are developed with research-based best practices as their core wherever possible, and evaluated and revised to continually increase the effectiveness of content and processes to meet outcomes set for the programs. Long-term follow-up to assess the impacts of programs on faculty teaching practice and resulting student learning improvements is under way.

Points of Pride

WMU was awarded \$500,000 for the Improvement of Education grant to research wireless in teaching, learning, and research.

Programs that support innovation in teaching and learning include:

- The E-teaching Endorsement, a 10-session, 20-hour program to support faculty in developing online courses and incorporating best practices into their online teaching. Since its inception in 2005 (while still under ATIS), 170 faculty and graduate students have completed the endorsement program.^{99,100} End-of-seminar evaluations have guided the expansion of the program from six to 10 sessions over time, to better facilitate hands-on, one-one-one, and group processing of ideas and skills. A research study was conducted in fall 2009 to measure the online teaching efficacy and motivation of participants, and, beginning in summer 2010, will be used as a pre/post test and longitudinally for follow-up.
- Powerful Pedagogies, an 8-session, 16-hour seminar series in which participants explore students' learning processes and ways to optimize learning in the classroom. Faculty have the opportunity to focus on a single course in order to apply new ideas about learning and teaching.¹⁰¹ This program has been modified as a result of end-of-seminar evaluations. Those evaluations indicate that faculty had already implemented new approaches in their classes by the end of the seminar, and anecdotal conversations indicate that participants have seen improvements in student learning as a result of the changes they have made. Long-term systematic follow-up with participants since 2007 is under way to assess the impact of the program on faculty teaching practices and subsequent student learning improvements.
- The Blended Learning Seminar is designed to help participants plan and implement ways to incorporate many different teaching and learning styles through the use of virtual and face-to-face approaches, the effect of which is to shift teaching and learning activities from the face-to-face environment to one that is a blend (according to the definition used by the Sloan-C Consortium on Blended Learning) of virtual and face-to-face instruction. It is six sessions that include 12 hours of instruction. The pilot of this program was offered in spring of 2009, and the first revised follow-up session will be offered in summer 2010. Topics and focus were redesigned based on the feedback given by pilot participants, but long-term outcome data are not yet available for this program.
- Faculty Learning Communities, small groups of instructors who work with a facilitator over the course of an academic year to study and experiment with teaching approaches new to them. In 2008-09 and 2009-10, the learning community focused on active and collaborative learning in undergraduate courses. Participants in this FLC collected pre-post data on students' perceptions of collaborative work in all of their courses, and have presented the results at regional teaching and learning conferences. They have manuscripts under way for submission. In 2010 the planned focus of the FLC is assessment of student learning.
- Cool Tools for Teaching, a series of short (45 - 90 minute) workshops that teach faculty to use particular approaches and technologies to engage student learners. Topics have included using Web 2.0 application with user-generated content for teaching and learning, assessing student learning, Pod-and Video-casting, YouTube as a teaching and learning tool, and using end-of-course evaluations for self-reflection and teaching improvement. A full schedule of sessions can be found on the OFD website. Evaluation data collected at each session indicate that attendees valued the workshops and found them thought-provoking and motivating. General reaction to the program has also been very positive. However, attendance is quite low and not sustainable at current levels. Based on feedback from past attendees about schedule difficulties, the program is being re-designed for

Points of Pride

WMU was awarded \$500,000 for the Improvement of Education grant to research wireless in teaching, learning, and research.

99 Resource Room: E-teaching Endorsement (Beach)

100 Office of Faculty Development, wmich.edu/facdev

101 Resource Room: History Office of Faculty Development (Beach)

2010-11. Multiple workshops will be offered in the two-week period leading up to the start of fall semester and in the week leading to spring semester. A menu of workshops will also be offered during the academic year to departments, units, or groups of instructors (on or off campus) to order customized Cool Tools workshops that fit within their schedules. Evaluation of each session will continue, and the revised approach to this program will be re-assessed at the end of spring 2011.

- WMU Assessment Day, a day-long seminar on assessing teaching and learning. The OFD is collaborating with the Office of Institutional Effectiveness and the associate provost for assessment and undergraduate studies to offer this seminar. The first Assessment Day was March 12, 2010.

Other collaborative programs in development for implementation in summer 2010 include a faculty development institute for facilitators of First-Year Seminar (in collaboration with the Office of First-Year Experience); an institute on using service learning in courses (in collaboration with the director for service learning); and faculty development programming in support of integrating sustainability into the curriculum and other learning opportunities on campus.

The programs offered that meet the goal of sustaining the growth of faculty across the career span and across disciplines have focused on the needs of new faculty in 2009 and 2010. In future years, that focus will expand. They now include:

- New Faculty Orientation, a two-day, interactive program that introduces new faculty to the campus, WMU students, and services and supports for teaching and research. The orientation planning team has used evaluation data each year to determine the content of the orientation, with the goal to hone the orientation to focus on the information new faculty most need to know to navigate successfully their first weeks on campus. This program is seen as “need to know.” “Good to know” issues are addressed in the new faculty seminar.
- The New Faculty Seminar, a weekly (14-session) program that builds on the new faculty orientation to help board-appointed faculty new to WMU understand the campus and to successfully begin their faculty role. The program provides lunch and networking time for faculty, and features topics recommended by the faculty development literature, solicited from other faculty at WMU, and requested from participants themselves. The 2009-10 group appreciated the opportunity so much, they requested to continue meetings into the spring of 2010. They co-developed the schedule of topics and met bi-weekly. Future new faculty seminars will incorporate this extended schedule. One-year follow-up is under way with the 2008-09 participants to seek data on the impact of the seminar on their teaching, research, and service roles. The follow-up probes for professional relationships formed during the seminar, collaborative grant or research projects developed, and other faculty development opportunities undertaken.

In support of the goal to develop leadership capacity across all levels of the University, the Office of Faculty Development offers:

- The Academic Leadership Academy, an academic-year-long learning community that meets weekly to study leadership theory and practice, organization systems and cultures, and leadership skills such as strategic planning, managing conflict, planning and running effective meetings, dealing with toxic people, and engaging in self reflection and development. The participants also identify a leadership project that incorporates what they have learned in the academy. Examples of projects include developing training programs for whole departments or groups of professionals on campus, creating effective outreach programs for middle-school students, and studying programs at the University to develop

recommendations to increase quality. Posters describing leadership projects from 2008-09 and 2009-10 are on the Office of Faculty Development website.

In support of the goal to support and engage in scholarship that extends the knowledge base in teaching and learning, faculty work, and academic leadership, the Office of Faculty Development co-sponsors:

- The WMU Scholarship of Teaching and Learning (SoTL) Workshop, an annual, day-long, hands-on professional development experience to help faculty and graduate students understand SoTL, how it can fit within their larger scholarly agendas, and how to engage in quality SoTL research. Evaluation data from each workshop have been used to identify new topics for subsequent workshops. Long-term follow-up with workshop participants is planned in spring of 2011, to examine the extent to which they have successfully undertaken SoTL studies as a result of the workshop.

The director has also been an active collaborator on grant proposals that use faculty development resources or expertise. In 2009-10, the grants that have been submitted to the NSF include study on the impact of teacher and scientist collaborations, gender equity, and change strategies in undergraduate science curriculums. In addition, in 2008, the director of faculty development received a WMU-funded grant to develop and study an advanced master E-teacher program.

A program that addresses ALL goals, and harnesses the power of collaboration for professional development is the new learning communities project “Everyone Counts.” The Everyone Counts project is a year-long initiative organized by the Office of Diversity and Inclusion and Office of Faculty Development in which WMU faculty and staff engage in a sustained dialogue as part of a diverse learning community.

Table 3.1 Participants Served in 2008-09 by Faculty Development Programs

Source: Andrea Beach, Director of Faculty Development

Program	AY 2008-09	Faculty/ Staff Served	AY 2009-10	Faculty/ Staff Served
New Faculty Seminar	Fall 2008 (pilot)	23	Fall 2009 – extended into Spring 2009	16
Academic Leadership Academy	Academic year, 2008-09 (pilot)	13	Academic year, 2009-10	12
E-Teaching Endorsement	Summer II 2008 Fall 2008 Spring 2009 Summer I 2009	70	Summer II, 2009 Fall, 2009 Spring, 2010 Summer I, 2010	41
Powerful Pedagogies	Summer II 2008/Spring 2009/Summer 2009	18	Summer II, 2010	0
Blended Learning Seminar	Spring 2009 (pilot)	10	Summer II, 2010	0
Cool Tools for Teaching	Fall 2008/Spring 2009 (pilot)	22	Fall 2009 Spring 2010	22
FLC on Active and Collaborative Learning	Academic year, 2008-09 (pilot)	4	Academic year, 2009-10	5
Leadership Colloquium	April, 2009	56	March, 2010	55
Everyone Counts			Spring 2010 through Fall 2010	33 (plus 6 facilitators)
Total participants		216		72

Faculty Technology Center

The Faculty Technology Center (FTC), a unit within the Office of Information Technology, is a computer multimedia lab where faculty, teaching assistants, and instructors can learn to use technology to complement their teaching. The Faculty Technology Center and the Office of Faculty Development are conveniently located next to each other on the second floor of the University Computing Center, which adjoins Waldo Library.

Western Michigan University uses a course management system (BlackBoard Vista, often referred to as E-learning) to supplement face-to-face classes as well as for online courses. The FTC trains instructors and assists them with E-learning. In 2007-08, over 130 instructors signed up for Blackboard Vista training. The center also acts as a call-in help center for faculty and staff with questions about using E-learning and other software.¹⁰²

Instructors also come in for help in learning and troubleshooting problems with Microsoft Office, Adobe Photoshop, Adobe Acrobat, and Adobe Dreamweaver, as well as other software. Center staff enable instructors to work on their own web sites, scan and manipulate photos and slides, and scan documents.

Another service the Faculty Technology Center offers is 10 hours of support for any instructor. This includes such tasks as converting tests in Word through Respondus to be uploaded into E-learning; scanning slides; converting files from one format to another; scanning a large number of documents; and other projects as needed. This service allows faculty to use teaching technologies without having to master technical processes that may present a barrier.

The center also researches and tests new technologies for use in teaching (e.g., products for use with the iPod Touch and iPhone).

Online Education (formerly Academic Technology and Instructional Services)

Online Education employs three instructional designers to support faculty in developing and teaching online and hybrid courses. These instructional designers co-facilitate the E-teaching Endorsement offered through the Office of Faculty Development, so that participants are introduced to the services provided by Online Education as they are learning the fundamentals of online teaching and learning. In addition, Online Education hosts the University's CVIT (Compressed Video Interactive Television) courses and provides training and support for faculty teaching with this modality.¹⁰³

Other Services to Support Improved Pedagogies

Services offered by the University to support improved pedagogies include a wide variety of technology initiatives, as well as services that remove time barriers for faculty to use improved pedagogies.

The Office of Information Technology houses the classroom technology group,¹⁰⁴ which maintains and upgrades classroom technology. The classrooms within the University are technology enhanced according to Classroom Technology Standards.¹⁰⁵ The FTC hosts WMU's

102 Resource Room: Services Provided by the Faculty Technology Center (Gilchrist)

103 Office of Instructional Technology Index, wmich.edu/oit/facstaff/index.html

104 Resource Room: Classroom Technology Standards (Gilchrist)

105 Resource Room: Classroom Technology Standards (Gilchrist)

subscription to iTunes University, which is used by 44 courses and faculty that post pod- and video-casts for students to download.¹⁰⁶

The Clicker Committee, made up of OIT staff and faculty from across the University, has undertaken a comprehensive review of several classroom response (clicker) systems, and will choose one platform to be supported for University use. In fall 2009, 10 courses were using clickers purchased through the University's bookstore.¹⁰⁷

The WMU Libraries offer electronic reserves, electronic/full text versions of a vast array of journals and books, and embeds librarians in online courses within Blackboard Vista to assist students directly with research-related projects.

The University's Laptop Initiative aimed to put more flexible technology in faculty hands, to improve technology use in classroom teaching. All computer replacements are now laptops, unless otherwise specifically requested by faculty. Wired and wireless internet capacity on campus facilitates flexible teaching and learning approaches and is considered mission critical for the institution.

Looking at WMU Today

Over the past 10 years, WMU has responded to the significant expansion of varied learning environments and growing faculty interest in new learning technologies as evidenced by plans and programs that share responsibility for meeting instructors' needs. For example, WMU's information technology strategic plan¹⁰⁸ drives improvements in technology and pedagogy in both face-to-face and online learning, and the institution's distributed computing plan, which has faculty input, requires colleges to plan for and implement technology improvements in computer labs.¹⁰⁹ An advisory board for the Office of Faculty Development, established in 2010, guides the development of programming through environmental scanning of learning environments.

Responsibility for faculty development and support for pedagogy exist across several units with different areas of expertise. The OIT strategic plan has been used effectively to drive improvements in technology and pedagogy in both face-to-face and online learning environments.

Looking to the Future

The institution may need to explore greater integration and collaboration among the services that are provided to support teaching and learning. Some degree of internal marketing of services may be needed to assure faculty are aware of the services available and the potential sources of support for their engagement in faculty development activities. The current and future technologies available to support teaching and learning will require planned implementation and strategic budgeting to provide resources for upgrades and maintenance.

106 WMU on iTunes, wmich.edu/oit/itunes/

107 Clicker Committee Notes, wmich.edu/oit/groups/edutech/clicker/

108 WMU Strategic Plan for Information Technology, wmich.edu/itplan/

109 Resource Room: Distributed Computing Plan (Lozeau)

Core Component 3b.3

WMU uses a systematic approach to the evaluation of instruction, and provides multiple approaches to the recognition of effective teaching.

Instructor Evaluations

The institution is committed to evaluating teaching by board appointed, part-time, and graduate student instructors on an annual basis. This commitment is codified in the WMU-AAUP agreement,¹¹⁰ and the Teaching Assistants' Union (TAU) agreement,¹¹¹ as well as in department policies regarding part-time instruction.¹¹² Examples of the systematic approach to evaluation of instruction are listed below:

- Teaching by tenure-track and tenured faculty must be evaluated through the Instructor and Course Evaluation System (ICES) for each course taught at least one semester of each academic year (WMU AAUP agreement, Section 16). Faculty Specialists are evaluated using the same criteria and process (WMU AAUP Agreement, Section 20).
- Teaching by tenure-track faculty must undergo peer evaluation annually (WMU AAUP agreement, Section 16).
- Instruction by graduate teaching assistants is governed by the TAU agreement, which encourages departments to evaluate teaching assistant performance annually (section 13).
- Teaching by part-time and term instructors is evaluated by their supervisor annually.¹¹³

The Instructor and Course Evaluation System (ICES), developed by the University of Illinois, is the sole end-of-semester instrument stipulated for use of evaluation of teaching by the University. The system has been paper-based since its adoption in 2003, and converted to an online modality in 2009-10. Full online implementation is planned for fall of 2010.¹¹⁴ Numerical scores on the ICES are available to chairs and deans; student comments and the results of instructor-selected items remain the property of the faculty.

Recognition of Teaching Excellence

Recognition of teaching excellence, beyond the professional competence evaluation that is part of the promotion and tenure review process,¹¹⁵ takes place primarily at the college and University level, rather than through formal departmental-level awards. At the college level, awards include, but are not limited to the following:

- The College of Arts and Sciences has a Sciences Faculty Achievement in Teaching Award.
- The College of Aviation has had an Outstanding Faculty of the Year award selected through voting at the Aviation Student Council (ASC) (until 2005). It is hoped that this award will be resurrected in 2009-10. Each semester Flight Operations recognizes the flight instructors who have the highest success with student checkride performance.
- The College of Education and Human Development awards the Mary L. Dawson Award for Excellence in Teaching to one full-time and one part-time faculty member each year.

110 WMU-AAUP Agreement, wmich.edu/acb/Assets/pdf/agreement-2008-11.pdf

111 WMU-TAU Agreement, wmich.edu/acb/docs/TAU%20Full%20contract%2009-12%20pdf.pdf

112 Department Policy Statements, wmich.edu/acb/department-policy.html

113 Resource Room: Part-time letter template (Caulfield)

114 ICES Information and Background, wmich.edu/poapa/ices/index.html

115 WMU-AAUP Agreement, wmich.edu/acb/Assets/pdf/agreement-2008-11.pdf

- The College of Engineering and Applied Sciences gives awards for Outstanding New Educator and Outstanding Educator.
- The College of Health and Human Services has an Annual College Teaching Excellence Award, which has been given annually since 2004.

The University honors excellence in teaching through the Distinguished Teaching Award (formerly called the Teaching Excellence Award). Nominations are accepted from students, alumni, faculty, and staff, and up to three awards are made each year to recognize outstanding classroom instruction. The honor was extended to 131 faculty members between 1966 and 2001, and was sponsored by the Alumni Association. Following a four-year hiatus, the award was reinstated in 2006 honoring five additional faculty.

Looking at WMU Today

WMU's mature AAUP agreement has the evaluation of teaching as a prominent early article, and the evaluations of teaching are part of the University's tenure and promotion process. The ICES provides a universal evaluation of teaching for all instructors. Because teaching, referred to as "professional competence" in the language of the AAUP agreement, is one of the three criteria upon which faculty receive tenure and promotion, the fair and equitable evaluation of teaching across all ranks and disciplines is taken very seriously. The responsibility for implementing the course and teaching evaluation system belongs to the vice provost for institutional effectiveness.

The recognition of excellent teaching through formal awards is well established within most colleges for full-time faculty, and in some cases for part-time faculty. Excellence in teaching is also recognized through the tenure and promotion criteria set by the WMU-AAUP agreement, by which a faculty member can receive assessments of "exceeds expectations" and "exceeds expectations to an outstanding level" for their professional competence from their departmental colleagues, chair, dean, and the provost.

Evaluation of instruction at WMU currently varies among teaching groups (full-time, part-time, graduate assistants), with the evaluation of each group governed by the specific agreement between the union representing the group and the University. The part-time faculty at WMU have negotiated a contract with the University in May 2010.¹¹⁶ Guidance for the evaluation of part-time faculty is an element of the new contract. In addition, department policy statements include language related to evaluation of instruction and vary across the departments. The ICES system remains a key element of the evaluation of teaching across all three categories of instructors.

Excellence in teaching is recognized by departments, colleges, and the University as a whole through annual awards. The Universitywide award for teaching excellence is the most visible of these and is one of the awards given during a public convocation. Awards in the departments and colleges are featured on the various websites, but have not been widely publicized to the larger community.

Looking to the Future

WMU should continue its commitment to evaluating instruction, and should ensure that the contracts between WMU and the various unions representing instructional staff include clear language requiring at least annual evaluations of teaching. WMU should continue to publicly recognize teaching excellence, and find ways to make the recipients of those teaching

¹¹⁶ Trustees ratify new contract with part-time instructors, WMU News May 6, 2010, wmich.edu/wmu/news/2010/05/017.shtml

awards more visible on campus. In addition, the University should actively seek to share the instruction approaches and philosophies of these award recipients with the entire instructional community.

Core Component 3b.4

Western Michigan University supports faculty in keeping current with research on teaching and learning, and with technological advances that can positively affect student learning and the delivery of instruction.

Research on Teaching and Learning

WMU demonstrates support for instructional improvement by offering opportunities for instructors to gain familiarity with teaching and learning technologies. In addition to an e-teaching endorsement, the Office of Faculty Development offers structured experiences in which to apply current research to a single course, resulting in the application of current research to course design, and to incorporating improvements in both face-to-face and virtual modes of delivery.

Keeping Current with Technological Advances in Teaching

In the Faculty Technology Center, what began as a PowerPoint how-to soon expanded into developing a web site, including website design and use of E-learning environments such as WebCT and, at present, Blackboard Vista. Currently, nearly 3,000 sections of classes are E-learning enabled. Faculty technology center staff answer questions of individual faculty, and online training for 150 software applications is available to faculty and staff through lynda.com.

To support faculty use of current technology, the Office of Information Technology adopted a classroom technology standards guide for all upgrades in classroom technology and the Academic and Information Technology Council of the Faculty Senate contributes to the development and revision of strategic plans and policies on academic technology. The guide recommends, for example, a technology station for classrooms designed for 20 to 49 students, from which an instructor should be able to deliver instruction using compact disc or DVD players, VHS video, internet sites and streaming video, or a document camera.

To accommodate instruction, the guide specifies the following equipment in the rooms: screen, ceiling-mounted LCD projector, Crestron touch panel and control system, classroom technology station, VOIP two-way communication using Barix Anunicom, three Ethernet connections, VCR/DVD combination player, document camera, symposium interactive writing screen (optional), and an audio system (speakers and amplifiers).

To help accommodate the growing use of technology in the classroom, OIT implemented in 2008-09, a three-year rotation plan to upgrade faculty laptops providing them with state-

Points of Pride

With support from the U. S. Department of Education, Dr. Jessica Spybrook, Department of Educational Leadership, Research, and Technology, is investigating changes in methodology that occur between the design and implementation of education studies, work important in determining evidence-based instructional practices.

of-the-art hardware to use in the classroom.¹¹⁷ Support for faculty and use of the technology can be found on campus through the computing facilities “Help desk” or through the OIT classroom tech team.

In addition to the traditional face-to-face classroom format, the Office of Faculty Development along with WMU’s Office of Extended University Programs, provides assistance to bring instruction online. Since 2005 over 100 faculty representing six of the seven academic colleges have received instruction and e-teaching endorsement that helps them bring effective teaching to an online environment.¹¹⁸

Support for improvement of instruction has not been limited to the inclusion of greater technology in the classroom. The Office of Faculty Development provides an ongoing series of workshops to support teaching improvements, including sessions designed to promote classroom discussion, improve instruction in large section courses, and strengthen knowledge of formative assessment.¹¹⁹ The Assessment in Action committee of the University Assessment Steering Committee has offered workshops to promote the use of rubrics as well as the use of assessment results to improve teaching and learning.¹²⁰

Looking at WMU Today

WMU has provided access and resources on campus to faculty and staff to help them develop innovative and technologically advanced teaching tools to use in the classroom. They have provided technology (laptops to faculty and classroom technology) and the support for the use of it in classrooms across campus. Additional support exists that helps faculty bring instruction online.

Looking to the Future

WMU should continue to invest in resources that help faculty keep up to date on the research on teaching and learning and of technological advances, as well as in the hardware that allows faculty to bring this instruction to the classroom and online.

Core Component 3b.5

Faculty members actively participate in professional organizations relevant to the disciplines they teach.

Given the breadth of faculty interest not only in areas of teaching but also in scholarship it is not surprising that faculty belong to and participate in an extensive number of professional organizations. Many of these professional organizations sponsor publications and host meetings, seminars, and webinars that span both the scholarly interest and teaching interest of the discipline while others are specifically geared toward either the scholarship in or the teaching of the discipline. A survey of documents submitted by departments and colleges that list the professional organizations that faculty participate in, yielded several hundred different

117 Resource Room: Computer Replacement Policy (Gilchrist)

118 Resource Room: E-teaching endorsement (Beach)

119 Resource Room: Office of Faculty Development History (Beach)

120 List of Resources and Activities related to Assessment, wmich.edu/poapa/assessment/resources.html

organizations.¹²¹ To understand the breadth of this participation, a few select departments/ areas will be highlighted.

For example, in the Department of Chemistry, faculty noted membership in 18 different professional organizations on their Professional Activities Reports in 2009.¹²² In the College of Aviation, 19 organizations were listed in PARs¹²³ for that year while the Department of Comparative Religion faculty listed 10 organizations.¹²⁴

Looking at WMU Today

WMU faculty belong to and participate in a large variety of professional organizations that provide myriad information that is used by faculty in the classroom. Unfortunately, however, there is no Universitywide support for faculty to belong to or participate in these professional organizations. Costs of association membership, journals, and meeting attendance are borne for the most part by the faculty yet these activities are vital to help faculty ensure that classroom information is current and pedagogically sound and that they are familiar with and use advanced technology to provide an engaging learning environment.

Looking to the Future

Faculty membership and participation in professional organizations is important to faculty for teaching and to the institution's ability to offer state-of-the-art programs with pedagogically sound courses. While WMU invests in on-campus programs through the Office of Faculty Development, consideration should be given to supporting faculty participation in professional organizations/meetings that are explicitly designed to promote effective teaching in the academic discipline.

121 Resource Room: Professional Activity Reports and Vita (Belinger)

122 Resource Room: Professional Activity Reports Chemistry (Belinger)

123 Resource Room: Professional Activity Reports Aviation (Belinger)

124 Resource Room: Professional Activity Reports Comparative Religion (Belinger)

Core
Component
3c

The organization
creates effective
learning
environments.

Western Michigan University has demonstrated its commitment to creating effective learning environments through its multiple building and remodeling efforts in the past 10 years. New teaching spaces provide state-of-the-art teaching technologies wherever possible and are designed to provide maximum flexibility for emerging and as-yet-unknown teaching technologies and innovations. The College of Health and Human Services building exemplifies this commitment as do the recently remodeled classroom and student work spaces in Brown Hall. Campus planning personnel work closely with faculty and professional staff to assure that changes reflect the needs of the discipline and reflect the nature of adult learning. Older buildings have not been ignored in this process, as evidenced by major improvements to classroom spaces in Sangren Hall. The institution strategically plans for the continued improvement of teaching and learning environments in classrooms, residence halls, and public areas such as the Bernhard Center.

In addition to improvements to buildings and to available technologies, WMU promotes effective learning environments through its allocation of space for student work. For example, the College of Fine Arts provides studio space for students in visual arts, practice rooms for students in music, and studio spaces for student groups in theatre and dance. All new or remodeled buildings include areas for students to study individually or in groups (e.g., the renovations to Brown Hall¹²⁵ and the student work space in the Health and Human Services Building).¹²⁶

Learning environments, of course, are not limited to the physical spaces in which students learn. The learning environment includes resources for learning, access to materials, and even the campus climate. Information from the National Survey of Student Engagement (NSSE) has helped the campus identify specific aspects of the campus environment that support student learning.

Core Component 3c.1

Curriculum, pedagogy, instructional resources, and student services changes at WMU are supported by assessment and accreditation standards.

Assessment is a core element in major decisions at Western Michigan University. Requests for curriculum changes must include a statement about how the request is supported by assessment results.¹²⁷ Incorporating assessment in the curriculum change process was endorsed by Faculty Senate, the Council on General Education,¹²⁸ and the Undergraduate Studies Council.¹²⁹ Annual deans' assessment impact reports summarize significant assessment activities and corresponding results-based changes.¹³⁰ New pedagogical approaches inspired by changes in external review bodies or national trends are piloted, especially with first-year students. For

125 Photo Display of Brown Hall Renovations, wmich.edu/communication/photogallery/2008/brown/index.htm

126 Building Facts and Available Rooms, wmich.edu/hhs/Development/CHHS-Rooms_Available.htm

127 Curriculum Change Policy, wmich.edu/ir/currChange/

128 Council on General Education, wmich.edu/facultysenate/committees/education

129 Undergraduate Studies Council, wmich.edu/facultysenate/councils/undergraduate/index.html

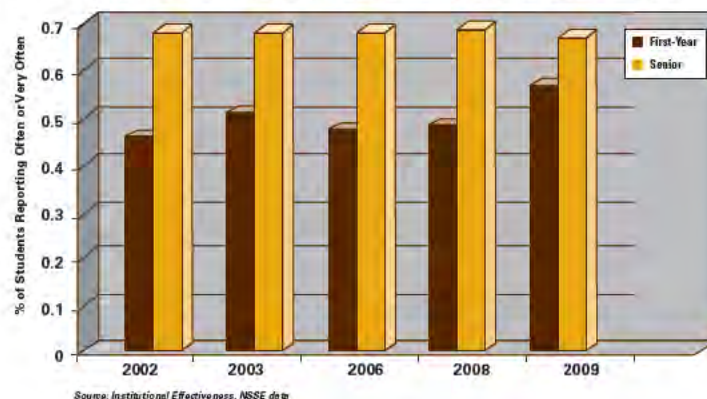
130 Deans' Annual Assessment Impact Reports, wmich.edu/poapa/assessment/reports.html

example, cohort concepts are now integrated into the College of Engineering and Applied Sciences,¹³¹ Haworth College of Business,¹³² and the Department of Biology.¹³³ Individuals wanting to further assess curricular or pedagogical improvements may apply for a grant from the University Assessment Steering Committee (USAC) to receive funds to support their projects as well as becoming participants in a year-long series of seminars as assessment fellows.¹³⁴ Dr. Carla Chase from occupational therapy is a recent winner. Her assessment project to change curriculum is based on a change in professional standards and wanting program improvement. UASC also awarded Brad Dennis the UASC individual assessment excellence award for his paper highlighting the use of assessment in improving the University Libraries' online instructional resources. Student participation through Registered Student Organizations and student government, as well as student surveys were important elements in remodeling plans for the Bernhard Center and Davis Dining Hall. Residence Life and Career and Student Employment Services use surveys and external assessments to improve services and set new initiatives.¹³⁵

Curricular and pedagogical changes incorporate assessment as a key element in the process. Since 2008, the curriculum change request form includes a question asking for assessment information to support the requested change. Requiring a statement linking the requested change to assessment increases awareness of assessment in general and illustrates how assessment and change are linked. The WMU programs maintaining accreditation,¹³⁶ licensure, or certification demonstrate an active use of accreditation standards and assessment to keep WMU's programs competitive; and recognize changes in professional standards, trends, and pilot programs such as the academic learning community cohort provide assessment opportunities for faculty to improve curriculum and launch new initiatives. New initiatives and service improvements within the Division of Student Affairs are also supported by assessment. The entire campus community participates in assessment, using results to continue WMU's evolution as a competitive, student-focused institution.

Chart 3.5 Responses to NSSE Survey Question 1a

Asked questions in class or contributed to class discussions.



- 131 Annual Report on the Measurement of Student Learning Outcomes for Ongoing Program Improvement, CEAS, wmich.edu/poapa/assessment/pdf/deans-reports/CEAS-Deans-Assmt-Rprt-2009.pdf
- 132 Annual Report on the Measurement of Student Learning Outcomes for Ongoing Program Improvement, HCoB, wmich.edu/poapa/assessment/pdf/deans-reports/HCOB-Deans-Assmt-Rprt-2009.pdf
- 133 Annual Report on the Measurement of Student Learning Outcomes for Ongoing Program Improvement, BIOS, wmich.edu/poapa/assessment/pdf/deans-reports/CAS-Deans-Assmt-Rprt-2009.pdf
- 134 Faculty Assessment Grant Program, wmich.edu/poapa/assessment/grants.html
- 135 Resource Room: Satisfaction of Services Survey: Dining Services (Anderson)
- 136 Index of Program Accreditation at WMU, wmich.edu/poapa/accreditation/index.html

Chart 3.6 Responses to NSSE Survey Question 1b

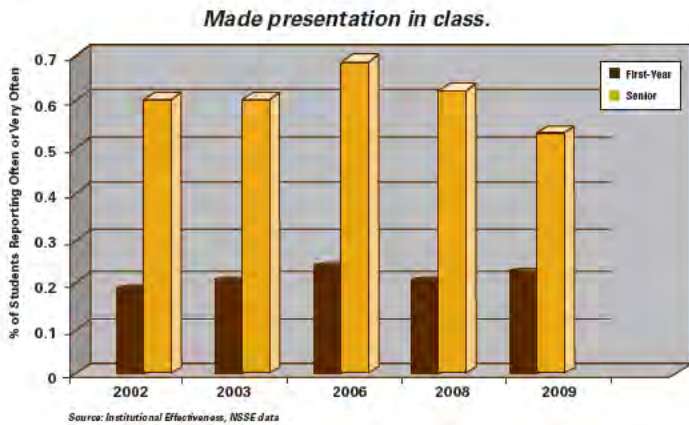
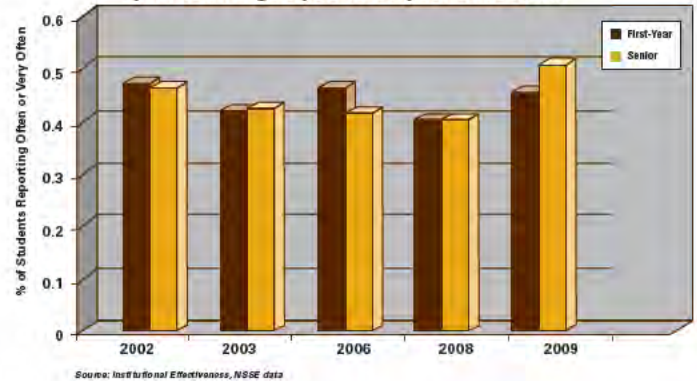


Chart 3.7 Responses to NSSE Survey Question 5

The extent to which your examinations during the current school year challenged you to do your best work.



Looking at WMU Today

Using assessment and being asked to articulate it in proposed changes keeps the institution responsive to changes in student learning, professional standards, and programs. It continues to create an awareness of the value of assessment and reinforces that major changes should be assessment driven. Actual assessment and intended assessment to guide decisions may not always be the same. Measures used and interpretation of data may not be appropriate to the query, and available resources may limit assessment methods available.¹³⁷ As more accountability for assessment is incorporated into the University culture beyond accreditation, training and support is needed for academic units in which external accreditation does not drive assessment efforts. University Assessment Steering Committee is active in providing such opportunities,¹³⁸ as well as recognizing quality assessment of student learning through its award and grant programs. Recognition of assessment activities is essential to continue to build a culture of assessment that supports student learning.

Looking to the Future

Using, requiring, and documenting assessment results as rationale for change is a practice that should continue. It is essential to effective decision-making and important to efforts to increase awareness of assessment and its value. Ongoing assessment allows the institution to be responsive to its constituents and a leader in pedagogy. In order to promote a culture of assessment, efforts to reward and recognize individuals and groups for their efforts should continue and expand, especially efforts that recognize how assessment findings are incorporated into decisions and new directions.

137 Resource Room: Multiple Data Responses: Management (Samant)

138 UASC Minutes, wmich.edu/poapa/assessment/uasc

Core Component 3c.2

Western Michigan University strives to support all learners and respect their diversity.

Campus-wide Initiatives

Diversity and a campus climate supportive of all learners are valued at WMU. The guiding document for WMU's direction in diversity and inclusion is the WMU Diversity and Multicultural Action Plan approved by the Board of Trustees in 2006.¹³⁹ As part of the plan, the Office of Diversity and Inclusion was created in 2008. Multiple committees and resources exist to support diversity initiatives, such as the Committee for Developing Leadership in Diversity, Social Justice and Inclusion¹⁴⁰ and the WMU Diversity Directory.¹⁴¹ The University president sent a strong message about diversity in his Statement on Diversity.¹⁴²

Resources about diversity and multicultural instruction are provided for faculty, staff, and students. Faculty resources include information on inclusive classrooms,¹⁴³ professional development opportunities¹⁴⁴ related to student learning, and participation in community-wide diversity training supported by the Office of Diversity and Inclusion.¹⁴⁵

Staff and faculty are participating in the year-long initiative organized by the Office of Diversity and Inclusion and Office of Faculty Development called “Everyone Counts: Faculty and Professional Learning Communities on Diversity and Inclusion” with the aim of promoting greater understanding of diversity and develop strategies to improve support for all learners.¹⁴⁶ The Everyone Counts project is a year-long initiative in which WMU faculty and staff engage in a sustained dialogue as part of a diverse learning community. The premise of the learning communities is that WMU's increasingly diverse campus needs leaders who can

Chart 3.8 First-Year Student Responses to NSSE Survey Question 8b

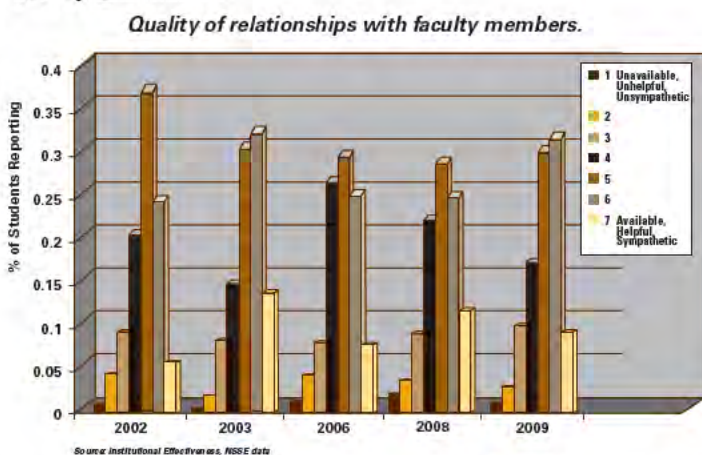
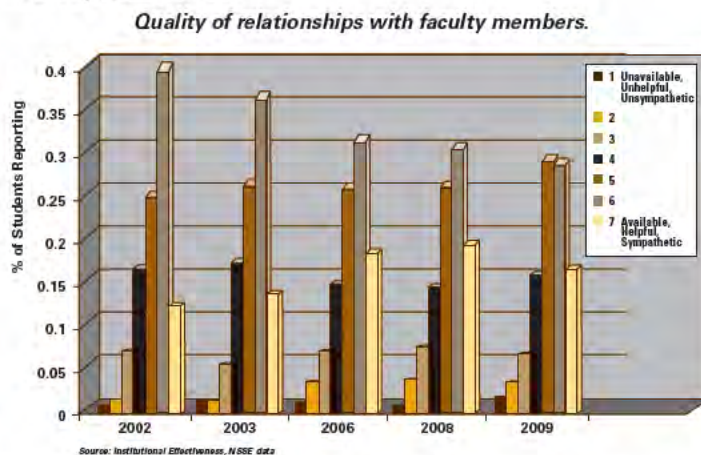


Chart 3.9 Senior Student Responses to NSSE Survey Question 8b



139 DMAP, [wmich.edu/diversityandinclusion/documents/Approved DMAP 4-19-06.pdf](http://wmich.edu/diversityandinclusion/documents/Approved%20DMAP%204-19-06.pdf), wmich.edu/wmu/news/2006/05/006.html

140 WMU Office of Diversity and Inclusion, wmich.edu/diversityandinclusion/

141 Diversity Resources, wmich.edu/multicultural/resources.html

142 President's Message on Diversity, wmich.edu/multicultural/diversity

143 Inclusive Classrooms, wmich.edu/facdev/Resources/Diversity.html

144 Office of Faculty Development, wmich.edu/facdev

145 Office of Diversity and Inclusion, wmich.edu/diversityandinclusion/LDSI.html

146 Everyone Counts, wmich.edu/facdev/Programs/Everyone%20Counts.html

create authentically inclusive environments that are conducive to success for all. Participants in the communities explore new ideas about multicultural issues and effective ways that these can be integrated into their personal lives, teaching, and work across campus. In addition, the learning communities aim to equip faculty and staff with skills to work in and assist students to operate in a multicultural environment.

The theme of the 2010 inaugural year of the Everyone Counts program takes advantage of the unique opportunity presented by the presence in Kalamazoo in fall 2010 of the national traveling exhibit *Race: Are we so different?* WMU is a partner in bringing this American Anthropological Association-sponsored exhibit to the Kalamazoo community. The RACE Exhibit and Everyone Counts projects offer the WMU community an unparalleled opportunity to collectively engage with multiple perspectives on race from diverse academic disciplines, curricular and co-curricular areas, and all levels of the institution. The 2010 learning communities are designed to support instructors who wish to integrate the themes of the RACE Exhibit into courses and professionals around campus who want to develop programming or projects that integrate the exhibit. The program was budgeted to support three communities of up to 12 participants. Those communities are full, and the mix of faculty, academic, student affairs, and professional staff involved makes this a truly unique experience. After assessing outcomes, the program will be offered on an academic year schedule annually with new themes each year.

Campus Resources to Support Diverse Student Needs

Resources are also provided for students, such as the Trimpe Multicultural Center, the Bernhard Center meditation room,¹⁴⁷ the STEM mentor program in Multicultural Affairs,¹⁴⁸ and the MLK and Trio programs.¹⁴⁹ Many of the student-focused programs aim to support students in their transition to college and success while enrolled at WMU. There are also services available to anyone within the University community, such as the LBGT Office,¹⁵⁰ Disability Services for Students,¹⁵¹ and Faith and Spiritual Development program.¹⁵² WMU also has the Lewis Walker Institute, which works to increase understanding of race and ethnic relations, appreciation of all individuals, and inclusivity.¹⁵³ The institute's findings and resources aid all members of the WMU community with understanding and supporting diversity on an individual level.

Academic support for learning takes many forms at WMU to match the multitude of student needs that are present. Diversity scholarships provide an opportunity for students to receive financial support to attend WMU by demonstrating that they will promote diversity and excellence on campus.¹⁵⁴ Improved access to student support services has also been provided through partnerships among a variety of campus entities. For example, Residence Life partnered with the College of Engineering and Applied Sciences, the Center for Academic Support Programs, and University Libraries to bring tutoring services and reference librarians into the halls. The goal was increased use of the services by increasing students' proximity to them.¹⁵⁵

147 Bernhard Center Policies, wmich.edu/bernhard/art/2007-2008Handbook.pdf

148 List of Resources, wmich.edu/multicultural/resources.html

149 Student Support Programs, wmich.edu/ssp/

150 LBGT Resources, lbg.t.wmich.edu/

151 Services for Students with Disabilities, dsrs.wmich.edu/

152 Student Activities, salp.wmich.edu/kanley/

153 Lewis Walker Institute, wmich.edu/walkerinstitute/

154 Multicultural Scholarship, wmich.edu/admissions/undergraduate/multiculturalism-scholarship.html

155 WMU Housing, wmich.edu/housing/

Looking at WMU Today

Intentionality when it comes to issues of diversity is a priority for WMU. A variety of support services and resources exist for faculty, staff, and students to assist them in addressing diverse student needs and to learn about diversity and inclusion. Providing a variety of learning environments (traditional classroom, labs), teaching styles and pedagogies supports students with various needs, learning styles, and interests. Simply put, diverse teaching supports diverse learners. Efforts to support student academic achievement are expanding and take a variety of guises. Some are targeted to subpopulations that may need additional attention, like first-generation students, but most are available to the entire student body.

The University has strong pieces in place to demonstrate its commitment to supporting student learning through a diverse campus community. The Board of Trustees-approved plan for action has provided a beginning point for future work.¹⁵⁶ The addition of the Office of Diversity and Inclusion indicates the University's understanding of the broad spectrum of campus diversity. Greater engagement among faculty and staff in supporting diversity and inclusion is being developed through activities such as the learning communities programs. The work of the Association of American Colleges and Universities to define the concept of "inclusive excellence" provides guidance as WMU moves forward in its efforts to maintain a community in which all learners are valued.¹⁵⁷

Looking to the Future

Supporting all learners and the diversity they represent should continue to be a core value for WMU. Recruitment and retention efforts to attract and maintain a diverse student body are to be encouraged. A diverse student body improves classroom dynamics, peer-to-peer learning, and co-curricular experiences.

Core Component 3c.3

Learning and student development are supported both inside and outside the classroom.

Western Michigan University, as its mission states, is a student-centered University.¹⁵⁸ All student and academic affairs aspects of the University have opportunities available for student growth, development, and knowledge acquisition. WMU's general education curriculum provides students a broad knowledge base in the liberal arts and sciences while the academic major provides the depth of knowledge in an academic discipline. In addition to the learning that occurs in the classroom, academic programs offer opportunities to learn through undergraduate and graduate research projects,¹⁵⁹ the advising experience,¹⁶⁰ internships and clinical practice,¹⁶¹ student organizations,¹⁶² and planned student cohorts.¹⁶³ Service learning and co-curricular activities also provide learning opportunities outside of the traditional class-

Points of Pride

The second WMU College of Arts and Sciences graduate and one of fewer than 100 students worldwide has been awarded a Cambridge Scholarship, one of the world's most prestigious awards in higher education. The student began his graduate work in philosophy in Cambridge's King's College in October 2008 and is the first Gates Scholar to attend from Haiti.

¹⁵⁶ DMAP, wmich.edu/diversityandinclusion/vision.html

¹⁵⁷ Inclusive Excellence, aacu.org/inclusive_excellence/index.cfm

¹⁵⁸ University Mission, wmich.edu/about/mission/

¹⁵⁹ Resource Room: List of Graduate and Undergraduate Research by dean

¹⁶⁰ Resource Room: CoEHD Summary of Advising Survey Results (Knutson)

¹⁶¹ Resource Room: List of internships and clinical experiences by dean

¹⁶² Student Organizations, wmich.edu/activities/

¹⁶³ CEAS and HCoB Program Descriptions, wmich.edu/engineer and wmich.edu/business

room setting.^{164,165} The University also provides strong support for students through study abroad opportunities and employment services. Through the Diether H. Haenicke Institute for Global Education, more than 500 students participate annually in study abroad programs in 35-plus countries.¹⁶⁶ Housed in the Division of Student Affairs, Career and Student Employment Services facilitates on-campus employment and internships for approximately 4,000 students on campus annually; guides graduating students entering into the full-time workforce; and created FOCUS, a career assessment program included as a component in multiple courses.^{167,168}

The mission of student affairs is to engage students in learning and personal development. All of the programs and services within student affairs are intentionally designed to support the academic mission of the University, create and sustain an optimal learning environment both in and outside of the classroom, and provide appropriate challenge and support for students. A vital component of WMU, student affairs helps to guide development of students into responsible citizens and future leaders. Activities such as speaker series,¹⁶⁹ registered student organizations,¹⁷⁰ the Western Student Association,¹⁷¹ (the University's elected student governing body), and living in on-campus housing all provide students the opportunity to learn and practice life skills (communication, leadership, problem solving decision making, self responsibility).

Looking at WMU Today

Both the academic and student affairs units are committed to providing students opportunities for learning and personal development. Reports from the National Survey of Student Engagement, discussed elsewhere in the self-study report, provide additional support for the role of the University in fostering personal as well as academic development. Campus employment, research participation, and teaching assistantships develop transferrable skills for the workplace. All of these efforts merge together as catalysts in students' collegiate journeys and move them toward being contributing professionals and community members. The importance of student learning and development is embraced by faculty, staff, and administration. Formal and informal opportunities exist throughout campus for student intellectual, personal, and professional growth.

Opportunities like undergraduate research allow students to become involved in building a general body of knowledge and discovery and increase faculty-student interaction for mentorship. Experiences in traditional student affairs areas provide challenges and support as students explore who they are and where they are going in life. By participating, WMU students are more competitive in the job market and with graduate or professional school applications, and are more well-rounded individuals. Students have access to multiple learning and development opportunities at WMU. By the nature of the University experience, all students experience a basic level of learning and development. However, students who are active members of a student organization, work in a campus department, or engage in undergraduate research are more likely to further their personal and professional growth than uninvolved peers.

Points of Pride

A second College of Arts and Sciences graduate was awarded a Cambridge Scholarship, one of the world's most prestigious awards in higher education.

164 Resource Room: Service learning course list by dean

165 Student Activities, wmich.edu/activities/

166 International Programs, international.wmich.edu

167 Student abroad website, international.wmich.edu/content/view/146/165/

168 Student Employment, wmich.edu/students/employment.html

169 Resource Room Data: Speaker Series information

170 Student Organizations, wmich.edu/activities

171 Western Student Association, westernstudentassociation.org/

Looking to the Future

WMU must continue to support learning and development of the whole student. All areas of the campus should be engaged, and those that are attentive to both learning and student development should be recognized. Challenges, such as student awareness of all the opportunities available or motivation to participate among all their other competing interests, should continue to be addressed. Education of the student body on the benefits of optional out-of-class experiences should continue with the goal of increasing participation.

Core Component 3c.4

WMU is an active institution in using new technologies to enhance student learning and learning environments.

Campus Planning to Enhance the Use of Technology

New technologies are constantly explored by WMU in order to meet the needs of its students, staff, and faculty. The University is continually adapting to new technologies in order to be competitive with other institutions. In all new facilities, great thought is given to the technology that will be needed in order to fulfill WMU's mission.¹⁷² Internally, the University continues to expand its student information system to better meet needs and provide students, faculty, and academic advisors with current information about student progress.¹⁷³ Information about general classroom technologies and online learning has been provided in earlier sections of the Criterion Three discussion. This discussion will focus on technologies specific to various academic disciplines. These technologies are key for the improvement of student learning and preparation for careers following graduation. Following are several examples of new technologies to enhance student learning include.

First, the distributed computing plan (DCP) provides a steady funding source for computers and other technology across the main campus.¹⁷⁴ This plan is updated each year with funding going to the most highly ranked items. This plan has played a critical role in maintaining and updating labs across campus with the hardware and software required to remain current in WMU's many disciplines.

Second, in the College of Aviation, the use of simulators has been a long-standing part of student learning. Recent advances in simulation technologies provide students with a more realistic, hands-on preparation for actual flying. Also, among the half dozen types of aircraft, the fleet of 28 state-of-the-art Cirrus SR-20 aircraft uses safety technology that serves as a parachute for the airplane itself, leading to an improved learning environment through increased safety for student pilots.¹⁷⁵

Finally, in addition to existing resources, faculty, staff, and administrators have actively sought external funding to provide greater access to learning technologies appropriate to the discipline or profession. Western Michigan University's College of Education and Human Development was awarded more than \$1.1 million in grants to build partnerships with busi-

Points of Pride

A first-year student in the School of Communication was competitively selected to the Student Program of the American Pavilion of the Cannes Film Festival in Cannes, France, in May 2007.

172 Resource Room: Facilities planning documents showing the plans for classroom technology/flexibility (Dakin)

173 SIS project, wmich.edu/oit/groups/SIS/SIT/

174 Resource Room: Distributed Computing Plan (Lozeau)

175 College of Aviation, wmich.edu/aviation/aircraft.html

ness leaders and local school districts to help future teachers use technology in the classroom. WMU was also a participant, along with four other universities and colleges in a second PT-3 grant project. The initiative was part of a \$2,054,922 national grant project supported by the ThinkQuest Foundation of Armonk, N.Y., and was one of 12 grants awarded as catalysts to expand teacher preparation innovations and teacher certification reforms.¹⁷⁶ Another example of the use of external funding for professional technologies is provided by the Binda project. Western Michigan University's College of Education and Human Development has partnered with the Guido A. and Elizabeth H. Binda Foundation to address technology issues in education by implementing the Exemplars of Excellence program. The purpose of this initiative was to provide large numbers of future teachers an opportunity to visually review and analyze effective instructional strategies. This project also provided the opportunity for dialogue with teacher practitioners who are actually employing these strategies in their classrooms. While students in the teacher preparation programs were the primary target population to be reached through this initiative, it can also be used to assist new, less experienced teachers already in the field.¹⁷⁷

Looking at WMU Today

To the extent possible within existing resources, the University has supported advanced technologies to enhance learning. The use of technologies at WMU continues to grow and evolve as advanced technologies become available to enhance student learning, increase student safety while learning, and provide greater access to learning resources. Faculty and students expect emerging technologies to be made available to them to improve teaching and learning.

Looking to the Future

In difficult economic times, the University will continue to seek not only the innovative technologies to support learning but also the innovative use of resources to obtain and maintain those technologies. Strategic planning for technology acquisition and maintenance will be needed to assure that the most advanced technologies support the learning environments at WMU.

Core Component 3c.5

WMU uses a systematic approach to accountability to ensure it is moving forward in its educational strategies, activities, processes, and technologies that enhance student learning.

The University is accountable to multiple stakeholders to show its continual improvement with educational strategies, activities, processes, and technologies that enhance student learning. Systems of accountability exist in a variety of manners, such as academic units maintaining accreditation and supporting transparency of institution-level assessment information. In fact, WMU was an early adopter of the Voluntary System of Accountability, believing that

¹⁷⁶ Grants promote integration of technology in classroom, WMU News, Sept. 3, 2000, wmich.edu/wmu/news/2000/0009/0001-033.html

¹⁷⁷ Resource Room: Binda Project information (Cummings)

transparency leads to greater internal and external accountability.¹⁷⁸ Internal measures of accountability include a plethora of reports, such as year-end reports from the Campus Planning Committee,¹⁷⁹ Undergraduate Studies Council,¹⁸⁰ Council on General Education,¹⁸¹ and deans' annual assessment reports.¹⁸² Many of these reports are available on the University's website, and are formally reviewed and commented upon by others. For example, the deans' annual assessment impact reports highlighting meaningful improvements based on assessment findings are reviewed by members of the University Assessment Steering Committee. Strategic plans are another accountability tool utilized by the University. Whether college or unit-level, strategic plans set goals and provide direction in a living document that guides decision-making. Making the document available to those within the unit allows individuals to hold each other accountable for achieving the goals set forth.

Looking at WMU Today

WMU is a dynamic, evolving institution that seeks to continually improve. To ensure its forward movement, multiple methods of accountability exist. Some are formalized like meeting accreditation standards, year-end reports and strategic plans, and others are informal such as conversations at faculty meetings. To support increased accountability, WMU created the Office of Institutional Effectiveness and is an early adopter of the VSA.

Frequent changes in University leadership over the last 10 years have resulted in numerous changes in priorities and direction of the institution. One constant, though, is that the intention is always to go forward and that accountability systems are needed to mark the progress. However, change can sometimes be slow. There are multiple reasons for this: among them, committees meet only during the academic year, assessment is one of multiple competing activities for many individuals, planning is sometimes piecemealed, and some groups are ad hoc and there is no staying power with their recommendations. Regardless of the pace of change, accountability to internal and external audiences ensures that forward movement continues.

Looking to the Future

The variety of accountability measures and their roles in providing information to internal and external stakeholders should continue. In addition, an articulated process for reviewing each of the methods, providing stakeholder input regarding the value of the data provided by each should be developed to assure that continuous improvement is maintained, but they should also be routinely reviewed to see if the best methods of accountability are being employed.

¹⁷⁸ Voluntary System of Accountability, wmich.edu/poapa/VSA/

¹⁷⁹ Campus Planning Committee, fm.wmich.edu/planning

¹⁸⁰ Undergraduate Studies Council, wmich.edu/facultysenate/councils/undergraduate/index.html

¹⁸¹ COGE, wmich.edu/facultysenate/committees/education/

¹⁸² Deans' annual assessment reports, wmich.edu/poapa/assessment

Core Component 3d

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

Like most institutions, WMU has experienced increased costs for many of its learning resources, particularly traditional paper format resources. WMU has responded to these increased costs and concurrent losses in revenues from the state legislature; by carefully evaluating its library holdings, expanding its use of online resources, and examining innovative approaches to resource management. WMU's early commitment to being a wireless campus has provided the infrastructure for its current efforts to maintain high-quality teaching and learning while being fiscally responsible to its constituents. The discussion of Core Component 3d demonstrates how WMU has remained accessible to a diverse student population while moving forward in its use of resources for teaching and learning.

Core Component 3d.1

WMU is proactive in ensuring access to resources that promote and support learning and teaching.

Resources that promote learning include both the physical resources of buildings as well as the resources of qualified faculty, emerging technologies, and information access. New and remodeled buildings have been designed and structured around creating state-of-the-art learning environments that inspire and support classroom activities and experiential and out-of-the-classroom learning. Facilities are designed to incorporate appropriate technology and provide conditions conducive to learning. Students have free access to a bus service that connects the Kalamazoo campus locations and provides students of all economic backgrounds with ready access around campus and into the Kalamazoo community.¹⁸³ The bus service provided for students who must travel to the aviation campus in Battle Creek is not free, but does provide access for students who do not have personal transportation.¹⁸⁴

The Wireless Western initiative officially became a reality in January 2002. The initiative involved placing more than 600 wireless access ports in campus buildings and another 30 outdoor units to carpet the campus with wireless capability that allows faculty, staff, and students to access University networks and the Internet from every corner of the campus.¹⁸⁵ Departmental and general purpose computer labs are also available for students and faculty throughout campus.¹⁸⁶ The Office of Information Technology (OIT) staffs a single-point-of-contact Help Desk¹⁸⁷ for all WMU students, faculty, and staff with computer-related questions or problems. A mobile Help Desk¹⁸⁸ is available at residence halls to help students set up computers during move-in. It also visits each residence hall at least five times throughout the school year to assist students with any computing issues. OIT also hosts a certified technical self-help Web site called Bronco-tech that provides guidance on topics such as e-mail, E-learning, software installation, and antivirus precautions.¹⁸⁹ OIT manages the two largest and busiest general purpose labs: the University Computing Center and the Bernhard Computing Center. The Bernhard Computing Center is open daily with 24-hour service Sunday through Thursday.

183 Bus service information, wmich.edu/broncotransit/

184 Shuttle service link, wmich.edu/aviation/files/Bus_Schedule_Summer_2010.pdf

185 WMU Second on the Intel list of wireless campuses, WMU News Oct. 12, 2005, wmich.edu/wmu/news/2005/10/027.html

186 OIT list of labs, wmich.edu/labs/as.html

187 Help Desk website, wmich.edu/oit/helpdesk/

188 Mobile help desk info, wmich.edu/oit/helpdesk/mobilehelpdesk/index.html

189 Broncotech website, wmich.edu/bruncotech/index.php?title=BroncoTech_Home

University Libraries facilitate access to extensive online and print collections with more than 4.5 million items including books, periodicals, audio/visual materials, maps, special collections, and documents.¹⁹⁰ Increasingly serials, reference, and even book collections are being moved online to provide the WMU community convenient 24/7/365 access to many information resources irrespective of physical location. Currently the library boasts more than 42,000 electronic journals compared with 4,644 in print. It owns more than a million monographs of which almost 250,000 are available online.¹⁹¹

The physical library buildings continue to provide significant physical collections, space for individual and group study, specialized equipment and librarian expertise. The main library, Waldo, is centrally placed on main campus, is open seven days a week and until 3 a.m. during the end of the semester when students are preparing for exams and completing course projects. Waldo (main) library houses materials that support learning in the humanities, social sciences, sciences, technology, and business. The education, music, and visual resources libraries are each situated within the same buildings as the departments they support. The education library, located in Sangren Hall, offers more than 731,000 items, including the education resources information center documents.¹⁹² The Harper C. Maybee music and dance library, located in the Dalton Center, houses over 53,000 books, periodicals, and music scores.¹⁹³ It provides listening and viewing facilities for the collection of more than 22,000 sound and video recordings, including concerts from the WMU School of Music. The visual resources library, within the music and dance library, houses a collection of over 110,000 slides and other visual materials, with an emphasis on visual arts and material culture. The archives and regional history collections library, located in East Hall on East Campus, houses unique materials on southwest Michigan, including manuscripts of its early residents.¹⁹⁴

Information sources that are not owned by University Libraries are provided rapidly and efficiently by the interlibrary loan service.¹⁹⁵ In addition, a document delivery scanning service delivers electronic copies of print articles and book chapters to all faculty and to students in Extended University Programs and the Colleges of Engineering and Health and Human Services who are not on the main campus.¹⁹⁶ University Libraries provide both physical and virtual reserves services for particular items (and as requested by faculty) to ensure access to materials that are in heavy demand.

To support research and learning, especially in the online environment where opportunities for face-to-face interactions are reduced, the library offers additional help via phone, instant messaging and through Facebook. Mobile librarians also provide consultation services outside of the library. There are regularly scheduled office hours in colleges and departments to provide research help during the day and similar help sessions in residence halls and computing labs in the evenings when students are preparing for semester exams.

The Office of Residence Life promotes extension and application of learning outside of the classroom through its establishment of learning communities,¹⁹⁷ with designated space in halls of residence. For instance, Draper/Siedschlag Hall for students in the Fine Arts House provides studio space and sound proof practice rooms for its residents. Ackley/Shilling Hall,

Points of Pride

The Education Library hosts the complete ERIC microfiche collection of about 450,000 education documents dating back to 1966.

190 Collections, Libraries website, wmich.edu/library/collections/

191 WMU Factbook 2009-10: wmich.edu/ir/factbook/2009/general/libraries.pdf

192 Education Library, wmich.edu/library/education/

193 Harper C. Maybee Music and Dance Library, wmich.edu/library/music/

194 Libraries website-archives section, wmich.edu/library/archives/

195 Resource Room: Interlibrary loan service, wmich.edu/library/ill/

196 Libraries document delivery services, wmich.edu/library/documentdelivery/

197 Resource Room: STEM Learning Community: Fall Survey Report 2006 (Darrah)

where the Honors Community is located, provides a classroom and a room for a Lee Honors College advisor; Bigelow Hall has a computer lab and tutoring center for the Engineering House residents; study space for Aviation House students has been added in Henry Hall and a remodeled lounge has been provided for residents of Magellan House (targeted to University curriculum students) in Garneau Hall. In addition these halls provide satellite writing and academic skills centers and program college success and healthy living seminars.

WMU recognizes and supports the specialized learning spaces and equipment needs required by particular disciplines. University administration works with campus planning, faculty, and student representation to anticipate and meet these needs. Examples include teaching facilities and specialized laboratories at the Parkview engineering campus, the College of Health and Human Services, the new chemistry building, as well as the retrofitted Wood Hall for sciences and Brown Hall for the liberal arts. The Richmond Center for the Visual Arts provides studio and exhibit space, there are soundproof practice rooms at the Dalton Center for the performing arts, and flight simulators at the College of Aviation. The well supported online environment at WMU enables the University to extend learning opportunities beyond the traditional classroom environment and provide time- and space-independent learning opportunities both on and off campus. Distance education and asynchronous learning opportunities give students flexibility to pace their learning as needed. Since 2004 Extended University Programs has been working with departments Universitywide to extend the number and types of courses it offers.

Online courses present one mechanism to provide students with the ability to choose their own work schedule around other demands.¹⁹⁸ They offer flexibility for students to pace their learning as needed and for the instructor to respond on his/her own schedule in the students' and instructor's own space. Students who take online classes can use video conferencing technologies to connect with main campus services and campus advising.¹⁹⁹ WMU provides the necessary online technology, information resources, and assistance to provide remote users with an equivalent quality educational experience they might encounter in a campus classroom.

Similarly, up-to-date networked technology enables University Libraries to deliver an increasing proportion of information online and make it available at point of need through the Bronconet ID verification process.²⁰⁰ Thus the University is able to support students at regional sites, those engaged in study abroad, or those that want to consult information sources outside the hours that the library building is physically open.

The establishment of learning communities within residence halls provides an essential link between the formal educational process and the students' daily living experience.²⁰¹ Learning is incorporated into the broader college experience and benefits include opportunities for increased peer-to-peer interactions, scholarly discussions, mentoring, and increased interactions between faculty and students. It also increases the institution's ability to support the particular learning needs of each student personally. For example, the residence life mid-term GPA intervention is a program that provides a resource card for students and talking points for staff to discuss students' challenges and future plans. It provides a mechanism for timely feedback and the ability to effect necessary changes to promote student success and increased retention. Additionally, in collaboration with the registrar's office and enrollment

Points of Pride

The Education Library hosts the complete ERIC microfiche collection of about 450,000 education documents dating back to 1966.

198 Online learning info, wmich.edu/offcampus/courseTypes.php

199 Video conferencing information, wmich.edu/battlecreek/facilities.php and wmich.edu/grandrapids/beltline-Facility.php

200 Bronconet ID information: wmich.edu/library/help/connect/

201 Residence Life-learning Communities: wmich.edu/housing/special/index.html

management, residence life staff is working with a new academic initiative. When faculty report a potential attendance issue with a student to the registrar's office, the concern is then forwarded on to the director of residence life if the student in question lives in the residence halls. At this point, the director of residence life forwards the name of the student along with the faculty member's concern to the professional staff in the residence hall where the student lives. The staff member then personally connects with the student to have a discussion, provide potential resources to the student, and determine any other factors that may be involved with their academics.

Looking at WMU Today

WMU demonstrates a real commitment to ensuring access to resources that promote teaching and learning across the entire campus. However, the economic situation is cause for concern in maintaining these high standards. The well supported online environment has opened up the University's ability to provide study and learning opportunities outside of the regular working day. This is particularly important for nontraditional students with family demands, those with jobs, and those whose work preferences are outside societal norms. However, technology is expensive (in dollars and human resources) to maintain and update so keeping the University current with appropriate technological developments is costly. Similarly, information resources are also extremely expensive and rapid developments in the delivery and types of online information sources require new expertise within the library infrastructure to support purchasing, licensing, interoperating, and curating these resources. Both faculty and students have very high expectations regarding access to online information.²⁰² The University can be rightfully proud of many of its newer buildings and facilities and the learning opportunities they provide. However, the condition of some of the older buildings on campus is cause for concern. Certain of them require extensive upgrading to improve them physically and technologically.

The residence life program has been successful in bridging the gap between classroom teaching and successful student learning. However, there remain challenges of extending the learning experience into the evening hours, whether in facilities such as the University Libraries and University Computing Center or specialized laboratories and/or equipment in departments. These include problems of staffing during after business hours and the costs of maintaining such services.

Looking to the Future

The University must continue to invest in the technology infrastructure, hardware, software, and human resources, to maintain an environment that supports space- and time-independent learning opportunities. Library resources and teaching and learning resources all require a network and appropriate support to perform this function. The University must upgrade its older classrooms and provide new technologies in those facilities that better support teaching and learning. Challenges include retrofitting old facilities to match demands or hopes for how to use the space. Increased staffing will be necessary to allow for extended access to resources.

202 Resource Room: LibQual Reports 2004 and 2007 (Reish)

Core Component 3d.2

WMU evaluates the use of its classrooms, library resources, and other learning resources to enhance student learning and effective teaching.

Classrooms and Class Size

The process used to evaluate teaching resources has become more formal and systematic as issues related to budgets and classroom utilization have been raised. The University registrar led an evaluation of class scheduling to determine whether classroom spaces were being used effectively to support the number of course sections needed to meet student demand.²⁰³ After review of department schedules, scheduling guidelines were created to better spread course offerings across the days and times of the week.²⁰⁴ Traditionally, certain days and times were crowded with course sections while other times were underused. Variations from the standard scheduling matrix must be approved by the department chair, college dean, and University registrar.²⁰⁵

One of WMU's most notable characteristics is its practice of maintaining relatively small classroom enrollments and low student-faculty ratios. Each course is given an enrollment cap by the instructor or academic unit. Only the instructor of record may allow students to enroll once that cap has been reached. Class size varies across content areas and instructional needs and is responsive to program levels. WMU boasts a 19:1 student faculty ratio.

Chart 3.10 Average Class Size by Course Level, Fall Semester

Source: Banner ODS Census Extracts

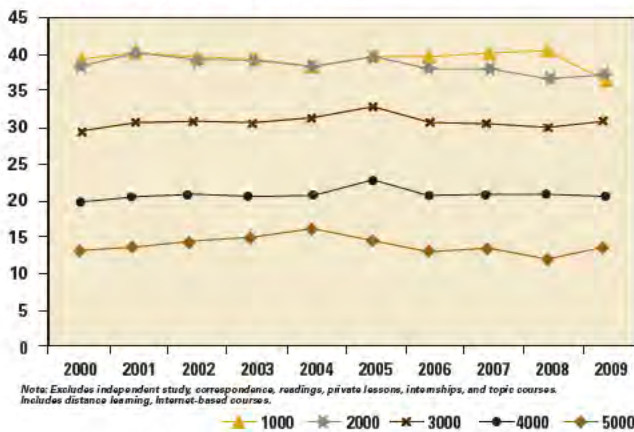
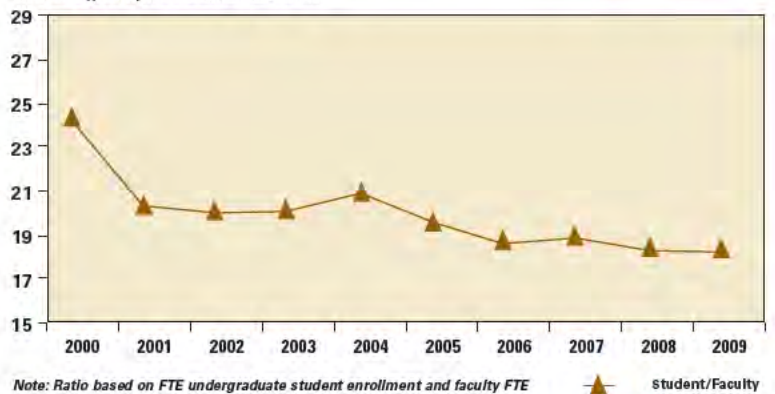


Chart 3.11 Undergraduate Student/Faculty Ratio 2000-2009, Fall Semester

Source: Office of Institutional Research



203 Resource Room: Classroom Utilization (McKinney)

204 Resource Room: Scheduling Matrix (McKinney)

205 Resource Room: Scheduling Matrix Exception Request form (McKinney)

University Libraries

University Libraries monitors circulation statistics for physical library items by subject area, ordering mechanism (special request or via the approval plan profile), and format (e.g., books, videos).²⁰⁶ These are reviewed annually and provide insights about the types of materials that are most useful to the WMU community. Interlibrary loan requests are used to identify heavily requested titles that the Libraries do not currently own. These titles are reviewed annually as candidates for addition to WMU libraries collections. Usage data for electronic information sources are also collated monthly and analyzed prior to renewal to determine use and cost per use patterns. The data are used to help decide if additional resources or access points are required, additional outreach marketing is needed, or infrequently used resources are no longer required.

University Libraries are engaged in ongoing evaluation of use through such measures as hourly gate counts.²⁰⁷ These provide information about overall use and busy periods (on a daily, weekly, and yearly cycle). They help inform decisions about hours of operations. Additional insights into user behaviors and perceptions and expectations of library service have been obtained from the LibQUAL+™ survey for academic libraries.²⁰⁸ This widely used and tested standardized web-based questionnaire was administered by University Libraries in 2004 and again in 2007. It is designed to measure patrons' perceptions and expectations of library quality of service in three dimensions: effect of service (service to users), information control (library collections, resources, and access to them), and library as place (physical environment). It also provides an open box where respondents can raise any issues, request new services, and comment on existing ones. Input from these surveys has informed decision-making across the libraries.

Comments in the 2004 survey provided University Libraries with evidence that library as place (the physical library space) is very important to undergraduate students, more so than to either graduate students or faculty. The latter constituencies are more focused on access to information via the online library environment. However, the undergraduates in particular highly value the physical learning space that the library provides.²⁰⁹ Following the 2004 LibQUAL+™ survey, the following steps were implemented in the three main domains.

Library as Place

- Added a café area to the lower level of Waldo Library.
- Reinstated longer open hours of libraries to midnight (after previous restrictions imposed by budget).
- Added comfortable seating and created a lounge area for students in the lower level of Waldo Library.²¹⁰

Information Control

- Increased subscriptions to online journals and full-text online article content.
- Added SFX citation linking software to facilitate ready access to full-text online.
- Added EZ Proxy to facilitate off-campus access to full text online.

206 Resource Room: Libraries Annual Reports 2004-2008 (Reish)

207 Library Use Reports: Faculty use of library services (Reish)

208 Resource Room: LibQual Reports from 2004 and 2007 (Reish)

209 Resource Room: LibQual Reports 2004 and 2007 (Reish)

210 Resource Room: Libraries Annual Reports (Reish)

- Significantly redesigned library web pages after usability testing to provide easier navigation and more intuitive access.
- Added RefWorks citation management software to facilitate tracking and citation of information by users.
- Added Scholar Workstations to public service areas in all University Libraries to enable users to integrate research with word processing and data manipulation.

Effect of Service

- Created customer service tutorial to train all University Library employees in improved customer service skills.
- Brought in customer service training team (Zingerman's) to present to all University Library employees.
- Added e-mail notification for overdue materials, fines, fees, and advance notification of due dates.
- Extended undergraduate student loan periods from two weeks to four weeks.

University Libraries set the target of increasing the composite scores of the three domains by at least five points (5%) in the 2007 survey. Improvement was achieved in all three domains and the target improvement was reached in the Information Control and Effect of Service domains. The Library as Place domain increased less although there was improvement in four of the five Library as Place domain questions. Although lower than the target this still represents positive change.²¹¹

The University Library administrative team and several committees again used the qualitative (comments) and qualitative LibQUAL+™ data to determine how to proceed in providing better service and improved environment for students and faculty. After 2007 the following improvements were made with domains as indicated:

Information Control

- Improved SFX citation linking software to include Ulrich's information on journal type (popular or peer reviewed) and links to additional resources.
- Included links to durable URLs for inclusion in online (WebCT) courses.
- Improved the library home page based on suggestions from usability studies (central search tabs reorganized – instant messaging box added – ad space moved to bottom of page).
- Increased full-text online article content.
- Enhanced and updated of ResearchPath for easier quiz reporting and resonance with new student population.
- Enhanced online catalog using VuFind to include Web 2.0 features and provide broader and more intuitive retrieval.
- Added Summon software (similar to federated searching) to enable searching across multiple library databases for non-expert searchers.

Effect of Service

- Lowered fines and fees on videos and DVDs.
- Introduced book holds for library patrons.

211 Resource Room: LibQual Report 2007 (Reish)

- Video and DVD collection moved to Waldo Library, a more central location with extended open hours.
- Created online storage request forms.
- Created online reserves.

Library as Place

- Extended lounge area for students in the lower level of Waldo Library.
- Extended Library Open hours to 3 a.m. five days a week.
- Supplemented the existing group study rooms by arranging furniture and creating conditions for interactive group study work in certain open areas.
- Delineated some areas for quiet study and others as interactive group areas.
- Increased electricity outlets for student laptop use.²¹²

Other Learning Resources

Beyond the physical spaces and materials provided as support for student learning, WMU has established a variety of programs to support learners, improve student writing skills, and assure access to support when and where it is needed. The Center for Academic Success Programs (CASP) oversees six programs: Academic Skills Center (ASC), providing content tutoring, Supplemental Instruction, and college success seminars; Advocacy Office for Transfer Students and Military Affairs (AOTS-MA); Intellectual Skills Development Program (ISDP) for appropriate writing and math placement; TRiO Student Success Program (SSP), a federally funded program for first-generation college students; University Curriculum (UNV) programs, helping undeclared students find compatible majors and career paths and helping special-admit students negotiate the University successfully; and the Writing Center (WC), which provides writing and rhetorical assistance to any WMU student. Services provided to students are evaluated annually by the Center for Academic Success Programs (CASP) and have shown fluctuations in numbers of students served over the past five years.²¹³

Through its diverse units, the Center for Academic Success programs (CASP) supports the academic, career, and personal success of literally all WMU students, including undergraduates, graduate students, on-campus students, and EUP students.²¹⁴ The Academic Skills Center (ASC) offers a variety of academic and college success tutoring and works closely with all faculty who are assigned Supplemental Instruction leaders and with key faculty members who teach subjects with designated ASC tutoring. Through its role in writing, math, and reading placement, the Intellectual Skills Development Program (ISDP) is instrumental in assuring WMU promotes effective teaching and optimal student learning. The Student Success Program (SSP) provides its students with academic mentors and annually teaches one academic class focused on helping SSP students learn to work with a demanding University professor. University Curriculum (UNV) offers a two-week preparatory academy (Western Success Preparation program) for special-admit students and others who choose to take advantage of the summer offering immediately prior to the start of the fall semester; and teaches First-Year Experience seminars each fall semester; and teaches various credit-bearing (2-3 hrs.) career search and college success seminars during the spring semester. UNV also promotes effective teaching by interacting with faculty, instructors, advisors, and administrators. CASP collaborates with the Department of English to provide in-class writing mentoring to all English 1000: Writing Process classes; with WMU's Graduate College to provide

212 Resource Room Data: Libraries Annual Reports (Reish)

213 Resource Room: Center for Academic Success Programs: Student Usage (Ott)

214 Resource Room: Multiple Data Responses: Center for Academic Success Programs (Ott)

writing-response training to new graduate assistants; and with faculty members or instructors who request a writing-related workshop or who request help shaping or responding to writing assignments.

The Center for Academic Success Programs (CASP) decennial evaluation report demonstrates how each of its six constituent units contributes to WMU's mission and to the HLC criteria.²¹⁵ All CASP units recognize the plurality of the student body and encourage students to share in the responsibility for their own learning and that of others. All CASP programs endeavor to help students perform to their full potential. Programs are offered in a variety of teaching formats, including one-on-one sessions, small-group instruction, and workshops. The programs have been shaped and continuously improved by measures that include grade comparisons, observation, surveys, and grade analyses. CASP units engage in empirical research, both quantitative and qualitative, to determine effective unit leadership and student service decisions. The Academic Skills Center (ASC) director uses grade comparisons, direct observation, client satisfaction surveys, client need surveys, and Cognos report analyses to determine needed changes to the ASC. Each semester, the director analyzes Cognos reports that indicate the percentage of students who earn below C in courses to target courses for which Supplemental Instruction and tutoring will be provided. The ASC director selects courses that have enrollment breadth of students needing assistance and the greatest failure or high-risk rate. Supplemental Instruction effectiveness is assessed by comparing grades of Supplemental Instruction-attendees and non-attendees in a given course. Evidence shows students who attend Supplemental Instruction sessions on a reasonably regular basis consistently score better in targeted courses than do students who do not attend.

The Advocacy Office for Transfer Students and Military Affairs (AOTS-MA) was created in 2007 and was added to the CASP programs in July 2009. Decisions and improvements have been based on carefully crafted client need surveys and focus groups that garnered an unusual rate of participation. From this research, the AOTS-MA staff determined the problems to tackle first, the types of programs to provide, and the types of program venues to tap. The unit offers many weekly and monthly information sessions about topics specifically related to transfer and military students, has developed numerous web-based guides and instructions, and continues to deal with students individually as often as possible.

Since 2004, the Intellectual Skills Development Program (ISDP) has undergone numerous changes to make orientation and placement testing less stressful for students. Since 2004, the writing and math placement portions of ISDP have seen many changes, including the use of online testing prior to orientation, the use of directed self-placement for College of Arts and Sciences student writing placement during orientation, and the replacement of mandatory Orientation testing with the use of ACT or SAT scores. None of these changes were based on formal assessments; most were undertaken on an experimental basis to eliminate some of what enrollment management experts considered the less pleasant parts of the orientation experience for students and to align with best practices in writing program administration. In 2007, the CASP-based literacy studies program that had tracked reading development of students who were placed in developmental reading classes was moved from the direction of CASP to the literacy studies department in the College of Education and Human Development. This move paired the program with faculty experts in the literacy studies.

No CASP program engages in more assessment of students and offerings than the Student Success Program (SSP), which must document the effectiveness of its overall program as well as meet specific curricular and program goals outlined in the federal grant application that provides the vast majority of the program's funding. SSP uses University reports to determine

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students eligible for the program, and the program annually tracks the rate of its participants' University success, comparing participants to similar student cohorts.

During the 2007-08 academic year, SSP also added observation of direct student learning and application of insights to the data collecting methods. In this strategy, students are asked to complete sheets after each face-to-face meeting with an SSP advisor, and SSP advisors observe the students' ability to complete the sheets effectively.

SSP cannot make major program changes during a grant cycle; however, SSP staff meet regularly to determine student need. In response to collected data and new grant regulations anticipated from the Department of Education, the program is seeking to include more upper-level student activity.

Since 2004, University Curriculum (UNV) assessment efforts have consisted primarily of student satisfaction surveys and analysis of students' persistence, academic achievement (GPA), and rate-of-major-declaration. Staff looked at the number and percentage of first-year UNV students who declared a major by the end of that academic year.

Since 2004, improvements include the creation of a full-time UNV advisor position, a full-time coordinator position, the assurance of funding for a second graduate position, the establishment of weekly training meetings for advising staff throughout the year, the implementation of mandatory advising for all UNV students, the offering of six weekly advising hours in Garneau/Harvey residence hall, and dedicated sections of the First-Year Experience program for UNV students taught by UNV staff members.

From 2004 through 2007, the Writing Center (WC) used client satisfaction surveys, consultant observation and feedback, student usage counts, review of reports written by consultants after working with students, and faculty/staff feedback to assess the program. Since 2007, the WC staff has also developed a formal assessment that determines whether or not consultants have followed their training with each client. In addition, for randomly selected sessions, the WC director observes each consultant's work with student writers and tries to capture the text and revision of that text after the student has completed the consultation. An assessment team of consultants and volunteer faculty and staff review the materials using a rubric that questions whether or not the consultant's report and student writer's text indicate the consultant made wise choices in each stage of the consultation.

Since 2004, the WC has made a number of improvements based on assessment. These include the establishment of mandatory weekly consultant training, the generation of a culture of assessment that encourages consultants to honestly report their struggles with students, a change in the audience of consultant reports from faculty and client to WC director and assistant director, the establishment of a mentoring role for senior consultants and receptionists, the establishment of a formalized two weeks' consultant shadowing for new consultants before they consult with students alone, the establishment of six-hours of drop-in consulting in Garneau/Harvey residence hall, and the growth of a context-based assessment plan that WC staff anticipate will provide more insight about the work of the program.

Beyond the Center for Academic Success Programs and in addition to residence hall-based academic programs, WMU has established cohort-based learning communities. The science, technology, engineering, and mathematics (STEM) learning community is a first-year program for approximately 300 students. Most of these students are enrolled in engineering or pre-engineering programs. They are grouped into cohorts by major or math enrollment and placed into from two to four common core courses during their first two semesters. Cohorts are assigned a faculty or staff mentor from their college who supports their social and

academic transition to the University. Goals of the program are to boost student achievement and increase retention while also improving the quality of first-year courses and providing direct support to first-year students.²¹⁶

Assessment of the science technology, engineering, and mathematics (STEM) learning community was conducted in 2005 and 2006 by means of a survey given at the end of the fall semester of the students' first year.²¹⁷ Students were asked about difficulties with social and academic adjustments to college, their career goals, interests, and value of the STEM program. Benefits of the program included meeting other students, finding study groups of peers, assistance with class scheduling, and general guidance. Weaknesses included a lack of awareness about the program and some students' preference to work alone.

Looking at WMU Today

In summary, support services are provided for students through multiple programs and in multiple locations on campus. Ongoing evaluations of these programs are essential in determining areas of greatest need. Use of the support programs provided by CASP has grown steadily even as enrollments have declined.

In 2004, WMU Libraries outperformed both Association of Research Libraries (ARL) member libraries and non-ARL libraries on overall measures of the three major service areas. There were measurable improvements in all three domains in 2007 and once again WMU performed well in comparison with other academic libraries. The WMU Libraries will again participate in administering LibQUAL+™ in spring 2010. The economic downturn has forced University Libraries, like other academic libraries, to more closely evaluate the use of its print and its online information resources. To continue to support a wide array of programs and new developments in information delivery, University Libraries has recently implemented procedures to monitor the use of both its print and electronic resources.

Looking to the Future

Student support programs continue to engage in a variety of evaluation efforts to determine the needs of students and the ways in which services should be provided to students. External funding sources will continue to be sought to maintain and improve support services.

University libraries will continue to administer the LibQual survey every three years to determine the standards of service that user groups (undergraduates, graduates, and faculty) desire relative to what is being delivered. With reference to usage data and the assistance of departmental teaching faculty, subscription and standing order spending on resources must be realigned with the current teaching and research requirements of WMU.

Points of Pride

The American Association of Colleges for Teacher Education consistently ranks WMU's College of Education and Human Development among the nation's top 10 producers of professional educators.

216 Resource Room: WMU-STEM Talent Expansion Program (STEP) Retention Effort (Tsang)

217 Resource Room: STEP Tutoring Data: Bigelow Student Success Center (Tsang)

Core Component 3d.3

WMU values and seeks out partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

Professional programs at WMU have established multiple partnerships with local, regional, and national agencies to provide internship and externship sites for students.²¹⁸ The partnerships are both formal and informal, but include dialogue among WMU faculty and the professionals in the field and specific student learning expectations for the internship or externship experiences. In the College of Education and Human Development,²¹⁹ for example, intern teachers are placed for a semester with a master teacher who has been selected through collaborative efforts of the school district, the WMU faculty, and the School/University Partnership Team. In the College of Health and Human Services, clinical experiences are integrated throughout the curriculum in nursing, drawing on long-standing partnerships with area health care providers.²²⁰

Looking at WMU Today

Partnerships have been established through careful planning and long-term collaborations among University faculty and practitioners in the field. The experiences themselves are designed to address specific student learning outcomes that are essential for the development of new professionals. Through these partnerships, faculty members from WMU are engaged with the practitioners and with current professional practice to inform their teaching.

Professional preparation programs are among WMU's most well known programs, in large part because of the high quality of the partnerships that have been established over time. The partnerships contribute to the strength of the University and its standing among its constituents.

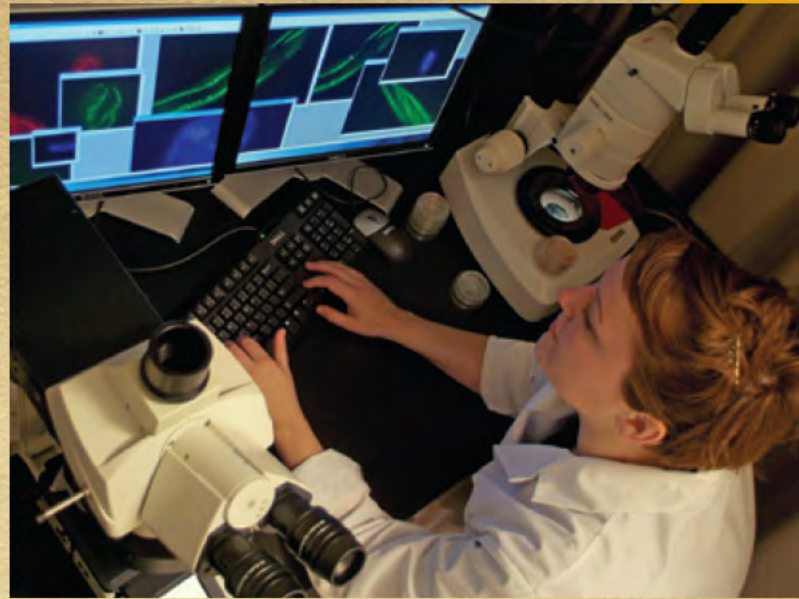
Looking to the Future

Partnerships to support student learning and the clinical experiences that come out of those partnerships are time- and resource-intensive. WMU will need to continue to find the necessary resources to sustain its partnerships to serve students and the professions.

218 Resource Room: Multiple Data Responses, internships, by dean

219 Intern teaching information, wmich.edu/coe/intern

220 Nursing Student Handbook, wmich.edu/hhs/nursing/Student%20Handbooks.htm



Acquisition, Discovery, and Application of Knowledge through Curriculum and Programs

Through curriculum and programs, the organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.



**A student-centered
research university.**



Special Note

Criterion Four is divided into two chapters: curriculum and programs (Four.1) and research (Four.2). The subcommittees sought to provide a thorough analysis of the contributions of each facet to the acquisition, discovery, and application of knowledge. WMU's mission as a student-centered research university, and the nature of the academy dictates, however, that there be a symbiotic relationship and thus some overlap between these two chapters. Chapter Four.1 provides the evidence, analysis, and future opportunities of WMU's academic programs through planning and delivery of curricular and related learning experiences. Chapter Four.2 provides further evidence and analysis regarding the range of scholarly and creative activities that encompasses WMU's research enterprise.

The fundamental component of WMU's mission is to be “a student-centered research university, building intellectual inquiry, investigation, and discovery into all undergraduate, graduate, and professional programs.” From a curricular perspective, WMU provides students with an environment that fosters acquisition, discovery, and application of knowledge through curricular offerings on many levels. WMU students obtain the tools for lifelong learning through participation in programs of study focused on rigorous and relevant curricula, many of which culminate in capstone courses that require students to use knowledge and critical thinking skills in applied settings. Curricular programs extend beyond the main WMU campus, as students who choose to study abroad may select from week-long or semester-long programs in locations around the globe. Students develop knowledge, capacity for expression and response, and critical insight to become well informed and responsible citizens through general education. Intellectual inquiry is further developed in specific curricular areas by research projects at both the undergraduate and graduate levels. Students at all levels receive valuable learning experiences in diversity and globalization, in part, due to the rich background of WMU faculty, staff, and students. Extended University Programs also provides the possibility of lifelong learning for many citizens of the state who are unable to attend class in Kalamazoo. WMU has many ways in which it rewards faculty, staff, and students for successful acquisition, discovery, and application of knowledge within the curricular setting.

Core
Component
4a

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

Core Component 4.1a.1

WMU demonstrates a high value for a life of learning through its allocation of resources (fiscal, human, physical, and technological) to support faculty, students, and staff in the acquisition, discovery, application, and dissemination of knowledge.

WMU has pursued its mission of providing excellent higher education and carefully shepherding its resources since it was founded in 1903. WMU has evolved to become a nationally prominent student-centered research university with a focus on helping students acquire, discover, and apply knowledge in a manner that expands both the depth and breadth of lifelong learning. The University now comprises seven degree-granting colleges, the Graduate College, and a vibrant undergraduate honors college, whose faculty and students contribute to the knowledge base and creativity in a wide range of disciplines through interdisciplinary inquiry and application. Undergraduate and graduate degree offerings include 148 bachelor's degree programs; 68 master's degree programs; one specialist degree program; and 29 doctoral degrees in 2009-10.

Instruction is provided both in on-campus, traditional classroom settings and off-campus through Extended University Programs (EUP). In 2007-08, WMU conferred more than 100 doctoral degrees for the first time in its history.

Fiscal Resources

One measure of the value an institution places in an area of focus is the level of funding it allocates to that area. Although the past few years have been a time of shrinking resources in the state of Michigan, WMU continues to demonstrate its commitment to its mission through budgetary allocations for student organizations, teaching, research, and knowledge dissemination activities. WMU supports graduate assistants and doctoral associates, while remaining affordable to students at all levels. WMU's 2009-10 tuition and fees for resident undergraduate lower-division is the lowest in comparison with the other four Michigan universities to have received the Carnegie Foundation's top research designation, ranking 10th overall in the state's 15 public universities.

Review of the 2009-10 University budget shows that 58.8.0% (\$190,437,006) of its \$324 million general fund budget is dedicated to instruction and academic support.¹ WMU has consistently increased the dollars allocated for instruction across the past 10 years, in spite of overall budget reductions. Beyond the base budget allocations, the University also manages human, physical and technological resources to support the teaching/learning enterprise of the University. (The budget allocation process is described in greater detail in the Core Component 2b section in Chapter 2, and the resources available in the Office of Faculty Development are described in the Core Component 3b section in Chapter Three.)

¹ University Budget Summary 2009-10, budget.wmich.edu/docs/09-10budget-summary.pdf

Additional Fiscal Support for Faculty

To encourage learning and personal development, WMU offers benefits-eligible employees a tuition-discount program for themselves and, for full-time benefits eligible employees, a remission program for spouses, designated individuals, and dependent children. For full- and part-time benefits-eligible employees, the discount is 100% of tuition and required fees for undergraduate and graduate courses offered and taken for academic credit at WMU. For full-time staff, the maximum is eight credit hours a semester, four credit hours a session; for part-time staff, it is four credit hours a semester, two credit hours a session. For spouses, designated eligible individuals, and dependent children of full-time benefits eligible employees, the remission is 75% of tuition and required fees for as many as 183 credit hours. Qualified WMU retirees are eligible for tuition discount and tuition remission under the plan in force at the time of registration for courses.

For the period beginning 2005-06, the number of full-time employees using tuition discounts has increased steadily, from 53 in 2005-06 to 310 in 2008-09. For three of the four years during the same period, the number of part-time staff participating annually was 6; in 2007-08, there were 10 participants. The tuition remission program benefitted 321 students (7,537 undergraduate credit hours) in 2007-08 and 338 (8,026 undergraduate credit hours) in 2008-09, the two most recent, complete years for which data are available.

In addition, the University Counseling and Testing Centers offers, at minimal charge, individualized career testing for employees. A career counselor is available for interpretation of the results.

WMU also offers to exempt staff two professional development leave benefits, one paid and the other unpaid, for periods of concentrated scholarly work, research, or other professional development. Paid leave may be for a period of up to three months; the employee remains on the active payroll and is required to return to WMU for a full year following the leave. Unpaid leaves are for an initial period of up to one year and may be extended for an additional year. The period of service upon return to WMU is determined by the appropriate vice president.

Additional examples include, but are not limited to:

- The Visiting Scholars and Artists Program is funded through the Office of the Provost to help bring distinguished scholars and artists to campus.² These scholars and artists interact with faculty, students, and staff while on campus and give public lectures or presentations. A faculty committee determines the distribution of the funding across the campus through an application process.
- Financial resources for faculty to travel to meetings of professional organizations for the purpose of disseminating the results of scholarly activity are maintained through the Office of the Vice President for Research.³
- Faculty (either tenured or with a positive tenure review) become eligible to apply for a sabbatical leave after six years without one. Applicants with approved proposals receive 75% of base salary for two semesters or 100% for one semester only. Deans and chairs develop staffing plans for the department to fulfill student and programmatic needs during the faculty member's absence.⁴
- Dissemination of knowledge discovered at WMU is made possible through the support for discipline-specific journals edited by WMU faculty such as *Comparative Drama*,⁵

2 Visiting Scholars and Creative Activities Program, wmich.edu/provost/VSAP/

3 Research Funding for Faculty, wmich.edu/research/tools/funding/frtf.html

4 Sabbatical leave policy, wmich.edu/provost/manual/regular-faculty/sabbatical-leave.html

5 *Comparative Drama*, wmich.edu/compdr/

Journal of MultiDisciplinary Evaluation,⁶ Journal for the Society for Ethics across the Curriculum,⁷ Journal of Sociology and Social Welfare,⁸ New Issues in Poetry and Prose,⁹ and Reading Horizons Journal.¹⁰

Additional Support for Students

- The cost of tuition is supported through graduate fellowships, assistantships, and associateships.¹¹ Many of these appointments have a requirement for teaching, and are important to WMU's research efforts. On average WMU supports 970 graduate student appointments a year through externally funded grants and general budget support.¹²
- WMU is committed to making higher education tuition affordable for diverse populations. For example, WMU sponsors a support program for foster children who have aged out of the system through Seita scholarships, created in April 2007 and named after WMU alumnus and national award winner, Dr. John Seita.¹³ In addition, WMU has allocated a portion of each tuition increase to scholarships to supplement tuition costs for students with financial need.
- The Office of the Provost supports the WMU Cultural Events Committee that increases the cultural environment on campus by bringing in events that are open to the campus and general public. Events include support for the WMU International Festival, and requested programming from student organizations such as the Pakistan Student organization, the Malaysian Student organization, or other special programming requests that support the fine arts. A faculty committee makes decisions regarding the events to invite with the stipulation that they must be of interest to a significant number of students.¹⁴
- The Office of Diversity and Inclusion provides programs that support Kalamazoo Public Schools (KPS) youth and aid the Promise.¹⁵ The Kalamazoo Promise is a community-based program that was begun in 2006. It has garnered national attention by guaranteeing college tuition in state-supported Michigan colleges and universities to students graduating from the KPS.
- The Western Student Association (WSA) budget¹⁶ is derived from funds generated from a dedicated student assessment fee. Funding guidelines and allocation bylaws for the WSA allocation committee, which reviews requests from student organizations for funding, align with the University mission and goals. Beginning in 2008 with an increase of the student assessment fee from \$9 to \$21, the student allocation committee began allocating significantly more resources to support registered student organization (RSO) activities.
- Community outreach is evidenced through initiatives to make lifelong learning accessible to many populations. For example, Senior Citizens' Opportunity Program in Education (SCOPE) encourages lifelong learning opportunities for persons aged 62 and older.¹⁷

6 Journal of MultiDisciplinary Evaluation, survey.ate.wmich.edu/jmde/index.php/jmde_1

7 Journal for the Society for Ethics Across the Curriculum, wmich.edu/ethics/journal.html

8 Journal of Sociology and Social Welfare, wmich.edu/hhs/newsletters_journals/jssw/index.htm

9 New Issues in Poetry and Prose, wmich.edu/newissues/

10 Reading Horizons Journal, wmich.edu/coe/spls/reading-horizons/

11 Graduate Student Support, wmich.edu/grad/appointments/

12 Resource Room : Graduate Student Award Distribution (Nemire)

13 Western Michigan University Foster Youth and Higher Education Initiative "The John Seita Scholarship", wmich.edu/fyit/scholarship.html

14 University Cultural Events Committee, wmich.edu/cec

15 Office of Diversity and Inclusion, wmich.edu/diversityandinclusion/mcc.html

16 Western Student Association budget, wsa.wmich.edu/committees/index.php?name=Allocations

17 SCOPE "Senior Citizens' Opportunity Program in Education", wmich.edu/registrar/adultstudents/scope.html

Human Resources

Examples of human resources dedicated to supporting a life of learning include, but are not limited to:

- The creation of the associate provost for assessment and undergraduate studies position (July 2009) ensures consistency and rigor in the curriculum review process as the curriculum manager. The associate provost is also responsible for campus-wide assessment, academic program planning, and academic advising training.¹⁸
- Faculty, staff, and students are vitally involved in community service, service learning projects, and service to professional organizations. For example, WMU annually loans an executive to the Greater Kalamazoo United Way fund drive.¹⁹ Faculty professional activity reports (PARs) reflect the diverse and voluminous ways in which faculty participate in such activities.
- Academic assessment of student readiness for a life of learning now guides the faculty's curriculum review process, with rationale driven by assessment data required for approval of curricular change.
- Implementation of the academic program planning processes developed by faculty and administrators of the academic units has created guiding principles for department, school, and college decision-making.²⁰
- Knowledge, discovery, and application innovations flow from interdisciplinary centers and institutes as well as from the traditional disciplinary colleges and departments that make up the academic heart of the University.²¹
- In addition to a liberal sabbatical leave program for faculty,²² human resources are devoted to providing continuing education opportunities for staff, which are specific to their position responsibilities and also to prepare them to serve as resources for students with special needs (e.g., College of Health and Human Services' workshops on working with students with blindness and deafness, fall 2009).²³

Physical Resources

Physical resources to support acquisition, discovery, application, and dissemination of knowledge have been expanded and improved over the past 10 years:

- The College of Engineering and Applied Sciences is located within a technology development park, which can increase its relevance to developing scientific bases and practical applications of new knowledge.²⁴
- The College of Health and Human Services was brought together as a college for the first time in its history in fall 2005, facilitating inter-professional teaching and learning opportunities, in a new and exemplary LEEDS-certified building.²⁵

18 Trustees approve five administrative appointments, WMU News, July 13, 2009, wmich.edu/wmu/news/2009/07/019.html

19 WMU licks off United Way Campaign, WMU News, Oct. 1, 2009, wmich.edu/wmu/news/2009/10/001.shtml

20 Academic Program Planning, wmich.edu/poapa/APP/ and wmich.edu/poapa/strategic/newapp.pdf

21 Institutes and Centers, wmich.edu/academics/institutes.html

22 Sabbatical leave, wmich.edu/provost/sabbatical/

23 Kitty Scheffers, CHHS, November 19, 2009

24 College of Engineering and Applied Sciences, wmich.edu/engineer/about-ceas.htm

25 Health and Human Services wins green award, WMU News, Oct. 5, 2007, wmich.edu/wmu/news/2007/10/017.html

- The Richmond Center for the Visual Arts²⁶ and the renovation of Kohrman Hall²⁷ have provided state-of-the-art facilities for the creation and teaching of the visual arts and have brought the Frostic School of Art together into two adjacent facilities rather than being scattered across campus. Proximity to the other arts facilities is expected to enhance collaboration among the fine arts disciplines.

Technological Resources

Technological resources are available across campus to support faculty, students, and staff in the acquisition, discovery, application, and dissemination of knowledge:

- WMU prides itself on having been among the first wireless campuses in the U.S. Web-based learning and instructional technology has expanded dramatically over the past 10 years.²⁸
- Education, including continuing education, has been made more accessible through expansion of web-based learning and instructional technology for all constituents. The Office of Faculty Development,²⁹ as well as Online Education,³⁰ support teaching through instructional technology. In recent years, these offices have increased activities and support for faculty to enhance existing skills and develop new ones and to provide updated computers for faculty and for student computer laboratories on a regular basis.
- The University provides resources for updating research technology as well.³¹ The Western Michigan University research equipment fund provides colleges with an institutional pool of resources that may be drawn upon when units, departments, or colleges apply to external sponsors for research equipment. Administered by the vice president for research, these funds may be used only when the external sponsor requires matching funds.

Looking at WMU Today

The evidence supports a conclusion that WMU values a life of learning by allocating resources to support faculty, students, and staff in the acquisition, discovery, application, and dissemination of knowledge. The University continues its commitment of resources to learning and scholarly and creative activity even in times of economic challenge.

Looking to the Future

As the University addresses budgetary challenges, it seeks to develop additional funding streams that will continue to support its central mission of teaching and research. The University will need to continue to shepherd its fiscal resources, and allocation of funding for the undergraduate and graduate program assessment process. Curriculum and program review processes will need to be more transparent, timely, and linked to decision making. Plans for dealing with reduced budgets should be developed based on assessment linked to University strategic planning, and also be responsive to economic challenges. The University will need to continue to develop its strategies for using assessment results to inform strategic planning, curricular revisions, and allocation of resources and fiscal decision making.

26 Richmond center recognized for design excellence, WMU News, May 13, 2010, wmich.edu/wmu/news/2010/05/029.shtml

27 Thursday gala marks opening of new art studios, WMU News, March 31, 2008, wmich.edu/wmu/news/2008/03/101.html

28 WMU cuts tether, completes wireless environment. WMU News, January 28, 2002, wmich.edu/wmu/news/2002/0201/0102-219.html

29 Office of Faculty Development, wmich.edu/facdev/

30 The Office of Online Education, wmich.edu/online/faculty.php

31 Research Equipment Fund for faculty, wmich.edu/research/tools/funding/ref.html

The University aspires to extend and increase its knowledge and creative activities nationally and globally. This will involve some creative problem solving and growth in areas of excellence when external factors might point to retrenchment.

In its day-to-day operations, WMU can continue to lead the way in the use of emerging electronic and Internet applications (e.g., Facebook, Twitter) to connect with the campus, the community, and globally to address its lifelong learning goals. Accessibility of University resources beyond the University community via the Internet (e.g., visitors to campus cannot currently use the wireless Internet) needs to be continually enhanced. The University can continue to develop options for innovative teaching and provision of high-quality educational experiences to students using a variety of online technologies, as well as traditional delivery methods. Membership in the Alumni Association could allow maintenance of a WMU email account and access to library privileges. The University web pages could benefit from a better search engine.

Points of Pride

Dr. G. Michael Grammer, a 2009 WMU Emerging Scholar, is an internationally recognized geoscientist whose research includes high resolution sequence stratigraphy, early carbonate diagenesis, and comparative sedimentology. He is associate editor of the prestigious *Journal of Sedimentary Research*, editor of the *American Association of Petroleum Geologists Memoir 80*, and president of the Michigan Basin Geological Society. Dr. Grammer's work with organizations such as Chevron, Texaco, Petrobras, and Saudi Aramco connects theory to practice.

Dr. Takashi Yoshida, a 2009 Emerging Scholar who studies the history of modern Asia, is best known for his book entitled *The Making of the "Rape of Nanking": History and Memory in Japan, China, and the United States*. His rigorously impartial analysis of a very heated topic earned him the attention of diplomats and a senior fellowship at the United States Institute of Peace. Dr. Yoshida is also a fellow at the Carnegie Council on Ethics and International Affairs.

Core Component 4.1a.2

WMU demonstrates a high value for a life of learning by celebrating and publicly acknowledging successes in the areas of inquiry, creativity, practice, and social responsibility of its faculty, students, and staff through publications and other activities that communicate these values.

Awards and Public Recognition

Awards, newsletters, programs, and events celebrate and publicly acknowledge the successes of the WMU community. Examples abound at the University, college, and unit levels, a representation of which follows.

University-Level Celebrations

- WMU recognizes excellence in faculty and staff through Distinguished Faculty Scholar,³² Distinguished Teaching,³³ Distinguished Service (faculty and staff) and Emerging Scholar awards³⁴ at the annual academic convocation. Since 2000, nine Distinguished Scholar, eight Distinguished Teaching, four Alumni Teaching Excellence, and 13 Distinguished Service awards have been presented. Since 2006, 10 Emerging Scholar awards have been presented at the academic convocation, honoring WMU's rising stars in higher education.³⁵

32 Distinguished Faculty Scholar Award, wmich.edu/research/tools/funding/distinguished.html

33 Distinguished Teaching Award, wmich.edu/aviation/files/2009-distinguished-teaching.pdf

34 Distinguished Service Award, wmich.edu/provost/announcements/awards/Distinguished%20Service%20Award%202010.pdf

35 Geoscientist, historian named emerging scholars, WMU News, Sept. 9, 2008, wmich.edu/wmu/news/2009/09/023.shtml

- Numerous Western Michigan University students and registered student organizations are honored each spring during the University's annual Golden Bronco Awards.³⁶ The ceremony is an opportunity for WMU and its Student Activities and Leadership Programs (SALP) office to recognize individual and organizational RSO achievements during each academic year.
- Career and Student Employment Services hosts an annual Student Employee Appreciation Week celebration every year.³⁷ The week is dedicated to all student employees and is a time to recognize all the hard work and contributions that student employees make to the Western Michigan University community. The week also offers the opportunity to showcase an outstanding student employee and student supervisor.
- WMU recognizes outstanding service among staff with biannual Make a Difference Awards.³⁸ Every academic year, up to 15 staff members may be selected to receive awards during each of two semiannual award periods—fall and spring. These semiannual award recipients are eligible to win one of four annual Make a Difference awards, which carry a \$1,000 prize.
- WMU honors employees for their extensive service to the institution in two ways. First, employees with five consecutive years of service receive a letter of recognition; every five subsequent years they receive a certificate and service anniversary pin. Second, membership in the 25 Year Club is open to all regular faculty and staff who have worked for WMU for 25 or more years, and those who retire from the University as a 25 Year Club member after meeting WMU retiree eligibility criteria. Members receive a certificate of appreciation and a gift and are celebrated at an annual banquet.
- The University Assessment Steering Committee (UASC) recognizes outstanding scholarship in the assessment of student learning through individual and unit UASC Assessment Excellence Awards.^{39, 40}
- WMU Presidential Scholar is the highest academic award made to an undergraduate. Selection is based on general academic excellence, academic and/or artistic excellence in the major, and intellectual and/or artistic promise.⁴¹ Members of the faculty select the most outstanding senior in their various academic units to be honored at an invitation-only convocation.
- The Graduate College, Graduate Studies Council, and Graduate Student Advisory Committee name All-University Research and Creative Scholars annually, selected from departmental research and creative scholar award winners at the master's and doctoral levels.⁴²
- Inductions into honor societies such as Phi Beta Kappa,⁴³ The Honor Society of Phi Kappa Phi, Golden Key, Alpha Lambda Delta, Mortar Board, and myriad professional and disciplinary honoraries acknowledge the academic accomplishments of the WMU community and are occasions for family and friends as well.

Points of Pride

Dr. Debra S. Berkey, professor of health, physical education and recreation, was named University Educator of the Year for 2009 by the Michigan Association for Health, Physical Education, Recreation and Dance.

36 Golden Bronco awards, wmich.edu/activities/gbwinners.html

37 Student Employment Appreciation Week, wmich.edu/career/studentemployment/soty.html

38 Make a difference award winners honored, WMU News, March 31, 2008, wmich.edu/wmu/news/2008/03/096.html

39 UASC Assessment Excellence Awards, wmich.edu/provost/assessment/excellence-award-winners.html

40 Institutional Effectiveness Assessment Grants and Awards, wmich.edu/provost/assessment/grants.html

41 Top seniors to be honored as presidential scholars, WMU News, March 19, 2010, wmich.edu/wmu/news/2010/03/068.shtml

42 Research and Creative Scholars Awards, wmich.edu/grad/research_creative_scholars_awards.html

43 Theta of Michigan Phi Beta Kappa, wmich.edu/pbk/

- WMU Alumni Association celebrates graduates who achieve a high level of success in their professional lives and recognition at the state, national, or international level, honoring them with the Distinguished Alumni award.⁴⁴

College- and Departmental-Level Celebrations

- Lee Honors College presents honors college cords and an honors college graduation certificate to students before commencement; and transcripts specify honors courses taken and the title of the thesis.
- Since 2004, the Interdisciplinary Health Sciences doctoral program has awarded biennially the Janet I. Pisaneschi Prize to the student whose oral presentation of practicum studies at the interdisciplinary doctoral research conference represents the highest level of research.⁴⁵
- Since 1998, the College of Education and Human Development has honored outstanding alumni with distinguished records of applying and sharing professional expertise by presenting Golden Apple Awards.⁴⁶
- Annual college awards include the College of Engineering and Applied Sciences outstanding researcher, new researcher, new educator, and staff awards;⁴⁷ the College of Fine Arts dean's teaching and outstanding service awards;⁴⁸ and College of Arts and Sciences faculty achievement awards in teaching, research and creative activity, and professional and community service.
- Department banquets, luncheons, receptions, and ceremonies are venues for presenting prizes and awards that recognize excellent papers in areas from philosophy to political science and achievements from poetry, fiction, playwriting, and art to mathematics and marketing.
- Prior to commencement, hooding and pinning ceremonies are held for nursing and social work students in the College of Health and Human Services, and the College of Aviation holds a pinning ceremony during which sets of wings and certificates are presented.

Looking at WMU Today

Evidence abounds that WMU values a life of learning, and public recognition of academic and scholarly achievements is one indicator. Print and electronic department and college communications, along with University-level publications from University Relations, WMU Alumni Association, and the Office of the Vice President for Research are evidence that WMU values learning and conveys that message to its constituents.

WMU trustees, administrators, faculty, and staff have demonstrated the degree to which they value learning by offering reduced tuition opportunities in both richer and poorer times, by celebrating the accomplishments of all involved (students, faculty, staff, and alumni), and by allocating resources that are commensurate with the broader mission that the University now embraces.

Looking to the Future

To maintain its unique status within the state and as a leading institution in the country, the University can seek new strategies for balancing and integrating undergraduate and gradu-

44 Distinguished Alumni award, wmich.edu/alumni/awards/distinguished-alumni/recipients/

45 Janet Pisaneschi Prize, wmich.edu/hhs/IHS/IDR.htm

46 Golden Apple Awards, wmich.edu/coe/alumni/goldenawd.htm

47 CEAS Outstanding Faculty and Staff awards, wmich.edu/engineer/outstanding-faculty-award.htm

48 CFA Dean's Teaching Award, cfa.wmich.edu/award.html

ate education; the teaching, research, and service aspects of its missions; and fostering the development of junior scholars and artists while maintaining an environment that will retain faculty who already have a world presence.

Core Component 4.1a.3

The University communicates its commitment to remain connected with its alumni and to engage them in its mission to support lifelong learning through a number of mechanisms at the University, college, departmental, and individual levels.

Alumni Association

At the University level, the WMU Alumni Association develops and offers a variety of ongoing programs, activities, and services to address the needs of its members.⁴⁹ Among those programs to engage alumni are opportunities to participate in travel with an educational component. Alumni are also a resource by which students may connect to mentors and to career networking. The Student Alumni Association,⁵⁰ a registered student organization, connects with alumni through the Take a Bronco to Lunch program. In addition, Broncos Connect (formerly called Bronco-2-Bronco) provides graduating students and young alumni the opportunity to connect with established alumni in various geographical locations across the U.S. to ease the process of relocating.⁵¹

The Alumni Association, in collaboration with Career and Student Employment Services, has also offered the Mentor Program (2002) as an online networking resource for alumni and students.⁵² The Alumni Mentor program has connections to all academic colleges, and includes over 530 alumni mentors, 40% of whom live outside of Michigan (with 33 states, Washington, D.C., and seven foreign nations represented). The majority of alumni mentors graduated after 1990, but the alumni mentors span six decades and 53 graduation years (1955 to 2007). The Haworth College of Business has the largest number of alumni mentors and the College of Arts and Sciences has the second largest number of profiles represented.

Colleges and Departments

WMU's goal to establish lifelong relationships between alumni and the University is also addressed by colleges and departments in concert with the Alumni Association. Selected examples of the academic colleges' ongoing contact with graduates are drawn from the Colleges of Arts and Sciences, Aviation, Education and Human Development, and Fine Arts.

Based on departmental recommendations to the dean, College of Arts and Sciences alumni awards are given during homecoming week to recognize recipients' achievements in their

49 WMU Alumni Association, wmich.edu/alumni/

50 Student Alumni Association, sais.wmich.edu/SALP_SOAP/OrganizationView.aspx?OrgID=1005

51 Broncos Connect, wmich.edu/alumni/recentgrads/contacts-info.html

52 The Mentor Program, wmich.edu/alumni/volunteering/mentor-program/

fields. Recipients usually conduct a seminar with students in the department and attend a reception at which the dean presents certificates of achievement. The college web page lists awards since 1998 and offers biographical sketches in the Alumni Spotlight section.⁵³

Aviation alumni need only look to the college web page to locate former classmates. There they will find a list of names, with graduation year, employer, and date of the most recent update. Some names conveniently link to e-mail addresses.

The WMU College of Education and Human Development Society supports the college in its academic mission by assisting with recruiting students and then with securing teaching positions. The annual Golden Apple Awards honor alumni who have excelled in their professions. The 10-person board of directors is headed by Dr. Dennis McCrumb, a former member of the WMU Alumni Association Board of Directors and now a member of the faculty in the Department of Educational Leadership, Research and Technology.

Finally, in addition to celebrating an alumni academy and alumni of distinction, the College of Fine Arts engages alumni as part of its planning process. In July 2009, the dean announced the results of a 2008 alumni survey, setting forth the top five strengths and areas to be shored up, in addition to five opportunities to pursue in the next five years—an example of demonstrating to alumni the connection of their perspectives to the development of the college.

Occasions for learning are offered at Miller Auditorium, WMU's primary venue for major theatrical events, which presents touring Broadway productions, concerts, and other entertainment and educational events that include diverse and international subject matter and are open to alumni and the community.⁵⁴ WMU's College of Fine Arts boasts four units (art, dance, music, and theatre) which present more than 1,200 public events each year.⁵⁵

Many departments also offer continuing education opportunities for alumni (some with opportunities to earn professional association continuing education credits). Examples are the Van Riper Lectures offered by the Department of Speech Pathology and Audiology⁵⁶ and the Barbara Rider Symposium offered by the Department of Occupational Therapy.⁵⁷

Looking at WMU Today

Alumni relationships are person to person, whether with faculty, staff, or students and connect graduates and students as part of the resources students have as they move through their professional lives. The University, through its academic colleges, departments, and programs, shows high value for alumni and their continuing contributions by acknowledging alumni accomplishments and maintaining communication with them after they leave the University. The WMU Alumni Association believes the quality of a university is ultimately measured by the quality of its alumni. Thus, it is appropriate for the association to honor and celebrate those graduates who bring distinction to their alma mater through their professional achievements.

53 CAS Alumni Donor and Friends, wmich.edu/cas/alumni.html

54 Miller Auditorium schedule, millerauditorium.com/

55 College of Fine Arts units, cfa.wmich.edu/art/home/intro/; wmich.edu/dance/; wmich.edu/music/; wmich.edu/theatre/

56 The Van Riper Lectures offered by the Department of Speech Pathology and Audiology, wmich.edu/hhs/sppa/vanriper_lecture.htm

57 The Barbara Rider Colloquium offered by the Occupational Therapy Department, wmich.edu/ridercolloquium/

In addition, WMU values connections with its alumni and seeks to keep them connected with the educational mission of the University, as well as with its arts and cultural activities, athletic events, and requests for financial support for further development.

Looking to the Future

The University should continue to expand opportunities for connecting students with alumni and to engage alumni in multiple roles with the University. All universities need to be able to count on financial support from their alumni, but it is important for WMU to communicate, as well, through its web pages and other forms of communication, that it values contributions of alumni time and expertise to the central mission of the University in educating current undergraduate and graduate students.

The University should continue to develop new lifelong learning opportunities for alumni and expand its services to alumni to keep them connected, for example, through access to library resources, continuing email accounts, and maintenance of web portfolios. The University currently provides career assistance for graduating students through Career and Student Employment Services (CSES) and alumni as they change positions and seek new employment opportunities. The University will need to commit permanent resources to fully support these expanded services.

Core Component 4.1a.4

WMU demonstrates its values a life of learning by making its work available to the campus, the community, and the world beyond through a diverse and vibrant set of scholarly publications, creative presentations, and applied technologies.

WMU faculty, staff, and students are active in making scientific and scholarly advances and in offering creative performances in the humanities and the arts. This self-study report provides a sampling of the extensive performances, conferences, scholarly publications, and other contributions by WMU faculty, students, and alumni. Perhaps the best source of descriptive information for the breadth of activities that are published, produced, presented, and performed by WMU faculty are the curriculum vitae (CVs) of the faculty. These are updated and collected in the provost's office every three years. Professional activity reports (PARs) for each faculty member are submitted annually (by October 15), summarizing the teaching and service activities, as well as the research (including external funding activities) and creative activities of the faculty.

WMU's record and reputation as a student-centered research university has led it to being listed for 19 consecutive years as one of 112 of America's best national universities by U.S. News and World Report.⁵⁸ As of fall 2009, WMU remained among the 262 universities the magazine singled out as having national standing. It was one of four Michigan universities

58 WMU again on 'Best National Universities' list. WMU News, August 20, 2009, wmich.edu/wmu/news/2009/08/021.html

(the others being the University of Michigan, Michigan State University, and Michigan Technological University) that was listed among the top three tiers. During the summer of 2009, WMU also was named one of the Best Midwestern Colleges by the Princeton Review.

Reports of national ranking and high a number of discipline-specific accreditations reflect the external recognition of the quality of many of WMU's academic programs. A total of 141 degree-granting and four non-degree granting programs in the seven academic colleges and two service units are accredited. A total of 28 accrediting agencies accredit one or more programs, as well as three service units that provide students with training and supervision in their fields of study.⁵⁹ U.S. News and World Report (2008) ranks the College of Health and Human Services' programs in occupational therapy, physician assistant, and speech pathology graduate programs among the top 50 programs of their kind in the nation. Rehabilitation counseling, social work and audiology are also ranked among the best graduate schools in the nation.⁶⁰ The CAS doctoral program in applied economics and the master's program in philosophy are also nationally ranked. The Mallinson Institute for Science Education has been ranked the third best doctoral program in the country for science education, according to the Faculty Scholarly Productivity Index 2007-08.⁶¹

As noted in Core Component 4.1a.3, many of the scholarly and creative offerings of faculty at WMU benefit the community. For example, the four units of the College of Fine Arts (art, dance, music, and theatre) are involved in presenting more than 1,200 public events each year.⁶²

WMU's significant number of Fulbright Scholar awardees during the past 10 years also points to continued growth and recognition of faculty and the University's commitment to faculty development.⁶³ Evidence of steady involvement in external funding is another strong indicator of scholarly and creative activity quality. WMU has attracted nearly \$373 million in research funding over the past 10 years from federal, state, industry, and foundation sources.⁶⁴ In many of these research and creative activity endeavors, the faculty mentor student research assistants and other students.

Looking at WMU Today

These are just a few of the examples that show WMU's support for scholarship and creative activity development and dissemination. The recognition garnered by WMU activities on the national and international scene is extensive. It can be appreciated best by reviewing the CVs and PARs of WMU faculty. Points of pride presented throughout the self-study report also offer a sampling of the level of excellence achieved by many at this University. The evidence supports a conclusion that WMU makes the work of its faculty, students, and staff available to the campus, the community, and beyond to demonstrate that it values for a life of learning.

Looking to the Future

Funding for research and creative activities for both faculty and students will continue to expand increase. One challenge is how to balance increased teaching and service loads with

Points of Pride

Sri Yunanto, a Fulbright doctoral student studying comparative politics, was one of six Fulbright doctoral students selected from a pool of more than 200 to present research in February 2009 at a three-day seminar for all Fulbright students hosted by the Institute of International Education. A native of Bekasi-Jakarta, Yunanto wrote a paper addressing efforts from organized groups to pressure the government and the security services to engage in further reform in Indonesia's progress toward democratization.

59 Resource Room: Accreditation Library (Evans)

60 CHHS Points of Pride, wmich.edu/hhs/CHHS-Points-of-Pride.htm

61 Faculty Scholarly Productivity Index, chronicle.com/stats/productivity/page.php?bycat=true&primary=7&secondary=218&year=2007

62 Resource Room: Multiple Data Responses: College of Fine Arts (Merrion)

63 Outgoing Fulbright Scholars, international.wmich.edu/content/view/340/216

64 Resource Room: Year-to-Date-Awards by Funding Source (McKain)

time for faculty to be productive in the time-intensive mentoring that is required to bring student researchers and performers to the highest levels of competence. The University should continue to explore options for expanding the dissemination of knowledge through virtual presentations available through video streaming and podcasts.

Core
Component
4b

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

Core Component 4.Ib.I

WMU recognizes the value of international perspectives and works to provide opportunities for student and faculty exposure to those perspectives.

WMU demonstrates its appreciation for the value of a breadth of knowledge by encouraging development of an international awareness and an understanding of intercultural audiences through centers and institutes, programs, awards, course offerings, and curricular requirements.

International Connections

Through its mission statement WMU conveys its identity as a student-centered research university that is “internationally engaged,” “develops foundations for achievement in pluralistic societies,” and “incorporates participation from diverse individuals in decision-making.”⁶⁵

Through its goals WMU prioritizes continuous improvement of its interdisciplinary international activities and broadening the diversity of the University at all levels. These are specified as goals to: “strengthen interdisciplinary collaboration and international programs” and “increase diversity within the student body, faculty, and staff through institutional practices and programs.”⁶⁶

Through its actions and structures, WMU demonstrates its support of interdisciplinary education, respect for diverse ideas, and an international, global point of view. According to Barbara Hill, senior associate for the American Council on Education International Initiatives, WMU is the only university she knows with a structure that includes a funded centralized resource such as the Haenicke Institute of Global Education, a Faculty Senate council focused on international education, and students participating in its internationalization efforts and activities. WMU also has a long history of international programming, and faculty collaborate with international colleagues from every continent except Antarctica. WMU faculty across campus collaborate with international colleagues from every continent except Antarctica.⁶⁷

Haenicke Institute for Global Education

The Board of Trustees took action in 1998 to establish what is now known as the Diether H. Haenicke Institute for Global Education (HIGE) to promote and support efforts toward globalization and internationalization of WMU’s academic environment.⁶⁸ A direct link from WMU’s homepage to “International” brings up the HIGE homepage with one click. The institute is home to the Michitoshi Soga Japan Center⁶⁹ and the Confucius Institute. The institute works closely with the International Education Council (IEC) of the WMU Faculty Senate, as well as with international education committees and on projects within and across colleges. HIGE promotes and supports efforts toward globalization and internationalization

65 WMU mission and goals, wmich.edu/about/mission/

66 WMU mission and goals, wmich.edu/about/mission

67 Resource Room: Domestic and International Collaborations: Geosciences (Kent)

68 Haenicke Institute for Global Education (HIGE), international.wmich.edu/content/view/146/165/

69 Michitoshi Soga Japan Center , international.wmich.edu/content/view/741/337/

by encouraging WMU students to study abroad, and by developing programs that bring international students to campus.

Study Abroad

The HIGE administers study abroad programs in 35 countries each academic year in which approximately 500 students participate.⁷⁰ Language-intensive study abroad programs are offered in Arabic, Chinese, Japanese, French, German, Russian, and Spanish. The overall trend has been upward over the last several years, ranging from 446 in 2000-01 to 568 in 2007-08, the year for which the most recent data are available. Of the 568 students in 2007-08, 14% were graduate students.

Study abroad attracts majors from across the University. In 2007-08, nearly 17% were education majors, and slightly more were declared business and management majors. Another 11.5% were studying fine arts, and about 6% were health and human services students, with an equivalent number in foreign languages. The remaining students were pursuing disciplines within the College of Arts and Sciences. Of the total 568 students in 2007-08, 510 students studied abroad under programs administered entirely by WMU.⁷¹ The 2008 NSSE report shows that 12% of graduating seniors report that they have participated or plan to participate in study abroad. This compared with 11% in WMU's selected peer group, 13% in WMU's Carnegie peer group and 15% total in the NSSE report.⁷²

Transnational Education

WMU first established exchange relationships with international institutions abroad in 1961, opening its first transnational exchange (twinning) program in 1987. During fall semester 2009, the College of Engineering and Applied Sciences (CEAS) continued to draw the largest group, with 27 Transnational Education students. CEAS was closely followed by the Haworth College of Business, which enrolled 23 new TNE students the same semester.⁷³ The remaining students enrolled in the Colleges of Arts and Sciences, Aviation, Education and Human Development, and Fine Arts. Currently, the University administers five TNE programs through partnerships between HIGE and the following institutions:

- Sunway University College, Petaling Jaya, Malaysia
- Christ University, Bangalore, India
- Jakarta International College, Jakarta, Indonesia
- Rajagiri College, India (both graduate and undergraduate)
- Egerton University, Nakuru Town, Kenya

International Student Recruitment and Retention

HIGE recruits international students beyond those involved in the transnational programs. The Haenicke Institute's International Admissions and Services Office conducts recruiting and provide services to encourage retention of international students. The University actively recruits internationally, including in the Middle East, Japan, Korea, and China. At present, efforts are being made to enroll more Chinese students.

WMU's advantages in recruiting include an on-campus English as a Second Language program, admission contingent on successful completion of the English requirement, and a

70 Resource Room: HIGE International Study Count (McCloud)

71 Resource Room: Open Doors Surveys, Informational Study – Count document (McCloud)

72 Ayers, S. & Belinger, B. (2008). A Portrait of Change: Student Engagement at Western Michigan University, wmich.edu/poapa/assessment/NSSE_FSSE_2008_report_final.pdf

73 Resource Room: TNEP Enrollment Numbers (McCloud)

one-stop shop which handles admissions, immigration, and programming for international students. To encourage enrollment, the HIGE office maintains contact with applicants by mail, e-mail, and phone. Consequently, yield rates averaged more than 40% in 2008-09.⁷⁴

As part of its recruiting efforts, WMU joined an American credentialing organization that vets international recruiting firms. In many countries, students use such agencies to find universities for their clients and guide them through the application process. For example, Markham International Education Center with offices in Toronto and China recruits Chinese students.

International Student Growth

WMU is committed to broadening the educational experience of WMU's students by bringing international students to campus. WMU enrolled more than 1,250 students representing 90 countries in fall 2009. Representation from six continents since 2000 has been consistent.⁷⁵ In fall 2009, the five countries sending the most students to WMU were Saudi Arabia, India, Dominican Republic, Malaysia, and China.

Table 4.1.1 International Student Enrollment Since 2000

Source: SAIR Factbook, Table 8 (multiple years); wmich.edu/ir/factbook/2009/enrollment/mapint.pdf

Year	Enrollment	Countries Represented
Fall 2000	1,803	105
Fall 2001	2,010	104
Fall 2002	1,917	102
Fall 2003	1,726	110
Fall 2004	1497	109
Fall 2005	1,190	98
Fall 2006	975	84
Fall 2007	941	84
Fall 2008	1,114	88
Fall 2009	1,254	90

Among the current challenges facing international recruitment is the limited staff available at HIGE to travel to international locations and engage in the most effective method of recruiting, which is face-to-face. Also, applications are not increasing, so the staff is working harder to attract the persons who have applied.⁷⁶

International Programs Council

Students from abroad studying at WMU have an organization devoted to their interests, which is sponsored by HIGE. This student organization is dedicated to promoting cross-cultural understanding through campus-wide events and occasional social activities. International Programs Council members gain valuable experience through event planning, publicity, marketing, and interpersonal and inter-cultural communications.⁷⁷

74 November 2009 meeting minutes of the International Education Council, wmich.edu/facultysenate/councils/international/minutes/20091119.pdf

75 WMU Fact Book 2008-09, Table 8 International Student Enrollment, wmich.edu/ir/factbook/2009/enrollment/mapint.pdf

76 Faculty Senate International Education Council meeting minutes, November, 2009, wmich.edu/facultysenate/councils/international/minutes/20091119.pdf

77 HIGE International Programs Council homepage, international.wmich.edu/content/view/816/2/

WMU Faculty Senate International Education Council

In addition to the HIGE and the Confucius Institute, the University supports faculty in its internationalization efforts. The Faculty Senate established its International Education Council to serve in an advisory capacity to Faculty Senate and initiate, review, and recommend policies dealing with the international aspects of the University's mission and goals. The council advocates the continued internationalization of the University, and reviews the University's administrative policies and procedures with regard to the conduct of international programs and activities. The International Education Council is expected to seek information from and communicate with all administrative offices and HIGE, as necessary, to carry out its charges from Faculty Senate.⁷⁸

The council provides oversight and input for internationalization activities on campus including, but not limited to, internationalization of the curriculum and enrichment of the international development and experience of faculty, staff, and students, as well as the University's presence in other countries and territories. As part of its role, IEC took the initiative in seeking the WMU administration's support to join the ACE Internationalization Laboratory, described below.

American Council of Education's International Laboratory (2008-10)

WMU joined this nationwide learning community, which is sponsored by the American Council on Education (ACE), in academic year 2008-09 for a membership period of two years. The laboratory aims to advance collective thinking on the difficult issues surrounding the advancement of comprehensive internationalization, including the development of student learning outcomes to assess the effectiveness of internationalization activities.⁷⁹ ACE supports an institution in developing and implementing a strategic approach to an integrated internationalization across campus. Support includes access to data from other institutions that have previously participated. The purpose of WMU's lab is to do a self-review and then "generate a strategic plan for the effective implementation of international initiatives by HIGE, colleges in the University, and the WMU administration."⁸⁰ Although still in its infancy, membership in the laboratory has provided the stimulus to begin task forces and form committees that will make recommendations toward a more integrated approach to internationalization. Selected outcomes from membership in ACE follow. See the full ACE report for complete details.⁸¹

College International Committees

The Faculty Senate's IEC members are faculty who represent international committees within their own colleges. Discussions about forming committees in the College of Arts and Sciences and the College of Education and Human Development will begin in 2010. College committees in the Haworth College of Business, the College of Engineering and Applied Sciences, and the College of Health and Human Services are discussed below.

78 Faculty Senate International Education Council homepage, wmich.edu/facultysenate/councils/international/index.html

79 American Council on Higher Education: The Internationalization Laboratory, acenet.edu/AM/Template.cfm?Section=Intl&CONTENTID=34897&TEMPLATE=/CM/ContentDisplay.cfm

80 Faculty Senate IEC meeting minutes, June, 2009, wmich.edu/facultysenate/councils/international/minutes/20090618.pdf

81 American Council on Education Internationalization Laboratory Report (Draft), March 12, 2010, international.wmich.edu/content/view/1385/165

College of Arts and Sciences International Committee

The College of Arts and Sciences (CAS) International Committee held its first meeting in January 2009. The committee recognized the need for a database of faculty international activities and a proposal for a wiki-style database was made. Other proposals included a review of learning outcomes and assessment plans for study abroad courses in the college, linkage of study abroad courses to college curriculum committees, and creation of a website for the committee within the CAS website.⁸²

Haworth College of Business

The Haworth College of Business (HCoB), which has long had an International Business Education Committee (IBEC), submitted a successful grant proposal to the U.S. Department of Education Business and International Education Program in April 2009. The grant for \$175,000 was funded as Project Edge: Enhancing and Developing Global Expertise, with a focus on ASEAN countries.^{83, 84}

Dr. Zahir Quraeshi gave the following summary of HCoB activities:⁸⁵

- Haworth College of Business faculty have led students in study abroad programs to China and Hong Kong in June 2008 and Thailand and Japan in April 2009. Other trips have been led by faculty to Australia, Germany, Netherlands, and Malaysia, as well as previous trips to China and Japan.
- Faculty development has continued through the U.S. DOE Centers for International Business Education and Research workshop at the University of South Carolina in June 2008. A number of faculty members have attended CIBER programs over the years.
- Faculty organized a well attended college workshop on “Practical tips for internationalizing business courses” (November 2008).
- The HCoB global lectures series consists of one lecture each fall and spring term. In fall 2008, A. Thaj, manufacturing manager from Summit Polymers, discussed “International Business Operations in China: Perspectives from U.S. Firms.” In spring 2009, R. Shembekar, senior manager for DENSO, presented “The Power of Japanese Style Management.”
- The Haworth College of Business created a new Global Business Center (GBC) during 2008-09. The GBC will act as a clearing house to initiate, facilitate, expedite, and champion global business activities of the college in cooperation with the Haenicke Institute. Plans called for the GBC to have dedicated office area in HCoB’s Schneider Hall by the end of the fall 2009 semester,⁸⁶ but construction delays moved anticipated completion to spring 2010.

College of Engineering and Applied Sciences

The College of Engineering and Applied Sciences developed a five-year plan (2008-2013) to engage students in international learning experiences.⁸⁷ The vision is to provide all CEAS graduates the opportunity to have at least one global engineering experience in order to demonstrate what they have learned in their classroom and provide them with the international

82 Faculty Senate IEC meeting minutes, June, 2009, wmich.edu/facultysenate/councils/international/minutes/20090618.pdf

83 Project EDGE, wmich.edu/business/gbc/projectedge.html

84 Experience Haworth News, wmich.edu/business/communications/39831__52.pdf

85 Faculty Senate IEC meeting minutes May, 2009, wmich.edu/facultysenate/councils/international/minutes/20090521.pdf

86 Faculty Senate IEC meeting minutes May, 2009, wmich.edu/facultysenate/councils/international/minutes/20090521.pdf

87 CEAS study Abroad, wmich.edu/pci/pdf/HIGEENGStudyAbroad.pdf

awareness to be qualified to work in a global engineering industry. Those who participate in such experiences will be looked on favorably for employment. Specific goals in the plan include, but are not limited to:⁸⁸

- Encourage international internships;
- Develop ENGR 3400 (Area IV) and ENGR 3700 (Area VII) to facilitate credit transfer from international experience;
- Increase student international preparedness by recommending students have a minor in International Studies, International Business or competence in at least one foreign language; and
- Encourage faculty to engage in faculty exchanges and sabbaticals with selected universities, research partnerships, and participation in international conferences.

By 2013, CEAS expects to:

- Have 20% of CEAS graduates participating in some international learning activity;
- Implement credit transfer and transnational education experience with Paderborn, Swinburne and Auckland universities; and
- Implement a new minor in international engineering experience.

College of Health and Human Services

The College of Health and Human Services provided several examples of its activities and outcomes for the period 2007-09.⁸⁹

- Study abroad enrollment for CHHS has quadrupled since the creation of its international committee (2006).
- Selected CHHS faculty members participated in the Study Abroad Program development lunches organized by the IEC and HIGE in November 2008.
- CHHS supported initial study abroad trips in spring 2008 (Ireland) and summer 2008 (Mexico). A second study abroad course/trip to Ireland was completed in spring 2009.
- Slovakia study abroad ran in May 2009, with two faculty members participating in this experience through HIGE Discovery Grants.
- Cultural sensitivity is threaded in WMU's curricula, as health care education guidelines emphasize the need for cultural sensitivity in course assignments. Given the nature of health care education, CHHS students are exposed to a number of cultures and ethnicities in hospitals, clinics, schools, and the community in their clinical and practicum experiences.
- CHHS sponsored a Book Read event that had a component of cultural sensitivity in February 2009.⁹⁰
- Three CHHS faculty/staff are participating in a course that teaches Spanish and Mexican culture.

International Curriculum

WMU's faculty have developed the curricular programs shown below to increase students' international preparation and readiness.

Western Michigan University, through partnerships among the Haenicke Institute for Global Education (HIGE), the College of Arts and Sciences, and the Haworth College of Busi-

88 CEAS International Committee's Globalization Plan 2008 – draft 3, dated December 2008

89 College of Health and Human Services International Committee Annual Report 2008-09, international.wmich.edu/component/option,com_docman/task,doc_download/gid,432/Itemid,99999999/

90 CHHS Book Read, wmich.edu/hhs/Book%20Read/BookRead2010.html

ness, offers an array of interdisciplinary avenues through which students learn about diverse cultural perspectives. At the undergraduate level, these partnerships include the Global and International Studies major or minor, Latin American Studies minor, Africana studies, Asian studies, and the International and Comparative Politics major, as well as an International Business minor.⁹¹

The Global and International Studies Program

The Global and International Studies program offers an integrative, interdisciplinary approach to the study of global and international issues. Students select four courses from among seven specified academic disciplines, and three to four additional courses to develop a regional, comparative, or foreign language option. Methods and theories from several disciplines are included, as are language studies and regional case studies. A study abroad experience or international internship may be part of the major. Since its implementation in 2003, the Global and International Studies program has grown from two majors to 106 (fall 2009); enrollment in the minor has also increased noticeably, from five to 15 students.

The Latin American Studies Minor

The Latin American Studies Minor requires a minimum of 18 hours, with at least half of the credits at the 300-level or higher; courses must be chosen from those approved in at least three different departments. Students must earn a grade of “C” or better in all course work in the minor.⁹²

The International Business Minor

The International Business Minor consists of four courses from an approved list, plus three to four hours (one course, as elected) that indicate mastery of either the foreign language or cultural studies requirement.⁹³

University General Education

The University General Education program also reflects a commitment to global learning. One of eight required general education distribution areas, Other Cultures and Civilizations,⁹⁴ is designed to broaden perspectives on the human condition by focusing on other cultures and civilizations, singly or comparatively, both as systems unto themselves and as participants in an increasingly interdependent global society.⁹⁵ Courses that satisfy this requirement are designed to deal systematically with the cognitive and pedagogical challenges of presenting and understanding cultures other than one’s own, stimulate reflection on the interaction of cultures and nations in an increasingly interdependent world, and explore alternative views of modernization.

Faculty International Engagement

Faculty are internationally engaged through programs such as study abroad and by teaching in the Global and International Studies curriculum (both discussed above). WMU faculty includes more than 200 scholars with academic or research experience outside the United States, who engage actively in collaborative inquiry with scholars, professionals, and special-

91 WMU International Academic Programs, international.wmich.edu/content/view/41/57/

92 Latin American Studies Minor, international.wmich.edu/content/view/154/44/

93 International Business Minor, catalog.wmich.edu/preview_program.php?catoid=9&poid=1921&bc=1

94 General Education Distribution Area IV: Other Cultures, wmich.edu/registrar/faculty-staff/advisors/gened/GenEd-F2009.html

95 Ad Hoc Committee to Revise General Education, 2004, wmich.edu/poapa/GEA/General%20Education%20Policy.PDF

ists spanning the globe.⁹⁶ WMU faculty have been awarded as Fulbright Scholars, or have taken sabbatical leaves or teach in international locations, and many participate in research collaborations with scholars around the world.

Fulbright Scholars

For nine of the last 10 years, WMU has had at least one Fulbright scholar study abroad, develop international contacts, and return with that knowledge to WMU.⁹⁷ With six faculty members named Fulbright Scholars for the 2006-07 academic year, WMU had more Fulbright recipients than any other college or university in Michigan.

International Teaching Locations

Increasing numbers of WMU faculty are teaching courses in foreign locations. However, these data are not collected centrally. A sample of faculty from the Haworth College of Business who have taught abroad include:

- Dr. Bob Balik, June 2009, University of Economics in Prague, Czech Republic;
- Dr. Zahir Quraeshi, Multiple institutions in Malaysia; and
- Dr. Steve Newell, Advancia-Negocia in Paris, France and Universidad de Cantabria in Spain.

Looking at WMU Today

The University has several longstanding successful programs to increase faculty and students' international awareness. However, there is substantial room for improvement, particularly in the area of internationalization of the curriculum and the number of faculty and students participating in international programs. Although still in its infancy, the ACE Internationalization Laboratory is well positioned to build on and improve the level of integration among the University's many successes and developing efforts. Although still in its infancy, participation in the ACE Internationalization Laboratory has already increased awareness among faculty of internationalization trends and encouraged interest in international activities in two additional colleges (Colleges of Health and Human Services and Education and Human Development). As a result of participation in study abroad, the College of Health and Human Services has seen enrollment in its study abroad programs increase in the last two years.

Another notable outcome is the identification of a need for a comprehensive database of faculty international activities. Pursuing technological solutions for collecting this information was recommended by Faculty Senate IEC (March 2009).⁹⁸ Overall, WMU has made tremendous strides in developing international programs and connections that allow students and faculty to broaden their knowledge base. The Chinese Ministry of Education recently recognized this progress when they rewarded the University's effort with a Confucius Institute. WMU's participation in the ACE internationalization laboratory has also been a rewarding experience resulting in many recommendations that can only strengthen WMU's international commitment. Both students and faculty have opportunities to gain international experience through study abroad, international teaching opportunities and collaborations, and interactions with international students here on campus.

Participation in the ACE Internationalization Laboratory, recent recognition as a Confucius Institute, and increasingly active involvement by both students and faculty in international programs are all strong signs of the University's success in carrying out its commitment to

96 Haenicke Institute fact sheet, international.wmich.edu/content/view/653/99/

97 WMU Fulbright scholars, international.wmich.edu/content/view/340/224/

98 Faculty Senate Minutes, March 12 2009, wmich.edu/facultysenate/senate/minutes/20090312.pdf

providing opportunities for student and faculty exposure to international perspectives. However, WMU must stay focused on improving student participation in international experiences, beyond the basic general education courses, prior to graduation.

Looking to the Future

WMU must maintain and strengthen WMU's international programs in the next 10 years. Concentrated efforts must be made to increase the number of international students on campus to the numbers from before September 11, 2001, which would double the current international enrollment. Even though there are opportunities for domestic students to gain international experience, and the percentage of WMU students studying abroad is comparable to WMU's peer institutions, WMU must find ways to enhance and expand programs to provide as many students as possible a broader educational experience, including exposure to international perspectives. WMU must also assess the learning that students experience through the various international programs available. To that end, the Haenicke Institute for Global Education must develop an assessment plan to measure student learning outcomes.

Core Component 4.1b.2

WMU's curriculum provides students an opportunity to learn a breadth of knowledge and a sense of intellectual inquiry.

The University develops foundations that allow students to succeed in a pluralistic society by fostering the acquisition of a breadth of knowledge and a sense of intellectual inquiry through several programs, including general education, capstone courses, internships, practicum field experiences and the first-year experience. These programs allow students to develop skills for lifelong learning.

General Education Curriculum

The current general education program was initiated in the fall of 1996.⁹⁹ The General Education Assessment Committee approved specific learning outcomes on May 12, 2003.¹⁰⁰ The General Education Review Task Force completed an extensive review of the program in January of 2006.¹⁰¹

The general education program consists of both proficiencies and distribution areas.¹⁰²

The proficiencies are designed to develop necessary components for lifelong learning such as critical thinking and math skills. The eight distribution areas are designed to provide a breadth of knowledge for all students in the areas of fine arts, humanities, U.S. culture, other cultures and civilizations, social and behavioral sciences, natural sciences, natural sciences and technology, and health and well-being. Learning outcomes for each distribution area were es-

99 Report on Student Learning Outcomes, Areas of General Education, wmich.edu/poapa/assessment/pdf/GenEdReviewTFRreport.pdf

100 Report on Student Learning Outcomes, Areas of General Education, May 12 2003, wmich.edu/poapa/GEA/GenEdLearningFINAL

101 Report on Student Learning Outcomes, Areas of General Education, wmich.edu/poapa/assessment/pdf/GenEdReviewTFRreport.pdf

102 University General Education Information, wmich.edu/content.php?catoid=11&navoid=274

established in 2003 and assessment of these learning outcomes was carried out in the 2003-04 and 2004-05 academic years.¹⁰³ A comprehensive review of general education was undertaken by the General Education Review Task Force in fall 2005 with a final report submitted in January 2006.¹⁰⁴ The basic finding of the report was that WMU's general education curriculum served WMU's students well and should continue as designed. This conclusion was partially based upon the results of the two-year assessment of general education.¹⁰⁵

The 2006 report of the General Education Review Task Force came out shortly after WMU's 2005 focused visit from the Higher Learning Commission. The report did contain several recommendations for improvement of General Education that have been enacted since that focus visit.

- The report recommended that a director of undergraduate studies be appointed from the faculty to oversee the general education program. That position was created in 2008 and promoted to associate provost status in 2009.
- The report recommended improving assessment tools, particularly those of the proficiencies. To that end, the University began administering the Collegiate Learning Assessment exam during the 2008-09 academic year. Also, a pilot study was begun in spring 2009 to determine how effectively TracDat could be used to assess general education. TracDat is a software package created to help institutions manage assessment and strategic management processes by providing a systematic approach for entering assessment plans where outcomes and measures can be defined and easily viewed. More importantly, within this tool, observations, including findings, results and conclusions are linked to strategic or action plans undertaken to improve programs and learning. The robust reporting provided by this tool can provide real time visibility into where the focus needs to be to make improvements to assure student and institutional goals are being met. This pilot study began by using volunteers who taught the baccalaureate writing courses within departments.
- The report recommended that the Committee to Oversee General Education (COGE) play a key role in assuring that the learning outcomes of the courses within General Education are consistent with the goals of the program. Thus, a review process was reinstated during the 2009-10 academic year.

COGE is a standing committee of the Faculty Senate.¹⁰⁶ The committee reviews each new proposed general education course to assure that the learning outcomes match those established for the particular proficiency or distribution area.¹⁰⁷ In addition, it is charged with reviewing each existing course on a regular basis to make sure it continues to deliver the agreed-upon learning outcomes.¹⁰⁸ The last full cycle of review occurred from 1997 to 2004. The review process was disrupted from 2004 until 2009, but was reinstated during the 2009-10 academic year.

103 wmich.edu/poapa/GEA/GEAC%20report.Final%2010-18-05.pdf

104 General Education Review Task Force Report, wmich.edu/poapa/assessment/pdf/GenEdReviewTFReport.pdf

105 General Education Assessment Committee, wmich.edu/poapa/GEA/GEAC%20Report.Final%2010-18-05.pdf

106 Faculty Senate homepage, wmich.edu/facultysenate/

107 Committee to Oversee General Education, wmich.edu/facultysenate/committees/education

108 Committee to Oversee General Education, wmich.edu/facultysenate/committees/education

Table 4.1.2 Current Schedule for the Next Cycle Of Review

Source: Faculty Senate Office

Proficiency or Area	Title	Review Year
Proficiency 1	College-Level Writing	2013-14
Proficiency 2	Baccalaureate-Level Writing	2013-14
Proficiency 3	College-Level Math or Quantitative Reasoning	2012-13
Proficiency 4a	Advanced Writing	2013-14
Proficiency 4b	Math or Quantitative Reasoning	2012-13
Proficiency 4c	Critical Thinking	2012-13
Proficiency 4d	Oral Communication	2012-13
Proficiency 4e	American Sign Language	2012-13
Proficiency 4f	Computer Programming and Applications	2012-13
Proficiency 4g	Foreign Language	2012-13
Area I	Fine Arts	2012-13
Area II	Humanities	2009-10
Area III	The United States: Cultures and Issues	2009-10
Area IV	Other Cultures and Civilizations	2010-11
Area V	Social and Behavioral Sciences	2010-11
Area VI	Natural Science and Laboratory	2011-12
Area VII	Natural Science and Technology	2011-12
Area VIII	Health and Well-Being	2011-12

Capstone Courses

Capstone courses help increase students’ capacity for lifelong intellectual learning primarily within their major. Although these courses may vary somewhat from discipline to discipline, they often test the student’s ability to apply what they have learned by the time they reach senior status. Over half of the departments at WMU have capstone courses, with the majority required for the major.¹⁰⁹ Most of these capstone courses are at the undergraduate level, but there are some examples of capstone courses at the graduate levels (e.g., nursing, occupational therapy, and public administration). Most departments consider the thesis or dissertation required of graduate students as the capstone experience.

Table 4.1.3 Academic Departments that offer Capstone Courses

Source: David Reinhold, Associate Provost for Assessment and Undergraduate Studies

College of Arts and Sciences		
Department	Capstone Course (Y/N)	Course(s)
Chemistry	Yes	CHEM 5750
Communications	Yes	COM 4800, 4700, 4500, 3500, 3550, 3560, 3420, 3430, 4410, 4450, 4480, 5410, JRN 4100
Economics	Yes	ECON 4090
English	Yes	ENGL 4640, 4800, 5660, 6900, 6910
Foreign Languages	Yes	FREN 5100, 5200, 5600 Ger 5200, 5600
Gender and Women’s Studies	Yes	WMS 4010
History	Yes	HIST 4990, 4950, 4940
Math	Yes	MATH 4500
Philosophy	Yes	PHIL 4800
Physics	Yes	PHYS 4660

Table 4.1.3 Academic Departments that offer Capstone Courses (continued)

<i>Department</i>	<i>Capstone Course (Y/N)</i>	<i>Course(s)</i>
Political Science	Yes	PSCI 4500, 4050, 4210, 4940, 4600
Psychology	Yes	PSY 4600
Public Administration	Yes	PADM 4000
Sociology	Yes	SOC 4660, 4800
Statistics	Yes	STAT 4810

College of Fine Arts

<i>Department</i>	<i>Capstone Course (Y/N)</i>	<i>Course(s)</i>
Dance	Yes	DANC 4700, 4800
Music	Yes	MUS 4810, 6900, 6810, 6910 ED 4100
Theater	Yes	THEA 4700, 4990

College of Aviation

<i>Department</i>	<i>Capstone Course (Y/N)</i>	<i>Course(s)</i>
Aviation Sciences	Yes	AVS 4900, 4910

College of Engineering and Applied Sciences

<i>Department</i>	<i>Capstone Course (Y/N)</i>	<i>Course(s)</i>
Civil and Construction Eng.	Yes	CCE 4830, 4850
Computer Science	Yes	CS 4900, 4910
Electrical and Computer Eng.	Yes	ECE 4810, 4820
Industrial and Manufacturing	Yes	IME 4910, 4920, 4930
Mechanical and Aeronautical	Yes	ME 4790, 4800
Paper, Chem. And Imaging	Yes	CHEG 4870, PAPR 4600, IMAG 4850

Health and Human Services

<i>Department</i>	<i>Capstone Course (Y/N)</i>	<i>Course(s)</i>
Holistic Health	Yes	HOL 6700
Interdisciplinary Heal. Ser.	Yes	HSV 4900
Nursing	Yes	NUR 6990
Occupational Therapy	Yes	OT 6000, 6860
Physician Assistant	Yes	MDSC 6800
SPADA	Yes	SPADA 6700
Speech Pathology	Yes	SPPA 4590

Haworth College of Business

<i>Department</i>	<i>Capstone Course (Y/N)</i>	<i>Course(s)</i>
Finance and Commercial Law	Yes	BUS 4750
Management	Yes	BUS 4750, 4990
Marketing	Yes	MKTG 4860, 4810, 4700

Points of Pride

WMU's Department of Theatre is widely recognized as one of the nation's best undergraduate programs and is a regular winner of American College Theatre Festival awards.

Table 4.1.4 Examples of Senior Capstone Project/Thesis/Experience

Source: David Reinhold, Associate Provost for Assessment and Undergraduate Studies

Semester	Program	Topic
Fall 2009	Civil & Construction Engineering	Wastewater Treatment Plant Optimization
	Computer Science	Harvest Helper – Farming Assistance Software
	Electrical & Computer Engineering	Hand and Arm Gesture Interpreter
	Industrial & Entrepreneur Engineering	Kalamazoo Loaves and Fishes Warehouse Redesign
	Industrial & Manufacturing Engineering	The Green Initiative: A Sustainable Waste Oil Solution
Spring 2009	Computer Science	Solar Car Simulator
	Electrical & Computer Engineering	Solar Cell Characterization System
	Industrial Design	The “Eco Essentials” Pak for Homeless People
	Industrial & Manufacturing Engineering	Determining Energy Savings Using A “Green” Refrigeration Product
	Mechanical & Aeronautical Engineering	House Geometry Optimization For Wind And Solar Energy Generation
	Chemical Engineering	Methanol Waste Distillation Optimization From The Manufacturing Process of Biodiesel
Fall 2008	Civil & Construction Engineering	Valley Elementary School
	Computer Science	Ambulance Maintenance System
	Electrical and Computer Engineering	Visual Alarm Interface For The Hearing Impaired
	Mechanical & Aeronautical Engineering	Instrument Kit For Joint Surgeries
	Mechanical & Aeronautical Engineering	Hydrogen Transit Vehicle Fuel Station
Spring 2008	Civil & Construction Engineering	Six Story Green Office Building
	Electrical & Computer Engineering	Surgical Console Data Interface
	Industrial Design	Patient Fall Prevention
	Industrial & Manufacturing Engineering	Redesign Of Side Rail Systems For Hospital Beds
	Mechanical & Aeronautical Engineering	Method Of Attaching Porous Titanium For Orthopedic Implants
	Mechanical & Aeronautical Engineering	Thermoelectric Waste Heat Recovery
Fall Ongoing	Dance	Copy write laws and ethics for use of original music and dance in DANC 4450 Senior Seminar
	Theatre	All of our senior design students create scenery, sound and light for faculty directed productions. They are expected to exhibit their acquisitions and application of knowledge in this final challenge. We have also had students write and perform one-person shows, and do extensive research in preparation for a performance.

Table 4.1.4 Examples of Senior Capstone Project/Thesis/Experience (continued)

Semester	Program	Topic
	Dance	Creation of a dance videos and live performance that address sexual orientation and child abuse prevention in DANC 4700 Senior Capstone Project
	Theatre	All of our senior design students create scenery, sound and light for faculty directed productions. They are expected to exhibit their acquisitions and application of knowledge in this final challenge. We have also had students write and perform one-person shows, and do extensive research in preparation for a performance.
Ongoing	Marketing	Annually, students provide research assistance to small business through the course work in MGMT 3010/4010. Approximately 25 teams have contributed over 3,000 hours in 2007-09 to clients. WMU is one of fewer than 100 universities in the U.S. to offer such a program.

Internships, Practica, and Field Experiences

Internships, practica, and field experiences are valuable tools for helping students increase their breadth of knowledge. NSSE reports (2002, 2003, 2006, 2008, and 2009) show that WMU seniors participated in these programs at a higher rate than WMU's peer institutions in three of the five years surveyed.¹¹⁰

WMU promotes global and domestic internship opportunities through its career and student employment services, and colleges and University career fairs. Career and student services offers eight to 10 career fairs a year to assist students in finding full-time, part-time, and internship opportunities. The career fairs held each year include a Nursing Fair, Career Day, Broadcasting Media Job Fair, Engineering Opportunities Day, Career Fair, Federal Employment Mix and Mingle, Social Work Fair, and Education Job Fair. Over 351 organizations attend the career fairs on a yearly basis. In addition, employers visit throughout the academic year for individual recruiting days. On average, two to three employers are on campus each week interviewing for internship, co-op, and full-time candidates. On BroncoJOBS, the employment website for students, there were 651 internships posted for the 2008-09 year.¹¹¹ Additionally, WMU is a member of the Intern in Michigan, Intern Bridge, and other internship resources to expand the options for WMU students. One new initiative is the Cool Co-Op competition initiated in the College of Engineering and Applied Sciences. This initiative provides students the opportunity to nominate their co-op site, supervisor, or experience as cool co-op. Through this initiative, 65 internship/co-op sites, many new sites, were identified and added.¹¹²

Table 4.1.5 Percentage of WMU Seniors who Participated in the NSSE Survey

Source: Response Rate by Class, Respondent Characteristics, National Survey of Student Engagement (NSSE) Institutional Reports (2002, 2003, 2006, 2008, and 2009)

Year	WMU %	Selected Peers %	Carnegie Peers %	NSSE %
2002	47	No selected peers	49	51
2003	41	No selected peers	38	44
2006	37	33	34	36
2008	45	29	31	35
2009	29	27	31	34

110 NSSE response data, Office of Institutional Effectiveness, Evans

111 Lynn Kelly-Albertson, Career and Student Employment Services, BroncoJOBS

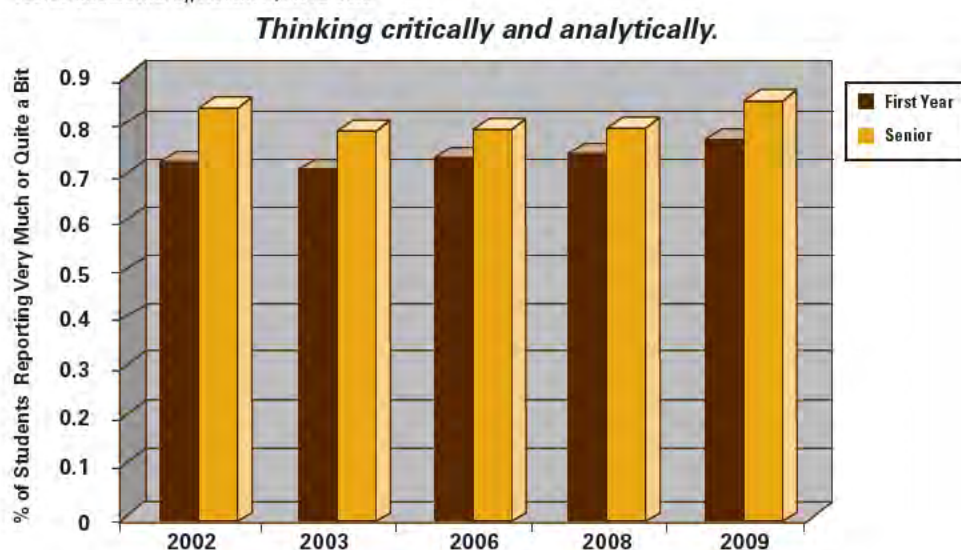
112 Cool C-Op and Internship Competition 2009, wmich.edu/career/careerspotlight/spotlight-docs/ccic.html

First-Year Experience

First-Year Experience (FYE) includes the summer orientation for incoming freshmen, Fall Welcome for incoming freshmen (the week before fall classes begin), and the First-Year Seminar (FYS). The FYS was initially offered in fall of 2005. Since that time, the number of freshmen who have enrolled in the course has increased steadily from 525 in the fall of 2005 to over 1,100 students enrolled in fall 2009.¹¹³ The course helps students acclimate to the University setting, but also gives them some exposure to lifelong learning skills.¹¹⁴ The textbook used in the class covers issues such as strategic learning, higher-level learning and diversity, which are important for a life of learning. The course also requires a community service component. Students can participate in the Fall into the Streets program where they volunteer at various service organizations around the community. Instructors can also provide additional experiences, such as serving meals in local homeless shelters, to add to the student experience. The course in recent years has required a class research project. This project is designed to help students develop their intellectual inquiry skills with the aid of an instructor and student facilitator. The First-Year Experience program office has used several tools to assess the program with the most recent being a survey developed through Educational Benchmarking, Inc. that was administered to the fall 2009 class.¹¹⁵

Chart 4.1.1 Responses to NSSE Survey Question 11e

Source: Institutional Effectiveness, NSSE data



Looking at WMU Today

WMU offers a curriculum that provides students with opportunities to expand the breadth of their knowledge and stimulates intellectual inquiry. All students must complete the general education requirements established by the University. The fact that more than half of the departments have capstone courses, and two-thirds of the surveyed students have participated in an internship, have had a practicum, or field learning experience indicates that most students participate in some exercise designed to prepare them for a life of learning in their chosen profession. Although the majority of incoming freshmen do not currently participate in the First Year Seminar, the numbers have increased significantly since the program began in fall 2005.

113 Toni Woolfork-Barnes, Office of First Year Experience Program

114 First-Year Seminar, wmich.edu/fye/seminar/index.html

115 Web-Enabled Survey System, wess.webebi.com/rptweb/RptRouter.aspx?vidx=19AP4PfBI4s=&oid=19797

Looking to the Future

A major challenge for the future is to better coordinate the programs mentioned above. Currently, general education, capstone courses, internships, service learning experiences, and First-Year Seminar are run through different units without a coordinated plan. The first step will be to establish a better record keeping system, such that WMU can track the experiences of graduating seniors. Much of this can be accomplished through the Banner system. Once this is established and the data analyzed, discussions need to occur across campus as to how integration of these programs can benefit all. Part of the process must include educating the students to understand how the integrated program will help them develop or expand their lifelong learning skills.

Although several of the recommendations of the General Education Review Task Force have been implemented, WMU must consider others strategically. The task force observed that faculty participation in the 2003-2005 general education assessment process was low. The task force encouraged more awareness and participation in the assessment process by faculty. This should be one of the next recommendations addressed by the associate provost for assessment and undergraduate studies.

The First-Year Seminar is still evolving. In fall 2009, the University experimented with seminar sections that had a sustainability theme. Departments have been invited to suggest other themes for First-Year Seminar. One goal of this process is to get more departments and colleges involved in the program, thereby increasing the number of sections of the course and allowing more student participation. The thematic nature of the different sections will not eliminate current coverage of lifelong learning skills; it will only put these skills into the context of a specific field or interest.

Core Component 4.Ib.3

The University supports the acquisition of a breadth of knowledge through co-curricular/service activities.

WMU facilitates and promotes for its students a wide range of opportunities for learning outside the classroom, in keeping with the size and diversity of WMU's student population. WMU has a long and active history of making co-curricular and service activities available to students. These activities are supported across the organizational units.

Co-curricular Programming

Many of WMU's departments, schools, colleges, and professional programs integrate co-curricular activities into their programs in order to build skills and increase awareness of issues related to the given field of study. Over the past five years, academic units have expanded co-curricular/service programming for their students in order to build skills and increase awareness of issues related to their program of study. Some of these activities bring together a broad coalition of University and community organizations. For example:

- Students in the Bronson School of Nursing participate in community health screenings, health education, poverty simulation, and school teaching projects.

- The College of Education and Human Development employs its students in tutoring at area elementary schools through the America Reads Tutoring Program.
- 2008 Kalamazoo Youth Media Initiative was a joint project between WMU's Walker Institute for the Study of Race and Ethnic Relations, the School of Communication Clifford Media Center, the Community Access Center, City of Kalamazoo, Youth Opportunities Unlimited (KRESA), Douglass Community Association, Eastside Neighborhood Association, and Boys and Girls Club of Kalamazoo.
- Sindecuse Health Center's Office of Health Promotion and Education provides health information through workshops, social marketing, online resources, and peer education. It also offers internship, practicum, and course credit for students who become trained peer educators.

Career Education

Many of WMU's departments, schools, colleges, and professional programs organize events for students that inform students about careers, professional practices, and other career-related topics. These events often involve alumni working in the students' field of study.

- In 2007-08, the Department of Mathematics sponsored a series of monthly career talks given by mathematicians working in finance, industry, and government.¹¹⁶
- The ongoing College of Engineering and Applied Sciences lecture series covers topics in engineering practice such as ethics, sustainability, professional conduct, and intellectual property, and features speakers from academia, government, industry, and professional organizations.¹¹⁷
- For the past decade, the Haworth College of Business Distinguished Speaker Series has hosted high-profile leaders in business and government to address a broad range of issues in business, finance, marketing, law, and politics.¹¹⁸
- The WMU Career Network, WMU Career and Student Employment Services, and Haworth College of Business Career Center provide career information and contacts for students.¹¹⁹
- Each spring, the WMU Center for the Study of Ethics in Society hosts a film series, featuring films that incorporate ethical problems and concerns. A discussion leader raises some of the key issues at play within the film, then opens the floor to audience members for discussion.¹²⁰ The purpose of the center is to encourage and support research, teaching, and service to the University and community in areas of applied and professional ethics. These areas include, but are not restricted to, business, education, engineering, government, health and human services, law, media, medicine, science, and technology.

Alumni Events

Units regularly organize events that connect students with alumni. The College of Arts and Sciences hosts Major Excitement, an annual event aimed at giving students enrolled in University Curriculum (undecided major) an overview of WMU's many programs.¹²¹ All of WMU's colleges participate in this event, which affords students the opportunity to speak

116 Department of Mathematics Seminars, wmich.edu/math/Events%20Seminars.htm

117 Resource Room: Speaker Series: College of Engineering and Applied Sciences (Vizzini)

118 Keystone Bank Breakfast Series, wmich.edu/business/keystone/keystone.html

119 Career Center-Haworth College of Business, wmich.edu/business/thecareercenter/

120 Center for the Study of Ethics in Society, wmich.edu/ethics/index.html

121 Event will help students choose a major; WMU News, Sept. 15, 2009, wmich.edu/wmu/news/2009/09/032.shtml

individually with both faculty and alumni about programs of study and potential careers for those graduating in the given field.

The WMU Alumni Association provides students with career development opportunities through its Alumni Career Network, which features a comprehensive job search database along with résumé building advice. This program gives students access to an online portfolio which provides resources on upcoming Career Events, Assessing Your Skills and Interest, Exploring Careers, Résumés, Cover Letters, Interviewing, and Job Search strategies.¹²²

Service Learning Opportunities

Student opportunities for service learning exist in abundance at WMU.¹²³ The WMU Student Activities and Leadership Programs Office (SALP) serves as the primary clearinghouse for student volunteer opportunities, in addition to offering its own programs. For the past decade, SALP has hosted Volunteer Extravaganza during Bronco Bash, an event which allows non-profit agencies from the Kalamazoo community to connect with student volunteers. Likewise, Fall into the Streets is a community service day organized by SALP, which this year sent nearly 350 first-year WMU students into the Kalamazoo community to help with a variety of worthwhile projects at 14 non-profit organizations. Since 2004, SALP has hosted a series of talks that focus on leadership and service.

SALP is home to Volunteer Services, whose website (listed below) serves as a major resource for student volunteers, currently listing over 160 volunteer opportunities ranging from arts and culture to senior services.¹²⁴ For the past two decades, Volunteer Services has organized the Festival of Trees, which is the primary fundraising event for the Junior League of Kalamazoo. Two other initiatives are Alternative Winter Experience and Alternative Spring Break, which give students the opportunity to travel around the country and participate in weeklong service learning opportunities as a means of addressing social issues. These issues include hunger, homelessness, HIV and AIDS, domestic abuse, and preserving the environment. Participants have traveled to New York and Washington, D.C. to prepare and deliver hot meals for people with HIV and AIDS, to Atlanta, Georgia, and Colorado to work with issues of hunger and homelessness, and to Tahlequah, Oklahoma, to volunteer at the Cherokee Nation, helping children in a Head Start Program. Further volunteer opportunities are offered to students through the Student Activities and Leadership Programs, Western Student Association, Graduate Student Advisory Committee, registered student organizations, and residence halls.¹²⁵

The Division of Multicultural Affairs is also active in service learning opportunities.¹²⁶ This office serves as an information resource on the role and value of diversity in education for WMU, and for the greater Kalamazoo communities. Multicultural Affairs offers many events and programs that promote cultural awareness. It currently lists 58 organizations and activities in its volunteer activities, including the American Cancer Society, American Red Cross, Boys and Girls Club, and Habitat for Humanity. Also, the Office of Diversity and Inclusion's Multicultural Center (MCC) provides information on diversity, ethnic, and cultural issues through speakers, events, exhibits, and displays scheduled by University groups and organizations.¹²⁷

¹²² WMU Alumni Association, wmich.edu/alumni/

¹²³ Student Activities and Leadership Programs, salp.wmich.edu/

¹²⁴ Volunteer Services, volunteerservices.wmich.edu/

¹²⁵ Division of Student Affairs, studentworld.wmich.edu/

¹²⁶ Office of Multicultural Affairs, wmich.edu/multicultural/

¹²⁷ Multicultural Center, wmich.edu/diversityandinclusion/mcc.html

Looking at WMU Today

WMU creates a climate for students in which service to others is valued, promoted, and recognized. Co-curricular and service learning is embedded in the curriculum of several WMU programs. At the same time, students are involved at various levels in student organizations which embody a culture of service and outreach to the larger community. Relevant WMU programs seek to connect students to these opportunities throughout their time at WMU, beginning with information shared at freshman orientation before arrival on campus, and Volunteer Extravaganza during their first weeks at WMU.

Looking to the Future

Throughout its history, WMU has built service into its ethos of higher education and lifelong learning. As WMU grew and its mission expanded, so too did the range of co-curricular and service activities available to WMU's students. The continuing challenge for the institution in this area is to evolve its policies and infrastructure in response to a changing world, in such a way as to ensure that students are exposed to relevant experiences outside the classroom which will help to shape them as citizens. By dedicating resources to staffing and programs, WMU has made a major commitment to continue its support for these kinds of opportunities for students well into the future.

Core Component 4.1b.4

WMU fosters the acquisition of a breadth of knowledge and the exercise of intellectual inquiry through support for student research.

The University fosters the acquisition of a breadth of knowledge and the exercise of intellectual inquiry through research activities at both the graduate and undergraduate level. Although University support for research is covered extensively in Criterion Four.2, support programs for students are highlighted in this section.

Original research and creative activities are major contributors to the exercise of intellectual inquiry and can enhance the breadth of knowledge for both undergraduate and graduate students. WMU supports research throughout the curriculum and encourages participation by both undergraduate and graduate students in faculty-supervised projects. The University also enhances intellectual inquiry of undergraduate and graduate students by inviting speakers from outside the University and rewards research excellence of WMU's students.

Undergraduate Student Research Support

Intellectual inquiry through undergraduate research is supported on several levels. Students in the Lee Honors College (LHC) must complete a thesis. The LHC has established the Dean's Summer Research Thesis Scholarship, the Carl and Winifred Lee Research Travel Scholarship, and the Seibert WMU Undergraduate Research and Creative Activities Award to aid students in their research activities. Between spring 2005 and summer 2009, these scholarships provided \$267,000 to support undergraduate student research.¹²⁸ In addition to the LHC, other academic colleges also supply undergraduates with funds to pursue research or creative activities. The College of Arts and Sciences has the Undergraduate Research and

Creative Activities Awards that has historically provided between \$5,900 and \$18,500 per year for undergraduates.¹²⁹ The College of Fine Arts also provides funds between \$5,000 and \$10,000 per year to support student projects.¹³⁰ The outcome of this support for undergraduate research has been that a significant number of undergraduates in most colleges participate in a faculty-mentored research project or creative activity. The NSSE data in the following table demonstrates that participation in research by WMU undergraduates is slightly less than that reported at WMU's peer institutions.

Table 4.1.6 Percentage of WMU Seniors who Reported Working on a Research Project with a Faculty Member Outside of Course or Program Requirements

Source: Affirmative Response to Question 7d (6d for 2002), National Survey of Student Engagement (NSSE) Institutional Reports (2002, 2003, 2006, 2008, and 2009)

Year	WMU %	Selected Peers %	Carnegie Peers %	NSSE %
2002	20	No selected peers	27	25
2003	25	No selected peers	29	27
2006	15	17	19	19
2008	17	19	20	20
2009	13	16	20	19

Graduate Student Support

Support for intellectual inquiry at the graduate level comes from several sources. The University financially supports students through graduate and doctoral assistantships. The number of research or nonteaching assistantships varies from year to year, but has ranged between 400 and 700 for fall and spring terms during the past five years.¹³¹ The Graduate College also sponsors many programs. Students are given individualized advising, guidance, and mentorship at all stages of the dissertation process. The Graduate College provides workshops to students on subjects such as statistical analysis, writing and publishing, and obtaining external funding. An ethics certification process has also been developed. Financial assistance is also available through various awards, scholarships and prizes provided by the Graduate College. Graduate Student Research and Travel funds are awarded three times during the academic year. Between the 2004-05 and 2008-09 academic years, approximately \$30,000 a year was awarded for graduate student travel to professional meetings.¹³² In addition, the college offers several fellowships (Gwen Frostic, Thurgood Marshall, Martin Luther King/Cesar Chavez/Rosa Parks Future Faculty, WMU-AGEP, and Graduate College Dissertation Completion), as well as the George and Beatrice Fisher Gerontology Dissertation Prize, the Patricia Lee Thompson Dissertation Award, and the Western Michigan University Dames Endowed Scholarship. Finally, graduate students are supported through external grants awarded to faculty. The outcome of these efforts has been an increase in the number of doctoral degrees awarded by WMU. The University passed the 100-doctoral-degree-level for the first time in 2007-08 when 111 degrees were awarded. The number fell slightly in 2008-09 (103), but remained over 100. The efforts have also resulted in a number of graduate programs receiving high national rankings, including speech pathology, occupational therapy, physician assistant, rehabilitation counseling, and science education.¹³³

129 Resource Room : Multiple Data Responses: College of Arts and Sciences – Additional Research Responses (Kent)

130 Resource Room : Multiple Data Responses: College of Fine Arts (Merrion)

131 Resource Room : Graduate Student Awards (Pyenson)

132 Resource Room: Graduate Student Awards (Pyenson)

133 Lewis Pyenson, Graduate College, January 2010

Speaker Series

Intellectual inquiry does not occur in a vacuum. WMU has been active in inviting external speakers to campus to help invigorate the learning process. The University's Visiting Scholars and Artists program provides funds for units to invite experts to interact with faculty, students, and staff.¹³⁴ The program provided funds for 11 speakers to visit campus during 2008-09 academic year¹³⁵ and 16 speakers for the 2009-10 academic year.¹³⁶ The Graduate College has also been active in bringing in outstanding speakers from various fields of study to talk with the campus community. During the past three years, the college has brought in an average of a dozen speakers per year.¹³⁷ Several speaker series are organized through the colleges, such as the Distinguished Speaker Series and the Keystone Community Bank Breakfast Speaker Series provided by the Haworth College of Business.¹³⁸ The College of Engineering and Applied Sciences¹³⁹ and the College of Health and Human Services¹⁴⁰ also bring in speakers throughout the year. Nonacademic units such as Student Activities and Leadership Programs also bring in speakers for the general University community.¹⁴¹ Finally, many departments have their own programs to bring in experts in their particular field to talk with both faculty and students.

Recognition of Student Achievement

WMU recognizes and celebrates excellence in learning and intellectual inquiry by students in many ways. The College of Engineering and Applied Sciences annually honors exceptional graduating seniors.¹⁴² The College of Arts and Sciences holds an annual celebration of the research efforts of the undergraduate recipients of the Undergraduate Research and Creative Activities Award in which students present poster presentations of their work.¹⁴³ A yearly celebration of graduate student work called Research Day is sponsored by both the Research Policies Council of the Faculty Senate and the Graduate College.¹⁴⁴ Typically, 30 to 40 faculty and students present their research in a poster presentation and prizes are given out to the best student presentations. The Graduate College also provides additional awards for teaching and research by graduate students through the All-University and Departmental Graduate Research and Creative Activities Awards and the All-University and Departmental Teaching Effectiveness Awards that are given out on a yearly basis.¹⁴⁵ There is a separate category for master- and doctoral-level students for each of these Graduate College awards. Many individual departments also present student awards recognizing student success in learning and intellectual inquiry at both the undergraduate and graduate level.

Looking at WMU Today

WMU supports intellectual inquiry and acquisition of a breadth of knowledge through support for both undergraduate and graduate student research. Numerous programs exist at the University, college, and departmental level that allow students to pursue learning. The num-

134 Visiting Scholars and Artists Program, wmich.edu/provost/VSAP/

135 Visiting Scholars and Artists Program 2008-09, wmich.edu/provost/VSAP/brochure08.html

136 Visiting Scholars and Artists Program brochure, wmich.edu/provost/VSAP/VSAP-Brochure-2009-2010.pdf

137 Resource Room : Speaker Series: Graduate College (Pyenson)

138 Resource Room : Haworth College Business Distinguished Speaker Series (Samant)

139 Resource Room : Speaker Series: College of Engineering and Applied Sciences (Vizzini)

140 Resource Room : Speaker Series: College of Health and Human Services (Washington)

141 Resource Room : Student Activities and Leadership Program Leadership Conference Assessment (Sligh)

142 Resource Room: College of Engineering and Applied Sciences Awards (Vizzini)

143 Visiting Scholars and Artists Program brochure, wmich.edu/provost/VSAP/VSAP-Brochure-2009-2010.pdf

144 Resource Room: Research Day (Jellies)

145 Resource Room: Graduate Student Awards (Pyenson)

ber of undergraduates involved in research and creative activities could be increased given the results of the NSSE reports. The data show that WMU consistently has a lower percentage of graduating seniors who report being involved in faculty directed research. This will require a concerted effort of the entire campus community. Although the University funds hundreds of graduate students each year on research or nonteaching assistantships, the University must consider increasing the number of these awards.

Looking to the Future

The challenge for the future will be to maintain and grow the support systems for student research. This will require the University and individual colleges to raise funds from previously untapped sources. Some of this revenue will need to be used to promote undergraduate research. The University will also need to integrate the research experience more heavily into the curriculum similar to what is currently done in the Lee Honors College. It is unreasonable to think that all undergraduates will participate in research projects, but significantly increasing the numbers above WMU peer institutions is a realistic goal. The research experience can also be tied more closely to the goals of general education and capstone courses.

Core
Component
4c

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Core Component 4.I.c.I

WMU uses program assessment and planning as a means to continuous improvement.

WMU uses assessment and planning as a means to continuously improvement curriculum to ensure that it will allow WMU's students to succeed in future societies. Skills needed for success continually change with each generation. In order to ensure that WMU is provided the necessary tools for a global, diverse and technological society of the future, assessment and strategic planning have been adopted.

Assessment Reports

Each academic department has a University-approved assessment plan.¹⁴⁶ These plans are incorporated into the TracDat system, which allows departments to maintain records of learning outcomes, assessment data related to those outcomes, and efforts to improve student learning based upon the assessment data. Departments are required to submit an annual report of their assessment activities to the dean. Each college prepares an annual report summarizing the assessment activities that have transpired in each department during that year. These assessment reports began in 2004-05 and have been published on the web since 2006-07.¹⁴⁷ The reports contain information on what each unit within the college has done during the past year with regard to program improvements based upon assessment and what support the colleges have given units to continue and/or improve assessment. The University Assessment Steering Committee (UASC) and the provost review these reports and provide feedback to the colleges. The colleges are asked to address any comments made by either the UASC or the provost in the next annual report. This process has resulted in an increased awareness of the University's commitment to assessment and a unified system to monitor the progress of each college.

Graduate Program Review

An extensive review of the graduate programs at Western Michigan University was carried out in the 2004-05 academic year.¹⁴⁸ All graduate programs were included in this ambitious review. Seven committees composed of seven faculty members from across campus were charged with reviewing a designated group of programs.¹⁴⁹ The recommendations of the committees were given to the provost, who then made her recommendations to the president. A committee of 10 faculty members was then charged with reviewing the provost's decision for any program that wished to appeal.¹⁵⁰ The final outcome of the process was the elimination of 11 graduate programs and suspension of two others. The benefit of the process for improvement of student learning came from the fact that all graduate-degree-granting departments were required to participate in an evaluative self-study of their program.

¹⁴⁶ Department Level Assessment Plans, wmich.edu/poapa/assessment/assmt-plan-list.html

¹⁴⁷ Visiting Scholars and Artists Program brochure, wmich.edu/provost/VSAP/VSAP-Brochure-2009-2010.pdf

¹⁴⁸ Academic Program Planning, wmich.edu/poapa/APP/grad-program-review.html

¹⁴⁹ Graduate Program Review Teams, wmich.edu/poapa/review-team-leaders-templates/gpr-team-roster20051010.pdf

¹⁵⁰ Graduate Program Review Appeals Committee, wmich.edu/poapa/appeals-committee/gpr-appeals-committee-roster20060616.pdf

Annual Report on Assessment and Curricular Changes

The outcomes of the graduate program review and the increased campus awareness of assessment have been monitored by the annual report prepared by the associate provost for assessment and undergraduate studies (2008 report,¹⁵¹ 2009 report).¹⁵² The associate provost acts as the curriculum manager for the University and is charged with preparing an annual report on the use of assessment for curricular changes. The initial report was prepared in 2008. The results showed that of the 313 curriculum changes, 22.4% were due to assessment of student learning and 10.9% were the result of the graduate program review. In 2009, 32.1% of the 396 curriculum changes were the result of assessment of student learning while almost no changes were the result of the graduate program review. The drop in changes resulting from the graduate program review is probably due to the time between the review and this annual report. Unfortunately, the true impact of the graduate program review cannot be accurately measured since reports were not done in 2006 and 2007 when the greatest impact may have been felt. It should be mentioned that many necessary changes are due to recommendations from accreditation bodies, or simply evolution of the nomenclature in the field and not based upon assessment of student learning.

Academic Program Planning

Academic program planning was established in January of 2002.¹⁵³ Initial testing (pilot study) of the plan was done in the 2002-03 academic year and involved 10 departments throughout the University. Since that time, a seven-year cycle has been established in which each academic unit undergoes a self-study.^{154, 155} The process was interrupted during the 2005-06 and 2006-07 academic years due to the graduate program review mentioned above. Thus, the first round of the planning process will be completed in the 2011-12 academic year. The process requires that departments address such issues as demand for graduates, attrition rates, student learning outcomes, and curriculum changes to name but a few. The University pays for one expert, external consultant to visit campus to provide an outside perspective of each program.¹⁵⁶ In some cases, departments bring in an additional consultant using their own funds. This requires departments to think about issues of student learning on a regular basis and may contribute to the number of assessment-based curriculum changes mentioned previously.

Strategic Planning

Strategic planning has become more important in recent years at Western Michigan University. Although many colleges, such as Aviation¹⁵⁷ and the College of Arts and Sciences¹⁵⁸ have documents that aid the planning process, some overarching strategic plans have only been developed only recently. Seven key divisions in the institution, Office of the Provost

151 Annual Report on Assessment and Curriculum Change – 2008, wmich.edu/poapa/assessment/Annual_Report_Curriculum.pdf

152 Annual Report on Assessment and Curriculum Change – June 1, 2009, wmich.edu/poapa/assessment/pdf/Annual%20Report%20on%20Assessment%20and%20Curriculum%20Change%202009.pdf.

153 Framework for Institutional Effectiveness and Academic Program Planning, January 7, 2002, wmich.edu/poapa/strategic/newapp.pdf

154 Academic Program Plans Departments Completed 2002-09, wmich.edu/poapa/APP/APP%20List%20by%20Year%202002-08.pdf

155 Academic Program Planning Schedule by Academic Year, wmich.edu/poapa/APP/APP_Review_Schedule_2007-16.pdf

156 Academic Program Planning Operations Protocol Review Teams and Report Format, wmich.edu/poapa/APP/Operations%20Protocol%20for%20Review%20Teams%202008-09.pdf

157 Resource Room: Multiple Data Responses: College of Aviation (Powell)

158 Resource Room: Multiple Data Responses: College of Arts and Sciences (Kent)

and Vice President for Academic Affairs (2010), the Office of the Vice President for Business and Finance (2009),¹⁵⁹ the Division of Student Affairs (2005, revised 2007),¹⁶⁰ the Office of Information Technology (2010),¹⁶¹ the Office of Diversity and Inclusion,¹⁶² the Development Office,¹⁶³ and Office of Strategic Enrollment Management¹⁶⁴ have engaged in planning processes that set the stage for an institutional plan. Strategic enrollment management planning is moving toward review of a draft plan, and development of implementation of the academic affairs plan is underway this summer. It is too early to measure the outcomes.

Instructor and Course Evaluations

Student evaluations of course presentation is important to understanding how and what students learn. Western Michigan University conducted course evaluation prior to 2003, but the instruments used by different departments varied. One problem was that different scales were used across campus. For example, the chemistry department used a scale where one was the highest ranking, while in biological sciences, one was the lowest ranking. Many students took classes in both at the same time and were confused when filling these forms out at the end of the semester. This resulted in data of questionable significance.

In February of 2003, the University moved from an ad hoc course evaluation process to the use of a single instrument—the Instructor and Course Evaluation System (ICES) from the University of Illinois,¹⁶⁵ thus standardizing evaluations across campus to help ensure the data gathered are reliable. The evaluations remain at the individual instructor level and inform changes made in the classroom to improve student learning. These changes are not reflected in the associate provost’s report described above. The use of ICES is specified in the WMU-AAUP agreement.

Looking at WMU Today

Western Michigan University has dedicated resources to developing processes that contribute to improving the lifelong learning of WMU students. The University has recognized and supported the importance of assessment and program planning by establishing the associate provost for assessment and undergraduate studies in July 2009 to oversee these efforts. The University has also established a full-time position with the title of assessment programs specialist. The duties of this position are to coordinate programs designed to improve assessment and help individuals, departments, and colleges with TracDat and iWebfolio, WMU’s electronic portfolio system. Program self-study has become a more important part of the culture of Western Michigan University with the establishment of WMU’s academic program planning process. A unified University effort allows departments to share ideas and best practices. Strategic planning has somewhat lagged behind assessment and departmental program planning. WMU is well positioned to write an empirical, inductive institutional strategic plan drawn from recently developed and implemented new or revised plans in the vice-presidential divisions.

¹⁵⁹ Resource Room: Strategic Plan: Office of Business and Finance (Rinker)

¹⁶⁰ Resource Room: Strategic Plan: Division of Student Affairs (Anderson)

¹⁶¹ Strategic Plan for Information Technology, wmich.edu/itplan/strategicplan/index.html

¹⁶² Diversity and Multiculturalism Action Plan, Revised 2006, wmich.edu/multicultural/documents/Approved%20DMAP%204-19-06.pdf

¹⁶³ Resource Room: Western Michigan University Comprehensive Campaign Executive Summary (Van Der Kley)

¹⁶⁴ Strategic Enrollment Management, wmich.edu/provost/sem/

¹⁶⁵ Instructor and Course Evaluation System (ICES) Implementation Committee Progress Report, wmich.edu/poapa/ices/Progress%20Report%20Approved%206-16-05.pdf

Looking to the Future

Western Michigan University must continually strive to improve the culture of assessment and program planning so that WMU's curriculum is useful to WMU's students. WMU is making a concerted effort to get more courses and programs online. As this happens, departments will need to modify their assessment plans to ensure that students taking courses at distant locations are achieving the same learning outcomes as those in face-to-face classes. The deans' annual assessment report process is now several years old, and WMU must examine ways to make the process more helpful for departments and colleges. Now that departments are finishing WMU's first round of academic program plans, WMU must also look at that process with an eye on improvement. The greatest challenge may be in the area of strategic planning. Strategic plans have been developed in most vice presidential areas, but WMU must make sure that the plans developed carry the University forward in a concerted effort to accomplish WMU's institutional mission. WMU will also need to address the way in which resource allocation is driven by these strategic plans.

Core Component 4.1c.2

WMU students participate in a global network of higher education.

(See Core Component 4.1b.1.)

Core Component 4.1c.3

Western Michigan University assesses the usefulness of its curricula to students who live in diverse communities.

WMU is committed to providing students with an education that will prepare them to live, work, and contribute to the civic and cultural life of WMU's increasingly diverse society. To accomplish this, it is essential not only that material addressing social and cultural diversity be thoroughly incorporated a curricula across the University but also that the usefulness of that curricula for preparing students to thrive socially, intellectually, and economically in a climate of diversity be routinely assessed.

General Education

All WMU students are exposed to diversity issues through Distribution Area IV, Other Cultures and Civilizations, of the general education curriculum. The courses in this area introduce students to values, institutions, and practices beyond the Western European culture predominant in society. Students reflect on the characteristics of other cultures and how the interactions of many cultures affect the world. The four learning outcomes that are covered for each course in this distribution area are to:

- Explain the adaptive nature of culture.
- Explain the influence and contributions of at least one other culture and/ or civilization.

- Describe the history, literature, arts, religion, ideas, and institutions of at least one culture other than one's own.
- Compare, contrast and evaluate two or more different cultures, including one's own.

The 2004 assessment of these learning outcomes showed that 41% of students exhibited a good mastery of the learning outcomes, 37% were adequate, and 22% were weak.¹⁶⁶

College of Arts and Sciences

In the College of Arts and Sciences there are many examples of diversity being integrated into the curriculum. The Gender and Women's Studies program has an extensive protocol for assessing the value of curricula in preparing its students for diversity and can be considered a model for use by other academic units. This involves an elaborate, program-wide assessment of the competencies of graduates, as well as surveys of their opinions. Diversity awareness is a competency for American Humanics certification for students in School of Public Affairs and Administration. Students are required to demonstrate specific diversity-related competencies through their coursework. The comparative religion department has a plan to survey their graduates with respect to their readiness to work in a diverse society.

College of Health and Human Services

Diversity issues have also been addressed in many programs within the College of Health and Human Services. Diversity is a learning objective in many courses in the School of Social Work. In addition to the evaluation of coursework, students' views are assessed in surveys upon entry into the program and at exit. The exit survey addresses preparation to live and work in diverse contexts. One of the goals in both the undergraduate nursing program and the master's of nursing program addresses preparation for diversity. Both the undergraduate and master's diversity learning objectives are assessed within the context of coursework (NUR 2200, 3200, 3310, and 6300). The interdisciplinary health science program has a diversity program goal that is assessed through student work at an internship site in HSV 4900. The speech and language pathology program has a diversity program goal (Standard IV-G) that is assessed through coursework in SPPA 6700 and SPPA 6480.

College of Education and Human Development

The College of Education and Human Development Teacher Professional Development programs are responsive to NCATE accreditation standards relating to preparing graduates for work in diverse contexts. The teacher certification process involves demonstrating specific competencies related to diversity.^{167, 168} Diversity issues in teacher preparation are addressed in NCATE Standard four through the evaluation of teaching internships. Candidate knowledge, skills, and dispositions related to diversity are identified through the conceptual framework and the seven standards which are used to demonstrate candidate application of the framework. The final evaluation for intern teaching (student teaching) is organized around the standards. Among the indicators related to diversity are the following. For example, Section B on the assessment of dispositions includes "tolerance of diverse views" as one of the descriptors. The more extensive list of dispositions, distributed to candidates as part of their orientation to professional education, provides additional definition of dispositional expectations.

Points of Pride

Western Michigan University was the recipient of the 2008-09 American Humanics Program Excellence Award, a prestigious national honor awarded to institutions dedicated to preparing the next generation of nonprofit sector leaders.

¹⁶⁶ General Education Assessment Committee Final Report (2005), wmich.edu/poapa/GEA/GEAC%20Report.Final%2010-18-05.pdf

¹⁶⁷ Resource Room: NCATE Self-reflective final evaluation report of intern teaching (Cummings)

¹⁶⁸ Resource Room: Professional Concerns Conference Record (Cummings)

Table 4.1.7 Intern Teaching Evaluation Items Related to NCATE Diversity Standards

Source: College of Education and Human Development

Standard	Items
One	C. Using global and international perspectives in planning, teaching, and reflecting on practice. D. Respecting individual differences, including those of culture, race, gender, religion, and ethnicity.
Two	D. Planning instruction to accommodate diversity. E. Assessing student abilities and needs when planning instruction. F. Creating inclusionary environments for students with exceptional needs and abilities.
Four	B. Accommodating differences among students, including those students with exceptional needs and abilities.
Seven	D. Applying an understanding of the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools.

In some departments, external accreditation criteria related to diversity inform the curricula. Rarely, however, is the usefulness of diversity-related curricula assessed. Most often, what is assessed are student competencies related to diversity-related learning objectives within specific courses. In this manner, assessments about the usefulness of diversity-related curricula are mostly limited to the judgments of individual professors about their value. In some cases, departments make these judgments either independently or in compliance with external accreditation criteria.

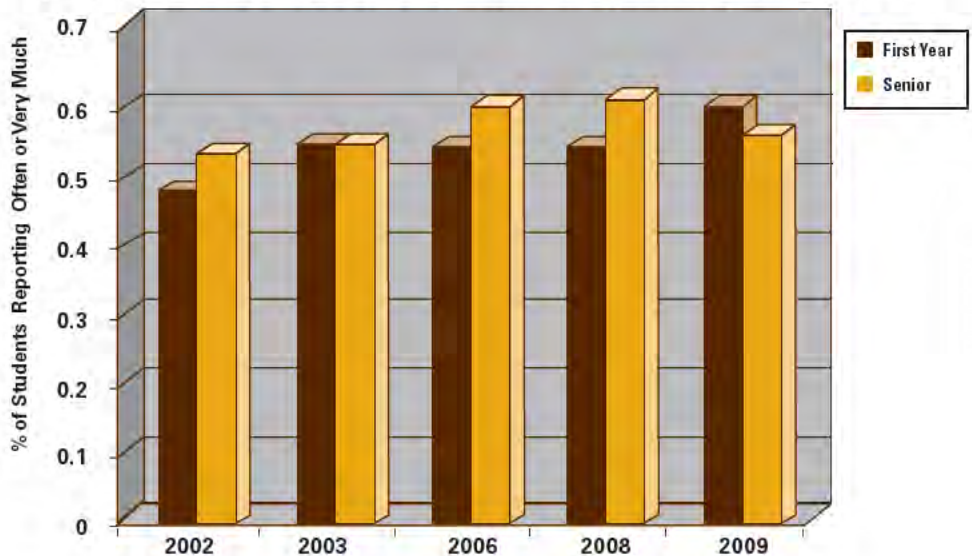
Looking at WMU Today

WMU students are exposed to material addressing diversity in many but not all academic majors. In the vast majority of cases, assessment of the usefulness of curricular materials related to diversity is done by individual professors who evaluate student work in relation to diversity-related course objectives. Beyond this, several departments survey graduating seniors to ascertain their appraisal of the usefulness of the curricula, including content related to diversity. It is not clear whether the units gather information from anyone other than graduates

Chart 4.1.2 Responses to NSSE Survey Question 1e

Source: Institutional Effectiveness, NSSE data

Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.



on the adequacy of academic programs or specific curricula in preparing individuals for living and working in a context of diversity.

Looking to the Future

With a few notable exceptions of departments that already do this, assessing the value of curricula for living, working, and contributing to the diverse society in which WMU's students will live can be considered a target of opportunity to better ensure the relevance of curricula in preparing students for life in this century. In addition to complying with external evaluation standards related to diversity and surveying new graduates as to their assessment of the value of curricular content related to diversity, the University should consider assessing the value of diversity in the curricula several years after students graduate. Students with work experience can be surveyed about how well their WMU education prepared them. Also, academic units of the University should enter into ongoing dialogue with key employers (e.g., school systems, private sector employers, social service agencies) about the preparedness of WMU graduates to effectively work in diverse settings.

Core Component 4.1c.4

WMU prepares students for the technical age of the future.

College students today must acquire the technical skills that will make them successful in the future. WMU provides the necessary technical experience that allows students to be successful in their career of choice. Some form of technology is involved in just about every career students decide to pursue. WMU's programs provide students with the necessary technical knowledge to succeed. This knowledge ranges from what is needed in a particular field of study to more general knowledge dealing with the implications of the technology available today.

Until 2003, the University required all students to exhibit a certain level of computer skills by requiring CS 1000. The Undergraduate Studies Council of the Faculty Senate recommended the computer usage requirement of the general education be eliminated at that time.¹⁶⁹ Departments could opt to still require CS1000 of their students, but the change meant that it was not a University requirement for all students. The rationale was two-fold. First, it was felt that most students had already obtained the required level of competency prior to admission to the University. Second, it was felt that departments were in a better position to determine what specific technical skills their students needed. Thus, the responsibility for computer and technical knowledge in programs was shifted away from the University as a whole and to the departments. What follows are specific examples of how departments have accomplished this task. Programs within all colleges provide students with the technical knowledge they will need to succeed in their future careers.

College of Arts and Sciences

Science departments design upper-level courses that allow students to use state-of-the-art instrumentation. For example, the upper-level physics courses have students using generalized particle detectors and modular electronics,¹⁷⁰ while students majoring in geosciences

¹⁶⁹ Resource Room : Faculty Senate Undergraduate Studies Council MOA-03-08, March, 2008 (Krawutschke)

¹⁷⁰ Resource Room: Multiple Data Responses: Physics (Kent)

can get experience using ground-penetrating radar.¹⁷¹ Technology is also introduced in non-science disciplines. The Department of English has developed a system by which students can create a “virtual museum” which contains electronic media including images, music, and audio clips.¹⁷² The School of Communication has seven different majors and has many courses devoted to the technological aspects of web design, digital video production, and film production to name a few.¹⁷³

College of Aviation

As part of the flight certification process, each student is required to demonstrate proficiency in the use of the technology installed in the aircraft. The primary training aircraft that Western Michigan University uses is classified as a Technically Advanced Aircraft and is the most advanced primary training aircraft available. Each student graduating from the Aviation Flight Science program is required to undergo at least four end-of-course practical flight tests conducted either with the Federal Aviation Administration (FAA) or their designated pilot examiner representative. All maintenance technology lab courses (16 in total) require demonstration of mastery of multiple systems and tools.¹⁷⁴

Haworth College of Business

Many courses are designed in such a way that students learn how to use computer technology to solve problems. For example, students in finance and commercial law are taught how to use Excel spreadsheets to solve problems regarding capital budgeting and investment analysis and to create retirement plans.¹⁷⁵ Students studying marketing use computer technology to manage fictional companies and learn about inventory management and production planning.¹⁷⁶

College of Education and Human Development

Programs within the college were the first on campus to require candidates to use electronic portfolios. These portfolios help students maintain documentation of their learning experiences and are valuable for career advancement well beyond the college experience. Elementary education students are taught various instructional technologies that they can use in the classroom, and secondary education students are introduced to instructional technologies in methods courses taught in the College of Arts and Sciences and professional education courses taught in the College of Education and Human Development.¹⁷⁷

College of Engineering and Applied Sciences

Programs in engineering must meet ABET Criterion 3k, which states that “students attain an ability to use the techniques, skills and modern engineering tools necessary for engineering practice.” To that end, the chemical engineering program has designed a sequence of two courses in which students first learn computer tools that can aid in solving chemical problems and then take a laboratory course in which they learn the usage and applications of computer modeling and simulations. Students in electrical and computer engineering take

171 Resource Room: Multiple Data Responses: Geosciences (Kent)

172 Resource Room: Multiple Data Responses: English (Kent)

173 Resource Room: Multiple Data Responses: School of Communication (Kent)

174 Resource Room: Multiple Data Responses: College of Aviation (Powell)

175 Resource Room: Multiple Data Responses: Finance and Commercial Law (Samant)

176 Resource Room: Multiple Data Responses: Management (Samant)

177 Resource Room: Mastery of Technology: College of Education and Human Development (Wegenke)

courses that involve the technical aspects of electronics, microprocessors, communication systems, and feedback systems.¹⁷⁸

College of Fine Arts

All undergraduate students in the college are required to take Digital Media in the Arts. The course is designed to introduce the audio, video, graphics, and other digital tools used by professionals in the arts. In addition, individual departments also have discipline-specific technologies embedded in various courses throughout the program. For example, DANC 2800 teaches students the application of technology to choreography. The computer technology required for theatre majors is introduced in such courses as Stage Management I, Arts Management, and Computer Aided Drafting and Design.¹⁷⁹

College of Health and Human Services

Most programs in the college require technical knowledge simply by the nature of the discipline. The undergraduate nursing program provides students the opportunity to learn the present and potential impact of health care informatics and how informatics tools are used in practice in NUR 3330.¹⁸⁰ In occupational therapy, students learn to design, evaluate, and select technology that increases the quality of life for patients and is both safe and effective.¹⁸¹ In addition to these specialized technologies, many departments offer courses in which students are taught how to use databases to retrieve information, use data analysis software, as well as, use basic word processing and presentation software (e.g., PowerPoint).

General Education

Even though the University did away with the computer usage requirement in the general education program, distribution area VII was kept and requires all students to consider the application and implications of technology. The learning outcomes for this distribution area are to:¹⁸²

- describe the history of technological innovation and its impact, both positive and negative, on society,
- explain the interconnection between the natural sciences and advancements in technology as they impact health, social and economic welfare; the storage, transfer, and processing of information; the environment.
- demonstrate the ability to evaluate and participate in making societal decisions regarding science and technology.

The purpose of this distribution area is for students to obtain some basic knowledge about the implications and applications of technology in society. The intent is that students will carry this analytic approach to new technology as part of their lifelong learning skills. Initial assessment of the learning outcomes was performed in spring 2005. The assessment was conducted in eight class sections that represented seven of the 23 courses in the distribution area. The assessment results showed that a majority of students achieved learning outcome #1, 80% achieved learning outcome #2 and at least 60% achieved learning outcome #3.

178 Resource Room: Mastery of Technology: College of Engineering and Applied Sciences (Vizzini)

179 Resource Room: Multiple Data Responses: College of Fine Arts (Merrion)

180 Resource Room: Mastery of Technology: Bronson School Of Nursing (Washington)

181 Resource Room: Multiple Data Responses: Occupational Therapy (Washington)

182 General Education Assessment Committee Final Report, wmich.edu/poapa/GEA/GEAC%20Report.Final%2010-18-05.pdf

Looking at WMU Today

WMU programs provide students with the technological knowledge they will need to succeed in the career of their choice. Students learn many state-of-the-art techniques that they can take with them after graduation. Many programs also provide students with basic computer and data retrieval skills. The University, however, has no means to determine how many of WMU's graduating students have mastered the basic technological skills that may be needed beyond the field of study. Presumably, many courses at the University require this basic knowledge. How many courses assume a level of competency, whether that assumption is correct or not, and how many courses actually teach the necessary technology is not known. It is also not known how many courses teach students about information literacy. Just teaching students how to find the information is not sufficient, they need to know what to do with it once they have it.

Looking to the Future

The University must keep pace with technological advances in all disciplines in which programs are offered. This must be a priority if students are to be successful once they graduate. It is also important to determine the basic technological skills of graduating students. The first step toward this goal may be simply finding a system that keeps track of the technological aspects of all programs. This would be similar to the record keeping discussed earlier for capstone courses.

Core Component 4d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Core Component 4.I.d.I

WMU instills an understanding of and appreciation for responsible acquisition, discovery, and application of knowledge in carrying out its education mission.

In a variety of settings, WMU's faculty, students, and staff engage in responsible and ethical acquisition, discovery, and application of knowledge in all aspects of education endeavors.

Senior Capstone Project/Thesis/Experience

Under the supervision of faculty, students complete a senior capstone project/thesis/experience in which they evaluate the impact of their proposed solution on society. Impact is addressed in six areas: economic, environmental, social, ethical, health and safety, and sustainability.¹⁸³ More than one half of the academic departments offer capstone courses. During the period of 2007 to 2009, for example, students in the College of Engineering and Applied Sciences redesigned the warehouse for the Kalamazoo Loaves and Fishes food bank, developing a model for a six-story green office building, and made plans for a hydrogen transit vehicle fuel station. Students in the Department of Dance created and presented public performances, while senior design students in the Department of Theatre designed scenery, sound, and lighting for faculty-directed productions. And students in the Department of Marketing contributed approximately 1,000 hours a year to help small businesses conduct marketing research.

Presentations, Workshops, and Seminars

Faculty, students, and staff participate in presentations, workshops, and seminars sponsored by the Graduate College, the Office of the Vice President for Research, and individual academic departments and colleges. These topics include ethics, academic integrity, intellectual property, safety, and sustainable development.

WMU Center for the Study of Ethics in Society

The WMU Center for the Study of Ethics in Society supports and encourages faculty, students, and staff to carry out research, teaching, and service in the areas of applied and professional ethics.¹⁸⁴ The center develops instructional materials on ethics with focus areas in research, communication, the academy, and engineering, and for secondary science teachers. In addition to hosting lecture and film series¹⁸⁵ and research symposia, the center also sponsors a team every year for the Intercollegiate Ethics Bowl.¹⁸⁶ The performance of WMU students in the Intercollegiate Ethics Bowl, in which the WMU team won third place out of 14 teams in the national completion in 1998, fifth place out of 26 teams in 2000, ninth place out of 32 teams in 2007, and in the top eight out of 32 teams in 2009, demonstrates WMU's students are capable of applying knowledge in an ethical and responsible manner.

183 Resource Room Data: Capstone Summary Tables (Reinhold)

184 Center for the Study of Ethics in Society, wmich.edu/ethics/

185 Center for the Study of Ethics in Society Lecture Series, wmich.edu/ethics/events/lecture_series.html

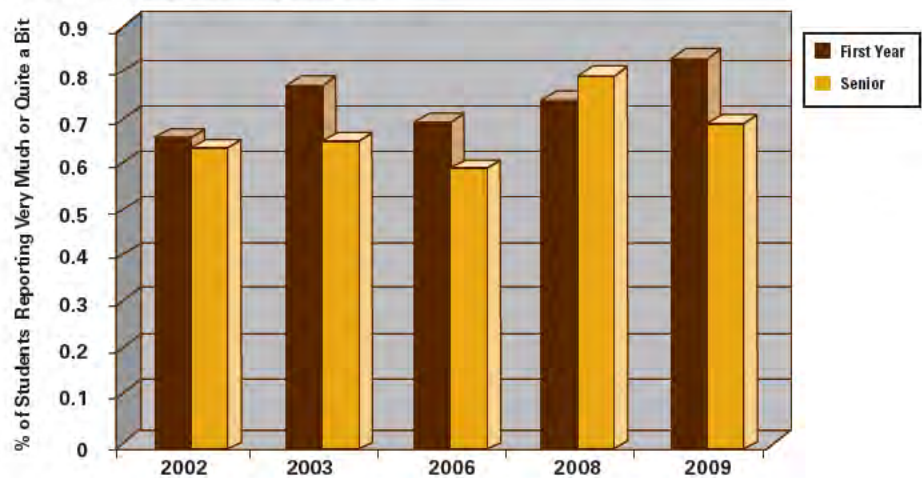
186 Ethics Bowl, wmich.edu/ethics/events/ethics_bowl.html

Co-curricular Activities

WMU extends learning outside the classroom through co-curricular activities. The learning involves both area residents and WMU students. For instance, the Sunseeker Solar Car team holds annual events in K-12 schools to increase awareness of solar energy.¹⁸⁷ WMU senior art students conduct classes for area youth in a Saturday morning art program (SMArt).¹⁸⁸ Also, business students participate in United Campus Ministry – Urban Plunge trips to Chicago.¹⁸⁹ Finally, occupational therapy students completed clinical fieldwork in local, state and regional hospitals, schools, long-term care facilities, mental health programs and other healthcare agencies. Occupational therapy students meet healthcare needs of communities as they are completing.

Chart 4.1.3 Responses to NSSE Survey Question 10b
Providing the support you need to help you succeed academically.

Source: *Institutional Effectiveness, NSSE data*



Core Component 4.1d.2

WMU has policies in place to support faculty, students, and staff in carrying out its educational mission in a responsible way.

WMU Academic Honesty Policy

The Academic Honesty Policy is created by members of the WMU academic community, and is published in the undergraduate and graduate catalogs.¹⁹⁰ Through the Academic Honesty Policy, WMU provides the guidelines for students to learn the proper conduct when they engage in learning, including the use of copyrighted materials and plagiarism. The WMU Academic Honesty Policy is supported by Faculty Senate's Professional Concerns Committee, which recommends the inclusion of the policy in course syllabi and provides the language to include a statement on academic honesty in the course syllabus. The Faculty Senate demon-

¹⁸⁷ WMU Sunseeker Solar Car Team, cs.wmich.edu/~sunseeker/

¹⁸⁸ Saturday Morning Art (SMArt) spring 2010, wmich.edu/conferencemanagement/SMArt.php

¹⁸⁹ Urban plunge weekend, wmich.edu/ucm/pages/up.home.htm

¹⁹⁰ Undergraduate Catalog 2009-10, catalog.wmich.edu/content.php?catoid=11&navoid=427

strates its commitment to an environment for ethical and responsible learning by sending an e-mail at the beginning of every academic year to all WMU instructors with a reminder and a paragraph on the inclusion of academic integrity to include in the course syllabus.

Environmental Safety Policies and Training

The Division of Environmental Safety and Emergency Management (ESEM) in the Department of Public Safety establishes policies on safety and the environment guided by state and federal laws, and it provides training to faculty, students, and staff to ensure compliance of state and federal laws and a safe campus community.¹⁹¹ All new WMU employees (faculty and staff) and student assistants who work in a laboratory or shop are required to receive training on Personal Protective Equipment and Right-to-Know Hazard Communication, which are provided annually by the Division of Environmental Safety and Emergency Management.¹⁹² This ensures that faculty, student teaching assistants, and staff can serve as role model to the students on how to conduct experiments in laboratories or shops, and handle and/ or dispose potential hazardous materials in a safe and responsible manner. In addition, ESEM conducts inspection of buildings and laboratories to ensure that the WMU faculty, students, and staff engage in learning in a safe environment.

Table 4.1.8 Examples of College and Department Presentations that Address Responsible Acquisition, Discovery, and Application of Knowledge

Source: David Reinhold, Associate Provost for Assessment and Undergraduate Studies

College or Department	Semester	Topic/Speaker
College of Engineering and Applied Sciences	Fall 2009	Engineering Ethics – Dr. Tony Vizzini, Dean, CEAS Energy Conservation Efforts at WMU, Peter Strazda, WMU Director of Maintenance Services
	Fall 2008	Designing for Sustainability through Lifecycle Thinking – David Rinard, Director, Global Environmental Performance, Steelcase Inc. Responsible Citizenship in a Technological Democracy – Dr. William Wulf, AT&T Professor of Computer Science, University of Virginia, and Former President of the National Academy of Engineering
		Spring 2008
	Fall 2007	Professional Conduct in the Workplace – Panel discussion featuring practicing engineers Academic Integrity – Edward Eckel, Science/Engineering Librarian, Waldo Library, WMU
	Spring 2007	Sustainable Design and LEED at Western Michigan University – Christopher Pysik, Manager, Architectural Projects, WMU Professional Registration – Dr. Osama Abudayyeh, Associate Dean, CEAS
College of Fine Arts	Ongoing	Dance Wellness Research Project with undergraduate research assistants The Department of Theatre produced 9 faculty directed and 10 students directed productions each academic year. In each of these experiences, students directly apply the knowledge that they have learned in the classroom - working as designers, actors, stage managers and technicians.

191 Environmental Safety and Emergency Management, esem.wmich.edu/policies.htm

192 Environmental Safety and Emergency Management Training Programs, esem.wmich.edu/training.htm

Table 4.1.8 Examples of College and Department Presentations that Address Responsible Acquisition, Discovery, and Application of Knowledge (continued)

College or Department	Semester	Topic/Speaker
Haworth College of Business	Summer I 2009	Will Business End or Revive Western Civilization? From Malthusian Trap to Business Growth Trap; From Paranoia to Metanoia – Dr. Andrew Targowski, Professor, Business Information System
		Connecting Laws of Science and Society – Thomas F. Rienzo, Lecturer, Business Information System
		Globalization: the Rise, Decline or Mutation of Western Civilization? – Dr. Donald McCloud, Dean, Haenicke Institute for Global Education
		How to Sustain an Economically Viable Civilization – Dr. Ajay Samant, Associate Dean, HCOB
College of Health and Human Services	2009	Affirmation of Our Transcendent Ethos – Dr. Suzanne M. Peloquin, University of Texas Medical Branch at Galveston, TX
	2008	Embracing Ambiguity: Facing the Challenges of Measurement – Dr. Wendy Coster, Chair, Department of Occupational Therapy and Rehabilitation Counseling, Boston University
	2007	Lifestyle Redesign: How to Sculpt a Meaningful and Healthy Life in Older Adulthood – Dr. Florence Clark, Associate Dean and Professor, Division of Occupational Science and Occupational Therapy, School of Dentistry, University of Southern California

Table 4.1.9 Examples of Co-curricular Activities in which Students Demonstrate Social Responsibility

Source: David Reinhold, Associate Provost for Assessment and Undergraduate Studies

College, Department, or Program	Co-curricular Activities
College of Engineering and Applied Sciences	<p>The Student Chapter of Society of Women Engineers has hosted annual events since 2003 for area Girl Scouts to learn about engineering and applied sciences careers.</p> <p>The Engineering Design Center for Service Learning has hosted an annual event since 2003 to engage youngsters from Boys and Girls Club in hands-on activities to learn about mathematics, science, engineering, and technology (STEM).</p> <p>The Sunseeker Solar Car Team hosts annual events at K-12 schools in southwest Michigan to increase awareness of solar energy.</p> <p>The activities of the Student Chapter of Engineers Without Borders include the construction of sustainable systems in developing communities.</p>
College of Fine Arts	<p>In the Frostic School of Art faculty member Bill Charland directs the Saturday Morning Art program (SMArt). The program of Saturday art courses in South Kohrman Hall connects art education seniors to youth in the area. The program served approximately 100 students in fall 2009.</p> <p>Orchesis Dance Society adopted a needy family through Head Start in 2008 and again in 2009 for the holidays and donated food and other necessities.</p> <p>Dance students have volunteered to coach and judge the local ACT-SO competition.</p> <p>Ebony Vision, a minority dance student ensemble, has done teaching and performances within the greater Kalamazoo community.</p> <p>Production of Seven Passages, Dept. of Theatre: The Stories of Gay Christians. Also devised from interviews with members of our community. Produced in conjunction with several area churches and gay rights organizations in an effort to facilitate dialogue in our community.</p> <p>Recent production of Good Death, Dept. of Theatre: Students actively worked with Kalamazoo community, interviewing medical professionals, citizens, care givers, clergy. From these interviews these students created a piece of theatre that directly engaged our community in a conversation about end of life and dying.</p>

Table 4.1.9 Continued

Haworth College of Business	Students in BUS 4750 often take part in United Campus Ministry-Urban Plunge trips to Chicago. Three students in Spring 2009 and 10 students in Fall 2009 were involved in projects such as painting at a day care center, sprucing up an activity center for senior citizens, and cooking and serving to homeless residents at different shelters across the city.
College of Health and Human Services	<p>The WMU Student Occupational Therapy Association participated in the interdisciplinary “Relay for Life” fund raiser each of the three years requested.</p> <p>The WMU Student Occupational Therapy Association participated in the interdisciplinary “CHHS Food Drive” each of the three years requested.</p> <p>All Occupational Therapy students complete 4 clinical fieldwork experiences in local, state, and regional hospitals, schools, long term care facilities, mental health programs and other healthcare agencies which are interdisciplinary in nature and meet social and healthcare responsibilities of communities.</p> <p>The WMU Michigan Social Work Student Organization work with Ministry with Community to provide underclothing to low-income families; the students also provided 100 bikes to Boys and Girls Club of Kalamazoo County.</p> <p>Eta Eta Sigma, undergraduate social work student organization, work on project to assist Habitat for Humanity in New Orleans.</p>

Looking to the Future

While about two-thirds of the academic departments at WMU offer senior capstone courses, projects, experiences, or theses, WMU does not yet track the number of graduates who participated in a capstone activity. Looking to the future, it is important to identify which programs have a senior capstone course, project, experience, or thesis as a requirement for graduation. This would allow WMU to determine the number of graduates each year who have participated in such capstone activities.

As the demographics of the nation change, the WMU community will also change through hiring new faculty and staff and enrolling new students. They will provide input about existing programs and services, as well as create new ones to ensure that the WMU community continues to acquire, discover, and apply knowledge responsibly. The Office of Provost and Vice President for Academic Affairs, the Division of Student Affairs, and the WMU Faculty Senate will monitor the existing programs and services to ensure they are current and relevant in addressing the needs faculty, students, and staff to acquire, discover, and apply knowledge responsibly. These offices will also need to make certain that new voices are added to the programs and services. As rules evolve on safety and the environment, the Division of Environmental Safety and Emergency Management will keep track of the changes in state and federal regulations, which often require modifications of existing policies and updating of training.



Aquisition, Discovery, and Application of Knowledge through Research

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



**A student-centered
research university.**

WMU has developed policies, procedures, and infrastructure to support a life of learning for its faculty, staff, and students through a range of scholarly and creative activities that encompass the research enterprise. In the 1990s, WMU made a significant effort to move from a master's level institution to a doctoral research institution. Multiple doctoral programs were launched, research was emphasized in hiring and granting tenure to faculty, and efforts were made to increase the amount of external funding to support research. With the rise to a Carnegie Foundation-classified high research university came the need to modernize policies, procedures, and infrastructure needed to attain the mission of a student-centered research university.

In the last 10 years, much of the modernization was completed and is reflected in this report. The last 10 years brought a significant increase in WMU's role in economic development and related research. WMU has made great strides in developing its Business Technology Research Park; Biosciences, Research, and Commercialization Center; and the technology transfer program to help the regional economy grow.

WMU has also maintained its role as a leader in applied and integrative research, especially in the sciences, education, health and human services, and fine arts. There is, however, a need to consider if the current structures and policies support research in accordance with institutional priorities, including the academic affairs strategic plan of 2010. Such coordination would promote the development of externally funded research, and therefore maximize the research capacity of the University. WMU remains strong in its commitment to a life of learning, and looks forward to identifying opportunities for continued growth to support WMU as a student-centered research university.

Core
Component
4a

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

Core Component 4.2a.1

WMU's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning.

As the Carnegie Foundation high research university classification would suggest, WMU has provided strong financial support to help faculty, staff, and students achieve a life of learning and scholarship. WMU generates in excess of \$30 million in externally funded research annually. In addition, the University allocates \$3.9 million in funds from the general budget to support a variety of research-related infrastructures and programs such as research compliance, technology and commercialization, research administration, institutes, graduate student support, faculty development and recognition.¹ While most of this support is directed to faculty scholarship, many of the internal grants and other funding sources directly or indirectly support student scholarship as well.

Office of the Provost

Sabbatical Leave Process

The Office of the Provost provides one of the most utilized sources of support for faculty scholarship—the sabbatical leave award. The number of leaves cannot be less than 4% of the bargaining unit faculty as defined by the AAUP contract. Sabbatical leaves are awarded for either a full academic year or a single semester. Since 2001-02 there have been 305 sabbaticals awards, 72% of which were for a full academic year.² Both the increase in number of applications and rigor of proposals indicate a high degree of faculty interest in this form of research support.

College-wide Funding for Research and Scholarship

A number of colleges provide additional funding to supplement other University sources, including start-up funds to attract and retain research faculty. Support may be provided to new faculty during their first semester to facilitate development of their scholarship, support the purchase of supplies and equipment, and provide transportation to meet with potential grant sponsors. For example, the College of Arts and Science has provided more than \$500,000 in start-up funds in the last five years,³ along with support for the Arts and Sciences Teaching and Research Award (ASTRA)⁴ program that provides up to \$1,000 a year for travel or research expenses. Approximately \$40,000 has been spent over the past 10 years for this purpose.⁵ The Haworth College of Business provides \$45,000 a year in the form of a professional development fund (PDA) that can be used to support research.⁶ The College of Engineering and Applied Sciences provides \$10,000 in yearly start-up funds, along with indirect support in the form of staffing, finance specialists and technicians, laboratory space,⁷ and equipment upgrades and maintenance, which totaled \$288,009 in 2008-09.⁸ The College of Educa-

1 University Budget Summary 2009-10, budget.wmich.edu/docs/09-10budget-summary.pdf

2 Resource Room: Sabbatical Leave (Cretsinger)

3 Resource Room: College of Arts and Sciences Research Multiple Funding Responses (Kent)

4 ASTRA, wmich.edu/cas/awards/astra/

5 Resource Room: Haworth College of Business Awards College (Samant)

6 Resource Room: Research Funding: Haworth College of Business (Samant)

7 Resource Room: Research Funding: College of Engineering and Applied Sciences (Vizzini)

8 Resource Room: Research Equipment Funding: College of Engineering and Applied Sciences (Vizzini)

tion and Human Development's funding has been limited to the purchase of computers and printers for the faculty member's office. Additional funding for faculty scholarship and travel, as well as student scholarship and travel, is provided on a case-by-case basis.⁹ The College of Fine Arts does not have a regular program of research support, but does offer modest amounts, on a case-by case basis, for research/creative activities and travel. The college does not differentiate between the two categories of research/creativity activity and travel.¹⁰ The College of Aviation has just begun to financially support research and research travel, and awarded \$19,030 and \$6,856 respectively in 2008 and 2009.¹¹ The College of Health and Human Services, via its research and education development fund, invests approximately \$11,000 in research support for faculty members each year to cover the costs of pilot research that will be used to enhance the likelihood of successful grant applications. The college's associate dean guides the evaluation process.¹²

Graduate Student Support

WMU is committed to graduate education and provides a minimum of \$12 million annually to support student assistantships and tuition waivers in 98 graduate programs, including 68 master-level programs, 29 doctoral programs, and one specialist.¹³ The Graduate College provides support for graduate student research and travel, as well as tuition stipends. Since 2004-05, \$150,697 has been provided for travel awards,¹⁴ \$470,548 to support the Dissertation Completion Fellowship,¹⁵ and \$60,170 for the Frostic Doctoral Fellowship Award.¹⁶ Additional funding is provided through graduate student teaching and research stipends. More about student support is in core component section 4.2c.1.

Office the Vice President for Research

Faculty Research and Creative Activities Fund

The Office of the Vice President for Research (OVPR) provides oversight of the multifaceted system for research support. Four significant sources of funding comprise the Faculty Research and Creative Activities Support Fund (FRACASF). This fund provides support for travel, research and creative activity, and support for preparing publications and creative works. The 1996-1999 contract was the last time that specific numbers were included and the funding for those years was, respectively, \$280,000, \$300,000, and \$310,000. Specification of the amount was removed from the last two contracts with a pledge from the administration that the fund will be supported. For the past five years, the president has budgeted \$465,000 a year to the fund. Allocation of the funding to the programs supported by FRACASF is made each year by the Faculty Senate Research Policies Council (RPC).

In 2006-07, the Faculty Senate charged the Research Policies Council to reexamine and recommend policies related to the FRACASF, including examining the intent and funding levels.¹⁷ The recommendations articulated the purpose of the funding to be to “encourage and support faculty in significant research, rigorous scientific inquiry, original artistic activity,

9 Resource Room: Multiple Data Responses: College of Education and Human Development (Wegenke)

10 Resource Room: Multiple Data Responses: College of Fine Arts (Merrion)

11 Resource Room: Multiple Data Responses: College of Aviation (Powell)

12 Richard Long, College of Health and Human Services, June 2010

13 Lewis Pyenson, Graduate College

14 Resource Room: Graduate College Travel Awards (Pyenson)

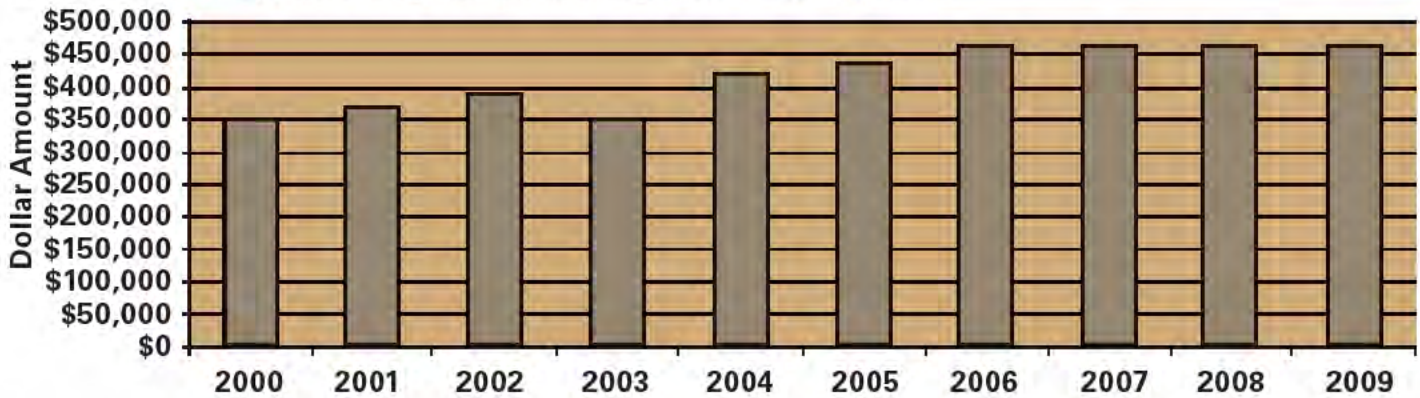
15 Graduate College Dissertation Completion Fellowships, wmich.edu/grad/funding/dissertation_completion_fellowship.html

16 Gwen Frostic Doctoral Fellowship Awards, wmich.edu/grad/frostic_awards.html

17 Research Policy Council MOA-09-06 Recommendations for Changes to FRACASF, wmich.edu/facultysenate/downloads/MOA0906_PPPE_final.pdf

Chart 4.2.1 Faculty Research and Creative Activities Support Fund

Source: WMU Budget Summary FY 2000-01 through 2009-10 (University Budgets and Financial Planning, Honsberger)



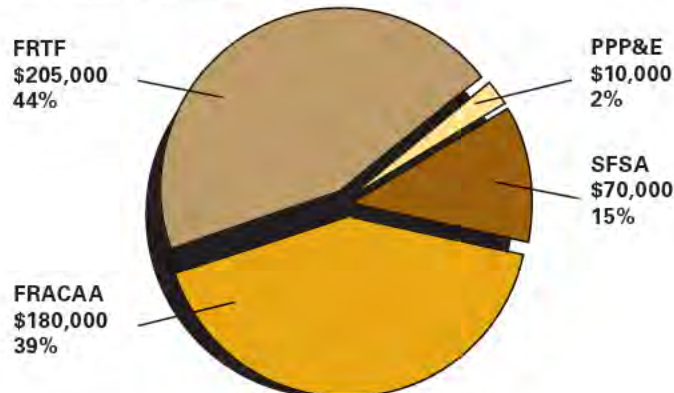
and inventive technology.” The committee also made recommendations to proportion funds into three programs: (a) replace the Preparation and Publication of Papers and Exhibitions of Creative Work (PPP&E) program with the Support for Faculty Scholars Award (SFSA); (b) rename the Faculty Research and Creative Activities Support Fund award (FRACASF) to the Faculty Research and Creative Activities Award (FRACAA); and (c) make no changes to the Faculty Research Travel Fund (FRTF).

The SFSA now provides up to \$2,000 for support of novel or artistic forms of scholarship through a streamlined application and review process. The FRACAA amount has been increased to \$10,000 to support research that is to lead to subsequent externally funded projects. During implementation of the SFSA program during 2008-09, a need to reinstate the PPPGE became apparent, in order to facilitate more efficient and timely funding for routine publication charges such as page or graphic charges and/or exhibition shipping charges. The RPC also reviews the previous year’s allocation of FRTF and utilizes a business model in calculating the maximum amount available to individual faculty.

In 2008-09, FRTF support was provided to over 230 faculty, FRACAA projects were awarded to 22 individuals, and SFSA projects awarded to 22 faculty members.¹⁸ A number of the awards support interdisciplinary scholarship and much of the travel is international.

Chart 4.2.2 2009-10 Distribution of FRACASF Funds Across the Four Programs

Source: Grants and Contracts Office, McKain

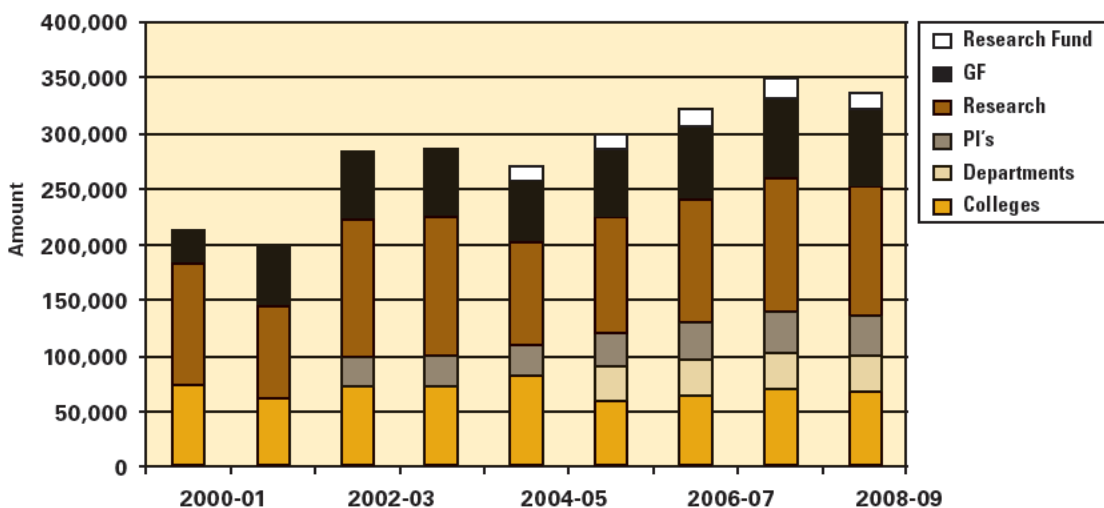


Facilities and Administrative (F&A) Costs Distribution

WMU negotiates a Facilities and Administrative (F&A) cost rate agreement every four years with the Department of Health and Human Services (DHHS), WMU's cognizant federal agency. The current agreement was negotiated in May 2009. The agreement is for a four-year period beginning in FY 2009 through FY 2013. In the past 10 years WMU has negotiated four F&A agreements and received a rate increase with each negotiation.¹⁹ Between FY 1999-00 and FY 2008-09, WMU collected \$27.5 million in F&A.²⁰

Chart 4.2.3 Distribution of Recovered Facilities and Administrative Costs

Source: Grants and Contracts Office, McKain



The University has a generous policy for the distribution of recovered F&A from external funding to support additional research activities. An amount of 20% is returned to colleges, 10% to departments, and 10% to principal investigators (PIs). The formula for distribution of F&A funds was arrived at through recommendations made by the Research Policies Council Select Committee on Indirect Cost Recovery in 2004,²¹ affirmed by the Faculty Senate, and accepted by WMU administration. The only modification was the inclusion of appropriations for the WMU Research Foundation.²² Over the past nine years \$2.5 million in F&A was returned to individual faculty PIs, \$1.5 million to departments, and \$4.9 million to the seven degree-granting colleges to provide direct support to research activities.²³ Analysis of F&A spending indicates that in accordance with University policy, these funds are used to purchase materials, fund travel, support graduate students, purchase and maintain equipment, and other functions associated with supporting research and creative activity.²⁴ However, some departments and PIs recover relatively little F&A due to limited access to external funding that provides indirect cost allocations. For example, eight of 22 units in the College of Arts and Sciences, four of nine units in the College of Health and Human Services, and all of the Haworth College of Business units received F&A distributions less than \$5,000 in 2008-09.

19 Resource Room: Recovered F&A Usage Policy (McKain)

20 Resource Room: F & A Responses (McKain)

21 Resource Room: RPC Select Committee on Indirect Costs Recovery Final Report and Recommendations (Kohler)

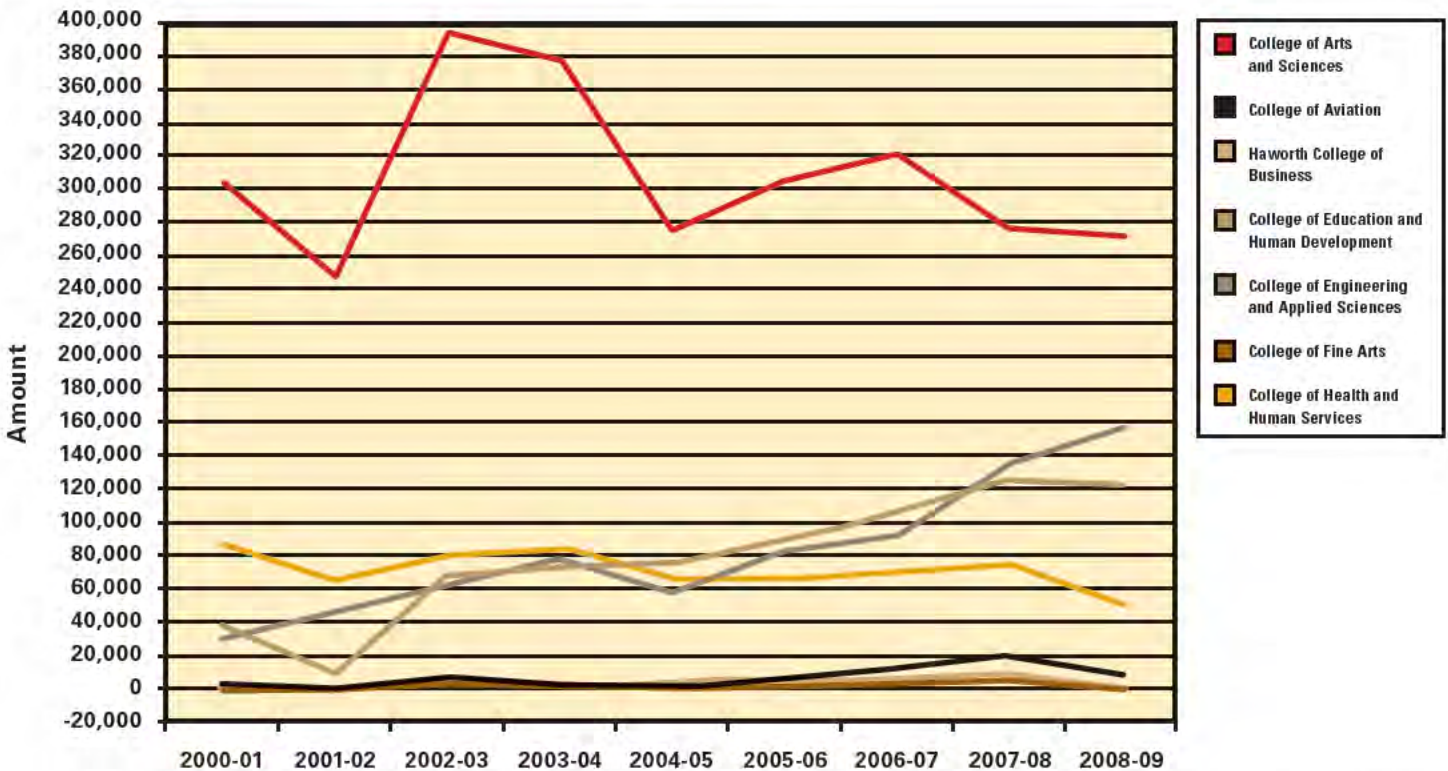
22 Resource Room: Faculty Senate MOA -08/03 Recommendations of the Research Policies Council (Kohler)

23 Resource Room: F&A Fund Distribution 2000-01 through 2008-09 (McKain).

24 Resource Room: F&A Usage Policy (McKain)

Chart 4.2.4 F&A Cost Distribution: Degree-Granting College Allocation

Source: Grants and Contracts



Note: In 2001 "Other" included Foreign, Industry/Corporation, and Educational Institution funding sources.

In disciplines such as the humanities and fine arts, external grant and contract funding support is minimal. Thus in these fields, faculty are often limited to internal funding sources to develop and sustain their scholarship. The FRACASF programs available to support work that will not result in external funding are the SFSA (up to \$2,000 every other year) and the FRTF (up to \$850 per trip a year). The RPC began initiating a committee to replicate the work addressed in the 2004 study to evaluate distribution of F&A funds.

Intellectual Property Management and Commercialization-Technology Transfer

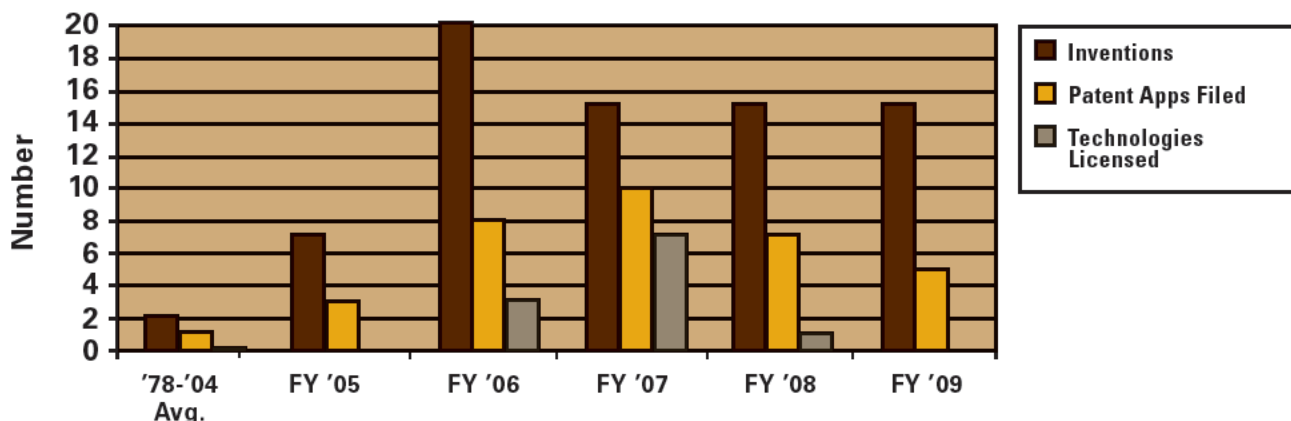
The creation of the Biosciences, Research, and Commercialization Center (BRCC) in 2003 and the Intellectual Property Office was another significant contribution to the research enterprise of WMU. The BRCC has its headquarters at the Southwest Michigan Innovation Center, a life sciences incubator and wet lab facility located at WMU's Business Technology and Research (BTR) Park.²⁵ The center coordinates research activities and provides an organizational home for scientists as they work to establish new businesses, obtain extramural funding for research, develop a center of excellence for pharmaceutical development, and to support commercialization of the life sciences in Michigan. The transfer of the discoveries to the commercial sector, since 2005, has been coordinated through the Intellectual Property Management and Commercialization Office, known as technology transfer.²⁶ Although this research development unit is new, it has already begun to generate small amounts of revenue

25 Biosciences Research and Commercialization Center, brcc.wmich.edu/

26 Intellectual Property Management and Commercialization, wmich.edu/research/technology-transfer/index.html

Chart 4.2.5 WMU Intellectual Property and Commercialization Data

Source: Office of the Vice President of Research, Sharer



from licensing agreements. The office also manages the Technology Development Fund,²⁷ providing up to \$20,000 per project for development of disclosed intellectual property (IP). This fund is critical for developing IP into prototypes or early-stage products. To date, over \$107,500 has been disbursed from this fund.²⁸

Research Development Award (RDA)

The RDA program provides funding and professional development to early-career faculty and professional/administrative staff in advancing their research plans by providing a series of development activities designed to facilitate the process of securing external funding for their projects.²⁹ The vice president for research makes as many as 20 awards annually. Between 2005-06 and 2008-2009, 58 RDAs of \$2,500 each have been provided to faculty across the University.³⁰

Research Staff Positions

As a result of the increased research activity at WMU, the Research Policies Council of the Faculty Senate identified a need to create hiring opportunities that differed from existing faculty or staff designations. WMU established differentiated levels of research staff positions to meet the specific needs of externally funded projects, and continue to extend research opportunities for emeriti faculty. There are on average 25 positions each year.³¹

WMU Foundations Support of Scholarship

The WMU Foundation³² and the Paper Technology Foundation³³ have provided more than \$20 million in academic support and more than \$1.5 million in research-related resources for the University libraries in the last five years.³⁴ The WMU Foundation is an independent, tax exempt 501(c) (3) not-for-profit corporation that operates to promote and provide financial support to Western Michigan University. The Paper Technology Foundation (PTF) is a

27 Technology Development Fund, wmich.edu/research/technology-transfer/tech-dev-fund.html

28 Resource Room:WMU IP Management and Commercialization Advisory Committee (Sharer)

29 Research Development Award Program, wmich.edu/research/tools/funding/rda-guidelines.html

30 Resource Room: Research Development Awards with External Funding (Worthy)

31 Resource Room: Research Employees: SAP (Honsberger)

32 WMU Foundation Annual Report 2008-09, wmich.edu/foundation/report/

33 Paper Technology Foundation, wmich.edu/wmuptf/

34 Resource Room:WMU Foundation and Paper Technology Foundation Financial Support Provided to WMU (Hunt)

501(c) (3) not-for-profit corporation founded by industry leaders in 1958. PTF's primary roles have been to recruit students for the paper and allied industries and support those students with competitive scholarships. In the last 10 years, the Foundation has awarded over \$1.2 million in scholarships.

The Western Michigan University Research Foundation³⁵ was established in 2003 as a not-for-profit 501(c) (3) support corporation that exists to facilitate the commercialization of patents and other technologies developed at the University and support research efforts, especially the administration of the Technology Development Fund. The WMU Research Foundation is governed by an independent board of directors and operational subcommittees that assist in the day-to-day activities of the BRCC.

Diether A. Haenicke Institute

The mission of the Haenicke Institute for Global Education as defined by the Board of Trustees is “to promote and support globalization and internationalization of the academic environment at WMU.”³⁶ The institute funds research a number of faculty working in international settings. Since 2004, the Haenicke Institute has provided over \$120,000 in research travel support and over \$6,000 in faculty development support.³⁷

Presidential Innovation Fund

The Presidential Innovation Fund was developed from unrestricted gifts in 2005 by then-president Judith I. Bailey to establish a pool of \$2 million for a series of one-time awards over the next two years. The intent was to fund the implementation of innovative ideas that will “challenge us to achieve the highest standard of quality” and designed to improve the quality of instruction, research, student life, administrative operations, excellence in service or any other aspect of WMU's core mission. The results of a campus-wide search for ideas resulted over \$1.6 million in funds awarded to seven faculty projects out of 80 faculty and staff proposals.³⁸

- \$289,448 to Kevin Abbott, a multimedia specialist in the Office of Information Technology, for an effort aimed at using digital media in the performing arts;
- \$245,000 to Dr. Ikhlas Abdel-Qader to establish the WMU-Kalamazoo Promise Partnership: Promoting Engineering Careers to Female, Minority and Disadvantaged Middle School Students;
- \$383,000 to Dr. Subra Muralidharan, professor of chemistry, to establish a center for nano-enabled instrumentation and nanofabrication;
- \$402,232 to Dr. Marc W. Perkovic, associate professor of chemistry, for a project, named Bronco Biodiesel, focusing on recycling waste oil to produce an alternative fuel source;
- \$212,304 to Dr. James Schultz, director of WMU-Grand Rapids, to develop a center for career services and human resources development at WMU's Grand Rapids campus;
- \$116,898 to Dr. Allen Webb, professor of English, to integrate virtual reality environments into teaching and learning on campus; and
- \$26,512 to Kathleen Wong, assistant professor of communication, to develop an online curriculum module on diversity and engineering.

35 Resource Room: WMU Research Foundation (Luderer)

36 The Haenicke Institute, international.wmich.edu/content/view/full/146/99/

37 Resource Room: Multiple Data Responses: Haenicke Institute for Global Education (McCloud)

38 Seven initiatives funded through president's Innovation Fund, MWU News Feb. 15, 2006, wmich.edu/wmu/news/2006/02/030.html#anchor1640870

Looking at WMU Today

It has been demonstrated that faculty have a variety of sources of internal support for their research and creative activity. Some of these sources have a basis in the WMU-AAUP contract, others are provided at the discretion of the University; some involve a competitive allocation process, others do not. For example, the Faculty Research Travel Fund, which provides up to \$850 per meeting, requires only proof that a presentation was given at a meeting. The \$180,000 in FRACAA is reviewed by a faculty panel much like externally funded grants. FRACAA requires recipients to submit a grant proposal for external funding within 18 months of the completion of the project. The FRACAA process continues to be reviewed in terms of its productivity in obtaining external funding.

Similarly, colleges have both competitive and non-competitive sources of funding that are primarily generated from recovered F&A funds from external grants. One difficulty is that colleges that are unable to secure externally funded research with sizeable indirect costs are not able to provide significant research support to faculty. Faculty must often access several funding sources to meet their needs for travel and start-up support. Any one large grant request for matching funds or faculty start-up could potentially drain college and department research funds.

Overall, the University provides significant levels of funding and other resources to support scholarship and a life of learning particularly for its faculty. The University also desires to foster innovation and entrepreneurship. The University has made major strides since 2003 in economic development related to engineering and life sciences through its BTR park project and the state supported BRCC project. However, the work of the BRCC has not been integrated into the research enterprise of the University.

Looking to the Future

It will be imperative as WMU continues to seek external funding for research and creative activities that, as additional faculty members are hired, faculty credentials align with the University's mission of being a student-centered research university. Subsequently, as WMU seeks to increase external funding, the University will need to review the current system that relies heavily on F&A return to OVPR, the colleges, and departments. The demands on the recovered F&A are significant and could deplete available resources. It is recommended that the University develop an alternative funding mechanism for start-up funding and that criteria be used across campus to determine if start-up is needed for a new hire. Further, it is recommended that WMU evaluate the F&A distribution and usage policy and performance to determine if such provide for the most efficient and effective use of this resource.

Core Component 4.2a.2

WMU promotes freedom of inquiry for its faculty, students, and research staff.

WMU explicitly promotes an environment of open inquiry for its faculty and students. In the Student Code, under “basic rights” there is a statement that “students have the right to free inquiry, expression, and association.”³⁹ In addition, the Student Code includes assurances of support for free inquiry under “academic rights.”

39 Western Michigan Student Code, wmich.edu/docs/WMU_studentcode.pdf

In the AAUP contract, under Article 13, faculty members are assured support for academic freedom, including a statement that “the faculty member is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties.”⁴⁰

Both within the Student Code and within the AAUP contract WMU indicates its commitment to freedom of inquiry. However, there are no such statements for research staff and post doctoral fellows, or for staff that work in the library or archives.

Looking to the Future

The University is aware that social, economic, or political influences have the potential to inhibit academic freedom, and therefore it would be beneficial to WMU and its constituents to take a more inclusive position on freedom of inquiry. While the student code and AAUP contract support that goal, the committee suggests a statement affirming that WMU promotes freedom of inquiry as it pertains to research, creative activities, and the housing of research documents.

Core Component 4.2a.3

WMU supports professional development opportunities and makes them available to all administrators, faculty, and staff.

WMU recognizes that professional development is critical to promoting a life of learning and provides development experiences in an integrated and comprehensive manner so that the WMU community can better fulfill the mission. In order for students, faculty, and staff to contribute to accomplishing the University’s mission, professional development opportunities should be provided that promote the acquisition and application of new skills and knowledge. In addition to supporting the mission, professional development also contributes to personal development and expands career opportunities for all. WMU has a strong commitment to professional development.

Office of the Provost

Sabbatical Leave Award Process

The primary purpose of a sabbatical leave is to encourage and promote the professional growth of the faculty and to enhance their scholarly and teaching effectiveness. Such leaves contribute to the accomplishment of these ends by enabling the faculty to undertake specific, planned activities involving study, research, scholarship, and creative work of mutual benefit to the faculty member and the University.⁴¹ Since the beginning of AY 2001-02, WMU has granted sabbatical leave to 305 faculty members.⁴² Sabbaticals give faculty new opportunities to explore research opportunities, develop new courses, and engage in other research and scholarly activity. Sabbaticals often also permit faculty members to create new partnerships with colleagues from around the world.

40 WMU-AAUP 2008-11 Contract, wmuaaup.net/files/2008-11_Contract.pdf

41 WMU-AAUP 2008-11 Contract, Article 26 Sabbatical Leave policy, wmich.edu/acb/Assets/pdf/agreement-2008-11.pdf

42 Resource Room: Sabbatical Leave (Cretsinger)

Office of the Vice President for Research (OVPR)

OVPR professional development mechanisms include the Research Development Award program (RDA) and an extensive array of workshops on a variety of topics that support the research and scholarly life of the University, including such topics as grantsmanship, ethics in research, export control, and intellectual property considerations.

Research Development Award (RDA)

The RDA program provides funding and professional development to early-career faculty and professional /administrative staff in advancing their research plans by providing a series of development activities designed to facilitate the process of securing external funding for their projects.⁴³ While support is typically given to early-career or pre-tenure faculty, eligible professional and administrative staff who have demonstrated an interest in grant seeking may also apply. The Office of the Vice President for Research (OVPR) awards each RDA faculty and staff member \$2,500 established in a research account to support expenses related to grant seeking and research. The college or vice presidential unit may also award each of its participants up to \$1,000 in the same manner and for the same purpose. OVPR will also support one visit to a sponsor by the RDA participant.

Under the conditions of the program, the award recipient must attend two workshops on grant-related activities, participate in individual meetings with WMU mentors and the research officer to work on research plan and assess program in achieving goals, develop a mentoring relationship with a faculty or staff member at another institution in order to establish a network of key colleagues, make one trip to Washington, D.C. or sponsor location to talk with a sponsoring agency, identify a WMU grant mentor, and submit two proposals, at least one for federal support within 18 months of the award.

The vice president for research offers as many as twenty awards annually. Each year between 2005-06 and 2008-09, the program has resulted in the following percentage of faculty participants attaining external funding: 50%, 27%, 33%, and 25%. The program seems to be highly effective as over \$2.25 million of externally funded research has been generated from this group of researchers.⁴⁴

Research and Proposal Development Tools

OVPR provides a series of materials and workshops to assist faculty in creating, conducting, and submitting research for funding and/or publication.⁴⁵ Information on grant writing assists faculty in establishing goals, outlining, and finalizing the grant proposal.⁴⁶ A research handbook provides an overview of OVPR and introduces the researcher to internal funding, sources of external funding, research protocol, ethics, and the process of commercialization of intellectual property at WMU.⁴⁷ The OVPR website provides materials explaining policies and the pre-award process for all grants, as well as a newsletter and calendar describing the full range of faculty development opportunities relative to research. The opportunity for one-on-one assistance in developing grantsmanship skills is also provided through the services of five research and program officers assigned to service areas across the academic units.⁴⁸ Each

Points of Pride

Journalism as Practice: MacIntyre, Virtue Ethics and the Press by Dr. Sandra Borden won the prestigious national Clifford G. Christian Ethics Research award in 2009.

43 Research Development Awards, wmich.edu/research/tools/funding/rda-guidelines.html

44 Resource Room: Research Development Awards with External Funding (Worthy)

45 Research and Proposal Development Tools, wmich.edu/research/tools/index.html

46 Grant Writing Workshop Presentations, wmich.edu/research/tools/workshop-grantwritingpresentations.html

47 Information for WMU Researchers: A Research Handbook, wmich.edu/research/tools/forms/facultyhandbook.pdf

48 Research officers by area, wmich.edu/research/tools/research-officer-areas.html

of the research and program officers is able to work with individual faculty members as they engage in grant seeking, building an ongoing coaching relationship.

There are concerted efforts to provide faculty and student training in the area of research compliance and protection of human subjects in research to assure that all researchers are trained in human subject protections issues necessary for University compliance with federal requirements. The Human Subjects Review Board (HSIRB), in conjunction with OVPR, has initiated a web-based training program which occurs prior to the final approval or annual review of a protocol.⁴⁹

The Haworth College of Business Center for Entrepreneurial Studies and Innovation

The Entrepreneurial Studies and Innovation Center at WMU was created by funding from the Michigan Initiative for Innovation and Entrepreneurship in 2008.⁵⁰ The center combines resources found in the region under one umbrella and supports an Entrepreneur-in-Residence (EIR) position under the direction of the director of intellectual property (IP) management and commercialization. This position is intended to catalyze the creation of start-up businesses based on WMU IP. The grant will improve entrepreneurship training of WMU undergraduate and graduate students in the Haworth College of Business. The director and faculty under this grant collaborate to use some of the WMU faculty IP as example projects. The goal is not only to improve the education of the students but also to provide needed input to faculty who disclosed their IP about marketing potential and future directions.

Research and Dessert

Beginning in 2010, OVPR held an annual event called “Research and Dessert.” Faculty and staff are provided a casual atmosphere to learn about campus resources for supporting their scholarship, as well as the opportunity to establish and/or join interdisciplinary discussion groups focused on a number of key topics (e.g., sustainability, research ethics, environmental issues, special populations, health-related research). Attendance exceeded 150 and included participation from such units as OVPR, the Graduate College, Grants and Contracts, Legislative Affairs, and University Libraries.

Graduate College

The Graduate College offers a variety of research workshops and campus lectures for students, the University, and broader Kalamazoo community. The graduate dean contacts with speakers, solicits support both financial and non-financial for these visiting scholars, and arranges and publicizes their visits for maximum learning opportunities for interested faculty, students, and the community members. The Graduate College also sponsors and publicizes the Distinguished Faculty Scholars Lecture Series as well as a colloquia series at which WMU faculty present their research and engage with the larger University community. Services to students are offered through the Graduate Center for Research and Retention,⁵¹ an innovative center that provides sustained one-on-one mentoring, guidance, and advising support to

Points of Pride

University Libraries has over 4.5 million physical items available for research.

49 Required training for humans subjects researchers, wmich.edu/research/compliance/hsirb/docs/announcementresearchers.pdf

50 WMU gets new Michigan research initiative funding, WMU News, July 12 2008, wmich.edu/wmu/news/2008/07/031.html

51 GCRR Workshops and Conferences, wmich.edu/grad/Grad_Ctr_Research_Retention/workshops.html

graduate students in all fields.⁵² Since 2005-06, the Graduate College has sponsored 47 public lectures, 25 graduate workshops, and provided services to over 500 graduating master's and 535 graduating doctoral students.

Office of Faculty Development

The Office of Faculty Development offers a wide range of programs, workshops, specialized programming for department and faculty groups, and individual teaching and research consultation. Of special note in regard to research is the New Faculty Orientation, which includes a half-day of session on the role of OVPR in supporting faculty scholarship.

The New Faculty Seminar, also hosted by the Office of Faculty Development, is a semester-long endeavor that seeks to orient new faculty to WMU.⁵³ New faculty engage with speakers and more seasoned faculty over lunch on a wide variety of topics such as internal and external funding for scholarly endeavors, creating a white paper on a potential grant project, developing grant proposals, and human subjects research regulations.

Looking at WMU Today

Overall, the University has good capacity for professional development for faculty and staff. Faculty are introduced to the research process at WMU through an innovative faculty orientation and year-long seminar faculty development programs. OVPR provides an extensive array of research development tools and workshops to encourage efficient, responsible, and successful grantsmanship. Participant evaluations of workshops indicate the content and presentation are useful and meet the intended outcomes of the provider.⁵⁴ Faculty are provided the necessary human, financial, and physical resources to develop a productive line of research. The RDA program and other entrepreneurial programs provide successful models to build on.

Looking to the Future

The University is committed to creating a long-range plan for improving personnel development for all its constituencies. Technology training and issues of research compliance will be a critical future need for all members of the WMU. The University will need to continue to promote integration of personnel development functions across human resources, the academic units, and the student support mechanisms in the Graduate College, OVPR, and at the undergraduate level (Student Support Services). Finding better venues/media resources to attract students, faculty, and staff to the various workshops is also needed. The HSIRB model of required training using a web-based training system might appropriately be used in other areas. Finally, a target of opportunity exists in the further evaluation and refinement of the RDA program.

52 The Graduate Center for Research and Retention, wmich.edu/grad/Graduate%20Center%20for%20Research%20and%20Retention.html

53 New Faculty Seminar, wmich.edu/facdev/Programs/New%20Faculty%20Seminar.html

54 Resource Room: OVPR Workshop Evaluation Results (Kohler)

Core Component 4.2a.4

WMU has developed the infrastructure, both buildings and equipment, to support scholarship.

As WMU developed into a Carnegie-classified high research university, the need to improve infrastructure in order to support faculty and student research and creative activities arose. The hallmarks of the last decade have been the changes made to WMU's physical facilities, which have expanded the number of settings for scholarship, including new locations for the College of Engineering and Applied Science (CEAS), the College of Health and Human Services (CHHS), and the College of Aviation. WMU has also constructed four new state-of-the-art buildings that support instruction and research. Additionally, renovations in several other classroom buildings and labs were made for the same purpose. WMU invested \$36 million on equipment to support instruction and research.⁵⁵ The University utilized \$3 million in federal grants from the Department of Energy to support the purchase of equipment to collaborate with the Berkeley National Laboratory in California and Argonne National Laboratory in Illinois.⁵⁶

The Business Technology and Research Park (BTR)

The BTR Park is located on WMU's 265-acre Parkview Campus and is home to two important resources: Southwest Michigan Innovation Center, a state-of-the-art high-tech/wet lab business incubator which was launched by the regional economic development agency Southwest Michigan First; and the Biosciences Research and Commercialization Center (BRCC) at WMU, which provides commercialization expertise and research support to emerging life sciences ventures. Of the 30 businesses currently investing in the BTR, eight have constructed their own facilities and 16 have had laboratory and office space in the Southwest Michigan Innovation Center.⁵⁷

College of Engineering and Applied Sciences Building

In 2003, construction was completed on the 302,000-square-foot College Engineering and Applied Sciences building, costing approximately \$75 million. The building houses eight major academic units, including civil and construction engineering; computer science; electrical and computer engineering; industrial and manufacturing engineering; industrial design; manufacturing engineering; mechanical and aeronautical engineering; and paper engineering, chemical engineering, and imaging. Other building residents include a number of engineering centers and laboratories.⁵⁸

College of Health and Human Services Building

In 2005, construction was completed on the 195,000-square-foot College of Health and Human Services building, costing approximately \$48 million. The building houses six major academic units: blindness and low vision studies, Bronson School of Nursing, occupational therapy, physician assistant, social work, and speech pathology and audiology. Other resident offerings include holistic health care, interdisciplinary health services, interdisciplinary health sciences, and a specialty program in alcohol and drug abuse. The building features 18 class-

Points of Pride

In 2006, the WMU Bronson School of Nursing, Lillian Wald Nursing Honor Society was granted a charter as the Upsilon Epsilon Chapter of the Sigma Theta Tau International Honor Society of Nursing.

55 Resource Room: Space Survey 2008; Building and Equipment Support (McKain)

56 Resource Room: Building and Equipment Support (McKain)

57 Business Technology and Research Park, wmich.edu/btr/about/

58 College of Engineering and Applied Sciences, wmich.edu/engineer/about-ceas.htm

rooms and several specialized laboratories, including a wellness lab, used by holistic health-care; the activities for daily living lab, used by the Departments of Occupational Therapy and Blindness and Low Vision Studies; the clinical skills suite, used for of nursing student instruction; and the physical exam skills lab, used by physician assistant students. The patient exam laboratory contains a patient simulation, which was funded by part of a grant for using simulation in education in conjunction with the College of Aviation. The human anatomy suite is a fully functioning, state-of-the art cadaver lab with video capabilities. The motion analysis lab is used by occupational therapy and blindness and low vision studies. The University received a \$1.2 million grant from the National Institute of Health to build several of the labs. This building completes a health sciences corridor which also includes Unified Clinics housed in the Michigan State University Kalamazoo Center for Medical Studies.⁵⁹

Richmond Center for Visual Arts

To support creative scholarship in the arts, construction was completed on 44,000-square-foot Richmond Center for Visual Arts in 2007, costing approximately \$13 million. Throughout the building's first floor are art galleries, lecture halls, and exhibition support offices. The second floor contains a student lounge, administrative offices, and the advising suite. Graphic art is on the third floor, which is complete with a high-tech design center, digital print center, studio, client conference room, critique space, and classrooms. Each of the center's three galleries was designed to draw in the public and raise the stature of the Frostic School of Art and College of Fine Arts. The center's building costs were financed primarily through private funds, at a higher rate than any building in WMU history. Major underwriting came from James and Lois Richmond, the Gwen Frostic estate, and the Irving S. Gilmore Foundation.⁶⁰

Support for Research Equipment and Maintenance

Through partnerships with industry, WMU has also acquired major equipment essential to research. For example, a partnership between OVPR, the College of Engineering and Applied Sciences, and Daetwyler Corporation resulted in the purchase of a state-of-the-art printing press, at a significantly reduced cost, with the purpose of doing research about printing electronics.⁶¹ A partnership between Eaton Corporation and WMU has established a hybrid electric drive applied research lab that will support teaching and research focused on developing hybrid defense vehicles.⁶² With a \$500,000 donation from the W. M. Keck Foundation, and a match from WMU, the University established the W. M. Keck Nanotechnology Laboratory (Keck Lab) that provides significant capacity for faculty from several disciplines to conduct research using nanotechnology.⁶³ All these partnerships and acquisitions were supported by F&A funds recovered from externally funded projects.

In 2006, WMU completed a substantial renovation of the Human Performance Research Laboratory (formerly known as the Exercise Science Laboratory) in the Department of Health, Physical Education, and Recreation (HPER).⁶⁴ The renovation included modifying

59 Unified Clinics, wmich.edu/hhs/unifiedclinics/

60 Richmond Center Completes New Arts Village, WMU News June 11, 2007, wmich.edu/wmu/news/2007/06/020.html

61 Daetwyler R & D and WMU announce partnership in printed electronics, wmich.edu/pci/latest/latest7.html

62 Eaton, WMU join forces for hybrid-electric research, WMU News, February 4, 2010, wmich.edu/wmu/news/2010/02/018.shtml

63 Keck grant will fund nanotechnology focus on cell biology, WMU News, January 17, 2004, wmich.edu/wmu/news/2004/0401/0304-228.html

64 Army grant funds environmental physiology research, WMU News March 11 2007, wmich.edu/wmu/news/2007/03/033.html

the floor plan to accommodate the installation of a new environmental testing chamber. The University received a \$190,200 grant from the U.S. Army Research Office's Defense University Research Instrumentation Program to fund the purchase of the environmental chamber and associated equipment.⁶⁵ In January 2009, a new \$40,000 sports medicine satellite clinic and athletic training laboratory was completed in the Student Recreation Center. The purpose of this facility is to provide sports medicine services for students, faculty, and staff at WMU, in addition to serving as a laboratory and research environment for students studying athletic training. The facility encompasses state-of-the-art therapeutic modality and rehabilitation equipment.

Looking at WMU Today

Over the last seven years the University has made substantial progress in improving the facilities and equipment for faculty and student research. Furthermore, since 2002, faculty members have submitted approximately 14 NSF-MRI proposals to purchase major instrumentation. Of these, one remains pending and five have been awarded.⁶⁶ Investments in the Business Technology and Research Park and the completion of the health sciences corridor have added a new dimension to the University.⁶⁷ The commitment of recovered F&A for the purchase of equipment is appropriate and illustrates the University's commitment to establishing and maintaining appropriate infrastructure; however, it also illustrates the importance of the University recovering F&A at the negotiated rate. Failure to do so constrains the University's capability to make more substantial investments.

Looking to the Future

With increased interest in research activity and external funding by faculty, it will be necessary to identify WMU's capacity for research given current infrastructure. Much of the current equipment was purchased five to 10 years ago either as part of the initial building process or through start-up funds. Some equipment purchases can come from grants, but repair and replacement is the responsibility of the University and its faculty. It is appropriate that WMU now conduct a comprehensive study of current equipment support and facility use, with comparison to peer institutions. Second, it is also appropriate that WMU's University Space Committee now review the distribution and need for laboratory space.

Finally, as the University seeks to increase its externally funded research, it is essential to continue requiring application of the full F&A rate in its external funding proposals. Doing so also requires the University to monitor and evaluate its portfolio of projects so that a balance is attained between those projects that disallow or limit F&A recovery with those that allow full recovery. Without such attention, the University will diminish its capacity to invest in appropriate infrastructure.

65 Army grant funds environmental physiology research, WMU News, March 11, 2007, wmich.edu/wmu/news/2007/03/033.html

66 Research Room: Proposals: Major Research Instrumentation (MRI) (Ginsberg)

67 WMU Business Technology and Research park, wmich.edu/btr/

Core
Component
4b

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

Core Component 4.2b.1

WMU produces scholarship and creates knowledge through research and creative activities.

WMU's status as a Carnegie-classified high research university is mainly due to a community of dedicated scholars engaged in research and creative activities across the campus. Boyer wrote about the various forms of scholarship—traditional discovery research, scholarship involving integration of knowledge across disciplines, scholarship of application, and scholarship of teaching, and WMU has evolved a culture of scholarship involving all of these areas, but with a heavier emphasis on the latter three.⁶⁸ Much of the scholarship at WMU is in application and benefits K-12 education, health care, and industry. All of these projects benefit the lifelong learning of faculty and the preparation of students.

External Grants and Contracts

One of the strengths of WMU is its collaborative spirit that results in interdisciplinary research and its focus on globalization. Over the past 10 years, WMU has attracted nearly \$373 million in research funding from federal, state, industry, and foundation sources.⁶⁹ On average over 60% of the awards come from federal and state sources; however, there has been a growing dependency on industry and foundations for external support of research. Many of these projects are industry-related. WMU's excellence in science education, math education, and evaluation requires collaborations among the Colleges of Engineering and Applied Sciences, Arts and Sciences, and Education and Human Development.

Between FY 2000-01 and FY 2009-10, WMU reported research expenditures totaling \$216.8 million.⁷⁰ While the largest percentage is categorized as research, WMU also secures external funding for public service (on average 14.6%)⁷¹ such as the Third Coast Writing Project,⁷² dedicated to improving the teaching and uses of writing through a variety of programs, and the Southwest Michigan Children's Trauma Assessment Center, which serves abused/neglected children and children with prenatal alcohol/drug abuse.⁷³ WMU also secures external funding for projects identified as instruction (on average of 4.3%). Samples of instructional grants include preparation of adaptive physical education instructors, improved training for professionals who serve working-aged blind and low-vision adults,⁷⁴ and preparing graduate students to provide speech and language services to children and their families in contextually based settings, such as classrooms or on interdisciplinary teams.⁷⁵

The total awards vary by college.⁷⁶ For example, in 2008-09 the colleges with the highest amount of funding were CoEHD with \$11.3 million, CAS with \$7.6 million, CEAS with \$4.2 million, and CHHS with \$4.0 million. CAS funding has reached as high as \$14 million during the last 10 years. These grants represent not only the quest for new knowledge but also the scholarship of application. Many of the grants are involved with K-12 improve-

68 Boyer, E. L. 1997, *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass

69 Resource Room: WMU Year-to-Date Awards by Funding Source (McKain)

70 Resource Room: WMU 10-year Expense Summary (McKain)

71 Resource Room: WMU 10-year External Funding Awards by Function, (McKain)

72 Third Coast Writing project, thirdcoastwp.wikispaces.com/

73 Southwest Michigan Children's Trauma assessment Center, wmich.edu/hhs/unifiedclinics/ctac/

74 WMU sets its sights on easing challenges for blind pedestrians, wmich.edu/magazine/features/blv/

75 Language and Literacy for Diverse Populations, wmich.edu/hhs/sppa/LLDP%20Web%20Site%20Final/

76 College Grants Awarded by College (McKain), obf.wmich.edu/grants-contracts/reports.html

ments, application of engineering knowledge to help industry, or health and human services clinical practice or training.

Faculty Productivity Benchmarks

Each year, WMU faculty and students produce a significant quantity of peer-reviewed journal publications, books, reviews, performances, and other creative works while also engaging in externally funded research and scholarship. Using formulas obtained from the Web of Science, the mean number of peer-reviewed publications per faculty per year was 0.436 between 2005 and 2008.⁷⁷ This rate is 3.3% higher compared to the 2000-2004 period. A more diverse measure is the total publication rates which can be extracted from the annual

Professional Activities Reports (PARs); however, there is no centralized University system for tracking such data. For example, information obtained from the CEAS reported an approximate 2.2 to 2.5 publications per faculty from 2004 to 2009 while CoEHD had a rate of one

Chart 4.2.6 Total Awards for External Grants and Contracts

Source: Office of Grants and Contracts, McKain

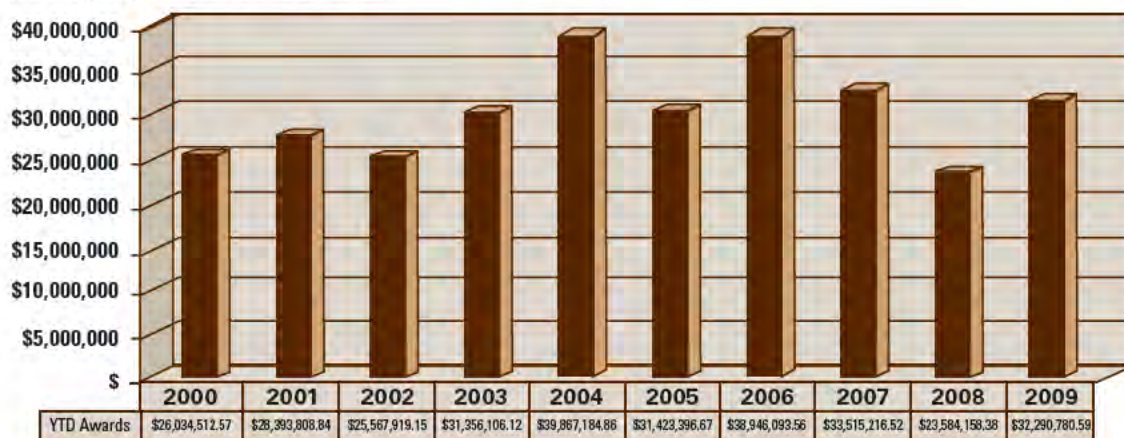
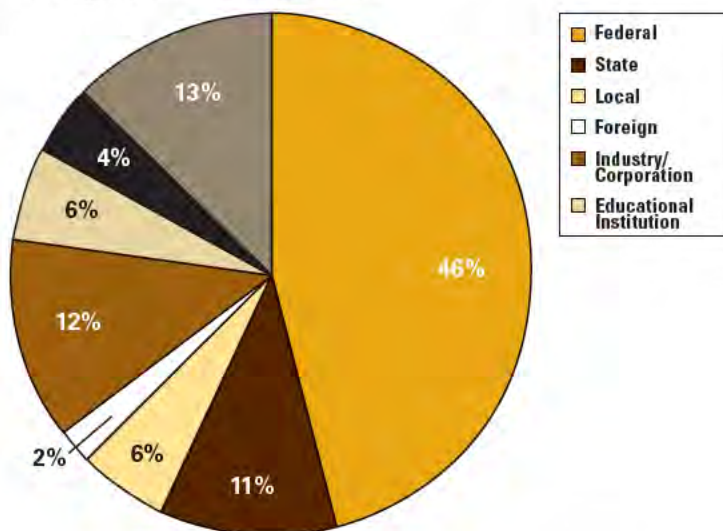


Chart 4.2.7 Total Awards 2000-01 through 2008-09 by Source

Source: Office of Grants and Contracts, McKain



publication per faculty.⁷⁸ In 2008-09, CAS produced 381 journal articles, 55 book chapters and 45 published books.⁷⁹ A review of these documents also indicates that WMU faculty produce a variety of publications also associated with application of scholarship directed toward business, education, and industry that may appear in non peer reviewed journals.

Faculty in the College of Fine Arts (CFA) and the Department of English annually develop creative works for performances and exhibits. Faculty in the CFA have an active, dynamic, and distinguished record of creating and presenting original works in music, dance, theatre,

Chart 4.2.8 Expenditures by Function

Source: Grants and Contracts Office, McKain

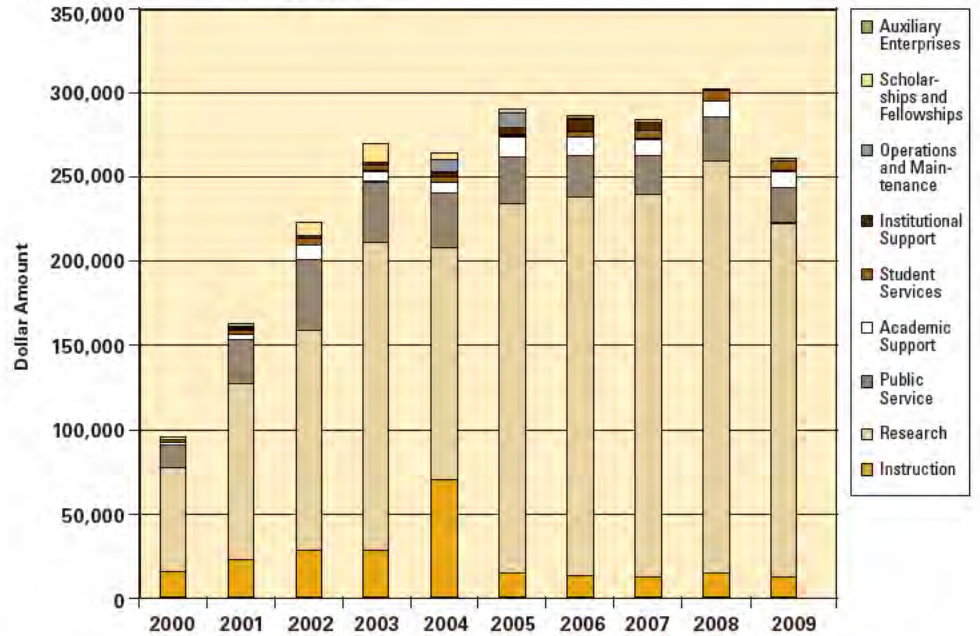
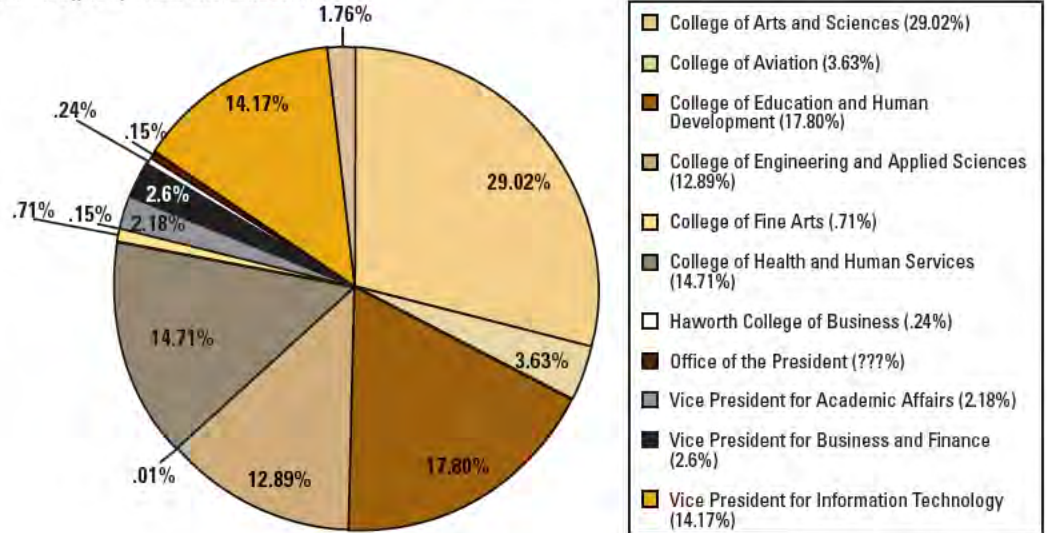


Chart 4.2.9 Grants and Contract Awards by College and Vice President 2001 Through 2009

Source: Office of Grants and Contracts, McKain



78 Resource Room: Faculty Publications: College of Engineering and Applied Sciences (Vizzini)

79 Resource Room: Faculty Productivity Totals: College of Arts and Sciences (Enyedi)

visual arts, arts theory, arts history, and arts education.⁸⁰ Faculty are active in producing professional publications, and faculty works are presented across a range of regional, national, and international venues and consistently receive high levels of professional recognition and review. Faculty in English have a long history of publishing poems, short stories, plays, and novels.⁸¹

Centers and Institutes

Medieval Institute

WMU is well known for its Medieval Institute and Press. The Medieval Institute ranks among the top 10 of the 90 institutes, centers, and programs focusing on Medieval Studies in North America. The institute's reputation primarily rests on its annual International Congress,⁸² the largest annual professional meeting in the field, and Medieval Institute Publications,⁸³ which has published well over 200 books and journals since 1964. In addition, the institute conducts three research programs that make significant contributions to the University's reputation. The Gründler Book Prize,⁸⁴ named for the institute's director from 1976 to 1994, is awarded annually at the International Congress on Medieval Studies. A distinguished scholar is invited to the WMU campus each semester to deliver the Cornelius Loew Lecture,⁸⁵ named for an important early supporter of the Medieval Institute and its programs. And, finally, the chief locus of research activity at the Medieval Institute is the Richard Rawlinson Center for Anglo-Saxon Studies and Manuscript Research.⁸⁶ The center has a specialist library, publishes two book series, as well as the Old English Newsletter Subsidia, and sponsors sessions at the annual International Congress on Medieval Studies.

Mallinson Institute

The Mallinson Institute for Science Education⁸⁷ is a similar gathering place for scholars in science education from both the College of Arts and Sciences and the College of Education and Human Development. The George G. Mallinson Institute for Science Education is a research-oriented unit that is devoted to science education and the study and improvement of how people teach and learn science. The institute teaches undergraduate science courses for elementary education majors and offers two graduate degree programs. The Master of Arts in Science Education and Doctor of Philosophy in Science Education degrees are offered for teachers of science at both K-12 and college levels. Students concurrently enroll in one of five master's programs in science along with doctoral enrollment in science education at the institute. This program prepares students for college-level science teaching and for research in science education. The Mallinson Institute is also the home for Science and Mathematics Program Improvement (SAMPI),⁸⁸ whose staff evaluate the efficacy of education programs in mathematics and science.

Evaluation Center

The mission of the Evaluation Center, established in 1965, is to advance the theory, practice, and utilization of evaluation through research, development, dissemination, service, instruc-

Points of Pride

WMU's Evaluation Center was the first of its kind and remains one of the top centers in the world. Its clients include the U.S. Marine Corps, U.S. Department of Education, National Science Foundation, and the Alger, Heifer, Kellogg and MacArthur foundations.

WMU provides an infrastructure that facilitates collaboration and interdisciplinary scholarship; examples include the internationally recognized Medieval Institute, the Mallinson Institute for Science Education, the Kercher Center for Social Research, and the Center for the Study of Ethics in Society.

80 Resource Room: Multiple Data Responses: College of Fine Arts (Merrion)

81 Resource Room: Faculty Publications: Department of English (Kent)

82 45th International Congress on Medieval Studies, wmich.edu/medieval/congress/index.html

83 Medieval Institute Publications, wmich.edu/medieval/mip/index.html

84 The Grundler Book Prize, wmich.edu/medieval/research/book-prize.html

85 The Cornelius Loew lectures in Medieval Studies, wmich.edu/medieval/research/loew.html

86 Richard Rawlinson Center, wmich.edu/medieval/research/rawl/index.html

87 Mallinson Institute for Science Education, wmich.edu/science/welcome.html

88 SAMPI, wmich.edu/sampi/

tion, and national and international leadership in evaluation. Since 2000, the center's average annual funding from external grants and contracts has been \$1.8 million.⁸⁹ Activities include:

- Evaluation training in collaboration with the Colleges of Arts and Sciences, Education and Human Development, Engineering and Applied Sciences, and Health and Human Services in an interdisciplinary doctoral program in evaluation; workshops on evaluation topics tailored to audience needs; summer evaluation institutes and internships to provide evaluation training to professionals involved with STEM programs/projects.
- Higher education involvement through evaluation of the Charter School of Education at California State University and evaluation of a project at the University of Montana to recruit and retain women science faculty.
- International development through evaluation of Consuelo Zobel Alger Foundation's housing initiative in the Philippines; evaluation of UNICEF's Sara Communications Initiative to promote the realization of the Convention of the Rights of the Child in Africa; evaluation of Heifer Project International's work in Albania, Peru, Nepal, and Thailand; and evaluation of Food Resources Bank's international hunger reduction efforts.
- Personnel evaluation in meta-evaluation of the U.S. Marine Corps' personnel evaluation system; evaluation of extant systems for evaluating teachers, administrators, support personnel, and schools in an effort to improve educational evaluation practices in public and private schools in the United States for the U.S. Department of Education's Office of Educational Research and Improvement; and evaluation of the Ohio Entry Year Project, a pilot performance assessment and mentor program for first year teachers.
- Pre-K-12 education involvement through scoring and related consultant services provided for the National Association of Secondary School Principals' CASE battery of instruments that assess relationships between school inputs and student outcomes; analyses of school effectiveness and efficiency, including possible interventions for school improvement, for the CASE Information Management System; community surveys of public perceptions of local schools; evaluation of curriculum in the South Haven, Michigan, schools; evaluation of charter schools in Connecticut, Delaware, Illinois, Michigan, Ohio, and Pennsylvania; and evaluation of several school- and intermediate school district-based initiatives throughout Michigan; several evaluation and technical assistance projects for Kamehameha Schools in Hawaii.
- Social issues and community development in study of compulsive gambling in Michigan; evaluation of the W.K. Kellogg Foundation-sponsored Youth Initiatives Program; external evaluation of the MacArthur Foundation-sponsored Fund for Community Development that assisted selected community development corporations to improve housing, commerce, and industry in their neighborhoods; and evaluation of the Community Foundation of Greater Flint Neighborhoods Small Grant Program; evaluation of the Consuelo Zobel Alger Foundation's Waianae Self-Help Housing Initiative.
- State/regional educational services in development of an evaluation system for Ohio's state system of career education; evaluation of Michigan's regional educational media centers; primary evaluation and metaevaluation of the Appalachia Educational Laboratory; and evaluation of the research and evaluation departments of organizations providing educational services.

Looking at WMU Today

Research productivity in terms of journal publications, graduate and undergraduate research, and external funding is a hallmark of a research university. Since comparison data have been difficult to obtain, and there is no centralized accounting method for faculty productivity, it

89 Evaluation Center Institutional Vita, wmich.edu/evalctr/instvita.html

can only be said that WMU faculty are actively engaged in publications and creative activities. The high quality of work is noted through numerous awards and alumni success, as well as a high success rate of faculty in the awarding of tenure and promotion. Using the formula provided by the Web of Science as one measure,⁹⁰ WMU faculty produce fewer publications a year than other research institutions. This publication rate is influenced by many factors, one of which is the type of scholarship undertaken at WMU. For example, much of the scholarship in three colleges would be classified by Boyer⁹¹ as scholarship of application or of teaching, both of which would have lower journal publication rates, but which might be reflected through other types of publications and/or by external funding levels. A better system for tracking publications is needed to assess the state of scholarship at WMU and, if appropriate, to foster publication productivity. Data from grant activity are substantially better and show approximately 20% of WMU faculty involved in externally funded projects. WMU's 2007-08 NSF ranking of 258 of 679 for research and development expenditures of universities and colleges places WMU in the top 40% in all but one of the last nine years.⁹² WMU ranks last, however, in comparison to peer institutions.

Chart 4.2.10 Faculty Publications Ratio 2007-2008

Source: Bio-Web of Science, Ginsberg

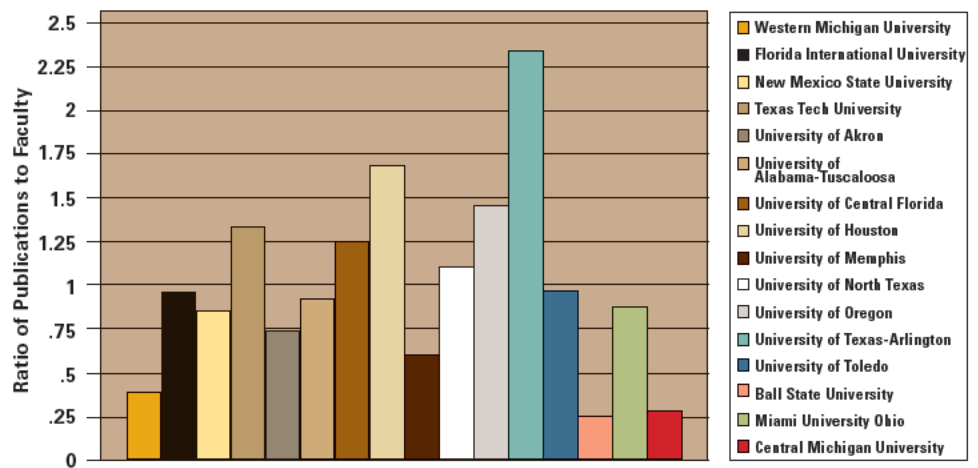
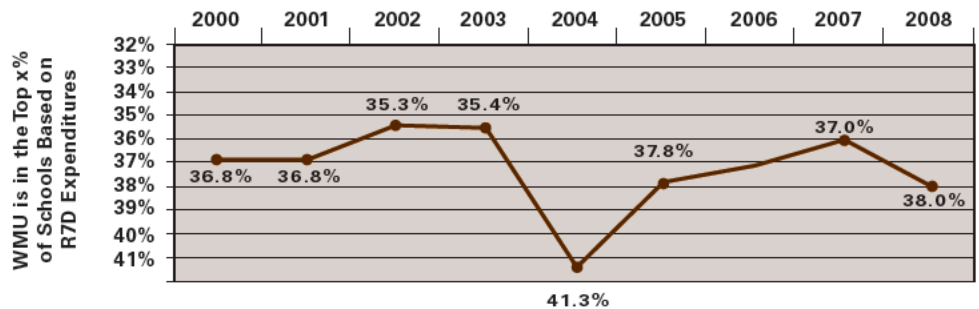


Chart 4.2.11 WMU's Total Research and Development Expenditure Ranking

Source: National Science Foundation Academic R&D Expenditures, nsf.gov/statistics/rdexpenditures



Looking to the Future

While there are college-level strategic plans to improve external funding, there has been no overall vision for stimulating scholarship and research. Such a vision and a strategic plan are needed to integrate discovery scholarship with scholarship of application and other research

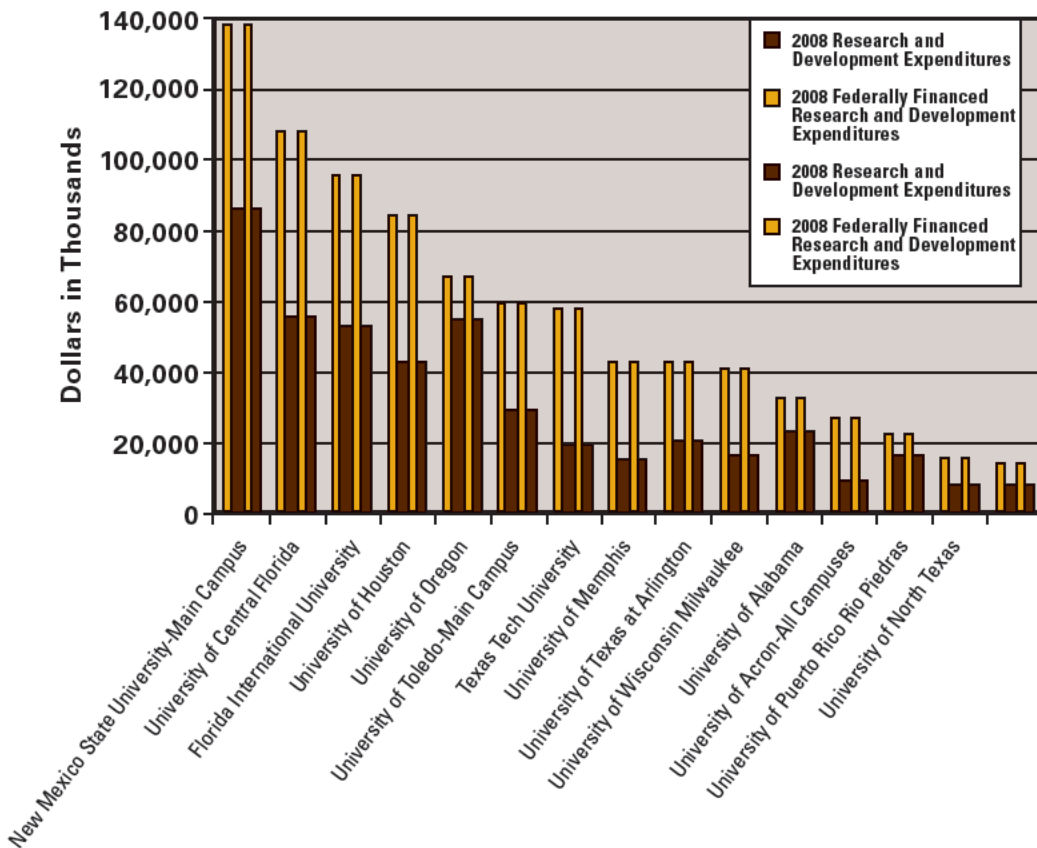
90 Resource Room: Web of Science Formula (Ginsberg)

91 Boyer, E. L. 1997, Scholarship reconsidered: Priorities of the professoriate. San Francisco: Jossey-Bass

92 National Science Foundation Academic R & D Expenditures, nsf.gov/statistics/rdexpenditures/

Chart 4.2.12 Research and Development Expenditures

Source: National Science Foundation Academic R&D Expenditures, nsf.gov/statistics/rdexpenditures



efforts. From the vision and plan can then flow targeted research areas, hiring priorities, expectations for faculty scholarship, acquisition of external funding, and other decisions focused on improving scholarship and fulfilling the University’s mission. As part of implementation, the ability to document progress in achieving goals set forth in the plan will require a more efficient and effective system for collecting and analyzing faculty productivity data.

Core Component 4.2b.2

WMU publicly acknowledges the achievements of students and faculty in scholarship and creative activity.

WMU recognizes and rewards excellence in the scholarly and creative work of students, faculty, and staff in the pursuit of the broader institutional goal of promoting intellectual inquiry, investigation, and discovery. In order to foster a vibrant culture of scholarly and creative activity among its students, faculty, and staff, WMU, through its colleges, departments, and programs, maintains and has expanded a wide range of methods for recognizing significant achievements. Many of the representative honors listed below include cash awards and all involve a public awards event and/or public announcement through University media outlets. In addition to awards, numerous publications produced by departments, colleges, and the University publicize the scholarly and creative accomplishments of WMU students, faculty, and staff. The following lists are not exhaustive, but provide a representative sampling of practices.

University-wide Recognition

Distinguished Faculty Scholar Award

The Distinguished Faculty Scholar award is the highest honor the University bestows on its faculty members. Established in 1978, it recognizes those whose work is widely recognized beyond the University and constitutes a significant body of achievement, most of which has been accomplished while a faculty member at WMU.⁹³

Emerging Scholar Award

The Emerging Scholar Award was launched in 2006 to acknowledge the accomplishments of WMU faculty members in the first decade of their careers at WMU and who, by virtue of their contributions to scholarship or creative activity, have achieved national recognition and demonstrated outstanding promise to achieve renown in their continuing work. The award carries a \$2,000 cash prize for each recipient.⁹⁴

Presidential Scholar Award

Since 1981, WMU has acknowledged the achievement of each department's outstanding undergraduate senior major, based on nominations by faculty members. The award is WMU's highest honor presented to a senior. Recipients are selected on the basis of their general academic excellence, academic and/or artistic excellence in their major, and intellectual and/or artistic promise.⁹⁵

Graduate Research and Creative Scholar Award

Annually, the Graduate College, the Graduate Studies Council, and the Graduate Student Advisory Committee honor the recipients of the Graduate Research and Creative Scholar Award. Since 1986, these competitive honors have been awarded to a small number of master's and doctoral students, based on departmental nominations and excellence in scholarship. Scholars are named at the department and University levels. At a reception celebrating the recipients, the all-University scholars are invited to make brief presentations on their activities. The award also includes a special transcript designation. In 2009-10, there were 30 department scholars and 10 all-University scholars.

Research and Creative Activities Day

Annually since 2007, faculty and graduate students present their work to the University community through posters, demonstrations, and short presentations at Research and Creative Activities Day. The event is a collaboration of the Research Policies Council and Graduate Studies Council of the Faculty Senate, the Graduate Student Advisory Committee, and the Office of the Vice President for Research. In 2009-10, 16 presenters received a monetary award for their poster presentations.

WMU Online and Print Publications

The spring issue of WMU Magazine, a quarterly print and online publication, is the annual "Focus on Research" edition. It features selected externally funded research projects, creation of research centers, and other research initiatives of faculty and students. Prism, the provost's office academic-year online newsletter recognizes faculty, staff, and students. First published

93 Distinguished Faculty Scholar Award, wmich.edu/research/tools/funding/distinguished.html

94 Geoscientist, Historian Named Emerging Scholars, WMU News Sept. 9 2009, wmich.edu/wmu/news/2009/09/023.shtml

95 Top seniors to be honored as Presidential Scholars, WMU News march 19, 2010, wmich.edu/wmu/news/2010/03/068.shtml

in 2006, it notes achievements, honors, research awards, and publications; and announcements of upcoming scholarly events. The Office of the Vice President for Research publishes *Inquiry*, a quarterly electronic newsletter, and prepares publications that highlight faculty and their research activity (e.g., alternative and renewable energy). The front page of the OVPR website features recent external funding awardees and is updated every two weeks.

College-wide Recognition

College of Arts and Sciences⁹⁶

- Faculty Achievement Award for Research and Creative Activity
- Undergraduate Achievement Award for Research and Creative Activity
- *The Insider*, a bi-weekly print and online publication for CAS students, faculty, and staff

College of Engineering and Applied Sciences⁹⁷

- CEAS Outstanding New Researcher Award (faculty)
- CEAS Outstanding Researcher Award (faculty)

College of Education and Human Development⁹⁸

- CoEHD Rising Star award for undergraduate and graduate students for outstanding scholarship
- CoEHD Trailblazer award for faculty for outstanding or cutting edge scholarship

College of Health and Human Services⁹⁹

- R.C. Wardley Award for the Best Scientific Poster (graduate student)
- Interdisciplinary Doctoral Research Janet I. Pisaneschi Prize for scientific research presented in an oral format (doctoral student).

Sample of Department, School, Institute, and Program Recognition

Department of Biological Sciences

The Department of Biological Sciences presents numerous honors for research and scholarly accomplishment, including the Distinguished Biological Sciences Student (graduate and undergraduate) and the MPI Outstanding Research Award (graduate and undergraduate).¹⁰⁰

Department of Finance and Commercial Law

The Department of Finance and Commercial Law offers several financial awards based on scholarship and professional activities/accomplishments, including the Edwin Grossnickle Scholarship and the State Farm Scholarship in Finance.¹⁰¹

Department of History

The Department of History presents graduate students with the annual Departmental Award for Research and Creative Scholarly Activity (MA and PhD), and in 2006 created a new

Points of Pride

The Department of History has received a second Teaching American History Grant of nearly \$1 million to help teachers improve U.S. history instruction in southwestern Michigan. The three-year grant is part of the "Teaching American History Initiative" developed by West Virginia Sen. Robert Byrd and administered by the U.S. Department of Education. The goal of the initiative, which is in its fifth year, is to improve the teaching of U.S. history at the K-12 levels.

96 CAS Awards, wmich.edu/cas/awards.html

97 COES, wmich.edu/engineer/doc/outstanding2007.doc

98 CoEHD Awards, wmich.edu/coe/awards/index.htm

99 HHS Awards, wmich.edu/hhs/IHS/IDR.htm

100 Department of Biological Sciences, wmich.edu/bios/news/Sp10Awards%20copy.html

101 Department of Finance and Commercial law, wmich.edu/business/fcl/scholarships

Honors in History transcript designation to recognize exceptional undergraduate scholarship.¹⁰²

Department of Political Science

The William A. Ritchie Prize in Political Theory is awarded to an undergraduate or a graduate student who has written an excellent paper in the field. The department's annual Graduate Research award is conferred upon one MA and one PhD student.¹⁰³

Department of Physics Newsletter

The Department of Physics Newsletter is a semi-annual publication sent to alumni, emeriti, and other friends of the Department of Physics that publicizes student and faculty scholarly activities.¹⁰⁴

Looking at WMU Today

WMU is one of only 76 Carnegie-classified public research universities with high research activity and Michigan's fourth largest institute of higher education. In a typical year, WMU students, faculty, and staff conduct \$26 to \$30 million of externally funded research on diverse topics including environmental physiology, geological carbon sequestration, the history of 16th century Peru, and technologies enabling more efficient flight and more environmentally friendly public transportation. The University takes great pride in being a student-centered research university, and works to publicly recognize the research and creative accomplishments of its students, faculty, and staff.

WMU has maintained some mechanisms for honoring achievements in research and creative activities for many years. The Presidential Scholar Award honoring undergraduate scholarship and the Distinguished Faculty Scholar Award recognizing career-long scholarly productivity have been in place for 29 and 32 years, respectively. In the past several years the University has expanded these efforts, establishing a new Emerging Scholar Award in 2006 to recognize research and creative accomplishments among junior faculty members, and the annual Research and Creative Activities Day in 2007 to provide a venue for faculty members and graduate students to present and promote their work. Beyond numerous awards and public presentations sponsored by the University and its various colleges, schools, programs, and departments, these entities publicize research and scholarly achievements through many print and online media outlets.

Looking to the Future

While these longstanding and recently established practices have been very effective in honoring and publicizing the scholarly and creative accomplishments of the WMU community, further steps might expand the visibility of student, faculty, and staff accomplishments and more effectively reward scholars for their achievements. While numerous colleges, schools, and departments offer awards for research and creative activities, some do not. Those units that do not recognize scholarship should create appropriate ways of honoring achievement.

It has been many years since WMU has offered merit-based pay increases for faculty and staff. Colleges and departments should consider developing similar mechanisms to provide

Points of Pride

The Department of History received a second Teaching American History grant of nearly \$1 million to help teachers improve U.S. history instruction in southwestern Michigan.

102 Department of History Student and Faculty Awards 2008-2009, wmich.edu/history/news/fall09/history-awards0809.pdf

103 Department of Political Science Scholarships and awards, wmich.edu/politics/undergrad/schol-awards.html

104 Physics Department Newsletter, December 2006, tesla.physics.wmich.edu/view.php?picID=221

monetary awards to faculty in recognition of major achievements in publication, external funding, or creative works. The dean's excellence award in the College of Arts and Science is an example of an existing one-time monetary award for faculty that shows excellence in scholarship or external funding that might serve as a model.

WMU recognizes that the creation and use of scholarship by students is critical to achieving the mission of being student-centered research university; thus WMU provides significant support for scholarly activities to students. In order for undergraduate and graduate students to contribute to the accomplishment of the University's mission, the University should promote intellectual inquiry, investigation, and discovery in all undergraduate and graduate programs. WMU has a strong commitment to the creation and use of scholarship by students as indicated by activities detailed in this section.

Core
Component
4c

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Core Component 4.2c.1

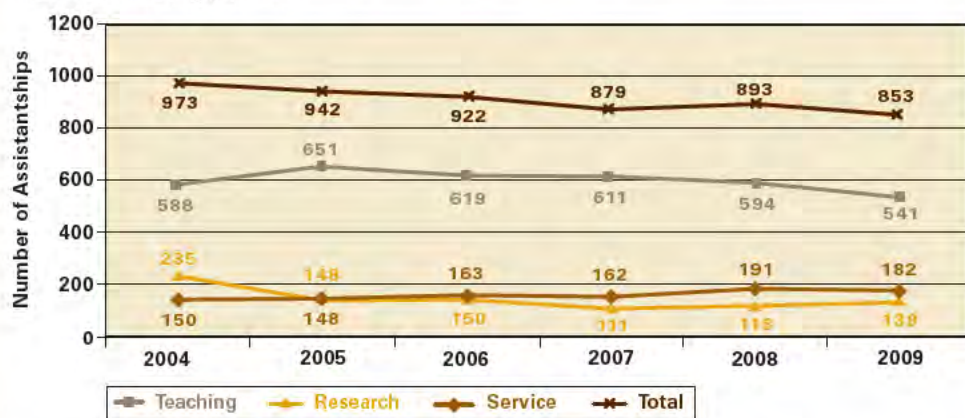
WMU supports the creation and use of scholarship by students in keeping with its mission of being a student-centered research university, building intellectual inquiry, investigation, and discovery into all undergraduate, graduate, and professional programs.

Graduate Student Support

Western Michigan University provides fellowships, assistantships, and associateships for students pursuing graduate study.¹⁰⁵ Collectively, these awards are known as graduate appointments. Graduate appointees are enrolled students with appointments funded through state appropriations and federal, state, local, and faculty grants. While many of these appointments have a requirement for teaching, these students are important to WMU's research efforts. The employment of graduate students in teaching, research, and non-teaching positions during their graduate education encourages and supports their participation in these major functions of University life and thereby strengthens the quality of the students' educational experience. The appointments also provide financial support to outstanding students who are essential to the development of quality graduate programs. In 2008-09, 853 graduate appointments were awarded.¹⁰⁶

Chart 4.2.13 Teaching, Research, and Service Graduate Appointments

Source: Graduate College, Nemire



Examination of the WMU budget indicates that funding available from the general fund for graduate appointments has been steady; however, because the stipend has increased by approximately 1% each year, in response to the newly formed Teaching Assistant Union (TAU), the number of teaching appointments has decreased. Further, a study conducted by the RPC and GSC Select Committee on Graduate Student Retention in March 2005¹⁰⁷ indicated

105 Graduate Student Appointments, wmich.edu/grad/appointments/

106 Resource Room: Graduate Student Award Distribution (Nemire)

107 Resource Room: GSC Select Committee on Graduate Student Retention, March 2005

that graduate student stipends were not competitive with those offered by peer institutions. Although the TAU agreement has resulted in increases in both stipend levels and tuition remission, these levels remain somewhat low. With regard to externally funded graduate appointments, less information is available. An analysis of student appointments associated with external funding for the spring, summer I and II, and fall terms provides some insight. During that period, appointment of non-resident graduate students were 44 in spring to 43 in fall; appointments for resident students decreased from 122 to 119, spring to fall. As these data are limited in scope, additional information is needed to determine how externally funded appointment levels have changed (or not) across time.

The Graduate College promotes scholarship by supporting the travel of graduate students for presentation of their research at conferences or symposia through a graduate student travel fund. The fund supports travel to meetings or events sponsored by professional organizations for the purpose of reporting the results of research, exhibiting or performing creative works, or otherwise disseminating results of their scholarly activity.¹⁰⁸ Over five years (from 2004-05 to 2008-09), the Graduate College awarded travel grants totaling over \$150,697 to 334 graduate students. Graduate College support provided to graduate students for travel to conferences has increased from \$30,660 in 2004-05 to \$39,944 in 2008-09, and the support for Graduate College dissertation fellowships has increased from \$72,612 in 2004-05 to \$79,776 in 2008-09.¹⁰⁹

Undergraduate Research

WMU has a long tradition of undergraduate research and research mentorship. The 2009 NSSE reported approximately 50% of the students surveyed at WMU planned to engage in an undergraduate research experience.¹¹⁰ Much of the University's undergraduate research initiative is supported by the Lee Honors College (LHC) through required thesis work of participating undergraduates.¹¹¹ Between 2003-04 and 2007-08, 519 undergraduate students in the Lee Honors College completed a research honors thesis project.¹¹²

OVPR has sponsored undergraduate research excellence awards for students who participate in externally funded projects with faculty mentors.¹¹³ Students can apply for a \$500 stipend for travel or supplies for either a semester or two-term experience. Faculty can also request and justify up to \$200 for additional supplies needed to support the student.

The College of Arts and Sciences undergraduate research award program has been in existence since 1997 and supports approximately 60 students a year.¹¹⁴ The joint student/faculty projects represent the diversity of scholarly activity in the college. Projects have ranged from English editorial assistants to molecular biology research. Research fellowships are also available in conjunction with Binder Park Zoo, Bronson and Borgess Hospitals, and the Department of Natural Resources. Each year undergraduate researchers from biological sciences and chemistry present their work at the National Undergraduate Research Conference. The Research Experiences for Undergraduates (REU) program in biological sciences and chemistry, for example, supports undergraduate research experiences for WMU students and students

108 Research and Travel Grants, wmich.edu/grad/research_travel_awards.html

109 Resource Room: Graduate College Dissertation Funds (Pyenson)

110 2009 NSSE Data Institutional Report, Question 7, pp. 6-7, 25; wmich.edu/poapa/assessment/pdf/NSSE%202009%20Institutional%20Report.pdf

111 Senior Thesis Lee Honors College, wmich.edu/honors/current/thesis/index.html

112 Resource Room: Honor Thesis Graduates (Pattok)

113 Undergraduate Research Awards, wmich.edu/research/tools/undergraduate/ovpr.html.

114 CAS Undergraduate Research and Creative Activities Award, wmich.edu/cas/awards/ugrad/index.html

from other universities each summer. Students compete for the opportunity to work with a research mentor on projects, and receive a summer stipend with free on-campus housing.¹¹⁵

The College of Engineering and Applied Sciences provides a number of opportunities for students to participate with faculty in research or engage with other students in national competitions.¹¹⁶ State, regional, and national conferences hold annual competitions that stimulate student creativity and research. One of the most recognized competitions is the Sunseeker Solar Challenge. WMU students design and build a solar-powered vehicle that utilizes state-of-the-art technology to make the most efficient use of the available solar energy. The culmination of the project is the biennial, cross-country, international, intercollegiate North American Solar Challenge.¹¹⁷ It is a 2,500 mile test of the efficiency, safety, and durability of the student-built solar powered vehicle.

Another example of undergraduate research initiatives involves conferences to showcase senior engineering and design projects. Graduating seniors in a variety of engineering disciplines present projects at the end of each fall and spring term. Southwest Michigan firms many times support the projects, which require students to address real-world problems. Since 2004, 1,273 student projects have been presented.¹¹⁸ The conference is open to the public at no charge. Local businesses and supporting Southwest Michigan firms are in attendance along with mentoring faculty, student families, and peers. Classes are postponed during this period to enable all engineering students the opportunity to hear the presentations. Students from local high schools are bused in as part of the college's student outreach program. Students receive an evaluation of their presentations by those in attendance. Students are required to submit a written report, which is evaluated by sponsoring companies and faculty advisors.

International Research Opportunities for Faculty and Students

A number of WMU faculty are engaged in research through international collaborations, further increasing the research capacity of the University. Examples include, but are not limited to, the following researchers:¹¹⁹

- Dr. Paul Clements (political science) lived for five years in Africa, first as a Peace Corps volunteer in The Gambia, and subsequently working on various projects. He conducted his dissertation research in Uganda, Kenya, and Malawi. He has also lived in Hong Kong and India. Fluent in Mandinko and with a working knowledge of Wolof, he continues his interest in international development with principle focus in Africa, but with attention to all developing countries. Most recently, he has undertaken monitoring and evaluation projects on contract with development organizations in Africa.
- Dr. Todd Barkman (biology) has spent more than four years researching the plant called rafflesia—an endangered Southeast Asian plant genus that can grow up to three feet in diameter. Barkman has spent a lot of time abroad in the pursuit of advancing understanding of rafflesia, and collecting DNA samples of about 15 species of the plant in Malaysia, Indonesia, and the Philippines.
- Dasha C. Nislua's (Russian and world literature) research involves Slavic languages and literatures, and expands on a trajectory from America in the west to Croatia and east to

115 NSF-REU Program in Environmental Signal Transduction, wmich.edu/nsf-ru/mentors.html

116 CEAS Student Projects, wmich.edu/engineer/student-projects.htm

117 WMU Sunseeker Solar Car Team, sunseeker.cs.wmich.edu/

118 Resource Room: CEAS Senior Engineering and Design Conference (Vizzini)

119 Resource Room: Index International Research Opportunities for Faculty and Staff (Belinger)

Russia. During the first part of her career, she worked for the Berlitz School of Languages in Chicago and then Los Angeles, where she gained over 10 years of experience in court interpretation, translation, and teaching. Over the years she has published two bilingual books of poetry and has brought a number of Slavic authors to the attention of English speaking readers. She has been awarded three National Endowment for the Humanities (NEH) grants, and in 2009, an International Research and Exchange Board (IREX) grant and a National Council for Eurasian and East European Research (NCEEER) grant.

- Bilinda Straight (anthropology) works in northern Kenya on issues relating to gender, sexuality, interethnic violence, religion, and material culture. She is currently working on a multi-disciplinary, collaborative bio-cultural-archaeology project relating to pastoralist landscapes. She is also continuing her ongoing work on interethnic violence in northern Kenya with a collaborative, multi-year project sponsored by National Science Foundation (#0822915, with Ivy Pike, University of Arizona): The Violence of "Small Wars," Poverty and Health in Three Pastoralist Communities in Northern Kenya.
- Mohamed Sultan, Alan Kehew, and William Sauck (geosciences) mine the desert for water using satellite imaging and other geochemical and geophysical methods to help the burgeoning nations of the Middle East meet demand for fresh water. The three have received more than \$750,000 in research dollars from NATO, NSF, NASA, and USAID.

Study Abroad Programs

Another mechanism for experiential learning is study abroad programs tied to research in international settings. Scholarships available include a President's Grant for Study Abroad that offers up to \$10,000 for students studying a foreign language overseas.¹²⁰ To fund their participation in the program, students can use financial aid, including the Kalamazoo Promise and Michigan Education Trust funds. Examples include, but are not limited to:

- Stacey Pollard (ABD) conducted field research in Egypt, Jordan, and Lebanon during the 2007-2008 and 2008-2009 academic years.
- Melanie Kintz (ABD) collected data on the career patterns of German Bundestag members.
- Fodei Batty (ABD) was in Sierra Leone and Liberia for two years gathering survey data and conducting focus groups for his dissertation project on post-civil war voting patterns. His research was partially supported by a Howard Wolpe African Studies Grant from the Department of Political Science and a Jennings Randolph Peace Fellowship from the United States Institute of Peace.
- WMU seniors Sarah Daniels and William Spalla (global and international studies) and junior Tharyn Taylor (accounting) join 850 students selected from a nationwide pool of students who received awards from the Benjamin A. Gilman International Scholarship Program to study foreign languages overseas.

Looking at WMU Today

WMU's extensive support of undergraduate and graduate student scholarship contributes significantly to the success of the organization's mission of being a student-centered research university. Participation by WMU students in study abroad programs has increased. The number of seniors presenting design projects is being tracked on a yearly basis and by department.

¹²⁰ Diether H. Haenicke institute for Global Education, international.wmich.edu/content/view/1326/2/

Conversely, the University does not have a centralized system for tracking internship participation. If a student at WMU registers for internship credit, there is a way to track them by academic college, by major using the Cognos reporting system. However, many WMU students participate in internships and do not earn college credit; thus data regarding student participation in internships do not include non-credit internships. A central database would enable a more in-depth analysis of student placement and be useful in allocating resources and providing career advising to the student. Students find opportunities through career fairs on campus. Internships are also obtained through the recommendation of faculty mentors. Career and Student Employment Services is currently tracking the companies coming to campus to recruit students and is actively trying to increase company participation as demonstrated by the “cool” co-op program.

Although the University has established programs to support the creation and use of scholarship by students, there are areas for improvement (e.g., resources to support graduate appointments). In addition to the current tracking of total number of graduate student appointments awarded, WMU should track and report more widely the awards by type (doctoral assistant, teaching assistant, research assistant, or graduate assistant). Additional data are also needed regarding the number of students supported by external funding awards.

Looking to the Future

The University is committed to supporting the creation and use of scholarship by students. In the near future, the focus will be on finding additional resources to compensate for the loss in funding provided by the State of Michigan. It is essential to the University’s mission that WMU continue to offer competitive stipends and tuition remission rates for graduate students. Continuing to build partnerships with industry to support student research and internship opportunities will also be beneficial to WMU. Student support mechanisms should be sought by the Graduate College and by undergraduate programs to assist students in finding funding to participate in study abroad programs and research-related travel. WMU is positioned to better coordinate experiential learning opportunities, particularly in undergraduate research, and to better track the number of students at all levels who are engaged in research. Further, the University should continue to work with faculty to increase the extent to which students are supported through externally funded projects.

Core
Component
4d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Core Component 4.2d.1

WMU policies and procedures ensure the ethical conduct of research.

WMU believes that integrity of research is a serious matter for all faculty, students, and staff engaged in research and creative activities, funded or unfunded. As WMU's research efforts have grown and in line with increasing federal requirements, the University has established policies and procedures to ensure the ethical conduct of research. Over the last five years, the University has revised or developed a number of important research ethics and compliance policies and procedures.

- Revised Research Misconduct Policy – This revised policy was approved by the Research Policies Council (RPC) in March 2006, the Faculty Senate in October 2006, and by the Board of Trustees that December. Revisions provided greater clarity on policy, incorporated new federal requirements, and integrated student, staff, and faculty procedures into the same policy.
- Export Control Policy – A new policy was first drafted during fall 2006, revised in 2008, approved by the Research Policies Council on November 13, 2008, and by the Faculty Senate on February 5, 2009. The document sets out new policies and procedures for conduct of research involving export or potential export controls and incorporates increased federal requirements in this area.¹²¹
- Revised Intellectual Property Policy – Revisions were approved by the Faculty Senate in March 2007.¹²² The revised policy clarified procedures for IP, established a new faculty board, and incorporated requirements for conflict of interest and ownership of data.
- Revised Human Subjects Procedures – Human Subjects procedures and policies have seen a number of changes in the past 10 years. The last major changes were approved by the HSIRB board in 2003 with an intent to speed review and to better assist faculty and students in obtaining HSIRB approval. In 2005, an online CITI Course on Protections of Human Research Subjects was added as a requirement for all PIs and Co-PIs conducting research with human subjects, whether externally funded or not.¹²³
- OVPR website and Research Handbook – The OVPR website was revised in 2006 and 2009. Many of the revisions focused on making research related policies and procedures more easily accessible to faculty, staff, and students.¹²⁴
- Grants and Contracts website – The Grants and Contracts website was revised in 2009 and provides post award research-related policies and procedures.¹²⁵
- Student Code website and Academic Integrity Policy – The Student Code, last revised in 2008, outlines proscribed conduct of all students.¹²⁶ The policies and procedures concerning conduct in research are clearly differentiated from academic honesty and academic grade appeals. Revisions are made through joint consultation involving the Office of Student Affairs, Office of the Vice President for Research, Faculty Senate, Research Policies Council (RPC), Offices of Legal Affairs and General Counsel and Legislative Affairs, and the provost's office. Since representatives of the Graduate Student Advisory Committee sit on RPC, students' voices were part of the process.

121 Export Control Policy, wmich.edu/research/exportcontrol/exportcontrol%20Policy.pdf

122 Resource Room: Revised Intellectual Property Policy Faculty Senate MOA-06/01 (Krawutschke)

123 Human Subjects Institutional Review Board, wmich.edu/research/compliance/hsirb/

124 Office of the Vice President for Research, wmich.edu/research

125 Grants and Contracts Office, obf.wmich.edu/grants-contracts/

126 WMU Student Code, wmich.edu/conduct/docs/WMU_studentcode.pdf

Looking at WMU Today

Assuring appropriate policies and procedures for the ethical conduct of research is a value shared by both the administration and the faculty of WMU. Policies have been shaped not only by federal requirements but also by the concerns of faculty, staff, and students, as seen in the lively discussions that occurred in the process of review of the new and revised policies. New or revised policies for intellectual property rights, research misconduct, and export control have been designed to apply to all researchers (students, faculty, and staff) whether or not the research is externally funded. For example, while the Misconduct in Research Policy is the same for all, it has a built-in tree that specifies makeup of the committee and how the penalty phase will work for each of the groups. The students' penalty, should they be found to have committed research misconduct, would have an additional review by Student Affairs and the Student Code while the faculty penalty phase would occur pursuant to the union contract. In matters such as plagiarism, there is overlap between the student code and research policies. Attempts have been made to align the policies as best as possible and to include a representative of the Division of Student Affairs on student research misconduct cases.

To assure the ethical conduct of research, education and enforcement are required. At WMU, for example, all graduate theses are reviewed to assure compliance with human and animal subjects regulations. Students are denied use of their data for thesis use if they have not received Human Subjects approval prior to conducting the research. Both faculty and students have been reviewed for research misconduct violations and, where appropriate, have been penalized. All research policies are kept current on the OVPR website.¹²⁷

A select committee on research ethics established by the Research Policies Council and Graduate Studies Council made several recommendations regarding research ethics development across the University.¹²⁸ Several of these recommendations were implemented, including revisions to the graduate student thesis committee appointment form which integrated information regarding notification of compliance regulations. The recommendation for a Research Ethics Resource Center was also implemented and has been funded by OVPR. Recent requirements by NSF for research ethics training have prompted reorganization of a research ethics task team, which is considering relevancy of other recommendations made by the select committee.

WMU has made excellent progress in establishing policies to encourage the ethical conduct of research and procedures to require and monitor compliance. The policy review and development process includes input from faculty, administration, and students. Further, the University provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Looking to the Future

As government regulations change and as WMU shifts into new areas of research, it is important to continue to review current policies and procedures related to compliance and responsible conduct of research. Such was the case with the export control policy, which became more important nationally with changes in government regulations and interpretations of these regulations. In addition, WMU increasingly began to work on military contracts which required export controls. In the future, the significant conflict of interest policy needs to be reviewed because a review has not occurred since 1995. While there are parts of this policy embedded in the IP policy, increasing IP-related research and commercialization warrants a new look at conflict of interest policies and procedures. It is recommended that RPC, along

Points of Pride

Three Mallinson Institute for Science Education professors were awarded a National Science Foundation grant for their project entitled: Integrated Apprenticeship in the Teaching of Elementary Science (IATES). The project will develop a program for elementary school educators that integrates the design of the physics content and science teaching methods courses, adopts an apprenticeship instructional model, and develops the science in an explicit inquiry framework.

¹²⁷ Office of the Vice President for Research, wmich.edu/research

¹²⁸ Resource Room: Select Committee on Research Ethics Research Faculty Senate MOA-05/08 (Kohler)

with the vice president for research, annually review the state of research ethics policies and procedures and initiate changes or additions where appropriate.

Core Component 4.2d.2

WMU provides effective oversight and support services to ensure the integrity of research by faculty and students.

The University has developed the appropriate infrastructure and support services to ensure the integrity of research by faculty and students. One of the functions of the Office of the Vice President for Research (OVPR) is to assure research compliance and through this office operate the various boards and committees associated with this responsibility. The research compliance officer, a staff member within OVPR, coordinates WMU compliance measures and monitors federal regulations and national trends in research compliance. Each of the following committees works within a framework and policies reviewed by the Faculty Senate's Research Policies Council and, in a number of cases, by the Board of Trustees.

- Human Subjects Institutional Review Board – The HSIRB has averaged over 250 proposal reviews a year since 2004.¹²⁹ The members are appointed by the president and represent faculty from across campus. The board also includes outside members in required fields.¹³⁰ The HSIRB reviews all proposed research protocols involving human subjects.
- Animal Care Committee – WMU has a long-standing Institutional Animal Care and Use Committee (IACUC) that reviews protocols involving vertebrates. The University also contracts annually with a veterinarian who oversees animal care.
- Recombinant DNA and Biosafety Advisory Committee – WMU has a long-standing Recombinant DNA Advisory Committee that meets regularly to review any protocol that uses recombinant DNA and to assure labs meet required biosafety levels.

OVPR provides additional support for research ethics and federal compliance through:

- Radiation Safety Officer – The University has a radiation safety officer whose responsibilities include monitoring and training in radiation safety. This officer also manages the disposal of radioactive material.
- Export Control Regulations – The WMU's research compliance officer has developed procedures to assist faculty and students with export control issues. The University also contracts with MSR, which provides web services to assist in complying with export regulations. Beginning in November 2009, nine Michigan universities including WMU entered into a statewide Visual Compliance – Research Edition State System Subscription Agreement with MSR eCustoms. Under the terms of this agreement, any member of the WMU community may access software that assists with learning and following export laws and regulations.¹³¹
- Research Misconduct – The vice president for research acts as the research ethics officer in cases of research misconduct. The University has developed a complete policy and procedures in this area and provides training to faculty and students in various settings and through the Center for Research Ethics. The vice president for research works closely

¹²⁹ Resource Room: Approved HSIRB Protocol Counts by Level of Review – 2004-05 to 2008-09 (Janson)

¹³⁰ Resource Room: Human Subjects Institutional Review Board Membership Roster – Fall 2009 (Janson)

¹³¹ Export Control Policy, wmich.edu/research/exportcontrol/exportcontrol%20Policy.pdf

with the faculty, student affairs, and legal affairs in carrying out research misconduct investigations.

Looking at WMU Today

WMU is compliant with federal standards and goes beyond many of the standards through the application of policies and support for the ethical conduct of research of all research projects, both funded and unfunded. For example, each graduate student thesis is reviewed for compliance with human subjects and animal use regulations. Each thesis must contain documentation that the appropriate board approval was obtained prior to collection of the data. There have been instances in which students were not allowed to use their data. In that situation, the student, faculty mentor, vice president for research, and the Graduate College are made aware of why the data were disallowed. To remind researchers of the policy, the OVPR compliance officer has given workshops on research conduct. Analysis of HSIRB documents, animal facility inspections, and other compliance committee documents indicate that WMU meets or exceeds established standards.

WMU takes seriously its responsibility to assure responsible conduct of research across a range of issues, including research with human subjects, plagiarism, and data falsification. While the number of research misconduct cases is small relative to the research population, any indication of research misconduct is reviewed, according to policy.¹³²

Looking to the Future

As policies and procedures are updated and revised, it is important to educate faculty, students, and staff on the appropriate conduct of research. It is also important to continue enforcing policies regarding research misconduct and the student code. OVPR, the Graduate College, the Division of Student Affairs, and the Research Policies Council need to continue their collaboration to regularly monitor compliance. Further, the Research Ethics Center should continue educating researchers about implemented policies in order to increase awareness of them.¹³³

Core Component 4.2d.3

WMU provides support for faculty, graduate students, and staff training in responsible conduct of research.

The University provides a variety of opportunities for training in responsible conduct of research. Federal regulations require that persons engaged in research demonstrate their competence to meet ethical research standards. Over the decade, WMU has increased its focus on meeting and exceeding such regulations by expanding its approaches for providing faculty, student, and staff development in this area. In addition, WMU has established infrastructure for providing an ongoing focus on research ethics through which a variety of resources are available.

In 2005, the Research Policies Council's select committee on research ethics addressed the Faculty Senate's charge to develop policies and procedures regarding research ethics training.

¹³² Resource Room: Research Misconduct by Year (Kohler)

¹³³ Resource Room: Research Ethics Resource Center (RERC), 2005 to present (Janson)

The committee's final report,¹³⁴ approved by the Research Policies Council, the Graduate Studies Council, and the Undergraduate Studies Council, outlined several recommendations to establish and embed research ethics development in the WMU community. Several of the recommendations have been implemented.

Research Ethics Resource Center

The Research Ethics Resource Center was established in 2005 to foster a sustainable ethical research culture and a research community in which ethical dimensions of research are standard practice.¹³⁵ The center has designated office space within OVPR, staff support provided by OVPR, and an advisory board which oversees the center's activities. The center has sponsored 10 workshops and/or seminars since 2006. Additionally, the center has offered independent study in research ethics for students and guest lectures in both graduate and undergraduate courses. The center also houses an ethics resource library, through which a variety of resources are available regarding ethical conduct of research, including videos, audio tapes, books, newsletters, and compilations of related articles.

OVPR Website

The OVPR website has been expanded significantly over the past 10 years and includes a variety of resources regarding research ethics, including links to web-based materials, book references, and summaries of research ethics issues.¹³⁶ The site also includes all University research-related policies such as those related to compliance and research misconduct.

Graduate College Training Resources

Each year, the Graduate College conducts a variety of workshops to prepare graduate students for their roles in teaching and research. In 2004, 2005, and 2006, the Graduate College provided one general workshop each year that included a focus on research ethics. In 2007, it provided two workshops which included a focus on research ethics and another specifically focused on plagiarism. In addition to the two workshops with a general focus on research ethics, in 2008 their work expanded to providing an additional seven workshops on specific ethics topics. Workshops in 2009 included two general workshops and two additional seminars on specific research topics.

Outreach and Resources for Complying with Export Control Regulations

In 2006, with revisions in 2008, WMU established its policy on export control.¹³⁷ Since 2008, WMU's research compliance officer has provided four workshops to faculty, staff, and students regarding export control policy and procedures. Through November 2009, this office also worked with faculty to file 11 export control protocols to comply with regulations.¹³⁸ As described previously, WMU and eight other Michigan universities jointly subscribe to the state-wide Visual Compliance – Research Edition State System for access to information regarding export control, a significant resource for the University.

134 Resource Room: Select Committee on Research Ethics Research Faculty Senate MOA-05/08 (Kohler)

135 Research Ethics Resource Center, wmich.edu/research/compliance/ethics/index.html

136 Office of the Vice President for Research, wmich.edu/research

137 Export Control Policy, wmich.edu/research/compliance/exportcontrol/

138 Vicki Janson, Research Compliance Coordinator, November 18, 2009

Outreach and Resources for Complying with Radiation, Biosafety, and Animal Research Regulations

WMU has established personnel, committees, and resources for assuring compliance with federal regulations in a variety of areas. In the past 10 years, WMU has provided 109 classes on radiation safety, which were attended by 225 faculty, staff, and students, and 75 individuals from start-up companies associated with the Southwest Michigan Innovation Center.¹³⁹ Follow-up inspections with individual research sites were conducted annually.

Collaborative Institutional Training Initiative (CITI)

The Collaborative Institutional Training Initiative program is a subscription service providing research ethics education to all members of the research community. To participate fully, learners must be affiliated with a CITI participating organization. The course is hosted on secure servers at the University of Miami and the CITI office there retains all records confidentially. WMU has subscribed to the service since 2005. Investigators conducting research with human subjects must complete one of the basic courses before their HSIRB protocol is approved and must take an appropriate refresher course every three years. IACUC members and animal researchers must take appropriate modules from the Laboratory Animal Welfare Courses—IACUC members as a prerequisite to serving on the committee, animal researchers before they can receive federal funding.¹⁴⁰ As of November 2009, the CITI program had issued 3,658 certificates of human subjects protections training to WMU faculty, staff, and students.¹⁴¹ Of these, 3,102 have been issued to social science/behavioral science/education researchers, 353 to researchers who use a medical model, 76 to administrators, and 37 to HSIRB members. In addition, 45 people have logged on to the program and used the modules as a reference resource.

Points of Pride

The College of Education and Human Development associate professor of family and consumer sciences Barbara Frazier professor is part of an effort that has been awarded a three-year, \$500,000 grant to study the impact of local retailers on rural communities. The grant is from the U.S. Department of Agriculture Cooperative National Research Initiative and has been awarded to Dr. Frazier and colleagues at Iowa State and Ohio State University. Frazier and her fellow researchers will identify ways in which the retail sector in rural communities contributes to and enhances economic development.

Looking at WMU Today

WMU has made significant progress in establishing an infrastructure for institutionalizing ethical conduct in research. Resources are available, abundant, and exist via a variety of media. Both the CITI program and the export control software provide the University with up-to-date resources and record-keeping that facilitate both relevance and accountability.

WMU recognizes its responsibility to provide ongoing opportunities and resources regarding the ethical conduct of research. Within OPR, the research compliance office has taken the lead to acquire resources and establish procedures to provide training and documentation of such. This work has proven successful, as demonstrated by the low number of research misconduct cases and the records provided by the CITI program. Further, the Graduate College's efforts to expand the information provided to graduate students is commendable.

Looking to the Future

WMU has been proactive in meeting its responsibilities for providing training opportunities in research ethics. WMU provides specific mandates for faculty development regarding research ethics, in response to federal regulations (e.g., requirements to complete specific CITI modules). However, in many cases, it is incumbent upon individual faculty and their depart-

¹³⁹ James Center, Radiation Safety/ Biosafety Officer, November 2009; wmich.edu/research/compliance/radiation/

¹⁴⁰ Collaborative Institutional Training Initiative, citiprogram.org/announcementview.asp?strKeyID=21D7A917-DD2B-4595-8D38-CCA9D823414C-0

¹⁴¹ Vicki Janson, Research Compliance Coordinator, November 17, 2009

ments to voluntarily access the resources available; there is no mandate compelling them to do so (e.g., participating in the Research Ethics Resource Center seminars). Although the Graduate College requires attendance at its general workshops, attendance is not specifically required at the topical workshops. Thus, across campus, development of research ethics can vary depending on faculty initiative and/or student curriculum.

The National Science Foundation has issued new regulations effective in 2010 that require provision of training in research ethics to students and postdocs working on NSF-funded research. Thus, OVPR has established a research ethics task team and has established additional resources and protocols to meet these requirements and document compliance. The current CITI modules can be effective in providing some of this training, as can other available online resources. With the assistance of the task team and resources of the RERC, OVPR has established minimum training requirements aligned with the NSF rules, specific avenues for meeting the standards, and a documentation system.

Core Component 4.2d.4

WMU creates, disseminates, and enforces clear policies on practices involving intellectual property rights.

During the past decade, the need to implement, and enforce policies regarding IP became more apparent. Although a policy that had been approved by the Board of Trustees existed regarding intellectual property rights, evidence suggests a lack of assistance in reporting IP led to improper documentation and management. Increased pressure from the State of Michigan to capture more university-level IP, including \$10 million to develop the Biosciences Research and Commercialization Center, also stimulated WMU to improve its IP management.

In 2005, the University hired a director of IP management and commercialization. WMU has since seen an increase in invention disclosures, patent application filings, and licenses. The director has also worked to improve industrial research contracting in order for WMU to retain a greater amount of intellectual property and to help advise faculty on issues related to working with industry, IP issues, and commercialization of IP through licenses and start-up companies. In 2007, an IP management and commercialization committee formed with support of the director and staff of OVPR. Five WMU faculty from a variety of fields serve on the committee.¹⁴² The committee advises the director on issues related to IP, financial conflict of interest, and dissemination of seed funds to enhance the development and commercialization of WMU IP. The director, with the help of the committee, has published a handbook which explains topics related to IP, including clear delineation of different types of IP and faculty, student, and staff rights.¹⁴³ Highlights of the transformation of the IP system at WMU include:¹⁴⁴

- FY 2005-06: WMU hires a new director of intellectual property management and commercialization.
- FY 2006-07: The IP Faculty Advisory Committee was formed and held its first meeting in March 2007. The committee is charged with helping to administer WMU's Technolo-

¹⁴² Resource Room: Summary of activities for WMU's IP Management and Commercialization Faculty Advisory Committee and financial support from WMURF (Sharer)

¹⁴³ Intellectual Property Policy Handbook, wmich.edu/research/tools/forms/ippolicy-RPC07.pdf

¹⁴⁴ Resource Room: Summary of activities for WMU's IP Management and Commercialization Faculty Advisory Committee and financial support from WMURF (Sharer)

gy Development (TD) Fund. The TD Fund has a specific mandate for developing WMU technologies beyond the proof-of-concept stage, which is where government funding often ends.

- FY 2007-08: Allocations for the TD Fund were made available in the WMU Research Foundation budget; three award winners were notified and funds totaling \$47,500 were disbursed in early 2008.
- FY 2008-09: The committee also met to discuss its potential role in conflict-of-interest review and reporting regarding faculty-owned start-up companies and potential research relationships with WMU. The key issue is ensuring the integrity of the research that WMU performs with these companies. The committee awarded \$45,000 for three faculty commercialization projects.

Workshops have been used to inform faculty of IP policies and processes for commercialization. A revised IP policy in 2007 brought WMU to a standard found at other research universities. Faculty share 50% of the royalties from any IP that is licensed. Also, the Faculty Senate has formally adopted the policies developed by the IP committee and staff of OVPR.

Looking at WMU Today

The University has made significant strides in developing policies concerning intellectual property and commercialization, as well as in ensuring that IP is properly disclosed and managed. This progress has aided the University's overall research and development productivity and ensured that faculty and WMU share the outcomes of IP development in an equitable manner. The University adheres to nationally accepted standards regarding IP and has support in this area commensurate with its peer institutions. However, the roles of the WMU Research Foundation, Paper Technology Foundation, Biosciences Research and Commercialization Center, and OVPR are not clearly articulated regarding where IP is housed. According to the 2009 budget, the research foundation provides the operating budget for technology transfer.

Looking to the Future

It is recommended that as faculty development of IP increases, staffing in the IP office increase correspondingly so that marketing and commercialization of IP is done in a timely manner.

It is also recommended that the relationship between the WMU Research Foundation (WMURF), the Paper Technology Foundation, the BRCC, and OVPR be reviewed to determine where IP would be best housed so that is administered to benefit the University, its faculty, students, and staff. Continued educational opportunities about IP will be important to ensure that IP continues to be properly disclosed and managed.



Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.



**A student-centered
research university.**

From its beginning, Western Michigan University has seen its role as an institution of higher education that serves society. This is reflected in its mission and in the expressed values and behaviors of its people. WMU chooses to engage regularly and vigorously with its identified constituencies. This engagement is conducted both formally and informally, driven by mission, and circumscribed by the three core tenets of academia: teaching, research, and service. As befitting a multi-dimensional university, the characteristics, size, and location of WMU's constituents are diverse. Constituents comprise all sectors of civil society, including education, government, business, non-profit organizations, healthcare, ministerial, and the community at-large.

To ensure relevance and wise stewardship of precious resources, WMU engages its constituencies in all phases of the engagement, including planning, implementation, and assessment. Outcomes are mutually developed and evaluated on a regular basis using both formal and informal methods. From the Office of Community Outreach to organically developed relationships by departments and individuals, WMU engagements are typified by outreach, transparency, accountability, and the triad of student, faculty, and community partnership.

WMU takes a proactive stance with its constituencies. As a connected university, WMU engages its constituents to discern their educational needs. This form of active listening provides WMU with regular and consistent opportunities to serve its constituents in a way that leads to results of mutual benefit.

Core Component 5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Core Component 5a.1 WMU proactively engages community constituents in mutually beneficial programs and services through units such as the Center for Disability Services.

The Center for Disability Services (CDS) was created in 1981 in response to a state mandate to care for people with disabilities in community settings rather than in institutions. It was the product of a series of discussions among WMU's College of Health and Human Services, the Kalamazoo area mental health community, and the Greater Kalamazoo United Way. The mission and vision of the CDS is to help people with disabilities live life fully and to make it possible for people with disabilities to become valued members of society.¹

The CDS maintains an active advisory board composed of representatives of service users, community members at large, and University faculty and staff. The CDS is fully accredited by the Commission on Accreditation of Rehabilitation Facilities in the areas of community support services, outpatient medical rehabilitation, respite, and adult day services. This national accreditation is the highest level of its type, and is awarded to organizations that show substantial fulfillment of rigorous standards that ensure its services are of the highest quality, measurable, and accountable.²

Today, the CDS is a multiservice agency that provides over 270 consumers with many service options that include physical therapy; occupational therapy; individual and group skill building through community inclusion activities; community living services; case management and support coordination; and respite and day services to adults with a disability, Alzheimer's, or dementia. Brochures describing these services are available to the public in the general reception area of the CDS Lobby.³ On average, CDS serves over 100 people daily and provides more than 120,000 hours of service annually. The total annual budget for 2009 is \$2,853,652.

The CDS has strong and significant community partnerships and is a local leader in providing services to individuals with a developmental disability and in serving the aging population. The Kalamazoo Community Mental Health and Substance Abuse Services (KCMH-SAS) and the CDS have a strong history of community collaboration. Additionally, the CDS has a contract with KCMHSAS for over \$2.8 million in service revenue annually.

In staying focused on the health of people with a disability, the CDS has applied for and been awarded funding from the State of Michigan Developmental Disability Council. A more recent project funded by the State of Michigan was a three-year initiative to pilot a model of healthcare coordination for local healthcare providers serving the disability population.

All the services provided and populations served by the CDS are significant and an indication of the commitment of WMU's College of Health and Human Services faculty, staff, and students to engage with the community to help improve the human condition. Constituents gain access and participate in the community, as well as set goals to learn new skills in an

1 Center for Disability Services, wmich.edu/hhs/cds

2 Commission on Accreditation of Rehabilitation Facilities, carf.org/

3 Resource Room: CDS Service Brochures (Sundberg)

area of choice (activities consist of daily living; community living; recreational, leisure, or educational activity). Participants work toward goals in adult daily living, community living, socialization, self-direction, mobility, problem solving, choice making, and interpersonal relationships with non-disabled community members.

A summary of provider statistics for the evaluative period January- June 2009 is presented below:⁴

Basic Services

- 235 consumers served in total
- 57,490 hours of consumer face-to-face service

Supported Living Services

- 40,032 hours of consumer face-to-face service

Skill Building Services

- 100% of consumers gained access to the community and were taught activities of daily living in the community at a minimum of four community activities per month.
- 100% of consumers receiving 1:1 person-directed services increased their self-determination by controlling their budget, selecting their direct support staff, and determining their schedule.

Support Activities

- 676 days of service coordination, advocacy, linking

Of the 235 consumers served, progress was tracked on 217 individuals. A summary of the tracking data reveals that:

- 92% demonstrated progress in learning or maintaining their skills and ability to participate in their home and/or community.
- 84% of consumers in skill building groups demonstrated progress.
- 100% of consumers in person-directed or 1:1 services demonstrated progress.
- 94% of participants in the senior day services demonstrated progress.
- 95% of consumers in the outpatient clinic demonstrated progress.
- During the same period, 217 engaged in skill building services where consumers gained access and participated in the community and set goals to learn new skills in an area of choice (activities of daily living; community living; recreational, leisure, or educational activity).

Looking at WMU Today

WMU makes a significant contribution to the health and well being of the University and the community. The CDS services are a community asset and a significant source of external grant and contract revenue for the College of Health and Human Services. Further, the CDS provides important and meaningful services to the wider Kalamazoo community, and invaluable learning experience to University students. The CDS completes an annual report of program services and an annual satisfaction survey is completed by consumers or their proxies.

The CDS wants to maintain its reputation as a leader in the provision of community support and services for persons with disabilities. The CDS wants to remain a leader in promoting self-determination, in serving the aging population, and in focusing not only on the mental health needs but also the physical health care needs of individuals with a disability. The CDS

4 Resource Room: WMU-CDS Assessment Report, 1/1/2009-6/30/2009 (Sundberg)

has employed graduate students who are collecting data on the number of participants who maintain or improve their quality of life, using a standardized instrument, the Quality of Life (QOL) Questionnaire⁵ developed for persons with intellectual disabilities. Since quality of life is multi-dimensional, the CDS professionals need to be able to identify those domains where they have the greatest impact, such as health, socialization, and overall satisfaction. The CDS is expected to annually measure QOL for all consumers using proxies to answer questions when appropriate. The CDS has also begun to collect data on the types and intensity of daily living support that consumers need. This will provide a more comprehensive profile of consumers and also allow tracking of changes in the needs of consumers over time.

Looking to the Future

The CDS intends to maintain its reputation as a quality provider of community support and person-directed services for persons with developmental disabilities. CDS wants referral sources to know of its focus on this unique population and that it serves this population better than any other. The following initiatives are proposed for the next several years:

- To continue to grow and become a preferred provider of programs and services for individuals wanting to experience more self-direction and control over their lives;
- To develop a unique niche by offering person-directed services;
- To be known for its contribution in improving the quality of health care for people with developmental disabilities. The CDS has expertise in providing services to individuals with fragile medical conditions, and plans to take a leadership role in meeting the United States Surgeon General's Call to Action to improve the health and wellness of persons with disabilities;
- To develop an expertise in supporting older adults with and without a disability history, including those with dementia and Alzheimer's;
- To develop more service options of benefit and interest to young adults and children with a disability;
- To remain a leader in promoting self-determination, in serving the aging population, and in focusing not only on the mental health needs but also the physical health care needs of individuals with a disability; and
- To retain and expand its relationships with the University community, through course practicum, service learning opportunities for students, graduate and doctoral assistantships, and student employment.

Core Component 5a.2

WMU accommodates the needs of students through campus services such as Disability Services for Students.

The WMU Disability Services for Students Office provide services to accommodate the needs of students. In addition, DSSO provides leadership and consultation to a variety of campus and off-campus constituents in order to better serve and accommodate the needs of students. Several examples include:

- Orientation of WMU staff and students, leading to more referrals of students for services;
- Contributions to the Diversity and Multicultural Affairs Plan;
- Member, University Americans with Disabilities Act (ADA) committee;
- Technology advancements which assist students with disabilities including websites, distance education, classrooms with amplification for hearing issues, electronic texts and Multipurpose Enabling Technology (METL) Lab;
- Participation with the Michigan Commission for the Blind on the summer College Preparation program;
- Partner with University Bookstore for the efficient provision of electronic text for students unable to use print;
- Participate with the Physical Plant for an access map of campus that is frequently updated; and
- Increased recognition across campus of invisible disabilities, including chronic health, emotional, and learning disabilities.

Core Component 5a.3

WMU fosters a healthy community through the delivery of mental health services by the University Counseling and Testing Center.

The professional staff of the University Counseling and Testing Center (UCTC) has contributed significantly to a variety of community needs. The center's partnerships in mental health service delivery on and off campus has helped to reduce the risk of mental-health-related crises and tragedies among students and other constituents on campus. Examples include:

- Following hurricane Katrina, faculty members were deployed to Iowa, Mississippi, Louisiana, and Battle Creek, Michigan, to provide disaster relief, as well as mental health consultation and services for survivors in those communities. The deployments were coordinated by American Red Cross and the Substance Abuse and Mental Health Services Administration.
- Following the February 2008 tragedy at Northern Illinois University,⁶ members of WMU's faculty traveled to NIU to offer counseling and relief services to the members of the campus community.⁷

⁶ Northern Illinois Memorial, niu.edu/memorial/

⁷ WMU News, Dunn pledges support for NIU students, colleagues; wmich.edu/wmu/news/2008/02/041.html

Core Component 5a.4

WMU demonstrates its commitment to the Grand Rapids community through its ongoing support for the Center for Counseling and Psychological Services.

The Center for Counseling and Psychological Services—Grand Rapids (CCPS-GR) has provided psychological care to the residents of southwest Michigan since 2001. The state-of-the-art center is a unit of the Department of Counselor Education and Counseling Psychology (CECP) at WMU. The tri-part mission of the center is to provide affordable counseling and psychological services to the residents of southwest Michigan, enhance training of master's- and doctoral-level students, and promote research opportunities for faculty and students. The center recruits clients from the community for graduate students' training and, in turn, helps the community by providing affordable psychological services. The center performs a significant community service as a majority of clients are uninsured and/or have household incomes below the poverty line.

The first semester, 20 practicum students provided counseling for 10 clients. Presently, the center takes in an average of 200 to 300 new clients a year. Since opening, CECP graduate students have provided more than 15,000 hours of clinical services to nearly 2,000 clients. In fact, the center now must use waiting lists for psychological evaluations because the demand for clinical service exceeds the capacity to supply it.

In addition to serving more clients each year, the center has expanded the scope of clinical practice by developing attention deficit disorder and learning disability subspecialty clinics. The center has become the primary referral resource for attention deficit and learning disability assessments for students attending nearby institutions, including Grand Valley State University, Davenport University, Cooley Law School, and Grand Rapids Community College. The center also has a contract with Michigan Works to provide psychological assessment for clients in Kent County who have lost their jobs and are trying to return to college. The center has become a vital community resource as the provision of these affordable counseling and psychological services has made a measurable, positive impact on the residents of southwest Michigan.

Table 5.1 Summary of the Total Hours of Clinical ServicesSource: Application for the Jimmy and Rosalynn Carter Award for Campus-Community Collaboration⁸

	New Clients	Intakes	Counseling Hours	Testing Hours	Total Hours
Fall 2001-02	160	160	790	68	1,018
Fall 2002-03	187	207	1,038	66	1,311
Fall 2003-04	248	269	1,453	82	1,804
Fall 2004-05	270	292	1,658	135	2,085
Fall 2005-06	249	288	1,292	283	1,863
Fall 2006-07	217	260	1,801	292	2,353
Fall 2007-08	280	313	1,909	335	2,557
Fall 2008-09	237	309	1,970	219	2,489
Total	1,848	2,098	11,911	1,480	15,849

During the first year, it became evident that to increase psychological services, the center needed to seek out partnerships with community agencies. Since that time, the center has developed and maintained a number of important partnerships with local courts, probation officers, school districts, hospitals, physicians' offices, universities, and community mental health agencies. None of these connections, however, has proven more important than the enduring partnership with the 59th District Court Probation Department.

The 59th District Court services the cities of Grandville and Walker. Probation officers are responsible for enforcing the probation orders from the district judge. According to the probation department, this work "entails a variety of conditions or requirements that the Judge has specifically ordered for an offender to complete or comply with. Probation Officers seek to accomplish this by working with the offender to identify the underlying cause(s) as to why they committed a crime and in referring them to appropriate agencies to receive counseling, assistance or support. The goal is to provide the person with opportunities for behavioral change and hold them accountable for making changes that are needed in their attitude, behavior or lifestyle."

In fall 2001, staff from CCPS-GR met with the probation officers at the 59th District Court who reported a high need for affordable counseling for their probationers. The center and court quickly began to map out how to refer court-mandated clients to CCPS-GR. Mandated counseling serves a critical function for these clients in that it provides them with an opportunity to examine the underlying factors that contributed to committing a crime.

The clinic data are clear that this ongoing partnership has exceeded both community and higher education goals. On the community front, much of the clinical work that has been done at CCPS-GR has been provided directly to probation clients. At present time, 58% of the current clients were referred by their probation officers. Similarly, 42% of the last 590 clients were referred to CCPS-GR by their probation officers.

The impact on the community is noteworthy and can be described in four ways. First, using a rehabilitative focus, counseling provides clients with an opportunity to examine their behavior in a setting that is supportive and non-judgmental. For example, in addition to

⁸ Resource Room: Application for the Jimmy and Rosalynn Carter Award Campus-Community Collaboration (McDonnell)

identifying the underlying causes of their problematic behaviors, counseling serves to provide the instillation of hope necessary for lasting behavior change and can help clients find more adaptive ways to cope with ongoing stressors. Second, clients who present for mandated counseling are commonly convicted of retail fraud. According to the probation officers, many of these clients enter the judicial system feeling lost, powerless, vulnerable, and report feeling out of control. Many of these clients are single parents, have low socio-economic statuses, and limited opportunities to further their education. Many come from broken homes and have few positive role models in their lives. Counseling affords them the opportunity for a second chance with the goal of getting the clients out of the judicial system. Third, by working closely with the probation department, the clients learn the importance of accountability. Counselors are in weekly contact with probation officers to update them about a client's attendance and participation level in treatment. Fourth, probation officers report that treatment may help clients to exit the judicial system more quickly, and may reduce rates of recidivism. Lowered recidivism rates directly benefit clients, their families, and the community at large.

From the education perspective, CCPS-GR serves as a primary training site for the counseling practicum students. All graduate students in the department are required to take their initial practicum course in WMU training clinics. Over the past eight years, nearly 500 graduate students have taken their counseling practicum in the center. Each practicum student provides counseling to clients under the direct supervision of licensed professionals. Without these clients, it would be difficult or impossible to meet the training needs of graduate students.

Looking at WMU Today

WMU's contribution to the community and the educational needs of its students are uniquely met by the CCPS-GR. A community with underserved mental health needs receives care at little or no cost while at the same time future counselors learn and develop their knowledge and skills under the supervision of the counseling faculty. In recognition of the excellent and much needed service provided by CCPS-GR, WMU nominated it for the 2010 Jimmy and Roslynn Carter Partnership Award for Campus-Community Collaboration.

Core Component 5a.5

WMU's practice of periodic environmental scanning to understand the changing needs of its constituents and their communities is exemplified by the members of WMU's Career Network.

The Career Network was developed in 2009 as a way to bring multiple resources together. The network is not a department with staff or budget, but a collaboration of services, programs, and people dedicated to facilitating the career development and employment of Western Michigan University students. Each department operates autonomously and contributes to the common mission of facilitating the learning and development of WMU students through strategies aimed at retention, progression, and career development. Members include:

- Career and Student Employment Services
- The Career Center, Haworth College of Business
- University Counseling and Testing Center
- Engineering Co-Op
- Center for Academic Success Programs
- WMU Alumni Career Network

Each Career Network member initiates its own relationships with internal and external constituents and scans the environment for opportunities to serve their needs and expectations. For example, employers were surveyed to learn about their needs and expectations of students' preparedness at career fairs and on-campus interviewing. As a result, programs and materials have been designed based on students' needs and employers' expectations. Examples include the Career Fair—Get Prepared sessions, S.T.A.R. Workshop, Informational Interviewing Seminar, and Practice Interview Day.

Approximately one-third of first-year and transfer students enroll in an undecided curriculum. With the implementation of the Western Edge, a strategic initiative that guarantees a student access to enhanced advising and an academic plan to facilitate completion of a bachelor's degree within a guaranteed timeline, Career and Student Employment Services and the Career Center responded by integrating career education and advising into the curriculum to support the student's ability to choose an academic major and a career pathway that aligns with their interests, personality, and values. The results were several new courses or changes in existing courses:

- First Year Seminar,
- UNIV 1020 Career Exploration and Development,
- Career Seminars, and
- BUS 1750 Business Enterprise.

A periodic scan of employment trends identified the opportunity for a new partnership with the federal government in 2007. Career and Student Employment Services staff received a Partnership for Public Service grant to develop and maintain a recruiting relationship with government agencies which exposed students to a wide range of employment opportunities. The success in the implementation of goals established for 2008-09 allowed Career WMU to secure a one-year extension of the grant, including continuous support from the Partnership for Public Service and additional funds of \$2,000.⁹

The Alumni Association office surveyed recent alumni and learned that career help is one of the benefits that alumni want from Western Michigan University. The lack of capacity for Career and Student Employment Services or the Career Center prompted the Haworth College of Business to respond to this need, and the Alumni Career Network was formed.

Looking at WMU Today

Examples of evidence indicate that practices are in place to periodically scan both internal University initiatives, as well as external needs from employer and student constituents. The formation of the Career Network is a good structure to facilitate communication among professionals who have similarities in their mission, objectives, and strategic intent. It should be noted however that some career network members are integrated into an academic college (e.g., engineering and business) and others are positioned to serve students in a centralized model (e.g., University Counseling and Testing Center, fine arts, and aviation). Accordingly,

periodic scanning results in diverse findings and responses to changing needs and expectations.

Because employer and student expectations and staffing vary considerably from one college and major to another, the success in analyzing capacity to serve students' and employers' needs also varies greatly. According to the Career Network organizational chart, the model is structured to deliver career services in a decentralized fashion. Relationships are established within the academic college where the service is provided, thereby increasing capacity to adapt to students' and employers' needs and expectations. This decentralized approach increases the ability to learn from constituents as well as the expectation to understand and respond to changing needs of specific audiences. However, some colleges and departments, such as the College of Aviation or University Counseling and Testing Center, have less capacity to respond to the unique and diverse needs of specific groups.

Looking to the Future

Future opportunities include increased collaboration between academic and career advising/counseling, especially for undecided students, and continued customization and integration of career development and employment services for students in each academic area. Making a large system nimble and responsive may require further decentralization in order to create pods of service that are uniquely designed to meet the needs and expectations of constituents.

Core Component 5a.6

WMU's attention to the success of current and prospective students is illustrated in the operations of the Office of Parent and Family Programs.

Since 1962, WMU has recognized parents as an important constituency. Until 2006, WMU served parents and families through the WMU Parents Association, which was a fee-based organization coordinated by various departments within the University, with primary responsibility in the form of a staff person or graduate student. In October 2006, the WMU Parents Association listed just over 400 members. To enhance programming and provide a consistent and dedicated presence, the Office of Parent and Family Programs (OPFP) was created in October 2006. OPFP serves the families of current students and prospective students. Primary responsibilities include:

- serving as a resource for questions and concerns, making referrals and connections with other departments or University personnel as needed;
- providing information about the University and resources, parenting a college student, and working through transitional phases;
- reaching out to families of prospective students (typically high school seniors) and offering information to assist in the transition to college;
- providing timely information to families via the WMU Family Connection and the High School Family Network, including advice, date reminders, event updates, and campus news;
- assisting in recruiting efforts of new students through active involvement in all admissions recruiting events – fall open houses, the Medallion Competition, Gold Pride events, New Student Orientation, fall Welcome Week, and other events as requested; and

- assisting in the retention efforts of current students by building strong relationships with parents and family members throughout their time at WMU.

In its first six months, OPFP evaluated data and best practices from successful parent programs around the country. In February 2007, the first of two email surveys was sent to all current and former members of the old WMU Parents Association. This survey was designed to learn about the specific needs of WMU families and the resources they felt the office should provide. Respondents (188 of 1,041, or 5.5%) overwhelmingly selected WMU Family Connection as the favored name for the new organization.

In April 2007, a second email was sent to WMU faculty and staff. Responses were received from 556 individuals representing over 250 departments of the University. Comments ranged from enthusiastic support to any and all initiatives that will help increase enrollment and retention to criticism of the creation of the Office of Parent and Family Programs and efforts to work directly and specifically with parents and families. Other comments endorsed communicating with parents more directly and encouraging their (appropriate) involvement in the success of their student. Also there were requests for more information and education on appropriate involvement with parents.

When asked if there was a campuswide understanding of appropriate parent involvement, 20% of the respondents agreed, 38% were not sure, and 43% disagreed. When asked about the existence of the following: parent program-61% not sure; parent newsletter-69% not sure; parent web site-49% not sure; parent handbook-75% not sure; family weekend-35% not sure. When asked if the respondent works directly with parents, the responses were: frequently 17%, sometimes 18%, occasionally 18%, rarely 29%, never 18%, so 47% of WMU's employee base does not have contact with parents. Respondents who have or had children attending WMU commented that WMU does not communicate with parents and families of prospective students as effectively or frequently as other institutions. It was suggested that this be improved, as well as better communication and relationship building throughout the years of attendance. The survey will be repeated every three years to assess the climate of the campus and how the office can better serve campus constituents.

In June 2007, OPFP participated in WMU's New Student Orientation program. Active involvement included informative presentations designed specifically for parents and families, and hosting informal faculty/staff/family receptions for each session. The new WMU Parent Guide was introduced, providing parents a publication of campus and local resources free to every family member.¹⁰

The WMU Parent and Family Guide is an ad-based publication, published two times a year. The first edition is delivered and distributed to prospective and current families beginning with New Student Orientation in June and continues throughout December. The second edition is delivered in December and used throughout the spring recruiting season. Total distribution each year numbers approximately 20,000 copies. The guide is positively received by both families and the WMU community. Additionally, businesses in the Kalamazoo area, including area hotels and Discover Kalamazoo, distribute copies of the guide to their patrons. Contents include articles about various departments and services offered by WMU, a calendar, contact information and websites, local area information, maps and a glossary of academic terms. Additionally, there are both a PDF version and an interactive version linked to the Parent and Family website.

The Parent and Family website launched in June 2007 and includes valuable information for prospective and current families of WMU students. It is the starting point for activat-

ing membership in the WMU Family Connection, obtaining information about Family Weekend, and useful for general information that family members frequently have questions about. The page includes a direct contact link as well for questions and concerns.

The first WMU Family Connection electronic newsletter was sent in July 2007 shortly after the new student orientation sessions had ended. This newsletter is an opt in/opt out membership, so families selectively choose to be a part of it. The membership at that time was 281 members. By December 2007, membership was 1,550. By December 2008, membership was 4,629. The April 2010 membership of the WMU Family Connection is 6,203.

In December 2008, an electronic newsletter specifically designed for families of high school students launched as the High School Family Network. During admissions recruiting events, families are encouraged to activate their membership to this network for helpful advice and tips as they move from parenting a high school student to parenting a college student. The April 2010 membership of the High School Family Network is 740 members, and this number will surge as the fall recruiting season commences. As the new academic year begins each August, these members are automatically transferred to the WMU Family Connection.

WMU's Family Weekend is an annual event that takes place during fall semester in conjunction with a WMU home football game. Prior to 2007, this was a weekend organized primarily for dues-paying WMU Parent Association members so attendance was generally limited to those families who were association members. Over the past three years, attendance for this weekend has increased steadily. In 2009, OPFP partnered with Homecoming, which brought an even greater number of families to campus to enjoy the weekend. It was well received and may become an annual tradition.

Immediately after the conclusion of family weekend, an e-survey is sent to all members of the WMU Family Connection for feedback, including those families who do not choose to attend.¹¹ This assessment is used each year to improve the next year, ensuring that WMU is meeting the expectations of WMU families.

Looking at WMU Today

The most significant outcome of OPFP is the ongoing cultivation of relationships with the families of prospective and current students. Questions, comments and concerns come into the office on a daily basis, ranging from general questions quickly answered to serious issues needing immediate response and referral. Family members have a sincere appreciation for this one contact resource for answers and referrals. These relationships are built on a foundation of trust and integrity, welcoming families as partners in their students' education. All parent and family communications other than very general questions are tracked in a database to ensure that appropriate records are maintained and relationships sustained via timely follow up and response. This database currently houses 1,299 records.

Looking to the Future

WMU will continue to grow the program membership with a goal of including a majority of undergraduate family members. Efforts will continue to recruit family members of high school seniors to set a strong foundation of family support for student success. WMU will expand parent and family programming during New Student Orientation and Welcome Week to offer parents and first-year students a sense of reassurance when separating. OPFP will increase programming for Family Weekend and offer additional, affordable events on campus. WMU will initiate online forums on specific and relevant topics for family mem-

bers. Finally, to determine needs, expectations and outcomes, WMU will assess the effectiveness of OPFP.

WMU carefully considers whether and how the organization can, or should, meet all constituent expectations through the lens of its mission and capacity. WMU's capacity can be categorized and measured in a number of dimensions, as the following four examples demonstrate:

- The innovation and application of its technology (Sustainability)
- The knowledge, skills, creative energy, and imagination of its people (Fort St. Joseph)
- Its network of constituents (CommUniverCity); and
- Accumulated knowledge and experience (Pilot Plants).

Core
Component
5b

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Core Component 5b.1

WMU partners with government and the private sector to advance responsible environmental stewardship.

WMU's planning processes for sustainability project ongoing engagement and service with the communities of southwest Michigan. WMU partners with government and the private sector in a collective commitment to responsible environmental stewardship. Over the last 10 years, WMU's commitment to responsible environmental stewardship has increased exponentially. This commitment is reflected in the University's policies, practices, structure, systems, and behaviors. In 2008, President Dunn signed the Talloires Declaration, the first official statement made by university presidents and chancellors of a commitment to environmental sustainability in higher education. WMU is a founding member of the Southwest Michigan Region Sustainability Covenant. President John Dunn also signed the American College and University Presidents' Climate Commitment. WMU's commitment to sustainability is explicitly stated in the University's "Environmental Mission Statement" approved by the Faculty Senate and Western Student Association in 2003.¹²

To organize and guide campuswide efforts, President Dunn created the President's University-wide Sustainability Committee (PUSC) to assess the current state of sustainability efforts, develop University-wide goals, and track progress toward achievement of those goals.

The committee identified prioritized strategic sustainability initiatives in five categories: governance and administration, operations and in-reach, community service and outreach, curriculum, and research. Accordingly, WMU has developed and implemented a broad and diverse set of policies (e.g., storm water management, compact fluorescent lamp, green cleaning, and Energy Star purchasing), initiatives (e.g., climate savers computing, LEED for existing buildings), and waste reduction programs (e.g., WMU Recycling and Waste Reduction Services, College of Health and Human Services waste reduction plan, and a comprehensive food waste reduction program).

WMU's strategic sustainability initiatives report (February 2009),¹³ a one-stop sustainability portal, serves as a central hub for disseminating information, promoting collaboration, and publicizing activities. Recently, WMU opened the Office of Campus Sustainability.

WMU's energy management program operates within the Maintenance Services division to deliver a reliably comfortable environment to the campus community in the most cost-effective manner. For many years WMU has focused its efforts on how to produce and efficiently consume electric and steam energy. These efforts have been recognized by a Governor's Energy Award and the EPA Energy Star Partner. WMU is credited with avoiding spending of almost \$84.5M in energy from 1996 to 2007.

WMU faculty and graduate students are developing a substantial body of research. Examples include, but are not limited to:

- Dr. Charles Ide, director of the Environmental Institute, leads an effort to integrate science and policy to assure the sustainability of Great Lakes water quality through community outreach and watershed management.

¹² WMU Environmental Mission Statement, wmich.edu/sustainability/about/index.html

¹³ WMU Strategic Sustainability Report wmich.edu/sustainability/

- Dr. Harold Glasser, chair of the President's University-wide Sustainability Committee, leads a globally recognized campus-as-laboratory "social learning for sustainability research program," which ranges from in-situ life-cycle analysis of photovoltaic panel options to campus sustainability assessment to community sustainability indicators projects.
- Dr. John Patten, manufacturing engineering, won a Community Energy Projects grant to develop a plug-in hybrid electric vehicle demonstration project. His green manufacturing work also received a \$1 million federal earmark to collaborate with area manufacturers, especially smaller businesses, to increase recycling and build greater energy efficiency into manufacturing processes.
- Drs. Dave Barnes, Bill Harrison, and Duane Hampton, geosciences, and the Michigan Geological Repository for Research and Education are federally funded for their ongoing work in carbon sequestration, which will help the state become a leader nationally in the capture and storing of greenhouse gas emissions below the earth's surface.
- Dr. Asghar Kayani, physics, is working on materials to be used in solid oxide fuel cells, which are extremely efficient and provide green energy.
- WMU student Sarah Campbell completed a case study entitled "Options for a Composting Program at Western Michigan University."
- WMU students Jay Cimala, Samantha Keeney, and Will Manty developed a paper entitled "Green Roofs at Western Michigan University: A Sustainable Alternative."

WMU students are key constituents in terms of environmental stewardship. The Western Student Association Campus Sustainability Committee, for instance, works with administration and faculty on environmental projects, increases environmental awareness on campus, and disseminates information on environmental issues. Students for a Sustainable Earth count among their recent projects the EcoMug, working with administration on Bronco Bus routes, and helping to further WMU's recycling program. And the Michigan Student Sustainability Coalition is a member of the Coalition of Colleges and Universities throughout the state working on coal mining issues in the Upper Peninsula, coal moratoriums, and the campus climate challenge. Finally, the Environmental Institute's Gibbs House for Environmental Research and Education focuses on undergraduate research and community engagement. Year-long fellowships afford students the opportunity to design and execute projects that improve local environmental sustainability.

WMU students have unlimited access to public bus service, which has routes throughout campus and the surrounding community. The University's fleet includes 85 ethanol vehicles, and students run an on-campus biodiesel collective, which distributed biodiesel to University and community members. Students receive a 20% discount on beverages purchased with a reusable mug in campus cafes, and all but one of the dining halls has gone tray-less. Dining services spends 11% of its total food budget on local and sustainably produced items, including baked goods, fair trade coffee, and hormone-free milk from a local dairy.

Looking at WMU Today

As a result of sustainability-focused initiatives, WMU not only has engaged internal and external constituents but also earned recognition for its accomplishments. In October 2009, the annual Sustainable Endowments Institute Report Card named WMU a campus sustainability leader, one of 80 institutions nationwide and one of only two Michigan universities. WMU was recertified (2009) by the Arbor Day Foundation as a Tree Campus, one of two campuses in Michigan honored for having made a "major commitment to protecting, caring for, and adding to their campus forests." The College of Health and Human Services Build-

Points of Pride

Derek Jeter's Turn 2 Foundation relocated its Kalamazoo Jeter's Leaders Program to the Western Michigan University campus in a move expected to be the first step in a long-term partnership with WMU to increase leadership and college readiness opportunities for area youth.

Through federal, state, and private industry partnerships, Dr. Bill Liou and colleagues are addressing issues of safety and fuel efficiency in vehicles used in military applications.

ding received LEED—Existing Building Gold certification, and three new buildings and two renovations meet or exceed LEED-Existing Building Silver criteria.

WMU's commitment to the environment is a major source of pride for all members of campus community. A shared sense of responsibility among key constituents on and off the campus is pervasive, empowering WMU and its partners to build and sustain a comprehensive, forward-looking environmental sustainability program.

Looking to the Future

The most significant opportunities lie in the areas of teaching, learning, and research. Educating for environmentally responsible stewardship and fostering environmental literacy are important initiatives that will continue to be developed and implemented. The President's University-wide Sustainability Committee envisions an increasing level of collaboration on and off campus promoting outreach and an interdisciplinary approach to sustainability. The campus is developing a Green Guide with clear, practical solutions for helping students, graduates, staff, and faculty connect their commitment to sustainability to meaningful lifestyle and behavioral changes. This Green Guide will be tied to an online Campus Sustainability Pledge (available to students, staff, and faculty) that will help track individual sustainability commitments and identify the effectiveness of various solutions and strategies.

Core Component 5b.2

WMU service/learning opportunities such as the Fort St. Joseph archaeological project engage students, staff, faculty, and administrators in supporting the educational and economic development needs of a major southwest Michigan community.

In 1998, WMU archaeologists were invited by Support the Fort, Inc. (STF), a non-profit organization in Niles, Michigan, to locate the long-lost mission-garrison-trading post complex established by the French in 1691 and occupied until 1781. Partnering with the Fort St. Joseph Museum and the City of Niles, the teamwork led to the discovery of the site of Fort St. Joseph. The Fort St. Joseph Archaeological Project (hereafter referred to as the project) is a long-term multidisciplinary program designed to investigate the history of the fur trade and colonial relations in southwest Michigan. The project provides the City of Niles Michigan with accurate information to interpret and reconstruct one of the most important 18th century French trading posts in the western Great Lakes.

The project exemplifies the ways in which WMU is committed to service and engagement with its community constituents. The project is one of the premier public archaeology programs in the Midwest, guided by a philosophy of community service learning (CSL). Public education and outreach programs are central to the project, stimulating ongoing citizen interest in this community's history. The project engages students of all ages in collaboration with community groups to accomplish mutually developed goals. Fort St. Joseph is an

Points of Pride

Through a variety of partnerships with industry, state agencies, the National Science Foundation, and the U.S. Department of Energy, Drs. Koretsky, Barnes, Harrison, Cassidy, and colleagues in geosciences are investigating alternative energy solutions, contamination of roadways and other surface areas, carbon sequestration, and water resources within Michigan and across the U.S.

important heritage tourist destination and underscores the vital role of the project in public education, scholarship, and economic development.

Since 2002, the Department of Anthropology has sponsored six annual archaeological field schools at the site, providing students with opportunities to prepare research papers, posters, and theses. An annual open house has been held toward the end of the field school. Over this same time frame, WMU has provided opportunities for teachers, middle and high school students, and non-credit adults to benefit from the program. Students are enrolled in weeklong summer camps in which they learn how to excavate properly, take field notes, and identify artifacts, in addition to gaining an appreciation for the importance of archaeological materials in the interpretation and reconstruction of history and culture. More experienced WMU students serve as camp instructors. Over 100 community members from Michigan and northern Indiana have participated in the summer camps since their inception often coming from great distances.

The interest generated throughout the region and the state has led to invitations from various schools, libraries, and community groups to discuss ongoing research. The project received the 2007 Education Award from the Historical Society of Michigan.

Since 2007, the open house event has regularly attracted over 1,500 people to Niles to view the excavations, meet the archaeologists and students, listen to presentations, and learn about Fort St. Joseph and its role in the fur trade. Community support for the project has been essential. Support the Fort, Inc. regularly makes monetary and in-kind contributions to ensure the success of the program, as has the Society for Colonial Wars. The Fort St. Joseph Museum sponsors a paid internship for a WMU graduate student to promote archaeology of the fort. A close working relationship between the director of the museum, Carol Bainbridge (the City of Niles representative) and WMU principal investigator Michael Nassaney led to the establishment of an informal advisory committee in 2005. It was subsequently officially recognized by the City of Niles in 2007 as the Fort St. Joseph Archaeology Advisory Committee.

In July 2008 the Mayor of Niles, Michael McCauslin, and then-provost Dr. Bassam Harik signed a 10-year collaborative agreement to promote the public, educational, research, and economic benefits of the investigation and interpretation of Fort St. Joseph. The agreement facilitates the partners' shared interests and clearly demonstrates that the City of Niles values WMU's research, educational, promotional, fundraising, interpretation, and preservation contributions to the history and material remains of the fort. In 2009 the advisory committee appointed Professor Nassaney to serve on a Cultural Economic Development task force for the City of Niles, acknowledging in yet another way the importance of the project.

Looking at WMU Today

The data and information in this report present a coherent and demonstrable example of the way a research-intensive university builds and sustains its commitment to teaching and community engagement. The multiple constituents associated with the project plan together, work together, and achieve together. The partnerships that have been developed are clearly among the most important assets of the project and serve as a solid foundation to continue the investigation and interpretation of this national treasure well into the future. Because of this continuing success story, the project and its partners were recognized in 2003 as the first recipient of the Governor's Award for Historic Preservation.

This statement highlights the University's contributions to community partnerships, public education, and outreach. It emphasizes accomplishments in service learning and the value community partners place on WMU's contributions.

Looking to the Future

In 2009, the Niles City Council passed a resolution in support of WMU's efforts to explore the possible development of a field/research station in Niles. The station would represent a permanent WMU facility to support ongoing archaeological investigations, and stimulate interdisciplinary research and teaching from other WMU departments including history, sociology, environmental studies, geography, geosciences, and foreign languages. WMU archeologists plan to continue excavations through the archaeological field school, maintain the public education program through the summer camps, and expand outreach events like the open house and lecture series. These activities are critical to sustain quality programming for students to engage in public archaeology through community service learning as a means to enhance their education and to benefit the department, college, institution, and partners in Niles and elsewhere throughout the state and the region.

Core Component 5b.3

WMU considers the greater Kalamazoo community an important constituency with whom it partners to advance the economic and social development of the region.

CommUniverCity Night

One of the special and traditional ways in which regional advancement is accomplished is CommUniverCity Night. The precursor to CommUniverCity Night as it exists today began in 1993 as a means to connect the Kalamazoo and WMU communities to local businesses. The occasion for the event was and remains a pre-game picnic-style dinner on the night of the first home game of the WMU football season. Since then the event has become a fall institution in West Michigan with thousands of guests and dozens of community-based businesses and organizations joining one another on the WMU campus. During the last decade, the average number of participating organizations is 38 (range 31-43), with an average of 8,849 (range 6,823-10,557) invited guests over the same period.

WMU receives numerous calls from community members wanting to attend CommUniverCity Night. Because of this interest, in 2008 WMU started a CommUniverCity luncheon in conjunction with the Kalamazoo County Convention and Visitors Bureau. The luncheon is held the day before the CommUniverCity event and has roughly 400 to 500 attendees. This luncheon can be considered a community pep rally with the Bronco Marching Band, members of the football team, the head football coach, and various members of the University staff. WMU has had inquiries from other universities regarding the logistics and success of CommUniverCity.

The Paper, Recycle and Coater Pilot Plants

WMU has combined its knowledge assets, experience, and facilities to serve the mutual interests of the University and its constituents in a manner that benefits both economically while supporting a common commitment to environmental stewardship. The Paper/Recycle and Coater Pilot Plants are internationally sought out centers of service excellence available to the University community, as well as all private and public individuals and organizations learning and working within the paper, printing, and allied industries.¹⁴ Their uniqueness is defined by their industrial staff, the pilot plant and laboratory facilities, and their affiliation with academic and research centers of excellence in papermaking, coating, printing, and recycling. The Paper Pilot Plant was built in the late 1950s with a major upgrade rebuild in the late 1970s. The Recycle Pilot Plant was built in the mid 1970s, and the Coating Pilot Plant was built in 2002. The pilot plant constituents are WMU faculty and students in the paper, chemical and imaging engineering department and industrial clients from the paper industry and allied suppliers.

The Pilot Plants provide workforce and facility solutions for research, product development, and education for the public and educational communities within the paper, printing, and allied industries. Through their public partnerships they provide a valued workforce supplement, as well as access to pilot plant facilities and personnel that are validated by the use and support of the industries they serve.

Western Michigan University's Recycling Pilot Plant is a large-scale recycle facility that can recycle, re-pulp, and de-ink a wide variety of post consumer waste, including mixed office waste, magazines, food service items, and a variety of packaging, including old corrugated containers. The WMU Pilot Plants are committed to recycling process innovation, testing, and certification. The certifications they currently support are listed on their webpage, but they can also work with a company to test and develop a recycling protocol that fits their unique needs while meeting industry standards. WMU's Recycling Pilot Plant has taken a leading role in the recycling of fast food containers. One such example is its relationship with Starbucks. The recycling plant has performed certification testing on their fiber cups made of 90% virgin fiber. In the near future the coffee served in those cups consumed at local stores in the community will be collected and sent back into the recycled paper stream for additional fiber lives rather than ending up in a landfill.

WMU's paper pilot plant is home to a 24 inch (610 mm) wide Fourdrinier paper machine and, together with its complete stock preparation and recycle plant, can make paper from the clients' fiber source of choice. The professional staff has years of papermaking experience and has successfully explored nonwoven wet laid products made of a variety of non-cellulosic fibers. The pilot paper machine not only is an excellent product development tool but it also has value as a production machine for new products building a new market and for products with low-volume markets and high-value sales.

Western Michigan University is a leader in the field of paper coating research and applications, as well as a leading provider of undergraduate and graduate engineers and scientists. The pilot plants help host several courses and symposiums each year that attract professionals in the paper industry from the area and around the world. The pilot plants are also used as a recruiting tool.

14 The Paper, Recycle, and Coater Pilot Plants, wmich.edu/pilotplants

Looking at WMU Today

The Paper, Recycle, and Coater Pilot Plants provide a valued service to the WMU campus and its local, national, and international constituents. This is evident by the unique partnerships it has established with companies such as Starbucks and Wal-Mart. WMU is an active member with Global Green and the Sustainable Packaging Coalition, two large international non-governmental organizations that drive corporate sustainable policies and initiatives. Development of these corporate policies and initiatives has direct ties to WMU pilot plants and the local community.

The Paper, Recycle and Coater Pilot Plants are outstanding examples of how WMU offers its facilities and services to local, national, and international customers. The sustainable initiatives driven by government and corporate policies will continue long into the future. WMU Pilot Plants will continue to be the leading venue to develop and improve sustainable fiber-based products. The Paper, Recycle and Coater Pilot Plants will continue to be a leader in the field of paper/recycle and coating research and applications.

As a member of the Kalamazoo and West Michigan communities, WMU has a natural set of constituencies that it serves on an intimate and ongoing basis. The Office of Community Outreach serves to bridge linking WMU faculty and staff with the greater Kalamazoo community in a mutually beneficial partnership in the areas of scholarship, research, service, and economic development.

Core
Component
5c

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Core Component 5c.1

WMU is committed to the academic achievement of students in the Kalamazoo Public Schools.

Perhaps the most well known initiative in the region is the Kalamazoo Promise. The Promise was initiated by a group of anonymous donors and announced in November 2005 with the goal of economic revitalization of the city and region following the significant loss of jobs in the regions. The Promise provides graduates of the Kalamazoo Public Schools (KPS) the full cost of tuition and mandatory fees for up to four years to any public college or university in Michigan. WMU and the leadership and staff of the Promise have a strong working relationship. Approximately 325 students currently attend WMU, where they receive room and board. The first group of Kalamazoo Promise students graduated in 2010.

Kalamazoo Promise Scholars entering WMU participate in a mandatory First-Year Seminar taught by the WMU education coordinator. The coordinator also provides students with academic advice, recommends and monitors the utilization of support services within the University, and creates opportunities for the students to develop and practice academic and social skills in the community via the Promise Registered Student Organization.

In March and April 2010, WMU hosted approximately 971 KPS 6th graders, introducing them to the academic and social skills needed for success in college. Accompanied by teachers, staff and parents, students participated in a full day of hands-on activities, tours, and student panels. University students currently receiving the Promise spoke to 7th graders at Kalamazoo Public Schools during their respective Promise Week. The focus of the talks was on developing habits associated with the successful completion of college. WMU is working with Project FOCUS at Kalamazoo Valley Community College to ensure a seamless transfer and follow-up support of Kalamazoo Promise students to WMU.

The Western Michigan University Evaluation Center has been awarded a two-year evaluation grant of \$348,000 from the U.S. Department of Education. WMU partners to the grant include Kalamazoo Public Schools, the W.E. Upjohn Institute, and the Midwest Education Reform Consortium, which operates WMU's GEAR UP program that helps prepare students for college.

In general terms, the evaluation project will assess whether the Kalamazoo Promise—through its transformative effect on the educational culture within the school district and the community at large—improves the progress of students throughout their K-12 experience and better prepares them for postsecondary education. Data collected will provide evidence whether such a program might serve as a model for school reform that induces systemic changes within struggling urban school systems.

The effort will measure eight individual outcomes: community and district response in terms of supporting and better preparing students for college; the effect on student aspirations; the impact on teacher expectations for students; retention, promotion, and graduation rates; changes in school climate; enrollment in college prep courses; performance on standardized tests; college application rates by students; and actual access to postsecondary colleges and universities.

Looking to the Future

Based on continual review of the academic success of the Promise scholars and a review of the literature on best practices, WMU is pursuing the following opportunities for the Promise recipients:

- Offering a Kalamazoo Promise First-Year Summer Institute with an intensive, highly structured math and writing program, designed to provide meaningful learning experiences and increase skills;
- Grouping Promise scholars in cohorts for identified classes;
- Identifying community internships at the end of the freshman year; and
- Continuing collaboration with Kalamazoo Public Schools for the purpose of improving academic achievement.

Core Component 5c.2

WMU participates in community partnerships such as the SCOPE Program at the Dorothy J. McGinnis Reading Center and Clinic focused on shared social justice and education goals.

For nearly 70 years, WMU's Dorothy J. McGinnis Reading Center and Clinic has provided literacy support and clinical/diagnostic services to a diverse population of children and families in the Kalamazoo and surrounding communities. Throughout its history, the clinic has continued to provide ongoing functions while expanding literacy services to the community. The SCOPE (Securing Children's Opportunities, Possibilities, and Empowerment) program cited here is one of the more recent additions to its portfolio. The SCOPE program at the Reading Clinic is a community outreach program that serves K-9 students who have, or have had, an incarcerated parent. The program at WMU originates from the Michigan Prisoner ReEntry Initiative (MPRI) and is responsible for supporting prisoners and their families living in Kalamazoo and surrounding areas. SCOPE is a collaborative program that configures six existing community services to support young people and families who deal with incarceration. The Reading Clinic works seamlessly with five other service providers, including the Department of Human Services, Big Brothers Big Sisters, Boys and Girls Club, Christian Family Services, and Prevention Works. Program goals include reduction of crime and victimization. Ultimately, SCOPE aims to reverse the trend, in which 70% of children of incarcerated parents encounter the criminal justice system, through targeted support in social competency, cognitive development, emotional well-being, physical well-being, and family stability (parenting).

A community organizer and McGinnis Reading Center and Clinic acquired the necessary funding from Justice, Equality, Human Dignity, Tolerance (JEHT) Foundation (now insolvent) and the Kalamazoo Community Foundation (KCF). Continuing support for SCOPE is provided by KCF and other local private and public organizations in the Kalamazoo area. A project manager coordinates all services out of the local W.E. Upjohn Institute.

The Reading Clinic is a non-profit organization of Western Michigan University and serves the community on a sliding fee schedule, including fully funded opportunities for families in

Points of Pride

The interdisciplinary research team at the Mallinson Institute for Science Education, including Drs. Cobern, Jenness, and Henderson, with support from several school districts, higher education institutions, and the National Science Foundation, continue to develop and evaluate the effectiveness of science education programs.

need. It is the only center in western Michigan to offer services from highly qualified reading specialists. Graduate students preparing for the Michigan Literacy Coach license provide the tutoring. These graduate student tutors assess and plan instruction for K-9 students, and serve as literacy coaches to undergraduate elementary education majors who supplement the capacity to tutor the high number of students requesting services. Another feature of the program is collaboration with counseling psychology graduate students that enhances the responsiveness to SCOPE students. The Reading Clinic adheres to research-based practices and standards provided by federal and state policies. Clinic professionals must regularly demonstrate the effectiveness and responsiveness of the program through data collection and assessments compiled for NCATE reviews and University assessments.

The Reading Clinic learns about constituents from a number of authentic assessments that inform individualized learning goals. During intake, parents/guardians share concerns and tutors gather background information. Tutors collect data to assess progress across semesters and students are involved in self-assessment activities. Portfolios are used to document instructional activities and academic growth. Parents receive a detailed culminating report that shares learning progress over the 13-week period along with goals for continued development. Parent surveys indicate 90% or higher agreement/satisfaction in all of the following categories: increased reading comprehension, increased confidence, increase in grades, increased motivation, increase in attitude toward school, increase in parent confidence in helping child at home, and overall satisfaction with services. The significant outcomes reported represent data from portfolios, final reader study reports, parental feedback, and observational notes.¹⁵ Another source of data that demonstrates a positive impact on student achievement with this constituency is from the outside evaluators of SCOPE. There was a 15% overall improvement in interpersonal competence among children. In 94 visits to the reading clinic, there were three behavioral incidents, which were due to severe emotional challenges of two children. As well, observational data from tutors indicate that reading comprehension and confidence improve for the majority of participants.

Table 5.2 SCOPE Interpersonal Competence Survey (n=8)

Source: Resource Room Data: 5d Susan Piazza Scope Report

Item	Pre Mean	Post Mean	% Improvement
1. I'm comfortable meeting new people.	2.75	2.38	14%
2. I understand how others feel.	2.50	2.25	10%
3. I try to meet the needs of others.	2.63	2.63	0%
4. I make friends easily.	1.88	1.75	7%
5. I get along with most people.	2.13	1.63	24%
6. I'm not afraid to show my emotions.	3.13	2.75	12%
7. I can talk seriously with friends	2.50	1.88	25%
8. I don't want my friends to know my weaknesses (reversed)	2.88	2.63	9%
9. I'm afraid of disappointing others. (reversed)	2.38	1.75	26%
10. I have to argue with others to get them to understand me (reversed)	2.25	2.38	-6%
11. I have lots of friends.	1.88	1.38	27%
OVERALL	2.50	2.13	15%

Over half of SCOPE youth participants had some academic or disciplinary problems prior to attending, so it is important to note the number of disciplinary issues during SCOPE activities were low despite high risk for such incidents. Most participants were satisfied with pro-

15 Resource Room: Scope Report (Piazza)

gram services and 75% of participants demonstrated improvement in positive attitudes and behaviors. Given the expectation that most youth having parents with an MPRI history will experience deterioration in positive attitudes and behaviors, the observed results are especially remarkable. Together, these data triangulate to confirm that clinic services and engagement with children of incarcerated parents have a positive influence in their social competencies and cognitive development, which are core goals of SCOPE and MPRI.

Looking at WMU Today

The service and engagement with the SCOPE population offers a tremendous opportunity to increase the effectiveness and responsiveness of individuals attending professional education programs. The Reading Clinic, along with SCOPE, is breaking new ground in its effort to provide academic and social support systems to this constituency in a humanistic way. WMU creates a supportive environment for children to experience success as the provided experience builds on their backgrounds, respects their diversity, and holds expectations high. The SCOPE Project is an outstanding example of how WMU participates in partnerships that focus on community-developed goals that share educational, economic, and social outcomes.

Looking to the Future

The Reading Clinic is working to sustain these services through continued partnership with the community SCOPE organization. Planning and negotiations are underway for the fourth year of operation. In addition to current efforts, there are goals to expand WMU's outreach to high-need populations in the community.

Core Component 5c.3

WMU engages with local businesses and scientists through the Biosciences Research and Commercialization Center (BRCC).

In 2003, several local business and political leaders worked with WMU to establish the Biosciences Research and Commercialization Center (BRCC) in order to help retain scientists, many of whom were displaced following the acquisition of Pharmacia Corp by Pfizer. The Michigan legislature responded to the idea by allocating \$10 million to create the BRCC, a public-private partnership.¹⁶ The BRCC is housed as a tenant of the Southwest Michigan Innovation Center, a business incubator located on WMU's Parkview Campus. The Innovation Center provides an environment in which life scientists interact in the commercialization of various technologies. The BRCC supports Michigan by using the pharmaceutical and scientific expertise present in the Kalamazoo community and providing seed funds to develop life science and medical device companies. The BRCC currently supports 23 companies and is a source of employment, including faculty appointments at WMU. The BRCC was not the only source of funding for these companies, as there were other collaborative supporters. However, the BRCC was commonly one of the first seed investors in this high-risk endeavor.

¹⁶ Mission of the Biosciences Research and Commercialization Center, brcc.wmich.edu

Chart 5.1 Jobs Created and Companies Formed

Source: The Biosciences Research and Commercialization Center at Western Michigan University, Luderer

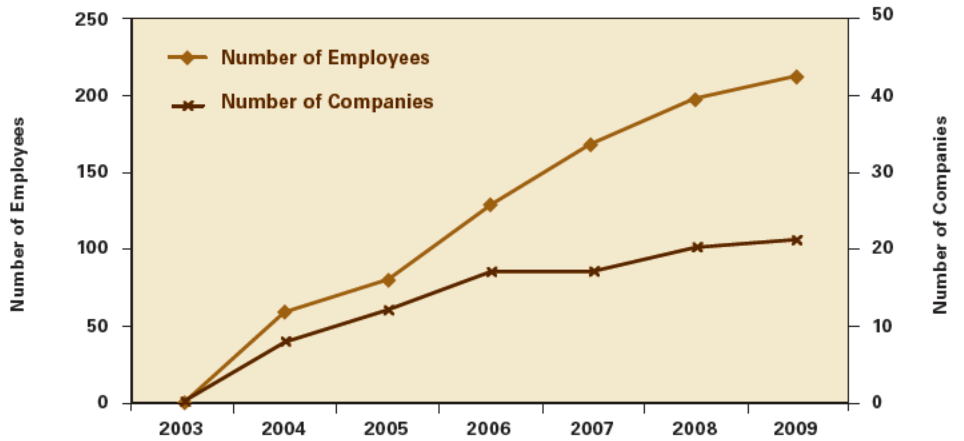
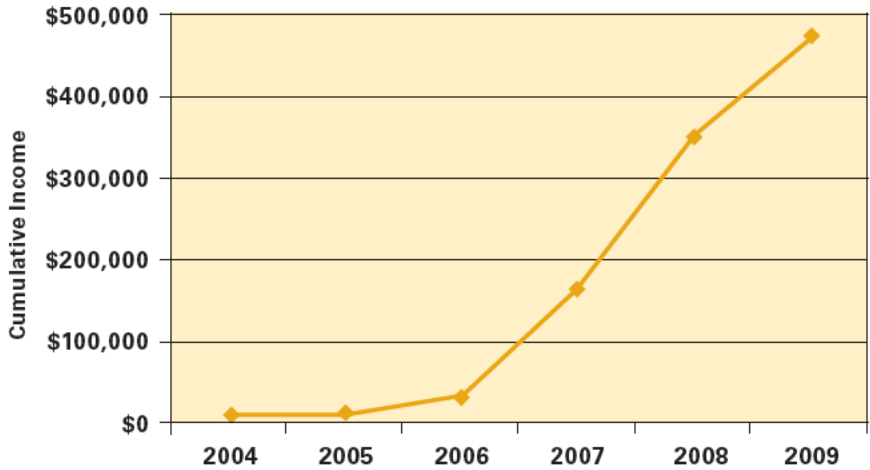


Chart 5.2 Cumulative BRCC income

Source: Resource Room: Sc Luderer, Biosciences Research and Commercialization Center at Western Michigan University



The following chart depicts the cumulative return on investment to the BRCC, about \$450 million since inception. The 2009 results are through the 3rd quarter of 2009. This income accrues from a combination of fees received for consulting services and the revenue sharing program in which the BRCC receives a payback as a percentage of company sales. The University also holds an equity position in some of the other drug discovery companies. To date, there has been no income from these positions.

The BRCC is also an active participant in the National Science Foundation-sponsored Research Experiences for Undergraduates program at WMU. The Michigan Economic Development Corporation regards the BRCC as one of its most successful ventures as assessed by the number of new jobs, companies created for the local economy, and overall return on investment.

Core Component 5c.4

WMU links local business and technology through the Business Technology and Research Park.

The Business Technology and Research Park (BTR) is a high-tech business development that shares WMU's Parkview Campus with the College of Engineering and Applied Sciences. The park's campus location means that the 31 resident companies in the life sciences, advanced engineering, and information technology have regular opportunities to interact with WMU's faculty, research staff, and students. Over 1,300 people are employed at the BTR and the revenue generated by BTR companies exceeded \$182 million in 2008. Strategic partners of the BTR include the Michigan Economic Development Corporation, whose mission is keeping good jobs in Michigan and attracting more of them to the state; the Michigan Technology Tri-Corridor, which fosters growth in life sciences, advanced automotive technologies, and homeland security industries through funding and resource collaboration, focusing on emerging technology sectors; and Southwest Michigan First, a privately funded, 501 (c) (3) non-profit corporation formed by business and higher education leaders to promote economic development in Kalamazoo and the southwest Michigan region. The BTR has won numerous awards, including the Michigan Economic Development Corporation SmartZone of the Year and the Governor's Award for Entrepreneurial Technology.

Core Component 5c.5

Participating in Michigan's No Worker Left Behind Program, WMU contributes to regional education and re-training.

No Worker Left Behind (NWLB) is a State of Michigan program that uses federal funding sources to aid displaced Michigan residents who are in need of financial support for education and retraining, specifically for certain high-demand occupations. To qualify, participants must be within two years of completing a degree and meet the program's family income limit. As such, participants are eligible to receive \$5,000 a year for two years. To be eligible, participants must be Michigan residents, within two years of degree completion, have a family income of less than \$40,000, and be over the age of 23. Eligibility is not determined by Western Michigan University but by the local Michigan Works agency, on a case-by-case basis, in a decision especially rooted in regional employment statistics. Because of this, there is variation across the state as to which academic programs are eligible for employee retraining and which are not.

The size and breadth of this program changed dramatically in April 2009, when, with the influx of federal stimulus dollars, Michigan's governor increased funding to a total of \$40 million. Because of this, WMU's participation in the program grew quickly over spring and summer 2009. At the beginning of its participation in the No Worker Left Behind program, WMU officials, after reviewing the requirements for participation in the program, conducted a review of the University's offerings so as to determine the best mix of programs to submit for participation. Care was taken to identify programs that had a particular professional

degree outcome that would lead to a clearly identifiable career path. With that in mind, WMU identified approximately 50 programs for consideration, of which 27 were able to be listed, largely due to strict data demands for the program and response rates in graduation employment surveys.¹⁷ Particular care and efforts have been taken not to limit the programs to students studying on the Kalamazoo campus but to locate NWLB participation at WMU regional sites across the state.

Table 5.3 Undergraduate Programs Eligible for NWLB Program

Source: wmich.edu/offcampus/noworker/

College	Program
Arts and Sciences	Criminal justice
	English
	Film, video and media
	Journalism
	Psychology
Aviation	Aviation maintenance technology
	Aviation science and administration
Haworth College of Business	Accountancy
	Finance
	Food marketing
	Human resource management
	Integrated supply management
	Marketing
	Organizational communication
	Travel and Tourism
Education and Human Development	Child and family development
	Dietetics
	Physical education
	Interior design
	Family studies
Engineering and Applied Sciences	Civil engineering
	Computer information systems
	Construction engineering
	Engineering graphics and design technology
	Manufacturing engineering
Fine Arts	Graphic Design
Health and Human Services	Social Work

Looking at WMU Today

Western Michigan University has responded to its community, region, and the state through its administration of the No Worker Left Behind program. In addition to developing programs that meet and address local training needs from the WMU perspective, the program develops and lists program opportunities based upon requests from both potential and current students, as well as based upon requests from caseworkers.

¹⁷ Complete details of WMU's participation with the No Worker Left Behind program, wmich.edu/offcampus/noworker/

Looking to the Future

Because of the needs of displaced workers, WMU has worked to publicize its participation in the program. Specifically, it has placed advertisements in the Kalamazoo Gazette, MLive.com, as well as publicized its participation in WMU News and related communication tools. WMU has established collaborative ventures with other higher learning organizations and education sectors (e.g., K-12 partnerships, articulation arrangements, 2+2 programs).

Core Component 5c.6

WMU's transfer policies and practices create an environment supportive of the mobility of learners.

Transfer practices are administered by the Office of Admissions. College course work completed at a U.S. college or university accredited by a regional accrediting agency (e.g., North Central Association of Colleges and Schools) will be considered for transfer credit at Western Michigan University. College course work completed at a college or university accredited by an agency other than a regional accrediting agency may be considered for transfer credit on a provisional basis, if the accrediting agency is recognized by the U.S. Secretary of Education. Work accepted on this provisional basis is subject to a validation process described in the WMU undergraduate catalog and transfer credit is awarded only after the validation process is completed. WMU has entered into the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) with 27 community colleges. The MACRAO Transfer Agreement is designed to facilitate transfer from community colleges to baccalaureate colleges and universities. It provides for transferability of up to 30 semester credits to meet many of the general education requirements at participating Michigan four-year colleges and universities. In addition, the University has signed articulation agreements with 28 community colleges to further facilitate a student's transfer to WMU. Postsecondary study completed at an overseas institution recognized by that country's ministry in charge of higher education or the official regulating body will be considered for transfer credit at WMU.

In 2007, WMU established the Advocacy Office for Transfer Students and Military Affairs to serve those transferring to Western Michigan University from a community college, four-year university, or military service. WMU offers transfer students and military students/personnel a dedicated resource committed to assuring smooth transitions when transferring from community colleges or departing/returning from military deployment. In addition to assisting individual students, the advocacy office works to determine ways to ease the transition to WMU. This includes examining current practices and policies that negatively impact student success or satisfaction and developing workable solutions. The office has one full-time transfer advocate, one full-time military advocate, and one full-time office associate.

WMU recognizes the contributions made by its military students and veterans. The definition of military students includes active military (Army, Navy, Air Force, Marines, Coast Guard), reserves, National Guard, ROTC, Veteran, and military dependants (spouse, child, survivor).

All active military personnel and their dependents qualify for in-state tuition. Two years ago, WMU created a Military Oversight Committee which oversees the needs and services for military and veteran students, including members from counseling and health centers, academic support programs, and disability services for students. The committee chair is a

renowned PTSD faculty clinician. WMU has a strong collaborative relationship with the VA and local military base, which is located approximately 30 minutes from campus. The Advocacy Office has developed relationships with various Kalamazoo County organizations, including the VFW and the Department of Health and Human Services. WMU does not place any holds on military student accounts that are waiting for military GI Bill or tuition assistance disbursements. In April 2007, WMU's board of trustees approved the Returning Veteran's Tuition Assistance Program, which is available in the first semester to students attending or returning to WMU and pays tuition and fees not covered by any other tuition-specific program. In July 2009, WMU registered as a voluntary participant in the Department of Veterans Affairs Yellow Ribbon Program, in which up to \$3,000 per year is available to all qualified students through that fund's matching program.

A number of military and veteran programs have taken place on the WMU campus. WMU offered a webinar to faculty and staff on the subject of soldiers making the transition to students. A VA rep came to campus to explain the new Chapter 33 GI Bill and several staff members from the registrar's office, accounts receivable, aviation, and the advocacy office attended a statewide GI Bill training. A post-traumatic stress disorder seminar was offered, the Veteran's Alumni Club hosted a football tailgate gathering and game tickets to student veterans, and the Military and Veteran Student Association (MVSA) organized a Veteran's Day Run from campus to Ft. Custer National Cemetery.

The Kalamazoo Ladies' Library members donated funds to the advocacy office in order to support the efforts of the military students on campus. The military advocate and a staff member in Extended University Programs attended the 2009 Department of Defense Symposium in July 2009 and are striving to implement some of the practices learned while there. For instance, if a student is called to duty during a semester, the Advocacy Office for Transfer Students and Military Affairs will work with the student to withdraw from courses, or connect with the student and instructors to finish incomplete coursework at a later date, or through correspondence or online course completion.

Military students are considered active students for up to 18 months after deployment and are eligible to register for classes and keep University email accounts. Returning military students are given priority registration status for one year upon return. Active-duty military personnel and their dependents are eligible for in-state tuition thanks to a motion approved by the Western Michigan University Board of Trustees.¹⁸ Military personnel who are Michigan residents and haven't established residency elsewhere, as well as those who are stationed in Michigan, are also eligible for the in-state tuition rates. Spouses and dependents are eligible for the same in-state tuition benefit. Once the active-duty military person or dependent qualifies for the benefit, eligibility will continue for as long as they are continually enrolled and there is no change to the military or dependent status.

The program dovetails with the Returning Veterans Assistance Program, which has been called a "mini-G.I. Bill" and is designed to help returning veterans make the transition from military to student life easier by offering a first semester of free tuition while they complete the transition and in-state tuition for their remaining time at WMU. All of these measures are designed to ease the transfer and transition of students to WMU. The enrollment of military students has grown from 377 in the fall of 2008 to 443 in the spring of 2010. Students are identified by those using some sort of military benefit, including GI Bill, tuition assistance, and dependent or survivor benefits. The WMU undergraduate admissions application form asks for applicants to indicate military status; however, it is an optional field to

18 WMU News, WMU gives military families in-state tuition
wmich.edu/wmu/news/2008/03/051.html

complete. In addition, the current readmission and graduate admission forms do not include questions regarding military status. For those reasons, the most effective way to track military students is by those who apply for military assistance.

Besides assisting individual students, the office works closely with the presidents of community colleges to determine ways to ease the transition to WMU, including examining current practices and policies that negatively impact student success or satisfaction and developing workable solutions. Similarly, it recommends policies and procedures that meet the needs of deployed students, faculty, and staff.

Finally, the Office of Residence Life has dedicated Hoekje Hall as the main residence hall for transfer students. Transfer students are offered a single room at a double rate for their first year on campus. Programmatic efforts focus on transfer student needs. Additionally, floors in French Hall and Davis Hall, named the Tenzing House, are also dedicated to transfer students.

Core Component 5c.7

WMU engages southwest Michigan middle school students through the Academic Talented Youth Program.

The Lee Honors College is the administrative site for the Academically Talented Youth Program (ATYP) at Western Michigan University.¹⁹ WMU recognizes that bright and ambitious students welcome a challenging and inspired academic experience. ATYP is designed primarily for students who are in seventh or eighth grade, although the grade range spans 6 to 11. The program focuses on students who are highly gifted in either math or language arts and provides middle school students with a high school curriculum in math and language arts at a rate and depth that meets their talents. The constituencies that ATYP serves reside in southwest Michigan.

Coursework is offered on the main campus of WMU in Kalamazoo and at the regional center in Battle Creek. In the fall of each year, middle school counselors are asked to identify students in their schools who might qualify for ATYP. In addition, letters are sent to approximately 1,500 qualified students in southwest Michigan informing them of the opportunity to take the SAT. Five informational meetings are held in Kalamazoo and Battle Creek respectively. Students take the SAT through the Northwestern University Midwest Academic Talent Search. Students with qualifying SAT scores are invited to participate in WMU's ATYP. ATYP instructors have advanced degrees in their areas of special instruction and are selected for their expertise and skill in working with highly capable adolescents. Believing that accountability to students, families, and schools is essential, all ATYP students completing the three-year English program (typically 9th and 10th graders) are required to write the Advanced Placement (AP) exams. ATYP students over the past years have an average test score of four, while the average 11th and 12th grader has an average score of three, with a score range of one to five where five is the highest possible score. Similarly, math students finish the program and continue their math education at their high school or at the Kalamazoo Area Math and Science Center. All classes meet Michigan's High School Content Expectations for each grade in math and language arts. Since its inception in 1981, more than 3,500 students from over 60 public and private schools have been enrolled in ATYP.

¹⁹ Resource Room: Academically Talented Youth Program Self Study Report, 2009 (Schultz)

WMU is in the process of fully integrating ATYP students into the University system. ATYP students receive a WMU student identification card and are enrolled into courses through the University Banner system. Students receive a WMU transcript for grade reporting and record keeping. This will allow WMU to assess the longitudinal progress of ATYP students who elect dual enrollment at WMU and/or who select WMU as their four-year university.

Looking to the Future

WMU is in the process of developing a three-year plan to improve and grow the ATYP. The main objectives are to grow the enrollment, become more diverse and inclusive, enhance even further the image of the program with middle schools, and increase student access to AP classes. A major concern is the economic climate in Michigan, which may make it difficult for schools to assist in funding the tuition costs of ATYP. To this end, the Lee Honors College has made ATYP a significant priority in its Capital Development Plan.

Core Component 5c.8

WMU fosters effective teaching in public schools through professional development of team members and WMU students in the School/University Partnership Team (SUPT).

The School/University Partnership Team (SUPT) is the award-winning organization designed to facilitate thoughtful collaboration between WMU's College of Education and Human Development and 50 public schools in the Kalamazoo metropolitan area and selected distant sites, including Battle Creek, Benton Harbor metropolitan area, Detroit metropolitan area, Grand Rapids, and Muskegon.²⁰ The organization is dedicated to fostering effective teaching for children and youth through the professional development of each member of the team and the University students the SUPT membership serves. SUPT includes an organizational structure with two primary components; one is campus-based and the other is based in the public schools. The campus-based component includes a close collaboration with the Office of Field Placements, the place where logistical operations associated with SUPT occur (e.g., hiring and dismissal decisions for SUPT members), budgetary planning and concerns, placement processes for pre-interns and interns, addressing professional and academic conduct concerns for pre-interns and interns, and support for SUPT meetings. The school-based component includes close collaboration with principals, other school administrators, teachers, and the children and youth with whom they work. The collaboration extends to elementary, middle, and high schools. Each school has pre-intern and/or intern teachers clustered in cohorts of five or more and is referred to in SUPT as a cluster site. The members of SUPT include 50 lead mentors (mentor coaches) from each of the partnership school sites (cluster sites), a cadre of approximately 50 university pre-intern instructors and cluster site coordinators who are hired to facilitate collaborative activities with each cluster site, and approximately 500 mentor teachers who guide the development of WMU students during their pre-internships and internships. The mentor coaches, as well as the pre-intern instructors and cluster site coordinators, work to facilitate the development of a strong mentoring culture in

20 School/University Partnership Team (SUPT), wmich.edu/coe/supt/

their respective cluster sites, with the recognition that each of the partnerships is focused first on the learning of each child and youth and secondly on the professional development of each pre-intern, intern, and mentor teacher at the site.

Three times each semester, the mentor coaches, pre-intern instructors, and cluster site coordinators gather for a half-day meeting on the WMU main campus to focus on planning, problem solving, and studying together about critical concerns and issues related to mentoring and the field of education. University students involved with SUPT are each placed with a mentor teacher at their respective cluster site. Pre-interns are placed for a full semester during one of the two semesters just preceding their internship and participate twelve to sixteen hours a week, depending on their program. Interns are placed for a full semester during their culminating semester and participate at their cluster sites full time. Mentors work closely with the pre-interns and/or interns assigned to their classrooms; model effective practice; provide pedagogical, curriculum, classroom organization and management guidance; and prepare formal written observations, as well as both midterm and final evaluations of pre-intern and intern performance. Interns gather with their assigned cluster site coordinators for a two-hour seminar each week to study, problem-solve, and plan as a group regarding their internship responsibilities and to prepare for their upcoming job searches.

The mentor teachers at each cluster site gather eight to ten times a semester for a one-hour seminar with their assigned cluster site coordinator and mentor coach. The mentor seminar is focused on their professional development as mentors. Effective mentoring, building, and maintaining the mentoring culture in their school, as well as planning and problem solving related to their pre-interns, interns and cluster site are key topics. In addition, critical issues, concerns, and educational topics related to their current professional lives become an active part of the mentor seminar as the cluster site matures (e.g., how poverty impacts learning, impulsivity in children and youth, and effective inclusion of special needs students in the general education classroom). All of these efforts, both campus-based and school-based, are a combined collaborative effort designed to provide for a focused professional development experience for each of the SUPT members, bringing WMU's College of Education and Human Development (CoEHD) into active partnership with public schools. The School/University Partnership Team (SUPT) in the CoEHD at WMU received the Distinguished Program in Teacher Education Award from the Association of Teacher Educators in 2003.

Core Component 5d

Internal and external constituencies value the services the organization provides.

WMU believes it important to regularly evaluate the availability, usefulness, and effectiveness of its engagement activities. Moreover, WMU assesses the value external and internal constituencies find in its opportunities and the value of extending these opportunities. While the numbers of partners might testify to the value the external community places in an organization's service learning programs, it is important to know whether students and faculty value the learning achieved through those programs.

Core Component 5d.1

WMU regularly provides programs that meet the continuing education needs of professionals in the community through programs such as the Third Coast Writing Project.

Established in 1994, WMU's Third Coast Writing Project (TCWP) is a program of the English department and College of Arts and Sciences. It is constituted as a school/university partnership that identifies, celebrates, and enhances the professional role of successful classroom teachers.

TCWP is the WMU site of the National Writing Project, a national network of university-based sites focused on improving writing instruction and learning in the nation's schools.²¹ For 16 years, TCWP has provided programs and partnerships that address the needs of teachers, students, and local school districts in southwest Michigan. TCWP adheres to the mission of the National Writing Project, which is to focus the knowledge, expertise, and leadership of the nation's educators on sustained efforts to improve writing and learning for all learners. The core mission and goals of the Third Coast Writing Project, as recently drafted, are to:

1. Promote exemplary instruction of writing in every classroom.
2. Increase the use of writing to think and learn in all content areas.
3. Recognize that access to high-quality educational experiences is a basic right of all teachers and a cornerstone of equity.
4. Recognize the importance of teacher knowledge, expertise, and leadership.
5. Build intellectual inquiry, investigation, and discovery into all programs.
6. Provide leadership in teaching, research, learning, and public service.
7. Provide services throughout and beyond southwest Michigan through school- and campus-based workshops, programs, and partnerships.
8. Conduct on-campus summer programs for teachers and for K-12 students.
9. Maintain a strong partnership between the University and the Third Coast Writing Project.

TCWP provides access to academic programs at reasonable cost and in multiple settings. Throughout its history, TCWP has used grant funds to bring southwest Michigan teachers to campus for its Invitational Summer Institute and other professional development programs. During the academic year, TCWP contracts with southwest Michigan school districts to provide school-based professional development writing workshop series. TCWP programs provide frequent and ongoing opportunities for teachers to write and to examine theory, research, and practice together. Professional development workshops and school partnership programs are led by TCWP teacher-consultants mentored by TCWP site leaders.

²¹ National Writing Project, nwp.org

TCWP helps establish lifelong relationships between alumni and WMU. A number of TCWP teacher consultants are WMU graduates, and each year a number of TCWP summer institute and open program participants decide to begin WMU graduate work and apply for WMU English or College of Education and Human Development graduate programs. More than half have continued their participation and professional development through advanced TCWP programs and leadership opportunities.

TCWP promotes no single approach to the teaching of writing, no set formulas, and no packaged plans. Instead, in its summer and school-year professional development programs, it introduces teachers to research-based practices in writing instruction that have emerged over the past 25 years.

The Third Coast Writing Project currently provides the following programs for teachers and students:²²

- TCWP Invitational Summer Institute (4 weeks)
- School Based Professional Development, Workshop Series, and School Partnerships
- TCWP open summer programs
 - ◊ Writing 2.0, Teaching Writing in the Digital Age Workshop
 - ◊ Reading, Thinking, and Comprehension Workshop
 - ◊ Teacher as Writer Workshop
 - ◊ Writing with English Language Learners Workshop
- TCWP Presenters' Collaborative Network
- TCWP Summer Camp for Young Writers

Each year, the National Writing Project requires that TCWP submit an extensive annual Continued Funding Application regarding the programs, activities, and practices of the site. Also required annually is an NWP Site Profile Report that requires gathering ongoing statistical data related to each program, planning session, committee meeting, or event that is sponsored by the site. Each NWP site receives a letter with details in response to each year's annual Continued Funding Application. These materials are available in the resource room.

TCWP's Invitational Summer Institute, open summer programs, school-based professional development services, continuity groups, summer writing camps for young writers, and leadership team all demonstrate TCWP's capacity and commitment to work with teachers, administrators, and students across southwest Michigan.²³ TCWP's most recent Invitational Summer Institutes (2008 and 2009), for example, included summer fellows from eleven counties in southwest Michigan. TCWP works primarily with K-12 teachers, but teachers from Lake Michigan College, Glen Oaks Community College, and WMU were also included among the 2008 and 2009 participants. TCWP was awarded \$36,000 from NWP through funds from the Annenberg Rural Challenge and named one of six national sites for Rural Voices, Country Schools. This three-year project was designed to foster a positive sense of place among rural southwest Michigan students and to document, organize, and publish successful teaching practices from southwest Michigan classrooms. A related grant (\$18,000) from the Michigan Council of Arts and Cultural Affairs brought creative writers into rural and small-town schools to work with students and teachers and funded the publication of a collection of writing produced by southwest Michigan students, teachers, and community members (*Home and Other Places: Voices of Southwest Michigan*, published by New Issues Press). Publication celebrations were held in the four communities of St. Joseph, Fennville,

Points of Pride

The Third Coast Writing Project was awarded a grant by the National Writing Project for ongoing work with K-12 teachers in exploring multimedia as writing and thinking processes that support learning across the curriculum. Last year TCWP worked with more than 1,300 teachers from southwest Michigan school districts.

²² Third Coast Writing Project, thirdcoastwtp.wikispaces.com/

²³ Resource Room: Third Coast Writing Project 2008 Invitational Summer Institute- Report for the U.S. Dept of Education August 8, 2008 (Liggett)

Richland, and Niles, Michigan, to allow readings by some of the 91 authors whose writing was selected for publication.²⁴

In 2006, TCWP's work with digital storytelling led to being named a National Writing Project Technology Seed Site, bringing additional funding to support research and professional development with writing and multimedia. Also in 2006, TCWP introduced a WMU/TCWP Writing Day experience that brought 200 high school students and their teachers to campus to take part in a writing marathon, lunch, and celebration of writing.

Looking at WMU Today

TCWP is an excellent example of how WMU serves its constituents by providing high-quality continuing education programs to professionals in the broader educational community. The growth and acceptance of TCWP since its inception is well documented by the data provided. The NWP, WMU, and its constituent partners provide strong support for the work of TCWP. Cumulative grants from NWP exceed \$500,000 and total in-kind matching funds from WMU, other grants, and schools where professional development has been provided exceeds \$866,000. All have strengthened TCWP's capacity to work in partnership with K-12 schools in southwest Michigan. Evaluation data collected by the TWCP for its programs reveal an exceptionally high level of satisfaction by attendees.

The governance, administration, and programming provide teachers throughout southwest Michigan with outstanding continuing professional education and through these teachers, the writing skills of thousands of students are enhanced.

Looking to the Future

WMU wishes to expand TCWP's summer program to the cities of Battle Creek and Benton Harbor. Of particular interest is the development of the Camp for Young Writers program in both cities.

Core Component 5d.2

The community and region value WMU venues for cultural, outreach, hospitality, and athletic events as provided through Auxiliary Enterprises.

WMU facilities are available and regularly used by the campus and the community. A wide variety of campus-based facilities provide WMU's internal and external constituencies an outstanding portfolio of cultural events, educational outreach, hospitality services, and athletic venues. Facilities include Miller Auditorium, Fetzer Center, Lawson Ice Arena, Gabel Natatorium, and West Hills Athletic Club.

Miller Auditorium (the auditorium) opened in 1968 as a result of a promise made by then-president James W. Miller for a new facility that would present the performing arts to enrich

24 Resource Room: Third Coast Writing Project 2009 Summer Anthology from the 2009 Invitational Summer Institute and teachers as Writer Workshop (Liggett)

the lives of students, faculty, and members of the community.²⁵ Thirty-five years later, the auditorium is still ranked as one of the top 10 facilities in the United States, and with 3,500 seats is the third largest theatre in Michigan. The auditorium has never lost sight of its central purpose in shaping the cultural landscape of the community. The auditorium has enjoyed success financially and in the marketplace of public opinion over the last decade. This has been achieved by assuring relevance and rapport with its many constituencies.

The auditorium serves the community in a variety of ways. The auditorium is host to commencement services of four local high schools and Kalamazoo Valley Community College. Thousands of school children have experienced live performing arts at Miller and many have had an opportunity to participate in master classes on the WMU campus. Recurring rental of the auditorium to various organizations such as the Kalamazoo Symphony Orchestra, dance competitions, and renowned speakers further demonstrates the value local arts organizations place on the facility.

The auditorium has partnerships with many local businesses and arts organizations. Local restaurants participate in the “Dine Around” campaign providing patrons with affordable dining options in time for the curtain’s rise. Enhanced planning and outreach is made possible through needs assessment surveys and frequent contact with over 30,000 e-club subscribers. In addition, the auditorium maintains a community-wide presence through MySpace, Facebook, YouTube, and Twitter. In one of its most notable events over the past 10 seasons, Miller Auditorium brought *The Phantom of the Opera* to Kalamazoo in 2006. *Phantom* sold 65,000 tickets during its stay in Kalamazoo. *Phantom* generated millions of residual dollars for the entire community, drawing patrons from over 30 states and filling hotels and restaurants for the entire month of its run. In 2009, Miller received the “Peoples Choice Award” from the Kalamazoo Gazette for best live entertainment venue.

The Fetzer Center is by hospitality industry standards the only true conference center in the Kalamazoo region.²⁶ The non-residential center features over 18,000 square feet of flexible meeting and banquet space and is ideally located to be the facility of choice for many campus and community groups. The center has hosted nonprofit fundraisers, corporate retreats, government and political events, and professional and association conferences. The Fetzer Center is used for class reunions, high school sports banquets, and family-centered events such as wedding receptions and baby showers. The Chamber of Commerce hosts a variety of events at the center including its after hour receptions, open house nights, leadership Kalamazoo and new chamber member receptions. The convention and visitor’s bureau, Discover Kalamazoo, relies on the Fetzer Center staff to provide a consistent professional image for the region’s marketing efforts. The center recently provided space for a local blood drive during a time when the American Red Cross was desperately seeking an alternate location and wanted to remain on the campus. Over 95% of the clients of the Fetzer Center are return clients with revenue generation that has grown steadily.

In the last decade, millions of customers have passed through the doors of the Lawson Ice Arena.²⁷ Individuals from five to 80 participate in recreational skating, synchronized skating, ice hockey, and broomball. This 3,800 seat arena serves the Kalamazoo Optimist Hockey Association (over 800 players, ages 5-18), the Over 30 Men’s Hockey League, local high school hockey teams, and WMU’s varsity hockey team, synchronized skating teams, the Stallions Hockey Club, Mustang Hockey Club, group skating, an intramural hockey league, and hockey lessons.

25 Miller Auditorium, millerauditorium.com

26 Fetzer Center, wmich.edu/fetzer

27 Lawson Ice Arena and Gabel Natatorium, wmich.edu/lawson

West Hills Athletic Club has a long, deep-rooted relationship and involvement with the community, as it has operated for nearly 40 years as a multi-purpose health club.²⁸ It has been only in the past 10 years that West Hills has been a part of Western Michigan University, but the community connection is larger than ever with over 75% of the membership being non-University members. West Hills has developed a reputation as having the best and largest fitness and personal training programming in the area. West Hills provides over 1,000 hours of personal training per month by certified personal training staff most of whom are exercise science graduates of WMU.

These are only a small sampling of this University-community connection. West Hills is by far the largest player in this arena and delivers a full menu of tennis services for all ages to the community. West Hills averages over 1,000 tennis participants per week using the courts for lessons, clinics, leagues, high school, college and USTA teams, and for tournaments. It also serves as the rain site for the prestigious USTA Boy's National Tennis Tournament.

Gabel Natatorium, located on the campus of Western Michigan University, has a 25-yard pool with a 15-yard diving well and seating capacity for 600 patrons. Over the last 10 years Gabel Natatorium has served over a half a million people.²⁹

Looking at WMU Today

The five facilities described here provide a valued service to the WMU campus and its community constituents. This is evident by an analysis of their client testimonials, ticket sales, and usage data. Each in its own way contributes to the quality of life, commerce, and the flourishing of the arts in west Michigan.

These facilities also provide an outstanding example of the way WMU opens itself to its constituents. Each facility offers programming to a variety of audiences (children and adults) in easy-to-access locations. Continued use and outstanding client satisfaction data point to the value received by the public, students, and staff.

Looking to the Future

In these difficult economic times, each of the five venues will work closely with current constituents to continue to provide affordable, reliable, and first-class entertainment, athletic, and hospitality services. As the recreational dollar becomes harder to secure, each must deliver better customer service and more innovative programs to fill open time slots. The past 10 years have been a busy decade for the facilities and it is anticipated that the next 10 years will bring new opportunities to serve the campus and West Michigan community.

28 West Hills Athletic Club, westhillsathletic.com/

29 Lawson Ice Arena and Gabel Natatorium, wmich.edu/lawson

Core Component 5d.3

Faculty members in academic departments commonly collaborate with professionals from elementary, secondary, and post-secondary institutions to provide highly valued college outreach.

Some notable examples of educational outreach from the College of Arts and Science include the following:

- Over a period extending from 2003 to 2009, the history department's primary community engagements occurred through three, three-year U.S. Department of Education Teaching American History (TAH) grants and one National Endowment for the Humanities (NEH) Landmarks in American History and Cultures Workshop for Teachers grant. History department faculty participated in summer teaching institutes involving elementary through high school teachers from southwestern Michigan. The Kalamazoo Regional Educational Service Agency (KRESA) recruited the teachers. In 2006, the NEH teacher workshop focused on the American farm in U.S. History and involved 115 teachers from across the United States. Members of the WMU history department faculty plus faculty from other institutions served as instructors for the workshop, which took place primarily at Tillers International in Scotts, Michigan.
- The Department of Mathematics is heavily involved with the Michigan Mathematics Rural Initiative Project, whose core objectives are to build the mathematics content knowledge and knowledge for teaching of its participating teachers and to establish and sustain professional learning communities. The participating schools are in rural areas, primarily low-income schools in Michigan's central and northeastern Lower Peninsula. The desired outcome of the project is improved mathematics achievement within the grades 6-12 classrooms of the project's 20 participating school districts.
- Grades 5-8 regular and special education mathematics teachers and administrators from Muskegon City Public Schools, Muskegon Heights Public Schools, and Muskegon Technical Academy are partnering with mathematics faculty and staff from Western Michigan University and Muskegon Community College, and staff from the MAISD Mathematics and Science Center in an effort to improve the teaching and learning of mathematics within 16 Muskegon elementary and middle schools. A mathematics department team coordinated a statewide four-year mathematics improvement effort commonly known as the Michigan Middle School Mathematics Reform Project. The purpose of the 1999 to 2004 mathematics projects was to improve the teaching and learning of mathematics within the middle school classrooms of 90 school districts across Michigan.
- The Kalamazoo Media Youth Initiative, a youth media literacy and production project working with 15 Kalamazoo Public School (KPS) students in three communities, is led by Dr. Jennifer Machiolatti, School of Communication, who serves as senior coordinating producer/educator. Beginning in March 2008, the effort resulted in three video documentaries and three still photography visual essays for regional and national distribution. Project partners included WMU's Walker Institute for the Study of Race and Ethnic Relations, the City of Kalamazoo, Community Access Center of Kalamazoo, Douglass Community Association, Eastside Neighborhood Association, the Boys and Girls Club of Kalamazoo, and Hispanic American Council. The video training was a way to empower

youth to ‘tell their own stories’ about everyday teen life, their hopes and dreams, and attitudes toward education. The video program exposed youth to new careers. Two of the produced videos won statewide awards and their premiere showing brought over 100 guests to campus.³⁰

- Dr. Kathleen Wong, School of Communication, served as the principal investigator in the Frederick Douglass Community Center oral history project, an interracial oral history project utilizing visual media and post-production of African American oral histories for iTunes University dissemination. Researchers were master’s students from a School of Communication qualitative methods course. Pilot oral histories were produced for the Douglass Center’s 90th anniversary celebration in Kalamazoo in February 2010.
- The School of Music is a leader in building community through regional engagement. Every aspect of the program, from music therapy and education through each performance and academic area discipline including the art of music composition, permeates the region and the community. The School of Music also hosts numerous external events in the facility during the year, welcoming the public into the Dorothy U. Dalton Center. These include the Gilmore International Keyboard Festival, the Kalamazoo Symphony Orchestra, Fontana Chamber Arts, and the Kalamazoo Area Music Teachers Association. School of Music programs consistently engage the region’s high school students and educators with multiple music festivals, thus providing a central gathering point for the programs that showcase this excellence with their best and brightest young musicians. Here are some examples of music festivals:
 - ◇ The annual Southwestern Michigan Vocal Festival is one of the largest, oldest, and most successful high school choral festivals in the United States. In 2009, the festival engaged participants from over 30 southwest Michigan high schools in an intensive day celebrating the vocal arts of the region.
 - ◇ The annual Spring Conference on Wind and Percussion Music promotes the performance, understanding, and composition of quality wind and percussion music. Students from over 60 of Michigan’s public schools attended this event in 2009.
 - ◇ The Annual Gold Company Invitational Vocal Jazz Festival includes a celebration of the art of vocal jazz through performance, education, and workshop opportunities for over 25 high school and college vocal ensembles from six states in the region and Canada.
- The Donald P. Bullock Performance Institute also includes programs both for an aging population and for public school students. The projects typically include outreach programs into community seniors’ facilities that bring the finest performers from all over the world directly to them. In particular, the Young Concert Artists series was specifically designed to serve the needs of this segment of the community with a degree of excellence unavailable to any other local organization in this capacity. The institute also takes these world-class musicians into the public schools at all levels. A particular model of success has been achieved at the Lincoln International Studies School, where the focus is on international awareness in education. For example, offering a clarinetist from Spain, a harpist from France, a pianist from China, and a marimbist from Japan serves a dual role of connecting the arts to the global twenty-first century society.
- Partnerships are in place with the Kalamazoo Hispanic American Council. The institute presented a week-long festival September 13–20, 2008, illuminating and celebrating the contribution of Mexican artists, musicians, and performers. This event included authen-

Points of Pride

In March 2009, a W.K. Kellogg Foundation grant of \$98,000 was awarded to WMU to support research on child poverty in the Kalamazoo area, as well as support the educational, research, and service mission of WMU’s Walker Institute for the Study of Race and Ethnic Relations.

³⁰ Michigan Association of Broadcasters College Competition (tie for first place in Talk Show/Long form Non-Fiction category, 2009), A Different Promise: The Evolution of the Eastside Our Neighborhood, Our Education: Stories from the Southside.

tic Mexican folk music, a residency by WMU Alumni String Quartet (all of Hispanic heritage) in a concert including works by Mexican composers, and guest artist residency by Max Lifchitz, a critically acclaimed Mexican concert pianist, composer and entrepreneur currently residing in New York City.

Looking to the Future

The faculty, staff, and administration have done an excellent job in promoting and sustaining a culture of service and engagement across the campus. For more than a century, WMU has played a significant role in the education, culture, and socio-economic development of Michigan and the Midwest and this self study has affirmed the University's commitment to its many constituents. As illustrated in the preceding paragraphs and pages, WMU departments have been engaged in a wide variety of initiatives and projects at differing levels of maturity and scope in partnership with community-based partners focused on achieving mutually developed goals and objectives. Much has been accomplished and much has been learned. The essential learnings garnered from the activities highlighted in this chapter include:

- The most successful projects are those where a clearly identified need or opportunity is perceived and defined clearly by all parties to the engagement. An excellent example of this is the work of the Center for Disability Studies.
- Sustainability of projects is best achieved when all partners provide similar, though not necessarily equivalent, contributions to the project. The decade-long partnership and success of the Fort St. Joseph archeological project is evidence of this mutual commitment.
- Successful engagements grow organically from a base of committed, passionate individuals and a department whose mission aligns with service. The SCOPE reading project from the Reading Clinic is such a marriage.
- The commonly experienced challenge of economic decline in Michigan led to a creative solution. WMU and its community partners through the development of the BRCC, the BTR, and Southwest Michigan First have joined together to retain the scientific talent that now remains in the region and to form a substantial base for creativity, innovation, and economic development.
- The most important critical success factor in creating and sustaining successful engagement is the alignment of mission, goals, resources, talent, expectations, and accountability. This chapter revealed a number of instances when that alignment was present, none more illustrative than the University's commitment to sustainability. From the president's office to the Western Student Association to individuals within the University, there was alignment. This alignment was empowering as it allowed WMU to pursue partnerships with the community that have led to a more comprehensive plan for enhancing environmental sustainability.

This self study has provided WMU with an opportunity to examine and reflect on its contributions to its many constituencies. This reflection has revealed the value that partners bring to each other through the synergy of common purpose and sustained commitment. Over the 10 year period on which this self-study is based, WMU has moved closer to its thematic intent of becoming a connected organization.



Federal Compliance

The Higher Learning Commission, as an accrediting agency approved by the U. S. Department of Education, has held and will continue to hold affiliated institutions to specified federal regulations. This section of the self-study report provides evidence of WMU's compliance with these regulations.



**A student-centered
research university.**

Credits, Program Length, and Tuition

The Commission expects an affiliated institution to be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives. Affiliated institutions notify the Commission of any significant changes in the relationships among credits, program length, and tuition.

Credits

WMU operates on a semester schedule, with two full semesters making up the academic year calendar. Following the National Center for Education Statistics (NCES) definition, fall and spring semesters are each 15 weeks long with an additional week of final exams.¹ During the summer, two distinct sessions are offered; each is seven and one-half weeks long. These two summer sessions are accelerated; summer courses meet for twice the contact time of fall/spring courses. Again, WMU uses the NCES definition of summer session.²

In addition to traditional, face-to-face courses offered on the main Kalamazoo campus, courses are offered online, at regional sites, and at several course locations. Instructional contact time determines credit hours in all cases, regardless of delivery method or location.

A credit hour at WMU is defined as fifteen, 50-minute class periods, again following the NCES definition.³ The semester credit hour system is understood and uniformly used across the University. WMU transcripts reflect semester credit hours earned at WMU. Samples of undergraduate and graduate transcripts are available in the registrar's office.

Program Length

WMU offers degree programs at the bachelor's, master's, specialist, and doctoral levels. Graduate certificates are offered in certain disciplines. All degree programs are first approved through the University curriculum process. The final approval rests with the Board of Trustees.⁴

All program requirements are detailed in the online catalogs published annually. Previous versions from 2006-07 forward are archived online for continued accessibility. Prior to 2006, both undergraduate and graduate catalogs were available only in printed form, published every two years.

The minimum requirement for a bachelor's degree at WMU is 122 credit hours. Some programs do require more than the minimum. Students receiving a bachelors' degree from WMU must graduate under a catalog no more than 10 years old.

Master's degree programs require a minimum of 30 hours of accepted graduate credit in an approved program of study. Hours in addition to 30 are required in some programs. All work accepted for the master's degree program must be completed within six years preceding the date on which the master's degree is conferred.

Effective fall 2009, WMU offers qualified students the opportunity to begin work on a master's program in their senior year of undergraduate work. Accelerated Degree Programs (ADPs) allow students to complete both the bachelor's degree and the master's (accelerated) in 5 years.⁵

The specialist degree at WMU requires a minimum 60 hours of accepted graduate credit in an approved program of study. Some programs require more than the minimum. A student admitted to the specialist program with a master's degree is required to complete the specialist program within five years; a student admitted without a master's degree is required to complete the specialist program within six years. All work must be completed satisfactorily by the day of graduation.

1 NCES semester definition, nces.ed.gov/ipeds/glossary/index.asp?id=589

2 NCES summer session definition, nces.ed.gov/ipeds/glossary/index.asp?id=631

3 NCES credit hour definition, nces.ed.gov/ipeds/glossary/index.asp?id=155

4 Resource Room: Degree and Certificate Programs (McKinney)

5 Resource Room: Accelerated Degree Programs (McKinney)

After admission to a doctoral program, completion of a minimum of 30 hours is required, excluding the dissertation, at Western Michigan University in an approved program of study. Hours in addition to 30 may be required by a specific program. Students must complete all requirements for the doctorate within seven years. Doctoral students are monitored for time to completion, and statistics are kept by the Graduate College.⁶

All new programs, as well as any proposed changes to existing programs, must go through the curriculum review process at WMU. Attention is paid to the length and substance of all programs. Since 2007, one program has increased credit hour requirements from 48 to 60 credit hours in response to revised program accreditation standards.

Counselor Education: Community Counseling in Counselor Education and Counseling Psychology changed the master's degree program name to Counselor Education: Clinical Mental Health Counseling and increased credit hours from 48 to 60 in 2009. Copies of the curriculum forms for this program, which include the rationale for the change, are available in the resource room.⁷

The Council of Accreditation of Counseling and Related Educational Programs (CACREP) is the accrediting body for all counselor education programs at the master's level (M.A. in College Counseling; Community Counseling; and School Counseling) and doctoral level (Ph.D. in Counselor Education and Supervision). The counselor education programs within the Department of Counselor Education and Counseling Psychology have been accredited since 1983. CACREP recently completed a standards revision, resulting in the new 2009 CACREP standards. The 2001 CACREP Standards recognized two mental health related programs, Community Counseling (48 credit hours) and Mental Health Counseling (60 credit hours). The 2009 CACREP Standards collapsed these two programs into one mental health counseling program called, Clinical Mental Health Counseling, a 60 credit hour program. The change in program title, to Master of Arts in Counselor Education: Clinical Mental Health Counseling, and the increase in credit hours to 60, are in response to these CACREP revised standards. As part of the increase in credit hours, four courses were added to the program requirements: CECP 6210, Psychopathology; CECP 6750, Advanced Theories of Counseling; CECP 6340, Causes of Substance Abuse; and CECP 6350, Recovery Oriented Systems of Care.

Tuition

The Western Michigan University Board of Trustees is the governing body that considers for approval both University budgets and tuition and fee recommendations from the president and the administration. Of utmost importance when setting tuition is the development of a University operating budget proposal that includes all of the proposed state appropriation, as well as local revenue (mainly tuition) and expense changes for the upcoming fiscal year.

Tuition is assessed at different rates based on level of study (undergraduate lower level, undergraduate upper level, and graduate) and residency (Michigan resident or non-resident). As tuition rates are approved by the Board of Trustees each year the new rates are published online.⁸ Rates are also printed in the main campus registration booklets and in regional site schedule publications produced by Extended University Programs (EUP).

During the fall and spring semesters, undergraduate students who enroll in 12 to 16 hours pay a flat rate depending on their level. Undergraduates with fewer than 56 hours pay at the

6 Resource Room: Graduate College Time to Degree (DiPierro)

7 Resource Room: Counselor Education Curriculum Change Form (McKinney)

8 WMU tuition and fees for 2009-10, wmich.edu/registrar/tuition

lower level, those with 56 or more earned hours pay at the upper level. Undergraduates who take fewer than 12 hours pay by the credit hour, those who take more than 16 hours pay the flat rate plus the per credit hour rate. Graduate students pay by the credit hour.

During the summer sessions all students, undergraduate and graduate, pay tuition by the credit hour.

An enrollment fee is charged based on credit hours. The enrollment fee is a single per capita assessment which cover health center operations fee; technology fee, covering information systems services for students; facility fee, for auxiliary building debt requirements; recreation fee, for recreation building debt service and building operations; and infrastructure fee, for deferred maintenance projects.

In the fall 2004, the Board of Trustees approved the establishment of a records initiation fee. This \$300 fee was set to be assessed on a one-time basis to all degree-seeking students, both continuing and new. The fee was established to help support the establishment of electronic student academic records and related activities such as integrated web course registration, online grade and program review, automated degree audit, students' accounts receivables, and the provision of an individual electronic portfolio. Of primary concern was the elimination of the social security number then used as a means of student identification.

Courses taken through Extended University Programs (EUP), including courses at regional sites, online, and open learning courses, are charged at the EUP rate. This credit hour rate is outside the flat rate structure used to assess undergraduate tuition. In addition to this rate, a \$20 per course technology fee is assessed for all EUP courses.

There are some program-specific charges. Students in the Lee Honors College (LHC) are assessed a \$75 per semester charge which supports the activities of the college. This fee is the result of a 2008 assessment of the specific wants, needs, and levels of satisfaction of Lee Honors College students. The funds generated by this fee are used exclusively to enhance the academic experience of honors students through special course-related materials, field trips, guest speakers, instructor fees, and co-curricular activities as approved by the LHC dean. More explanation and background is available in the resource room.

In the fall of 2009, a new aviation transportation fee was introduced. This fee is charged to all students in the College of Aviation during fall and spring semesters. The fee covers the cost of the shuttle taking students from the main campus to the Battle Creek airport and back.

In addition, some programs, because of the nature of the program, carry higher costs. Students in aviation pilot programs pay flight fees. Students in some health and human services programs, such as nursing, pay course-specific fees on many courses within their programs. These fees cover lab supplies, insurance, and in some cases transportation costs. Information on the specific amounts, with rationale, for these fees is available in the resource room.

Some courses also have additional course fees. These fees are approved for a three-year period; every three years the department offering the course must go through the re-approval process. This approval process is accomplished through an electronic workflow. Information on policy guidelines, deadlines, and instructions is available on the provost's website.⁹ Course fees are initiated by an academic department, and implemented following approvals by the department chair, the dean of the college, and the provost. Students can view all course fees on the public course offerings website. A list of current course fees is available in the resource room.

9 Class-related fees policy: Revised May, 2006, wmich.edu/provost/manual/cf-policy.html

In spring 2009, an online cost-of-attendance calculator was published for use by students and their families. This calculator gives students the ability to estimate their total cost of attendance at WMU based on their level, residency, number of credit hours enrolled in, room and board charges, textbook costs, parking, as well as travel and other personal expenses.¹⁰ This calculator is also available on WMU's College Portrait website,¹¹ by clicking on the Costs of Attendance and Financial Aid link.

In fall 2007, WMU began a program to assist veterans leaving active duty military service and returning to school. The Returning Veterans Tuition Assistance (RVTA) program covers all tuition charges not covered by other tuition-specific programs such as ROTC, SERP, ACES, or Chapter 31 benefits. Students discharged from active duty for purposes other than training within six months of beginning of class will be eligible to apply for this benefit in their first semester after entering or returning to WMU. The student, graduate or undergraduate, must be eligible for VA benefits and may receive RVTA funds one time. Returning veterans who meet the eligibility criteria for RVTA will be classified as Michigan residents for tuition purposes after their first semester.

A news release detailing this new program was published in May 2007.¹² Information on this program has also been published elsewhere, for example, on the Military Friendly Schools website,¹³ and in a May 14, 2007, edition of *Inside Higher Education*.¹⁴ Information on this and other benefits provided to returning veterans at WMU is found on the Western Michigan University Advocacy office Facebook page.

The RVTA application and more information can be found on the registrar's web site¹⁵ and the Office of Financial Aid.¹⁶ Through fall 2009, 163 students have received this award.

Looking to the Future

WMU will work to design and implement a policy and a process for approval of program fee similar to the approval process for course fees, including:

- a form to begin the process which includes rationale and usage of the fee,
- a process for routing the paperwork through the channels for approval,
- a process for re-evaluating these fees in a designated time frame,
- a process for communicating approval of program fees to appropriate offices,
- a process for communicating discontinuation of such fees, and
- one office which maintains all the paperwork with a list of all current approved program fees, as well as historical information.

Student Code and Office of Student Conduct

WMU's mission statement places students at the center of what the University is and does. WMU expects WMU students to exemplify academic honesty, integrity and fairness, to have respect for others, and to conduct themselves in a civil manner. These expectations for student conduct, as well as consequences for misconduct, are clearly defined in the Student Code.

Points of Pride

WMU has been a participant in the Yellow Ribbon Program since it began in 2009. The program is sponsored by the U.S. Department of Veterans Affairs and offers veterans tuition assistance as a provision of the Post-9/11 Veterans Educational Assistance Act of 2008.

10 Cost of attendance calculator, wmich.edu/registrar/tuition/coa

11 College Portrait, collegeportraits.org/MI/WMU/costs

12 WMU News, May 2, 2007, wmich.edu/wmu/news/2007/05/001.html.

13 Military Friendly Schools:WMU Profile, militaryfriendlyschools.com/profile.aspx?id=172699

14 Inside Higher Ed, May 14, 2007, insidehighered.com/news/2007/05/14/veterans

15 Returning Veterans Tuition Assistance application, wmich.edu/registrar/veterans-services/VA-RVTA.html

16 Financial Aid for veterans, wmich.edu/finaid/undergrad/scholarships/veterans.html

Student Complaints

The Commission expects an affiliated organization to provide a comprehensive evaluation team with an organizational account of the student complaints it has received and their disposition. This account should cover the two years of operation preceding the comprehensive evaluation.

The Office of Student Conduct handles all violations of the Student Code, both academic and non-academic. For the 2007-08 year, there were 168 academic violations reported and 3,408 non-academic. For the 2008-09 year, there were 159 academic violations and 4,731 non-academic.

In academic misconduct cases, when the student accepts responsibility, the case is usually handled within five to seven business days. When the student does not accept responsibility, it may take three to four weeks to resolve because a hearing occurs. In the non-academic misconduct cases, it is more difficult to indicate a time frame because there are more variables involved, such as police involvement, contacting all parties involved with the alleged incident, follow-ups, and panel hearings. Some of these cases can be resolved within two weeks and some take longer, depending on the case and the number of people involved.¹⁷

There are a number of offices that regularly deal with student issues; these offices have processes in place for students who wish to appeal policy decisions. These appeal processes are public, with complete information on the process available on the department website.¹⁸ A list of these offices, with the types of appeals that they handle and references to the appeal processes, appears in the appendices.

Office of the Ombudsman

When student complaints arise regarding established departmental policy, or when there are student complaints against an individual faculty or staff member, the University Ombudsman exists to listen, investigate, and assist with resolution. This office maintains a log of complaints, including whether or not the issue was resolved and, if so, when.¹⁹

The University Ombudsman is an intervention agent and impartial person who assists faculty, staff, and students in resolving academic and non-academic concerns. The ombudsman listens to individuals and discusses questions or concerns, provides information to answer questions, and/or helps locate individuals on campus that can be of assistance. The ombudsman also explains University policies and procedures, and acts as an advocate for fair processes. The basic principles of the University Ombudsman are independence, impartiality, informality, and confidentiality. The ombudsman is authorized to make thorough investigations and has access to most university offices, records, reports and other documents that might aid in resolving concerns. No person shall suffer any penalty for seeking assistance from the ombudsman.

The University Ombudsman has no formal processes in place related to operations. The ombudsman will see walk-in clients, provide phone consultations, as well as schedule appointments with faculty, staff, and students in need of counsel. Once an issue or concern has been raised, the policies and procedures established by the University and/or area of concern are the guideposts used for resolution. Many issues brought to the ombudsman have specific processes and procedures in place, (i.e., grade appeals, program dismissals, late withdraws and tuition refund appeals). Other issues do not have such clearly established procedures in place, and a cooperative effort between the ombudsman and the area/individual of concern is made to achieve resolution. There are, however, some issues that are not neatly resolvable.

17 Resource Room: Academic Misconduct Summary (Lew)

18 Office of Student Conduct, Definitions of Conduct Violations, wmich.edu/conduct/studentconduct/definitions/violations.html

19 Resource Room: Ombudsman Complaints Tracking (Mitchell)

WMU's ombudsman is a member of the International Ombudsman Association and adheres to the code of ethics and best practices as listed by this organization.²⁰ WMU policy information, as well as contact information, can be found on the ombudsman's website.²¹

All issues brought to the ombudsman are handled with confidentiality. Specific steps are taken to ensure privacy. When someone comes to the ombudsman, their name, WMU identification number (WIN), and file number are stored in an electronic password-protected file. Only the ombudsman and one office staff member have access to this file. Any notes and related materials are stored by file number (no names) in a locked cabinet. Again, only the ombudsman and one office staff member have access to these locked files, and to the office itself. Appointments are set in a staggered fashion so that those coming in do not see others leaving. Students who request that the ombudsman intervene on their behalf with others outside the office are required to sign a release giving the ombudsman approval to do so.

The University Ombudsman handled 167 complaints in 2008 and 166 in 2009.²² The majority of the time, those calling with an issue can be seen by the ombudsman within 24 hours. Most issues are resolved within a week although this sometimes does depend on the issue and the schedules of others involved. Tracking sheets listing types of complaints as handled in the past three years are available in the resource room.

At times complaints go beyond campus offices, including the ombudsman, directly to the Office of the President. A concern log is available in the resource room which lists the complaints/concerns (with names removed) that have been directed to the president's office executive assistant, who serves as the primary office contact for students, parents, staff, and the community.²³ Formal tracking of concerns in this manner began in April 2009. Prior to that time, only occasional unresolved problem files were created. Complaints were handled as they were received, were resolved, and then all notes, and financial and student data from complaints were shredded after the issue resolution. From April 2009 forward, more structured record keeping has been maintained on nontrivial, signed complaints received by students, faculty, staff, or any other constituent.

Faculty and Staff Complaints

Faculty and staff are governed by their respective contracts, or in the case of non-bargaining unit staff, the Employee Handbook. Links to these documents appear in the appendices. As well, the ombudsman welcomes faculty and staff.

Looking to the Future

1. The Office of the President staff should continue to record and track all complaints, including date and manner of resolution.
2. Both the president's office and the ombudsman should put into place a regular review process to evaluate numbers and types of complaints as well as responses to those complaints. Certain complaints or numbers of complaints may justify further investigation and/or a possible change in policy or procedure.

20 International Ombudsman Association, ombudsassociation.org/standards

21 Office of the Ombudsman, wmich.edu/ombudsman

22 Resource Room: Ombudsman Complaints Tracking (Mitchell)

23 Resource Room: Office of the President Complaints Tracking (Gaudio)

Transfer Policies

At the time of initial accreditation or reaffirmation of accreditation, the Commission will confirm that an institution has transfer policies that are publicly disclosed and that such policies include a statement of criteria established by the institution regarding transfer of credit earned at another institution.

Transfer Policies – Domestic and International

The transfer process at WMU is administered within two departments; the admissions office handles all domestic transfer credit and policy, while all international transfer credit is processed by the Diether H. Haenicke Institute for Global Education (HIGE).

College course work completed at a U.S. college or university accredited by a regional accrediting agency (e.g., North Central Association of Colleges and Schools) will be considered for transfer credit at Western Michigan University.

College course work completed at a college or university accredited by an agency other than a regional accrediting agency may be considered for transfer credit on a provisional basis, if the accrediting agency is recognized by the U.S. Secretary of Education. Work accepted on this provisional basis is subject to a validation process described in the WMU undergraduate catalog and transfer credit is awarded only after the validation process is completed.

Articulated credit awarded by other institutions is not considered for transfer credit. Credit by examination awarded by other colleges does not transfer, and test scores for such examinations are evaluated under WMU policies after official score reports are received.

Postsecondary study completed at an overseas institution recognized by that country's ministry in charge of higher education or the official regulating body will be considered for transfer credit at WMU.²⁴

Domestic Transfer Process

Students interested in transferring coursework to WMU from U.S. colleges and universities find complete information on the transfer process online,²⁵ as well as in the online catalogs.²⁶

Managed by the Admissions Office, this website provides a detailed, step-by-step guide which will walk students through the process.²⁷ Topics include:

- Getting started
- Applying and admission
- Transfer credit
- After admission
- Financial aid and scholarships
- Transfer Checklist

Transfers from Michigan Community Colleges

The admissions office works closely with the²⁸ Michigan community colleges to provide clear and current information regarding the way their courses will transfer to WMU. Transfer guides are available online through the Admissions Office for all these institutions.²⁸ These guides detail the general education requirements which can be fulfilled at the community college. In addition, many of these schools have transfer guides available in their offices, which have complete information on course requirements for the more popular majors at WMU. Examples of these major guides can be found in the resource room.

24 WMU policies affecting transfer of credit, wmich.edu/admissions/transfer/policy

25 WMU transfer information, wmich.edu/admissions/transfer

26 Undergraduate Catalog 2009-10, catalog.wmich.edu

27 WMU policies affecting transfer of credit, wmich.edu/admissions/transfer/policy.html

28 Michigan community college transfers, wmich.edu/admissions/micc

Information on transfer equivalencies between community college coursework and WMU coursework can be found on two sites: the Michigan Transfer Network²⁹ and the transfer credit equivalency list found in the WMU portal, GoWMU.³⁰

Articulation Agreements

WMU has signed formal articulation agreements with a number of other institutions.³¹ Included in this list is the MACRAO Transfer agreement, an agreement designed to facilitate the transfer process from community colleges in Michigan to four-year colleges and universities. The agreement provides for transfer of up to 30 credit hours to satisfy most, and in some cases all, general education requirements at the baccalaureate college or university. While the provisions of this agreement differ some from school to school, at WMU, students who have satisfied the requirements under MACRAO will have their lower-level general education fulfilled. Such students will be required to complete only six hours of 3000-4000 level general education course work from the distribution areas, as well as a baccalaureate-level writing course. Details on the MACRAO (Michigan Association of Collegiate Registrars and Admissions Officers) agreement and requirements can be found on the MACRAO website.³²

Transfer Credit Evaluation

After receipt of official transcripts, WMU credit evaluators prepare a credit evaluation for the student. This evaluation includes a cover sheet with an overview of transfer policy, as well as an individual evaluation of all coursework on the transcript received. A copy of the cover information and samples of 10 transfer evaluations are available in the resource room. Complete information on transfer policy is also found in the WMU catalog.³³

International Transfer Process

The Diether H. Haenicke Institute for Global Education's International Admissions and Services (IAS) handles all phases of international admission for undergraduate and graduate students. Applications can be processed either online or on paper. The IAS reviews the academic credentials of all international applicants and evaluates international transfer credit. In addition, financial support documents and evidence of English proficiency are required.³⁴

Graduate Transfer Credit

Admission to graduate programs also requires admission to the specific program by the department offering the intended program of study. From the 2009-10 Graduate Catalog:

Transfer credit will be recorded on the Western Michigan University transcript as 'Credit' (CR) only and will not be calculated into the honor points earned and the graduate grade point average at Western Michigan University. Grades and honor points do not transfer; only credit transfers. As a consequence, honor point deficiencies acquired in credits earned at Western Michigan University cannot be made up by credits earned at another university. (Exception: Grades for courses taken at other Michigan institutions under the Michigan Intercollegiate Graduate Studies

Points of Pride

In 2008, an online student concern form was initiated to provide faculty and staff with a secure place to report non-emergency concerns about students. The form is found on the Student Affairs webpage and requires Bronco NetID and password to verify the identity of the respondent.

29 Michigan Transfer Network, michigantransfERNETWORK.org

30 WMU's transfer credit equivalencies, bssp.cc.wmich.edu/PLS/BPROD/WSHATCE.P_TCEMain

31 WMU's articulation agreements, wmich.edu/admissions/transfer/policy.html

32 Michigan Association of Collegiate Registrars and Admissions Officers, macrao.org/Publications/MACRAOAgreement.asp

33 WMU transfer policy, catalog.wmich.edu/content.php?catoid=11&navoid=421

34 WMU international admissions information, international.wmich.edu/content/view/27/52

[MIGS] program are applied to the student's grade point average at WMU and appear on the student transcript.³⁵

Graduate credit may be transferred from other schools provided:

- 1. The credits were earned in an institution accredited for graduate study and are of 'B' grade (3.0) or better. Moreover, the student's overall grade point average for all graduate work taken at the other institution must also be 'B' (3.0) or better.*
- 2. The credit is earned within the time limit for the degree program (six years for master's or specialist programs, or seven years for doctoral programs), is represented on an official transcript of the other university, and is identified as graduate credit.*
- 3. The student's department verifies that the transfer credits contribute to the student's degree program and includes them in the student's Graduate Student Permanent Program of Study.*
- 4. The graduate dean approves the inclusion of the transferred credits in the student's Graduate Student Permanent Program of Study.*

Any changes to the graduate transfer credit policy require approval through WMU's curriculum review process. The 2009-10 WMU Graduate catalog can be referenced online.³⁶

Evaluation of domestic transfer credit is processed by a staff of four credit evaluators in the Office of Admissions under the supervision of an associate director of admissions. All these staff members work in close proximity to each other and are in daily contact. The associate director communicates on a regular and daily basis with the lead credit evaluator. Issues and concerns are quickly brought forward for discussion and resolution. The lead evaluator works side-by-side with the other three credit evaluators. This proximity and daily contact works to ensure that those staff involved in transfer credit evaluation are consistent in all evaluations and are current with any changes. In addition, the office benefits from having staff with many years experience in this areas longevity in this area.

To ensure clarity and consistency of interpretation, staff in the Office of Admissions periodically review transfer policies. The office will also support evaluation of transfer policy on a large scale and make recommendations to University administration regarding transfer policy implementation and application by other audiences.

Looking to the Future

To institutionalize regular review of transfer policies and recommendations for changes in policy where appropriate, WMU should create a standing transfer credit committee, headed by admissions office staff, and also including representation from the international office, the Graduate College, and the WMU Faculty Senate.

Textbook/Registration Integration

With the start of registration for spring 2010, students are able to view required and recommended textbook information for WMU courses with schedule offerings. In the public, online list of course offerings, textbook information is provided.³⁷ Students, faculty, and staff have access to the course offerings site within GoWMU as part of the registration system; textbook information is also provided here. Information includes:

35 Michigan Intercollegiate Graduate Studies program, wmich.edu/grad/forms/migs.pdf

36 WMU's Graduate Catalog, catalog.wmich.edu/index.php

37 WMU course offerings and textbook information, wmich.edu/classlookup

- Textbook status (required or recommended)
- ISBN
- Author
- Title
- Publisher
- Edition
- New and used prices (at WMU's on campus bookstore)

This textbook information is updated daily from the bookstore's database to the course offerings to ensure that the data are current. A continuing challenge is getting departments and faculty to select textbooks early enough to provide the information with the opening of registration for future semesters. To assist in this effort, a report has been created to provide department chairs with a list of all department courses with required and recommended texts as selected by individual faculty.

Missing Persons

WMU complies with the missing person requirement of the Higher Education Opportunity Act. A procedure is in place regarding a notification policy for WMU students residing in on-campus housing who have been determined after investigation to be missing for 24 hours. This WMU policy is the result of collaboration between residence life, public safety, and student affairs staffs.³⁸

Looking to the Future

To address the timely publication of textbook information, WMU will:

- Assign faculty to courses earlier to meet deadlines for submitting information.
- Continue to remind faculty of the importance of compliance with this new requirement.

Verification of the Identity of Students in Distance or Correspondence Education

Institutions offering distance education or correspondence education, as specified in the federal definitions, shall have processes through which the institution established that the student who registers in the distance education or correspondence education courses or programs is the same student who participates in and completes and receives the academic credit.

WMU offers courses in a variety of different delivery modes. Along with traditional face-to-face courses, distance education courses are offered online, as hybrid courses, using CVIT, tape delayed, and in an open learning format.

In preparing the AIDU in spring 2010 WMU inventoried all courses and programs which meet new federal definitions of distance education and correspondence education. A copy of the HLC AIDU before 2009 is available in the resource room. The definitions are as follows:

Distance education means education that uses one or more of the {following} technologies (i) to deliver instruction to students who are separated from the instructor and (ii) to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously. The technologies used may include: (i) the internet; (ii) one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) audioconferencing; or (iv) videocassettes, DVDs, and CD-Roms, if the videocassettes, DVDs or CD-Roms are used in conjunction with any of the technologies listed in clauses (i) through (iii).³⁹

Hybrid courses meet face-to-face up to 25% of the time, the remainder of the course is taught online. CVIT (Compressed Video Interactive Television) is a video over internet protocol (IP) system that provides a connective and interactive student learning experience among multiple sites. Tape delayed courses offer students a way to view demonstrations and lectures through VHS tapes or DVDs. In 2008, WMU began offering open learning courses. These open-entry, open-exit courses are online, self-paced courses in which students have up to six months to complete coursework.

Currently students use their Bronco NetID and password to enter any course which has an online component. Students receive their unique Bronco NetID when they are formally admitted to WMU. With the ID comes a temporary password which students are forced to change the first time they enter GoWMU, WMU's intranet portal and gateway to services. Only those students who have gone through the formal admissions process and have been given admission status are provided with a Bronco NetID.

Instructors teaching courses which are partially or completely online are strongly encouraged to require proctored exams. Students taking such exams must present a photo ID before they are allowed to take the exam. In addition, the proctor is given a password which has to be entered into the system; this password unlocks the exam for the student. The proctor is the only person given the password.

WMU technical staff continue to examine current technologies and new ones as they become available to improve student verification in online course offerings. The goal is to ensure that the student who enrolls in a distance education course is the student who participates in and ultimately completes that course.

On February 12, 2009, Online Education staff attended "Student Identity Verification: Best Practices and Practical Experience," an online webinar sponsored by Acxiom. The Acxiom product is designed to authenticate student identity using challenge questions obtained through public records. A cost benefit analysis and environmental scan regarding industry direction followed the webinar.

On July 28, 2008, staff investigated Secureexam Remote Proctor, which is a remote webcam monitoring device which utilizes biometric as well as audio and video recording of the stu-

39 Approval of Distance and Correspondence Education, <https://content.springcm.com/content/Download-Documents.aspx?Selection=Document%2C18989486%3B&accountId=5968>

dent actually taking the exam. Sponsored by Troy University with technical support coming from Software Secure, at that time, the product was not yet production ready. Technical expertise, bandwidth, and computer requirements at the end user level as well as student privacy issues were cited as concerns at the time. There are no current plans to implement this tool.

Fire Safety in Residence Halls

Students living in residence halls at WMU are given complete information on fire safety rules in the Residence Life Policies and Procedures manual. This manual is available in the resource room. Fire drills, announced and unannounced, are held regularly in on-campus housing.⁴⁰

Looking to the Future

Issues related to verification of student identity, regulations covering student verification, and technical and non-technical solutions will only increase in importance and will need to continue to receive institutional scrutiny.

Compliance with the Higher Education Opportunity Act

The Commission expects that its affiliated institutions comply if required with the Title IV requirements of the Higher Education Reauthorization Act as amended in 1998. Therefore, institutions will provide teams for review and consideration their most recent default rates (and any default reduction plans approved by the Department of Education) and any other documents concerning the institution's program responsibilities under Title IV of the Act, including any results of financial or compliance audits and program reviews.

General Requirements

Western Michigan University has been a participant in the Department of Education's Title IV Quality Assurance (QA) Program since 2000. As a QA participant, the WMU Financial Aid Office embraces the core values of accountability, empowerment, expertise, flexibility, innovation, partnership, program integrity, and service. WMU's A-133 audits have had no significant findings.

In the 2008-09 academic year, WMU's financial aid disbursements totaled \$230 million, including federal Title IV aid of \$154,044,672.94.

Table 6.1 WMU Financial Aid Distributions

Source: Director of Student Financial Aid and Scholarships; Resource Room Data

Program	Number of Recipients	Dollars Dispersed
Pell Grant	4,598	\$14,833,504
SEOG	2,751	\$871,087
ACG	779	\$569,634
SMART Grant	140	\$334,246
TEACH Grant	16	\$30,250
Subsidized Student Loan	11,381	\$52,156,821
Unsubsidized Loan	9,782	\$64,273,647
Perkins Loan	421	\$752,937
PLUS Loan	2,004	\$17,538,322
Grad PLUS	270	\$1,580,901
Work Study	739	\$1,110,298

Financial Responsibility

The A-133 audit is completed by an external audit firm annually. As part of the audit process, any significant findings are discussed with Student Financial Aid and Internal Audit personnel. The two University departments work to determine an appropriate response and a corrective action plan when needed. The A-133 report issued by the external audit firm includes any significant findings and corresponding corrective action plan. This report is filed electronically with a federal clearing house and granting agencies receive appropriate copies. The report is also filed electronically with the U.S. Department of Education Federal Student Aid eZ-Audit.

There is follow-up to each significant finding in the next year's A-133 audit. The A-133 issued report will indicate if the significant findings from the prior year are still outstanding or if there has been resolution. WMU has not had a situation where an item has been outstanding for more than one year. There have also been no repercussions for WMU related to any A-133 findings.⁴¹

WMU has a history of consistently strong Composite Financial Indicator (CFI) values. Two values are shown for the 2007-08 year. For the 2008 fiscal year, the University implemented GASB 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pensions. Implementation resulted in recognition of a \$121 million liability for retiree health care benefits. This liability is not treated consistently by universities; the accounting standard allows variation in recognition of the liability. Bond rating agencies exclude this liability from their analyses. This liability does not change the financial situation of the University and does not require the University to expend cash that would not otherwise

41 Resource Room: A-133 Audit (Delorey)

Table 6.2 The Composite Financial Indicator Values for WMU Covering the Past 6 Years

Source: Office of Business and Finance

Composite Financial Indicator (CFI)						
2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2007-2008 (adjusted)
3.8	4.2	3.8	3.4	3.4	0.6	1.7

have been paid out over the service life of the employee(s). A complete explanation of the reason for the decline in the 2007-08 value is on file in the resource room.

Student Loan Default Rates

Western Michigan University participates in the Federal Direct Student Loan Program, and WMU's School Default Rate was 2.8% in FY 2005, 2.8% in FY 2006, and 2.7% in FY 2007. With these low default rates, WMU has no corrective action plan.

Satisfactory Academic Progress

WMU's Satisfactory Academic Progress Policy adheres to federal guidelines and provides for assessment and enforcement of standards for qualitative standards (minimum GPA), quantitative standards (minimum percentage of credit hours completed), and a 150% maximum time frame (183 credit hours). The policy also addresses the treatment of transfer credits, warning statuses, and how students can appeal and re-gain eligibility. The Satisfactory Academic Progress policy can be found on the Student Financial Aid website.⁴² The appeal form can also be found online.⁴³

Campus Safety

WMU's Annual Security Report is published each fall, and is available online and in print.⁴⁴ A copy of the report is also available at the Department of Public Safety Building, located at 511 Monroe St., just off the 1300 block of W. Michigan Ave., Kalamazoo. Students, faculty, and staff are notified when the report is available through email and portal announcements.

42 Satisfactory Academic Progress policy, wmich.edu/finaid/pdf/2009-10/sap.pdf

43 Academic Progress appeal form, wmich.edu/finaid/pdf/non-year/pl-sap-appeal.pdf

44 WMU's Annual Security Report, wmudps.wmich.edu/Documents/ANNUALREPORT.pdf

Institutional Disclosure – Advertising and Recruiting Materials

This section clarifies the Commission's concern about accurate consumer information, particularly advertising and recruiting materials.

Whenever an organization makes reference to its affiliation with the Commission, it will include the Commission's address and phone number.

Advertising

All advertising materials for WMU run through the Office of University Relations to ensure that the materials are accurate representations of the University. When University Relations does work with outside firms on marketing and advertising materials, the office provides the input necessary to meet University standards and to ensure there has been a proper review of the materials. Although there is no written policy regarding general advertising materials, University Relations has reached out to the University community to provide the information through the Campus Communicators group. This group meets every other month to discuss the approved standards and is comprised of University personnel throughout campus with communication responsibilities for their respective department or unit.

In regard to recruitment materials, University Relations works with the Office of Enrollment Management and outside creative firms in the development of the materials. University Relations is currently in the process of developing graphic standards that will be posted on its departmental website.

Copies of advertising and recruiting materials for the past year can be found in the resource room.

Mark of Affiliation

WMU uses the Mark of Affiliation to disclose affiliation with the Higher Learning Commission within online undergraduate and graduate catalogs and in the accreditation section of the Institutional Effectiveness website.⁴⁵ Use of the Mark of Affiliation at WMU follows Commission usage regulations. WMU's policy on usage is available online at the Office of Institutional Effectiveness.⁴⁶

Relationship with Other Accrediting Agencies and with State Regulatory Bodies

A total of 141 degree-granting and four non-degree granting programs in the seven academic colleges and two service units are accredited. A total of 29 accrediting agencies accredit one or more programs, as well as three service units that provide students with training and supervision in their fields of study. No program at WMU enrolls one-third or more of total students.

Table 6.3 Program Accreditation Agencies

*NOTE: A program may be listed under more than one accrediting agency.

	Accreditation	Program Title*
1	Accreditation Association for Ambulatory Health Care, Inc. (AAAHC)	Sindecuse Health Center (part of degree-granting program(s))
2	Accreditation Council for Occupational Therapy Education, the (ACOTE)	Combined Bachelor of Science in Interdisciplinary Health Services, Occupational Therapy/Master of Science in Occupational Therapy Master of Science in Occupational Therapy (professional entry-level program)
3	Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	Master of Science in Medicine in Physician Assistant

45 Higher Learning Commission's Mark of Affiliation, wmich.edu/poapa/accreditation

46 WMU's Mark of Affiliation policy, wmich.edu/poapa/accreditation/Mark%20of%20Affiliation.pdf

Table 6.3 Program Accreditation Agencies (continued)

	Accreditation	Program Title*
4	American Dietetic Association, the (ADA/CADE)	Bachelor of Science in Dietetics (didactic program) Graduate-level non-degree Dietetics Internship
5	American Psychological Association (APA)	Doctor of Philosophy in Clinical Psychology Doctor of Philosophy in Counseling Psychology Pre-Doctoral Internship in Professional Psychology
6	Association For Behavior Analysis International (ABAI)	Doctor of Philosophy in Behavioral Analysis Master of Science in Psychology, Behavioral Analysis
7	Association to Advance Collegiate Schools of Business (AACSB International)	Bachelor of Business Administration in Accountancy Bachelor of Business Administration in Advertising and Promotion Bachelor of Business Administration in Computer Information Systems Bachelor of Business Administration in E-Business Design Bachelor of Business Administration in Economics (BBA with Arts and Sciences major) Bachelor of Business Administration in Finance Bachelor of Business Administration in Food and Consumer Package Goods Marketing Bachelor of Business Administration in General Business Bachelor of Business Administration in Human Resources Bachelor of Business Administration in Integrated Supply Management Bachelor of Business Administration in Management Bachelor of Business Administration in Marketing Bachelor of Business Administration in Personal Financial Planning Bachelor of Business Administration in Sales and Business Marketing Bachelor of Business Administration in Telecommunications and Information Management Master of Business Administration Master of Science in Accountancy
8	Aviation Accreditation Board International (AABI)	Bachelor of Science in Aviation Flight Science (option A) Bachelor of Science in Aviation Flight Science, Certified Accelerated Pilot Training (option B) Bachelor of Science in Aviation Maintenance Technology Bachelor of Science in Aviation Science and Administration
9	Commission on Accreditation of Athletic Training Education (CAATE)	Bachelor of Science in Athletic Training - Professional Program
10	Commission on Collegiate Nursing Education, the (CCNE)	Bachelor of Science in Nursing Master of Science in Nursing
11	Commission on English Language Program Accreditation (CEA)	Center for English Language and Culture for International Students (Non-degree Program)
12	Computing Accreditation Commission of ABET (CAC-ABET)	Bachelor of Science in Computer Science, Theory and Analysis

Table 6.3 Program Accreditation Agencies (continued)

	Accreditation	Program Title*
13	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Doctor of Philosophy in Counselor Education Master of Arts in Counselor Education, Clinical Mental Health Counseling Master of Arts in Counselor Education, College Counseling Master of Arts in Counselor Education, School Counseling
14	Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA)	Doctor of Audiology Master of Arts in Speech-Language Pathology
15	Council on Rehabilitation Education, Inc. (CORE)	Master of Arts in Counselor Education, Rehabilitation Counseling
16	Council on Social Work Education (CSWE)	Bachelor of Social Work Master of Social Work
17	Engineering Accreditation Commission of ABET (EAC-ABET)	Bachelor of Science in Engineering in Aeronautical Engineering Bachelor of Science in Engineering in Chemical Engineering Bachelor of Science in Engineering in Civil Engineering Bachelor of Science in Engineering in Computer Engineering Bachelor of Science in Engineering in Construction Engineering Bachelor of Science in Engineering in Electrical Engineering Bachelor of Science in Engineering in Industrial and Entrepreneurial Engineering Bachelor of Science in Engineering in Mechanical Engineering Bachelor of Science in Engineering in Paper Engineering
18	Foundry Education Foundation (FEF)	Metalcasting (Non-degree Program)
19	International Association of Counseling Services (IACS)	University Counseling and Testing Center (part of degree-granting program(s))
20	National Association of Schools of Art and Design (NASAD)	Bachelor of Arts in Art History Bachelor of Fine Arts in Art Bachelor of Fine Arts in Art Education Bachelor of Fine Arts in Graphic Design Bachelor of Science in Interior Design Master of Arts in Art Master of Arts in Art Education Master of Fine Arts in Art
21	National Association of Schools of Dance (NASD)	Bachelor of Arts in Dance Bachelor of Fine Arts in Dance
22	National Association of Schools of Music (NASM)	Bachelor of Arts in Music Bachelor of Music in Composition Bachelor of Music in Music Education Bachelor of Music in Music Therapy Bachelor of Music in Performance Master of Music in Composition Master of Music in Conducting

Table 6.3 Program Accreditation Agencies (continued)

	Accreditation	Program Title*
22	National Association of Schools of Music (NASM) (continued)	Master of Music in Music Education Master of Music in Music Therapy Master of Music in Performance
23	National Association of Schools of Public Affairs and Administration (NASPAA)	Master of Public Administration
24	National Association of Schools of Theatre (NAST)	Bachelor of Arts in Theatre Studies Bachelor of Fine Arts in Music Theatre Performance Bachelor of Fine Arts in Stage Management Bachelor of Fine Arts in Theatre Design and Technical Production Bachelor of Fine Arts in Theatre Performance
25	National Athletic Trainers' Association (NATA)	Master of Science in Exercise and Sports Medicine, Athletic Training
26	National Council for Accreditation of Coaching Education (NCACE)	Master of Arts in Coaching Sport Performance
27	National Council for Accreditation of Teacher Education (NCATE)	Bachelor of Arts in English, Secondary Education Bachelor of Arts in French, Elementary Education Bachelor of Arts in French, Secondary Education Bachelor of Arts in German, Elementary Education Bachelor of Arts in German, Secondary Education Bachelor of Arts in History, Secondary Education Bachelor of Arts in Mathematics, Secondary Education Bachelor of Arts in Political Science, Secondary Education Bachelor of Arts in Spanish, Secondary Education Bachelor of Fine Arts in Art Education Bachelor of Music in Music Education Bachelor of Science in Biology - Secondary Education Bachelor of Science in Chemistry, Secondary Education Bachelor of Science in Early Childhood Professional Education Bachelor of Science in Earth Science, Secondary Education Bachelor of Science in Elementary Professional Education Bachelor of Science in Family and Consumer Sciences Teacher Education Bachelor of Science in Geography, Secondary Education Bachelor of Science in Health Education, School Bachelor of Science in Industrial Technology, Non-Vocational Bachelor of Science in Industrial Technology, Vocational Bachelor of Science in Occupational Educational Studies Bachelor of Science in Physical Education Teacher/Coach Bachelor of Science in Physical Education, Secondary Bachelor of Science in Physics, Secondary Education Bachelor of Science in Secondary Education in Business Bachelor of Science in Secondary Education in Business, Group Major Bachelor of Science in Social Studies, Secondary Education Bachelor of Science in Special Education, Cognitive Impairments and Learning Disabilities, Elementary

Table 6.3 Program Accreditation Agencies (continued)

Accreditation	Program Title*
27 National Council for Accreditation of Teacher Education (NCATE) (continued)	Bachelor of Science in Special Education, Cognitive Impairments and Learning Disabilities, Secondary Bachelor of Science in Special Education, Emotional Impairments and Learning Disabilities, Elementary Bachelor of Science in Special Education, Emotional Impairments and Learning Disabilities, Secondary
27 National Council for Accreditation of Teacher Education (NCATE) (continued)	Bachelor of Science in Technology and Design Doctor of Education in Special Education Doctor of Philosophy in Educational Leadership, Career and Technical Education Doctor of Philosophy in Educational Leadership, General Doctor of Philosophy in Educational Leadership, Higher Education Doctor of Philosophy in Educational Leadership, K-12 Leadership Doctor of Philosophy in Educational Leadership, Organizational Analysis Doctor of Philosophy in Science Education Doctor of Philosophy in Mathematics Education Master of Arts in Art Education Master of Arts in Career and Technical Education Master of Arts in Counselor Education, School Counseling Master of Arts in Educational Leadership, General Master of Arts in Educational Leadership, Higher Education and Student Affairs Master of Arts in Educational Leadership, K-12 Central Office Administrator Master of Arts in Educational Leadership, K-12 Chief School Business Official Master of Arts in Educational Leadership, K-12 Curriculum and Instruction Master of Arts in Educational Leadership, K-12 School Principal Master of Arts in Educational Leadership, Organizational Analysis Master of Arts in English with an Emphasis on Teaching Master of Arts in Literacy Studies Master of Arts in Mathematics Education Master of Arts in Physical Education, Pedagogy Master of Arts in Physical Education, Special Physical Education Master of Arts in Science Education Master of Arts in Socio-Cultural Studies of Education Master of Arts in Special Education, Administration Master of Arts in Special Education, Clinical Teacher Master of Arts in Special Education, Master Teacher Master of Arts in the Practice of Teaching Master of Music in Music Education Specialist in Education in Educational Leadership
28 Technology Accreditation Commission of ABET (TAC-ABET)	Bachelor of Science in Engineering Graphics and Design Technology Bachelor of Science in Engineering Management Technology Bachelor of Science in Manufacturing Engineering Technology

In addition, the College of Aviation holds two FAA certificates and one license from the Michigan Department of Transportation. The Children's Place Learning Center and the University Substance Abuse Services each hold one Michigan license.

Table 6.4 State Licenses

Licensure	Program Title*
1 Michigan Department of Transportation: Michigan Aeronautics Commission	Bachelor of Science in Aviation Flight Science (option A) Bachelor of Science in Aviation Flight Science, Certified Accelerated Pilot Training (option B)
2 Michigan Department of Consumer & Industry Services, Bureau of Health Systems	University Substance Abuse Services
3 Michigan Department of Human Services	WMU Children's Place Learning Center

*NOTE: The B.S. in Aviation Flight Science (options A and B) are also listed in Tables 6.3 and 6.5

Table 6.5 Federal Certifications

Certification	Program Title
1 Federal Aviation Administration (FAA)	Bachelor of Science in Aviation Maintenance Technology Bachelor of Science in Aviation Science and Administration

*NOTE: The B.S. in Aviation Flight Science (options A and B) are also listed in Tables 1 and 2.

HLC 2010 Program Accreditation Findings

Over the past 10 years, approximately two-thirds of accredited programs were granted accreditation without further follow-up or information. The others were granted accreditation with follow-up either prior to or within the next accreditation cycle. One program chose to withdraw from accreditation.

In compliance with each accrediting body's policy on the public disclosure of accreditation information, copies of complete accreditation materials are available in the Accreditation Library, B-125 Henry Hall, Western Michigan University.^{47, 48}

A list of accredited programs can be found in the undergraduate and graduate catalogs.⁴⁹

Points of Pride

Since spring 2009, an online cost-of-attendance calculator has been available. It gives students the ability to estimate tuition based on their level, residency, and number of credit hours taken. Also, room and board rates, parking fees, travel and personal expenses, and textbook costs can be estimated.

47 WMU Accreditation and Certification, wmich.edu/poapa/accreditation/program-accreditation.html

48 Resource Room: Accreditation Library (Evans)

49 WMU Undergraduate and Graduate Catalogs 2010-11, catalog.wmich.edu/

Public Notification of Visit and Third-Party Comment

The Commission seeks public comments on institutions as part of its comprehensive evaluations and Quality Checkup Visits. The institution should provide examples of public notices which follow the prescribed format.

WMU, like other institutions of its size and scope, has many constituents interested and involved in its daily operations as well as future plans. In preparation for completion of the HLC self-study report, two public sessions were held on campus to invite feedback, comments, and concerns from faculty, staff and students. These sessions were held on February 25 and March 9. Information on the dates and locations was published in the *Western News* (February 11 edition), a regular publication for faculty and staff, and in the *Western Herald* (March 3 edition), the student newspaper. In April, a follow-up article was published in the student newspaper inviting students to provide written comments on the self-study report.

In May, the scope of notice began to broaden with a notice published in the summer issue of *Accent on Alumni*. Also in May a letter from the dean of the College of Education and Human Development went out to K-12 school superintendents providing information on the accreditation process and inviting comment.

Several colleges at WMU, including engineering, business and aviation have external college advisory boards. The deans of these colleges sent letters to the board members during the month of June and July, also inviting comment. A general community outreach continued in June and July with an ad in the *Kalamazoo Gazette*, news releases to Southwest Michigan media, and a news story and email link to HLC, on the WMU website. These efforts were intended to reach donors, the business community, the religious community, area hospitals, vendors, area legislators, service organizations, some foundations and community boards.

Further outreach took place in July, beginning with the WMU Family Connection newsletter sent to parents of WMU students. Presidents of Michigan universities and community colleges received a letter from President Dunn. The dean of the Haenicke Institute sent information to partner institutions abroad. In all cases, information on the self-study process was provided with an invitation to respond with comments. Late in the summer, a WMU email newsletter provided information to alumni and donors, again inviting comment.

WMU has used a variety of methods to communicate with constituents including campus publications, newsletters, email newsletters, websites, ads in local papers, news releases, direct letters, and other publications. Copies of all correspondence, ads, and news stories are available in the resource room.

Looking to the Future

During the time this institution has been engaged in self study, issues related to compliance have come to the forefront. In expectation that compliance will continue to be an area of change, it is suggested that an office at WMU be established and charged with review of current policy and changes related to compliance issues. Regular environmental scanning is needed to ensure that this institution is aware of changes in regulations. Communication to campus offices affected by policy change is needed. An awareness of ways in which other institutions put into effect policies to meet federal compliance standards would be beneficial.



Appendix A, B, C



**A student-centered
research university.**

Appendix A: Institutional Snapshot

1. Student Demography Headcounts

A. Undergraduate Enrollments by Class Levels

Class Level	Fall 2008	Fall 2009
Freshman	4,949	4,220
Sophomore	4,338	4,466
Junior	4,542	4,750
Senior	5,886	5,866
Non-Degree	139	245
Total	19,854	19,547

B. Undergraduate Students by Degree Seeking and Non-degree Seeking Status

Gender / Ethnicity	Fall 2008		Fall 2009	
	Degree Seeking	Non-Degree Seeking	Degree Seeking	Non-Degree Seeking
<i>Male</i>				
American Indian/Alaska Native	66	1	71	1
Asian/Pacific Islander	199	3	197	7
Black, non-Hispanic	609	6	667	0
Hispanic	254	1	258	1
Nonresident Alien	362	0	400	55
White, non-Hispanic	8,119	54	7,822	60
Race/ethnicity unknown	319	4	424	12
Total Male	9,928	69	9,839	136
<i>Female</i>				
American Indian/Alaska Native	61	1	63	1
Asian/Pacific Islander	183	5	183	3
Black, non-Hispanic	762	2	834	3
Hispanic	286	0	275	0
Nonresident Alien	168	0	180	14
White, non-Hispanic	8,049	57	7,586	69
Race/ethnicity unknown	278	5	342	19
Total Female	9,787	70	9,463	109
Subtotals	19,715	139	19,302	245
Grand Total	19,854		19,547	

C. Graduate/Professional Students by Degree Seeking and Non-degree Seeking Status

Gender / Ethnicity	Fall 2008		Fall 2009	
	Degree Seeking	Non-Degree Seeking	Degree Seeking	Non-Degree Seeking
<i>Male</i>				
American Indian/Alaska Native	10	0	8	1
Asian/Pacific Islander	30	5	30	2
Black, non-Hispanic	112	14	125	9
Hispanic	34	4	43	4
Nonresident Alien	378	4	373	20
White, non-Hispanic	1,194	132	1,182	153
Race/ethnicity unknown	90	14	90	13
Total Male	1,848	173	1,851	202
<i>Female</i>				
American Indian/Alaska Native	15	1	15	3
Asian/Pacific Islander	39	7	39	5
Black, non-Hispanic	241	22	245	17
Hispanic	52	5	58	6
Nonresident Alien	200	2	204	8
White, non-Hispanic	1,952	280	1,952	293
Race/ethnicity unknown	100	27	112	19
Total Female	2,599	344	2,625	351
Subtotals	4,447	517	4,476	553
Grand Total	4,964		5,029	

D. Age Range of Undergraduate Students

Age	Fall 2008	Fall 2009
24 and under	17,751	17,254
25 and older	2,087	2,288
unknown	16	5
Total	19,854	19,547

E. Number of Students by Residency Status

Residency Status	Fall 2008	Fall 2009
In-State Residency	22,637	22,155
Out-of-State Residency	1,067	1,167
Non-US Resident	1,114	1,254
Total	24,818	24,576

2.
Student
Recruitment
and
Admissions

A. Number of Application, Acceptances, and Matriculations for Categories of Entering Students

Category	Fall 2008			Fall 2009		
	Applications	Admittances	Matriculations	Applications	Admittances	Matriculations
Freshman	13,009	11,055	3,870	12,551	10,421	3,267
UndergraduateTransfer	3,465	2,788	1,825	3,437	2,662	1,705
Graduate/Professional	3,928	2,383	1,539	4,136	2,402	1,491
Total	20,402	16,226	7,234	20,124	15,485	6,463

B. Required Instrument for Admissions and Mean Score

Required Instrument	Fall 2008 Mean Score	Fall 2009 Mean Score
ACT	22.1	22.2

3. Financial Assistance for Students

A. Percentages of Students that Applied for Any Type of Financial Assistance

	2007-2008		2008-2009	
	Number	Percentage	Number	Percentage
Number of undergraduate students applying for some type of assistance	12,507	63%	13,334	67%
Total undergraduate student headcount	19,718		19,854	
Number of graduate students applying for some type of assistance.	2,101	45%	2,298	46%
Total graduate student headcount	4,715		4,964	

B. Number and Percentage of Students That Receive Financial Aid

Any Assistance	2007-2008		2008-2009	
	Number	Percentage	Number	Percentage
Number of undergraduate students receiving	15,223	77%	16,062	81%
Total undergraduate student headcount	19,718		19,854	
Number of graduate students receiving	3,104	66%	3,286	66%
Total graduate student headcount	4,715		4,964	
Loans	Number	Percentage	Number	Percentage
Number of undergraduate students receiving	11,550	59%	12,375	62%
Total undergraduate student headcount	19,718		19,854	
Number of graduate students receiving	2,257	48%	2,437	49%
Total graduate student headcount	4,715		4,964	
Work-Study	Number	Percentage	Number	Percentage
Number of undergraduate students receiving	790	4%	954	5%
Total undergraduate student headcount	19,718		19,854	
Number of graduate students receiving	21	0%	16	0%
Total graduate student headcount	4,715		4,964	
Scholarships/Grants	Number	Percentage	Number	Percentage
Number of undergraduate students receiving	10,753	55%	12,172	61%
Total undergraduate student headcount	19,718		19,854	
Number of graduate students receiving	1,469	31%	1,540	31%
Total graduate student headcount	4,715		4,964	
Academic Based Merit-Based Scholarships	Number	Percentage	Number	Percentage
Number of undergraduate students receiving	4,557	23%	5,538	28%
Total undergraduate student headcount	19,718		19,854	
Number of graduate students receiving	1,469	31%	1,540	31%
Total graduate student headcount	4,715		4,964	

C. Tuition Discount Rate

	2007-2008		2008-2009	
	Dollars	Percentage	Dollars	Percentage
Total undergraduate tuition waivers, I	23,250,569	15%	31,255,265	17%
Total undergraduate tuition, waived plus paid, I + P	159,995,503		181,997,994	
Total graduate tuition waivers, I	6,245,304	18%	7,090,010	20%
Total graduate tuition, waived plus paid, I + P	35,448,756		35,529,848	

Tuition Discount Rate (TDR) = $I/(I+P)$

I = Tuition waiver

P = Tuition paid by students and their external aid

* Note: I + P includes the tuition paid only for those students receiving financial aid and does not include total tuition revenue for the university.

4.
Student
Retention
and
Program
Productivity

A. Undergraduate Retention Rate by Race and Ethnicity

Race / Ethnicity	Fall 2007		Fall 2008	
	Number Entering	Number Returning	Number Entering	Number Returning
American Indian/Alaska Native	40	24	34	23
		60.0%		67.6%
Asian/Pacific Islander	70	46	75	55
		65.7%		73.3%
Black, non-Hispanic	270	186	316	198
		68.9%		62.7%
Hispanic	106	81	123	84
		76.4%		68.3%
Nonresident Alien	33	27	92	81
		81.8%		88.0%
White, non-Hispanic	2,838	2,102	3,068	2,237
		74.1%		72.9%
Race/ethnicity unknown	116	84	97	78
		72.4%		80.4%

B. Graduate Degree Production by Race and Ethnicity

Master's Degrees

Race / Ethnicity	2007-2008	2008-2009
American Indian/Alaska Native	9	8
Asian/Pacific Islander	18	20
Black, non-Hispanic	69	80
Hispanic	21	29
Nonresident Alien	155	151
White, non-Hispanic	990	1,008
Race/ethnicity unknown	16	42
Total	1,278	1,338

Doctoral Degrees

Race / Ethnicity	2007-2008	2008-2009
American Indian/Alaska Native	1	0
Asian/Pacific Islander	1	0
Black, non-Hispanic	8	8
Hispanic	0	1
Nonresident Alien	29	26
White, non-Hispanic	72	67
Race/ethnicity unknown	0	1
Total	111	103

C. Degree Production by CIP Codes

	Bachelor's Degrees		Master's Degrees		Doctoral Degrees	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
Agriculture/Natural Resources (1,3)	7	7	-	-	-	-
Architecture/Engineering/Engineering Technology (4,14,15)	273	252	60	81	4	6
Biological & Physical Science (26,40,41)	137	144	22	25	12	10
Business (52)	989	984	167	170	-	-
Communications/Communication Technology/Fine Arts (9,10,50)	491	491	46	48	-	-
Education/Library Science (13,21,25)	668	574	470	487	37	35
Humanities/Interdisciplinary (5,16,23,24,30,38,39,54)	309	314	58	71	12	11
Health (51)	244	314	119	161	11	6
Law (22)	-	-	-	-	-	-
Mathematics/Computer Science (11,27)	83	89	47	37	4	6
Military Technology/Protective Services (29,43)	112	113	-	-	-	-
Personal Services/Consumer Services/Fitness (12,19,31)	142	146	21	22	-	-
Psychology/Social Sciences & Services (42,44,45)	438	393	268	236	31	29
Trades/ Production /Transportation Health (46,47,48,49)	153	148	-	-	-	-
Total	4,046	3,969	1,278	1,338	111	103

D. Licensure Examination Pass Rates

Contact Person	Academic Discipline	Name of Test	Pass Rates of Undergraduate Students	Pass Rates of Graduate Students
Gil Sinclair	Bachelor of Science Aviation Maintenance Tech	FAA Mechanic Oral and Practical: General	2006/2007 = 80% (n=10) 2007/2008 = 77% (n=14) 2008/2009 = 87.5% (n=8)	
Gil Sinclair	Bachelor of Science Aviation Maintenance Tech	FAA Mechanic Oral and Practical: Airframe	2006/2007 = 80% (n=10) 2007/2008 = 83% (n=14) 2008/2009 = 83% (n=8)	
Gil Sinclair	Bachelor of Science Aviation Maintenance Tech	FAA Mechanic Oral and Practical: Powerplant	2006/2007 = 80% (n=10) 2007/2008 = 77% (n=14) 2008/2009 = 87.5% (n=8)	
Gil Sinclair	Bachelor of Science Aviation Maintenance Tech	FAA Mechanic Oral and Practical Retest: General	2006/2007 = 100% (n=2) 2007/2008 = 100% (n=4) 2008/2009 = 100% (n=1)	
Gil Sinclair	Bachelor of Science Aviation Maintenance Tech	FAA Mechanic Oral and Practical Retest: Airframe	2006/2007 = 100% (n=2) 2007/2008 = 100% (n=3) 2008/2009 = 100% (n=2)	
Gil Sinclair	Bachelor of Science Aviation Maintenance Tech	FAA Mechanic Oral and Practical Retest: Powerplant	2006/2007 = 100% (n=2) 2007/2008 = 100% (n=4) 2008/2009 = 100% (n=1)	
Thomas Grossman	Bachelor of Science Aviation Flight Science	Private Pilot Airplane Single Engine Land Practical Test	2006-2007 = 80.0% (n=70) 2007-2008 = 80.0% (n=80) 2008-2009 = 84.1% (n=88)	
Thomas Grossman	Bachelor of Science Aviation Flight Science	Instrument Rating Airplane Practical Test	2006-2007 = 75.8% (n=95) 2007-2008 = 86.7% (n=83) 2008-2009 = 84.3% (n=102)	
Thomas Grossman	Bachelor of Science Aviation Flight Science	Commercial Pilot Airplane Single Engine Land Practical Test	2006-2007 = 92.2% (n=51) 2007-2008 = 93.3% (n=45) 2008-2009 = 96.9% (n=32)	
Thomas Grossman	Bachelor of Science Aviation Flight Science	Commercial Pilot Airplane Multi Engine Land Practical Test	2006-2007 = 93.2% (n=59) 2007-2008 = 90.0% (n=60) 2008-2009 = 93.7% (n=63)	
Thomas Grossman	Bachelor of Science Aviation Flight Science	Additional Rating Aircraft Single Engine Land Practical Test	2006-2007 = 91.9% (n=37) 2007-2008 = 97.2% (n=36) 2008-2009 = 92.7% (n=41)	
Thomas Grossman	Bachelor of Science Aviation Flight Science	Additional Rating Aircraft Multi Engine Land Practical Test	2006-2007 = 94.4% (n=18) 2007-2008 = 93.1% (n=29) 2008-2009 = 86.7% (n=30)	
Thomas Grossman	Bachelor of Science Aviation Flight Science	Additional Rating Aircraft Single Engine Sea Practical Test	2006-2007 = 100.0% (n=5) 2007-2008 = 100.0% (n=5) 2008-2009 = 100.0% (n=11)	
Thomas Grossman	Bachelor of Science Aviation Flight Science	Flight Instructor Airplane Single Engine Practical Test	2006-2007 = 66.7% (n=9) 2007-2008 = 76.9% (n=13) 2008-2009 = 90.9% (n=11)	
Thomas Grossman	Bachelor of Science Aviation Flight Science	Flight instructor Instrument Practical Test	2006-2007 = 100.0% (n=9) 2007-2008 = 95.5% (n=22) 2008-2009 = 100.0% (n=9)	
Thomas Grossman	Bachelor of Science Aviation Flight Science	Flight Instructor Multi Engine Practical Test	2006-2007 = 100.0% (n=8) 2007-2008 = 100.0% (n=8) 2008-2009 = 100.0% (n=1)	
Dr. Wayne Fuqua	Clinical Psychology	National Licensing Exam for Psychologists		No data available.
Dr. Wayne Fuqua	Psychology, Behavioral Analysis	Behavior Analysis Certification Board Exam	No data available.	No data available.

Contact Person	Academic Discipline	Name of Test	Pass Rates of Undergraduate Students	Pass Rates of Graduate Students
Dr. Vivian Steemers	French	Diplome de Francais Professionel - Affaires B2 de la Chambre de Commerce et d'Industrie de Paris	2009-2010 = 75% (n=4)	
Dr. Jack Ruhl	Accountancy	Uniform CPA Examination	2006 = 28.3% (n=106) 2007 = 29.0% (n=124) 2008 = 30.05% (n=160)	2006 = 35.9% (n=39) 2007 = 31.0% (n=29) 2008 = 25.0% (n=24)
Dr. Judy Swisher	BBA with major in Personal Financial Planning	CFP® (Certified Financial Planner) Exam	2007-2008 = 50% (n=6) 2008-2009 = 75% (n=4)	
Dr. Katharine Cummings	English Education	Michigan Test for Teacher Certification 002	2005-2008 = 91.2% (n=547) 2008-2009 = 68.6% (n=86)	
Dr. Katharine Cummings	Speech Education	Michigan Test for Teacher Certification 004	2005-2008 = 91.2% (n=119) 2008-2009 = 76.5% (n=17)	
Dr. Katharine Cummings	Reading	Michigan Test for Teacher Certification 005	2005-2008 = NA (n=0) 2008-2009 = 100% (n=1)	
Dr. Katharine Cummings	Geography	Michigan Test for Teacher Certification 008	2005-2008 = 94.9% (n= 39) 2008-2009 = 100% (n=17)	
Dr. Katharine Cummings	History	Michigan Test for Teacher Certification 009	2005-2008 = 91.1% (n=248) 2008-2009 = 87.9% (n=66)	
Dr. Katharine Cummings	Science	Michigan Test for Teacher Certification 016	2005-2008 = 75.5% (n=595) (discontinued test)	
Dr. Katharine Cummings	Political Science	Michigan Test for Teacher Certification 010	2005-2008 = 81.7% (n=93) 2008-2009 = 75% (n=28)	
Dr. Katharine Cummings	Biology	Michigan Test for Teacher Certification 017	2005-2008 = 92.6% (n=68) 2008-2009 = 81.8% (n=11)	
Dr. Katharine Cummings	Chemistry	Michigan Test for Teacher Certification 018	2005-2008 = 75% (n=32) 2008-2009 = 77.8% (n=9)	
Dr. Katharine Cummings	Physics	Michigan Test for Teacher Certification 019	2005-2008 = 96.2% (n=26) 2008-2009 = 83.3% (n=12)	
Dr. Katharine Cummings	Earth/Space Science	Michigan Test for Teacher Certification 020	2005-2008 = 66.7% (n=63) 2008-2009 = 25% (n=16)	
Dr. Katharine Cummings	Mathematics (secondary)	Michigan Test for Teacher Certification 022	2005-2008 = 98.1% (n=103) 2008-2009 = 92% (n=25)	
Dr. Katharine Cummings	German	Michigan Test for Teacher Certification 024	pass rates not reported (too few test takers in 2005-08, none in 2008-09)	
Dr. Katharine Cummings	French	Michigan Test for Teacher Certification 023	2005-2008 = 69.2% (n=13) 2008-2009 = 66.7% (n=3)	
Dr. Katharine Cummings	Latin	Michigan Test for Teacher Certification 026	pass rates not reported (too few test takers in 2005-08, none in 2008-09)	
Dr. Katharine Cummings	Spanish	Michigan Test for Teacher Certification 028	2005-2008 = 86% (n=107) 2008-2009 = 83.3% (n=24)	
Dr. Katharine Cummings	Business Education	Michigan Test for Teacher Certification 032	2005-2008 = 87.1% (n=31) 2008-2009 = 100% (n=1)	
Dr. Katharine Cummings	Marketing Education	Michigan Test for Teacher Certification 036	2005-2008: no pass rate reported 2008-2009 = 100% (n=1)	
Dr. Katharine Cummings	Music Education	Michigan Test for Teacher Certification 039	2005-2008 = 98.4% (n=64) 2008-2009 = 96.9% (n=32)	
Dr. Katharine Cummings	Family and Consumer Sciences	Michigan Test for Teacher Certification 040	2005-2008 = 95.6% (n=45) 2008-2009 = 100% (n=8)	

Contact Person	Academic Discipline	Name of Test	Pass Rates of Undergraduate Students	Pass Rates of Graduate Students
Dr. Katharine Cummings	Art Education	Michigan Test for Teacher Certification 041	100% (n=25) (test discontinued)	
Dr. Katharine Cummings	Health, Physical Education, & Recreation	Michigan Test for Teacher Certification 042 (incorrect test for WMU students, some taken in error)	too few test takers	
Dr. Katharine Cummings	Health	Michigan Test for Teacher Certification 043	2005-2008 = 98.9 (n=91) 2008-2009 = 95.5% (n=22)	
Dr. Katharine Cummings	Physical Education	Michigan Test for Teacher Certification 044	2005-2008 = 97% (n=198) 2008-2009 = 85% (n=40)	
Dr. Katharine Cummings	Environmental Studies (note: WMU discontinued this program)	Michigan Test for Teacher Certification 049	2005-2008 = 84.6% (n=26) 2008-2009 = 0.0% (n=2)	
Dr. Katharine Cummings	Guidance Counselor	Michigan Test for Teacher Certification 051	2005-2008 = 97.6% (n=126) 2008-2009 = 77.4% (n=31)	
Dr. Katharine Cummings	Fine Arts (note: WMU doesn't offer this program)	Michigan Test for Teacher Certification 053	2008-2009 = 0.0% (n=1)	
Dr. Katharine Cummings	Cognitive Impairment	Michigan Test for Teacher Certification 056	2005-2008 = 95.2% (n=105) 2008-2009 = 97.3% (n=37)	
Dr. Katharine Cummings	Speech and Language Impaired	Michigan Test for Teacher Certification 057	2005-08 = 90.9% (n=11) 2008-2009 = 100% (n=2)	
Dr. Katharine Cummings	Emotionally Impaired	Michigan Test for Teacher Certification 059	2005-2008 = 94% (n=100) 2008-2009 = 90.7% (n=43)	
Dr. Katharine Cummings	Visually Impaired	Michigan Test for Teacher Certification 061	2008-2009 = 33.3% (n=3)	
Dr. Katharine Cummings	Learning Disabilities	Michigan Test for Teacher Certification 063	2005-2008 = 98.9% (n=186) 2008-2009 = 98.4% (n=64)	
Dr. Katharine Cummings	Early Childhood Education	Michigan Test for Teacher Certification 082	2005-2008 = 93.1% (n=478) 2008-2009 = 89.7% (n=117)	
Dr. Katharine Cummings	Elementary Education	Michigan Test for Teacher Certification 083	2005-2008 = 98% (n=1,195) 2008-2009 = 96.3% (n=273)	
Dr. Katharine Cummings	Social Studies	Michigan Test for Teacher Certification 084	2005-2008 = 76.6% (n=320) 2008-2009 = 40.3% (n=119)	
Dr. Katharine Cummings	Industrial Technology	Michigan Test for Teacher Certification 087	2005-2008 = 83.3% (n=42) 2008-2009 = 66.7% (n=3)	
Dr. Katharine Cummings	Mathematics (elementary)	Michigan Test for Teacher Certification 089	2005-2008 = 90.4% (n=125) 2008-2009 = 81.3% (n=64)	
Dr. Katharine Cummings	Language Arts (elementary)	Michigan Test for Teacher Certification 090	2005-2008 = 82.1% (n=117) 2008-2009 = 59.3% (n=135)	
Dr. Katharine Cummings	Communication Arts (Secondary)	Michigan Test for Teacher Certification 091	2005-2008: (too few to report) 2008-2009 = 100% (n=2)	
Dr. Katharine Cummings	Reading Specialist	Michigan Test for Teacher Certification 092	2005-2008 = 96% (n=25) 2008-2009 = 90.5% (n=21)	
Dr. Katharine Cummings	Integrated Science (elementary)	Michigan Test for Teacher Certification 093	2005-2008 = 73.9% (n=23) 2008-2009 = 58.5% (n=41)	
Dr. Katharine Cummings	Integrated Science (secondary) (note: WMU doesn't offer this program)	Michigan Test for Teacher Certification 094	2008-2009 = 100% (n=1)	
Dr. Katharine Cummings	Visual Arts	Michigan Test for Teacher Certification 095	2005-2008 = 96.5% (n=57) 2008-2009 = 81.0% (n=21)	
Dr. Katharine Cummings	Business, Management, Marketing, & Technology	Michigan Test for Teacher Certification 098	2005-2008 = 91.7% (n=12) 2008-2009 = 75% (n=4)	

Contact Person	Academic Discipline	Name of Test	Pass Rates of Undergraduate Students	Pass Rates of Graduate Students
Dr. Caroline Webber	Dietetics	Registered Dietician Exam	2008 = 86% (n=7) 2009 = 100% (n=9)	
Monica Lininger	Undergraduate Athletic Training	Board of Certification (BOC)	2006-2007 = 33% (n = 5/15) 2007-2008 = 38% (n = 3/8) 2008-2009 = 40% (n = 2/5)	
Dr. Patrick Munley	Counselor Education and Counseling Psychology (School Counseling)	Guidance Counselor		2006-2009 = 90% (n=168)
Dr. Patrick Munley	Counselor Education and Counseling Psychology	(NBCC) Examination for Licensure and Certification - grad students taking exam within six months (prior to or post) graduation		2006 - 2009 = 87% (N=145)
Dr. Edmund Tsang	Bachelor of Science in Engineering	Fundamentals of Engineering (FE) Exam	2006-2007 = 73% (n=150) 2007-2008 = 70% (n=160) 2008-2009 = 69% (n=69)	
Dr. Dae Kim	Master's in Orientation & Mobility	Academy for Certification of Vision Rehabilitation and Education Professionals		2006 = 89% (n=28) 2007 = 76% (n=21) 2008 = 75% (n=27)
Dr. Helen Lee	Master's in Vision Rehabilitation Teaching	Academy for Certification of Vision Rehabilitation and Education Professionals		2006 = 87% (n=23) 2007 = 83% (n=24) 2008 = 84% (n=19)
Dr. Linda Zoeller	B.S.N.	National Council Licensure Exam for Registered Nurse (NCLEX-RN)	2006-2007 = 76.9% (n=104) 2007-2008 = 94.7% (n=38) 2008-2009 = 93.8% (n=81)	
Dr. Linda Zoeller	M.S.N. (Nurse Educator)	Certified Nurse Educator, National League for Nursing		No data yet. Program too new.
Dr. Linda Zoeller	M.S.N. (Nurse Administrator)	Manager/Nurse Administrator, ANCC or AONE		No data yet. Program too new.
Dr. Richard Cooper	Master of Science in Occupational Therapy	National Board for Certification in Occupational Therapy Examination		2006 = 100% (n=19) 2007 = 85.5% (n=62) 2008 = 84% (n=50)
Dr. Eric Vangsnes	Master of Science in Medicine Physician Assistant	National Commission on Certification of Physician Assistants (NCCPA)		2006-2007 = 100% (n=37) 2007-2008 = 100% (n=35) 2008-2009 = 97% (n=36)
Amy Tuley	Bachelor of Social Work	Bachelor's Examination, ASWB	NA - no WMU graduates have taken this exam in 2008 or 2009	
Amy Tuley	Master's of Social Work	Master's Examination, ASWB		2008-2009 = 75% (n=16)
Amy Tuley	Master's of Social Work	Advanced Generalist Examination, ASWB		2008-2009 = 50% (n=2)
Dr. Ann Tyler	Master's of Speech Pathology & Audiology	Praxis Examination		2006-2007 = 100% (n=19) 2007-2008 = 100% (n=34) 2008-2009 = 100% (n=20)
Dr. Ann Tyler	Doctor of Audiology	Praxis Examination		2006-2007 = 100% (n=6) 2007-2008 = 100% (n=11) 2008-2009 = 100% (n=5)
Dr. C. Dennis Simpson	Specialty Program in Alcohol and Drug Abuse	International Credentialing Consortium: CAC I	2007-2008 = 98% (n=70) 2008-2009 = 97% (n=76)	
Dr. C. Dennis Simpson	Specialty Program in Alcohol and Drug Abuse	International Credentialing Consortium: CAC II		2007-2008 = 100% (n=45) 2008-2009 = 100% (n=45)

5. Faculty Demography

A. Headcount of Faculty by Highest Degree Earned

Degree Level	Fall 2008		Fall 2009	
	Full-Time	Part-Time	Full-Time	Part-Time
Doctorate	697	46	674	59
First-Professional	4	3	4	2
Master's	201	126	202	133
Bachelor's	19	29	14	29
Associate's	1	1	0	1
None / Unknown	6	303	3	314
Total	928	508	897	538

B. Headcount of Faculty by Race/Ethnicity, Gender, and Rank

Race/Ethnicity	Fall 2008		Fall 2009	
	Full-Time	Part-Time	Full-Time	Part-Time
American Indian/Alaska Native	2	1	2	1
Asian/Pacific islander	72	5	72	5
Black, non-Hispanic	31	10	29	9
Hispanic	18	4	17	6
Nonresident Alien	31	13	21	15
White, non-Hispanic	630	217	602	230
Race/ethnicity unknown	144	258	154	272
Total	928	508	897	538

Gender	Fall 2008		Fall 2009	
	Full-Time	Part-Time	Full-Time	Part-Time
Female	371	271	353	284
Male	557	224	544	228
Unknown	0	13	0	26
Total	928	508	897	538

Faculty Rank	Fall 2008		Fall 2009	
	Full-Time	Part-Time	Full-Time	Part-Time
Professor	322	4	337	7
Associate Professor	284	1	271	0
Assistant Professor	165	0	147	0
Instructor	43	1	36	1
Master Faculty Specialist	36	0	36	0
Faculty Specialist 1	31	1	23	1
Faculty Specialist 2	47	0	47	2
Part-Time Instructor	0	501	0	527
Total	928	508	897	538

C. Headcount of Faculty by CIP Codes

	Fall 2008	Fall 2009
Agriculture/Natural Resources (1,3)	8	6
Architecture/Engineering/Engineering Technology (4,14,15)	98	100
Biological & Physical Science (26,40,41)81	81	81
Business (52)	112	119
Communications/Communication Technology/Fine Arts (9,10,50)	153	140
Education/Library Science (13,21,25)	191	193
Humanities/Interdisciplinary (5,16,23,24,30,38,39,54)	115	114
Health (51)	215	229
Law (22)	-	-
Mathematics/Computer Science (11,27)	78	76
Military Technology/Protective Services (29,43)	0	0
Personal Services/Consumer Services/Fitness (12,19,31)	34	32
Psychology/Social Sciences & Services (42,44,45)	157	164
Trades/Production/Transportation Health (46,47,48,49)	28	25
Unknown CIP*	166	156
Total	1,436	1,435

* Includes faculty from CELCIS, EUP, FYE, Lee Honors College, Lewis Walker Institute, Unified Clinics, University Counseling Center, University Libraries, and Deans' offices.

6. Availability of Instructional Resources and Information Technology

A. Technology Resources Dedicated To Supporting Student Learning and Monitoring Use

Classroom Technology activities continue at a fast pace within OIT. Currently, 159 of the 234 campus classrooms are equipped with presentation technology. All rooms are equipped with standard technology, including a help button which is answered by the OIT help desk. 24 of these rooms were added in the last year.

Utilizing only OIT resources, we have increased available network bandwidth in the residence halls on campus, maintaining and improving network services.

OIT has purchased an intrusion detection program, Stealthwatch IDS, which has been running since February 2005. A new network access system has been installed and is running on the residence halls network. It will be expanded to the full campus by the time of the site visit.

OIT provides \$1.2 million for college computing laboratories every year. Central computing labs (Bernhard Center and the University Computing Center) are regularly updated and include both general capabilities and capabilities needed for specific departments and colleges.

Western continues to maintain a robust e-learning system, Blackboard Vista, with additions to system capacity staying ahead of rising use.

Increasingly, WMU does business with students, faculty, and staff on-line, with self-service modules available in the GoWMU portal.

Instructional support is provided to regional sites and online courses by Extended University Program staff in coordination with support offices located at the WMU main campus.

Services offered include a dedicated library website specific to the needs of online and distance students as well as online tutorials (tracked through web usage statistics). Various levels of technical support are provided via phone, email, and face-to-face offerings. Writing assistance is available online through the WMU Writing Center. Students can access academic and career advisors via video conference, phone or email. In addition, financial aid, registration, admissions, and career services are all offered through a web enabled format with facilitation from regional site staff.

Classroom technology such as projectors, DVD/Blue-Ray players, audio amplification, and document cameras are provided in accordance with university standards in 81% of the regional site classrooms. WMU has fourteen computer/specialty labs located at regional site. The regional computer labs are currently being analyzed for usage tracking using a product called LabStats.

Online student support services such as student contact with tutoring services, proctoring services, tutorial services, and academic advising grow with enrollment. The online education offers specialized technology support for student and faculty in terms of QuickTime and Flash streaming services. A DVD library and mailing service is also available to students that have access and broadband width limitations. technical support is available to student via phone, email, and face-to-face during regular business hours. Self-help library tutorials are available online for all distance students. Extended University Programs coordinates test proctoring and provides test proctoring in a monitored program to support distance education programs.

7. Financial Data

A. Actual Unrestricted Revenues (in \$1,000's)

Unrestricted Revenues	2007-2008	2008-2009
Tuition and Fees	170,732	185,790
State/Local Appropriations	122,383	113,243
Denominational Income (if applicable)		
Investment and Annuity Income (loss)	-1,566	-5,707
Contributions	9,936	13,462
Auxiliary	84,922	89,021
Other	27,692	31,639
Total	414,099	427,448

B. Actual Unrestricted Expenses (in \$1,000's)

Unrestricted Expenses	2007-2008	2008-2009
Instructional/Departmental/Library	164,909	177,062
Student Services	22,018	23,655
Operation and Maintenance of Plant	34,578	36,132
Administration	36,818	36,107
Fundraising		
Auxiliary	78,588	81,238
Other	42,787	40,756
Total	379,698	394,950

C. If, in either of the past two completed fiscal years, the total in 7B exceeded the total in 7A above, how did the institution cover its shortfall?

Not applicable.

Appendix B: School of Medicine

Summary of Activities as of April 30, 2010

Jack Luderer, M.D., Interim Dean

Western Michigan University will establish a four-year allopathic (M.D.) School of Medicine in collaboration with its clinical partners, Borgess HealthCare and Bronson Health. This school will supplant the two years of clinical instruction currently offered at the hospitals through the Kalamazoo Center for Medical Studies and the Michigan State University College of Human Medicine.

We envision a medical school that ultimately integrates both undergraduate (i.e., the classic four years of medical school) and graduate medical education (i.e., residency and fellowship training). The Medical School will enhance the life-sciences research capabilities and opportunities of the region, help address the national shortage of physicians, enhance the local recruitment and retention of physicians, enhance the availability of complex medical care for our patients, grow the local economy, and strengthen Western Michigan University at its core.

A School of Medicine is also envisioned to be the catalyst to achieve the unrealized synergy between Western Michigan University and the many life-science resources in Kalamazoo. It builds on a century-long heritage of life-science research and pharmaceutical and medical device development.

President John Dunn first proposed the initiative in October 2007. Activity highlights include:

- Considered the future of medicine, focusing on the scientific and technical drivers that might define a medical school of the future.
- Established a feasibility committee with wide representation from the University and the hospitals.
- Obtained a planning grant from the Kalamazoo Community Foundation.
- Commissioned a consultation by DJW Consultants.
- Retained Larned & Weinberg, academic medicine consultants, to conduct a more detailed feasibility assessment.
- Met with multiple constituencies on multiple occasions to obtain broad input, identify problems, and to begin to build consensus.
- Launched a website to provide real-time updates of planning activities (www.kzoo-medschool.org).
- Conducted due diligence
 - ◇ Assessed data predicting a physician shortage;
 - ◇ Evaluated adequacy of patient volume in the region to support medical education;
 - ◇ Estimated financial needs (refinement ongoing);
 - ◇ Assessed availability of qualified students;
 - ◇ Assessed our ability to compete for students and staff;
 - ◇ Assessed accreditation requirements and procedures; and
 - ◇ Completed “near final” business plan.
- Received a \$1.8 million anonymous donation to proceed with the planning process.

- Boards of Western Michigan University, Borgess Healthcare, and Bronson Health endorsed proceeding to the next phase.
- Made consultation visit with Liaison Committee for Medical Education.
- Initiated the accreditation process officially, and received status as Applicant School.
- Formed a search committee for the Founding Dean.
- Met with the American Association of Medical Colleges regarding curriculum development.
- Sponsored a seminar, Latest Trends in Medical School Curriculum.
- First advertisements for Founding Dean appeared in the New England Journal of Medicine (April 22, 2010), with additional advertisements in press (Journal of the American Medical Association and Academic Medicine).
- Finalized a process to establish the group of committees needed to obtain broad input from the University and medical community, and to begin work on the specific tasks required for accreditation by the Liaison Committee for Medical Education.

The following table provides a more detailed listing of selected activities in reverse chronological order.

April 20, 2010	Dean Search Committee meeting
April 19, 2010	President Dunn and Dr. Jack Luderer meet with Paragon Health to discuss the school of medicine
April 15, 2010	Sponsored seminar, Latest Trends in Medical School Curriculum
April 12, 2010	President Dunn, Dr. Jack Luderer, and Dr. Ethel Weinberg met with the American Association of Medical Colleges to obtain advice on medical school curriculum
April 6, 2010	Dean Search Committee meeting
March 23, 2010	Dean Search Committee meeting
March 9, 2010	Dean Search Committee meeting
Mar. 5, 2010	The Liaison Committee on Medical Education lists Western Michigan University as an “applicant school”
Feb. 24, 2010	President Dunn submits the letter of application to the Liaison Committee on Medical Education to formally begin the accreditation process
February 23, 2010	First meeting of Dean Search Committee
Jan. 26, 2010	President Dunn and Dr. Jack Luderer update the Battle Creek Health System Board of Directors on the school of medicine
Jan. 21, 2010	President Dunn and Dr. Jack Luderer update the Borgess Health medical staff on the school of medicine
Jan. 13, 2010	President Dunn, Mr. Patrick Dyson, Dr. Scott Larson, Dr. Jack Luderer, Mr. Ken Miller, Mr. Paul Spaude, and Dr. Ethel Weinberg meet with the Liaison Committee for Medical Education in Chicago, IL to discuss next steps in the medical school formation process
Dec. 18, 2009	President Dunn meets with the Bronson Healthcare Group Board of Directors to hold further discussion regarding the feasibility of a school of medicine
Dec. 15, 2009	President Dunn meets with the Borgess Health Board of Directors to hold further discussion regarding the feasibility of a school of medicine
Nov. 2, 2009	WMU receives an anonymous gift of \$1.8 million to hire a dean pro tem and initiate accreditation process with the LCME

- Oct. 8, 2009 President Dunn presents medical school feasibility progress to WMU Faculty Senate
- Sept. 29, 2009 WMU representatives meet with a group of Borgess Health physicians
- Sept. 15, 2009 WMU representatives meet with a group of Bronson Healthcare Group physicians
- Aug. 27, 2009 WMU representatives meet with Bronson Healthcare Group's Board of Directors
- Apr. 10, 2009 President Dunn updates the WMU College of Health and Human Services faculty and staff on the medical school feasibility initiative
- Mar. 19, 2009 WMU representatives meet with Kalamazoo Community Mental Health
- Mar. 18, 2009 WMU representatives meet with Battle Creek Health Systems
- Feb. 5, 2009 President Dunn addresses the WMU faculty senate regarding the feasibility initiative's progress
- Jan. 26, 2009 Feasibility Committee reviews Larned & Weinberg's consultant report
- Nov. 18-19, 2008 Larned & Weinberg meets with Borgess, Bronson, and WMU leadership
- Sept. 30-Oct. 1, 2008 Larned & Weinberg meets with WMU deans, HHS chairs and directors, the Medical School Feasibility Committee, Borgess and Bronson leadership, and physician representatives of Borgess, Bronson, and KCMS
- Sept. 8-10, 2008 Larned & Weinberg meets with Borgess and Bronson M.D.s, WMU Provost's Council, and WMU College of Arts and Sciences leadership
- Aug. 29, 2008 Received notification of funding from the Kalamazoo Community Foundation for a medical school feasibility study
- Aug. 1, 2008 Grant submitted to the Kalamazoo Community Foundation for a medical school feasibility study
- Jul. 28-30, 2008 Larned & Weinberg meets with Borgess, Bronson, KCMS, and WMU leaders
- Jul. 7-9, 2008 Larned & Weinberg meets with Borgess, Bronson, KCMS, WMU, and community leaders
- Jun., 2008 Larned & Weinberg, a consulting group specializing in the formation of new medical schools, is retained by WMU to conduct feasibility study
- Apr. 15, 2008 President John M. Dunn addresses the Kalamazoo Academy of Medicine
- Feb. 11, 2008 DJW and Associates issues initial feasibility report, ending their contract with WMU because they were retained by another Michigan university
- Feb. 4-5, 2008 DJW and Associates, a consulting group specializing in the formation of new medical schools, meets with Borgess, Bronson, KCMS, and WMU leaders
- Dec. 13, 2007 Medical School Feasibility Committee is formed and holds its first meeting
- Oct. 25, 2007 Academic Convocation/State of the University - President Dunn announces that WMU will engage in discussion about the possibility and potential of a School of Medicine at WMU

**Appendix C:
Offices that Handle
Student, Faculty, or Staff
Appeals and Complaints**

I. Students	Location
Office of Student Affairs	http://www.wmich.edu/students/
WMU Student code	http://www.wmich.edu/conduct/docs/WMU_studentcode.pdf
Office of Student Conduct	http://www.wmich.edu/conduct/
Charges and Hearings Policy	http://www.wmich.edu/conduct/studentconduct/chargesandhearings.html
Student Rights	http://www.wmich.edu/conduct/studentconduct/studentrights.html
Conduct Rules, Regulations and violation definitions	http://www.wmich.edu/conduct/studentconduct/definitionsofviolations.html
Information on parental notification	http://www.wmich.edu/conduct/studentconduct/parentnotification.html
Overview of appeals process	http://www.wmich.edu/conduct/studentconduct/appeals.html
Jurisdiction of the university	http://www.wmich.edu/conduct/studentconduct/jurisdiction.html
FAQ for students	http://www.wmich.edu/conduct/studentconduct/faq.html
Athletics-Academic Services	http://www.wmubroncos.com/ViewArticle.dbml?DB_OEM_ID=4600&KEY=&ATCLID=1483007
Student-Athlete handbook	http://www.wmubroncos.com/pdf2/132036.pdf?DB_OEM_ID=4600
Student Financial Aid	http://www.wmich.edu/finaid
Dependency override appeal form	http://www.wmich.edu/finaid/pdf/non-year/p4-dependency-override.pdf
Satisfactory academic progress appeal	http://www.wmich.edu/finaid/pdf/non-year/p1-sap-appeal.pdf
Satisfactory academic progress policy	http://www.wmich.edu/finaid/pdf/2009-10/sap.pdf
Scholarship appeal form	http://www.wmich.edu/finaid/pdf/2009-10/scholarship-appeal.pdf
Readjustment for cost of attendance appeal form	Resource Room
Appeal for adjustment of family contribution	Resource Room
Registrar's Office	http://www.wmich.edu/registrar
Course grade appeal policy (listed in online catalogs)	http://catalog.wmich.edu/content.php?catoid=11&navoid=427#cour_grad_and_prog_dism_appe
FERPA issues	http://www.wmich.edu/registrar/ferpa/students/index.html
Academic Forgiveness	http://www.wmich.edu/registrar/pdf/forms/academic_forgiveness.pdf
Late add fee appeal	http://www.wmich.edu/registrar/pdf/forms/late_fee_appeal.pdf
Late drop	http://www.wmich.edu/registrar/pdf/forms/late_drop.pdf
Late withdrawal appeal	http://www.wmich.edu/registrar/pdf/forms/appeal-late-withdraw.pdf
Office of Business and Finance	http://www.obf.wmich.edu
Residency policy and appeal	http://www.obf.wmich.edu/documents/docs/ResidencyApplication.pdf
Tuition charge appeal form	http://www.obf.wmich.edu/accounting-services/docs/ar_appeal_form.pdf
Tuition charge appeal form (medical)	http://www.obf.wmich.edu/accounting-services/docs/ar_appeal_form_medical.pdf
Tuition charge appeal form (non-attendance)	http://www.obf.wmich.edu/accounting-services/docs/ar_appeal_form_non_attendance.pdf

I. Students**Location**

Office of Information Technology	http://www.wmich.edu/oit
Rules for Use of Computing Resources	http://www.wmich.edu/oit/policies/computing-rules.html
Digital Millennium copyright rules	http://www.wmich.edu/oit/policies/dmca-violations.html
Copyright Guidelines	http://www.wmich.edu/oit/policies/copyright-guidelines.html
File Sharing FAQ	http://www.wmich.edu/broncotech/index.php?title=File_Sharing_(Peer-to-Peer)_FAQ
File Sharing Safety Precautions	http://www.wmich.edu/broncotech/index.php?title=File_Sharing_Safety_Precautions
File Sharing information	http://www.wmich.edu/dmca
Rules and Policies	http://www.wmich.edu/oit/policies/index.html
Office of Institutional Equity	http://www.wmich.edu/oie
Office of the Ombudsman	http://www.wmich.edu/ombudsman
Office of Admissions	http://www.wmich.edu/admissions
Transfer policies	http://www.wmich.edu/admissions/transfer/policy.html

II. Faculty and Staff**Location**

Human Resources	http://www.wmich.edu/hr
AFSCME contract (dining and custodial)	http://www.wmich.edu/hr/staff-afscme.html
POA contract (police officers)	http://www.wmich.edu/hr/staff-poa.html
MSEA contract (power plant employees)	http://www.wmich.edu/hr/staff-msea.html
Employee Handbook (non-bargaining unit staff)	http://www.wmich.edu/hr/handbook/index.html
Academic Collective Bargaining	http://www.wmich.edu/acb
AAUP contract (faculty)	http://www.wmich.edu/acb/Assets/pdf/agreement-2008-11.pdf
TAU contract (TA's)	http://www.wmich.edu/acb/docs/TAU%20Full%20contract%2009-12%20pdf.pdf
Office of the Ombudsman	http://www.wmich.edu/ombudsman